

Juvenile Justice Alternative Education Programs



PERFORMANCE ASSESSMENT REPORT



*A Joint Report by the
Texas Juvenile Probation Commission
and the Texas Education Agency*

May 2002

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Executive Summary



INTRODUCTION AND OVERVIEW

The Texas Legislature created juvenile justice alternative education programs (JJAEP) in 1995 during an extensive re-write of the Texas Education Code (TEC). This new educational placement was created to serve the educational needs of juvenile offenders and at-risk youth who are expelled from the regular classroom or the school district disciplinary alternative education program (DAEP). The legislative intent was for JJAEPs to provide a quality alternative educational setting for expelled youth that would focus on discipline, behavior management and academic achievement. As of May 2002, JJAEPs have been officially operational for six complete academic school years.

In 1999, the Texas Legislature mandated that the Texas Juvenile Probation Commission (TJPC) and the Texas Education Agency (TEA) jointly develop a comprehensive system to ensure that JJAEPs were held accountable for student academic success. In 2001, the Texas Legislature expanded this mandate in an appropriations rider to include a requirement that the agencies jointly prepare a report to assess the performance of the JJAEPs based on the accountability system that was developed in 1999.

This report has been prepared to fulfill the mandates of the rider and is the first in a series of annual reports to analyze JJAEPs and their academic and behavioral performance. For the purposes of this report, "school year 2001" refers to school year 2000 / 2001.

History

In 1995, the Texas legislature established the concept of JJAEPs. Two primary goals existed for the creation of this separate educational setting. The first goal was to ensure safe and productive classrooms for teachers and students through the removal of dangerous and/or disruptive students. The second goal was to address the problematic issue of expelled youth receiving no educational services during the period of expulsion.

The JJAEP concept was made mandatory in counties with a population of 125,000 or greater. Twenty-two Texas counties, encompassing 237 school districts, were mandated to create a JJAEP and begin operations in the school year 1997. These counties included:

- Bell
- Denton
- Jefferson
- Tarrant
- Bexar
- El Paso
- Lubbock
- Travis
- Brazoria
- Fort Bend
- McLennan
- Webb
- Cameron
- Galveston
- Montgomery
- Williamson
- Collin
- Harris
- Nueces
- Dallas
- Hidalgo
- Smith



Governance

Primarily two bodies of law govern JJAEPs. Chapter 37 of the Texas Education Code (TEC) delineates the statutory framework of the programs, while administrative rules promulgated by TJPC in Title 37 of the Texas Administrative Code (TAC) contain specific minimum standards for program operations. Juvenile boards set the policy and procedure for local juvenile probation departments and are the immediate oversight body for the JJAEPs. Local school districts are also important players in the JJAEP concept and work cooperatively with juvenile boards to help design and fund local programs.

Funding

The funding mechanism for JJAEPs differs in part from the funding mechanism in place for the public schools in Texas. JJAEPs are funded primarily through county tax revenues and state appropriations that flow through TEA and TJPC.

TJPC provides funding to local juvenile boards on a per diem basis for students who are mandated to be placed into the JJAEP. The juvenile board and the school districts in a county jointly enter into a memorandum of understanding (MOU) regarding the cost of other students that may attend the JJAEP. Local school districts may provide funds and in-kind services to the JJAEP as agreed upon in the MOU.

Statutory Requirements

Section 37.011 of the Texas Education Code (TEC) governs the programmatic parameters of JJAEPs. The following is a partial list of the main academic and programmatic standards that must be followed by all JJAEPs.

- The statutorily established academic mission of the JJAEP is to enable students to perform at grade level pursuant to TEC Section 37.011(h);
- JJAEPs are required to operate seven hours a day for 180 days a year pursuant to TEC Section 37.011(f);
- JJAEPs must focus on English/language arts, mathematics, sciences, social studies and self-discipline. The programs are not required to provide a course necessary to fulfill a student's high school graduation requirements pursuant to TEC Section 37.011(d);
- The juvenile board or the board's designee shall regularly review a JJAEP student's academic progress. For high school students, the review shall include the student's progress toward meeting high school graduation requirements and shall establish a specific graduation plan per TEC Section 37.011(d).



STUDENTS IN JJAEPS

Student Population

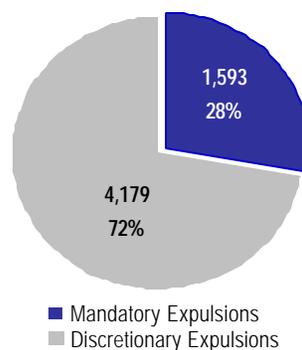
The student population served by JJAEPs falls into one of two basic categories: expelled students and court-ordered or other students who are not expelled. JJAEPs serve students who are required to be expelled as mandated under TEC Section 37.007 or who may be expelled according to local school district policy under TEC Section 37.007. This category of students is referred to as *expelled* throughout this report. JJAEPs also serve non-expelled juveniles who are ordered to attend the JJAEP by a juvenile court judge or under an agreement with the school district as authorized by TEC Section 37.011. This second category of students is referred to as *other* throughout this report.

Within the category of *expelled* students, two further classifications exist: *mandatory* expulsions and *discretionary* expulsions. A *mandatory* expulsion occurs when a student who has been expelled pursuant to TEC Section 37.007(a), (d) or (e). The Code mandates school districts to expel students who commit certain serious criminal offenses, including violent offenses against persons, felony drug and weapons offenses.

A *discretionary* expulsion occurs when a student who has been expelled from the regular classroom or the school district disciplinary alternative education program (DAEP) because they have committed certain offenses described in TEC Section 37.007 (b) and (f) or because the student has violated the school district code of conduct as set by local school district policy pursuant to Section 37.007(c). Discretionary expulsions for violations of the code of conduct while in the DAEP as per Section 37.007(c) are frequently referred to as *serious or persistent misbehavior*. Chart 1 illustrates the representation of each of these types of students in school year 2001. A majority of the JJAEP students were discretionary expulsions (72%).

ES Chart 1

JJAEP Students by Expulsion Type
School Year 2001



N = 5,772



Expulsion Offense Types

Mandatory expulsion offenses are typically serious, felony-level offenses and include a variety of offenses against persons as well as drug and weapons violations. Table 1 illustrates the number and percent of entrances into a JJAEP for mandatory expulsion offenses broken down by offense type.

ES Table 1

**Mandatory Expulsion Entrances by Offense
School Year 2001**

Offense Category	Number	Percent of Total
Felony Drug Offenses	704	44%
Weapons Offenses (includes expulsion for a non-illegal knife)	518	33%
Aggravated Assault or Sexual Assault	195	12%
Arson	95	6%
Indecency with a Child	60	4%
Retaliation	18	1%
Murder, Attempted Murder or Kidnapping	3	<1%
Total Offenses	1,593	100.0%

Discretionary expulsion offenses include less serious offenses against persons as well as misdemeanor-level drug and alcohol violations. The category *serious or persistent misbehavior* includes school district rule violations while in the disciplinary alternative education program (DAEP). Table 2 illustrates the number and percent of entrances into a JJAEP for discretionary expulsion offenses broken down by offense type.

ES Table 2

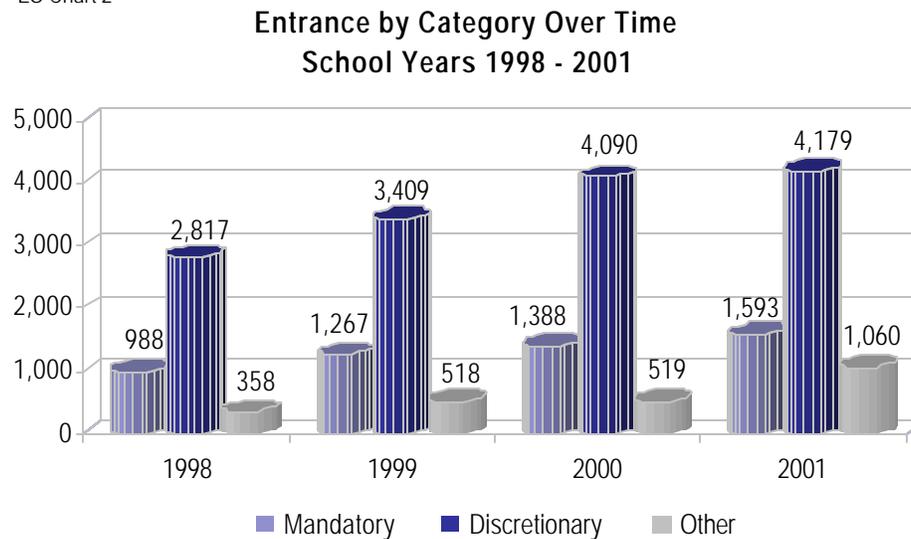
**Discretionary Expulsion Entrances by Offense
School Year 2001**

Offense Category	Number	Percent of Total
Serious or Persistent Misbehavior	3,537	85%
Misdemeanor Drug and Alcohol Offenses	523	12%
Assault on Teacher	64	<1%
Felony Criminal Mischief	52	<1%
Inhalants	3	<1%
Total Offenses	4,179	100.0%



Since their inception, JJAEPs have experienced a consistent pattern of growth. Chart 2 illustrates this growth over time from school year 1998 through school year 2001.

ES Chart 2

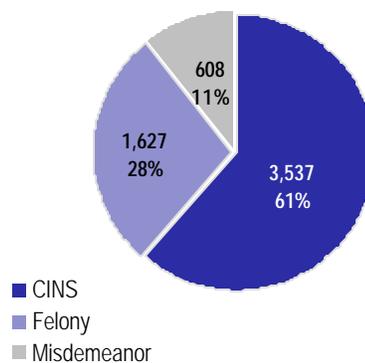


Offense Information

Students in JJAEPs committed a variety of criminal and non-criminal offenses. Chart 3 shows the breakdown of these referral categories.

ES Chart 3

Referral Offense Categories School Year 2001



N = 5,772



Student Population Characteristics

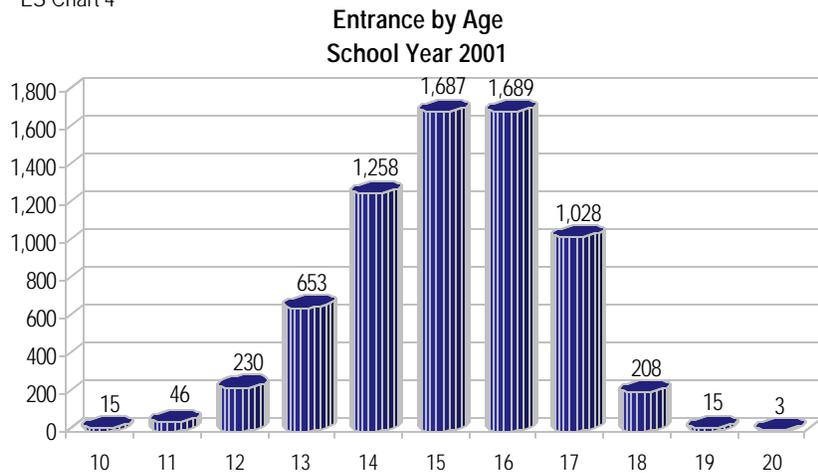
Student population characteristics, including age, gender, ethnicity, grade level, and special education status, provide descriptive information about the students who entered JJAEPs during school year 2001.

Age

Chart 4 depicts the age of students entering the JJAEP during school year 2001.

- 92% of students entering a JJAEP were between the ages of 13 and 17.

ES Chart 4



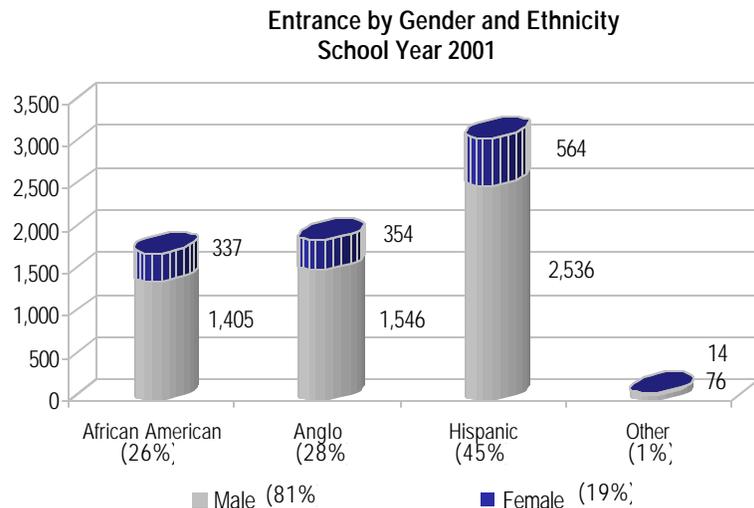
N = 6,832

Gender and Ethnicity

The gender and ethnicity breakdown of the JJAEP student population is illustrated in Chart 5.

- 81% of JJAEP students were male.
- 72% of JJAEP students were minorities.

ES Chart 5

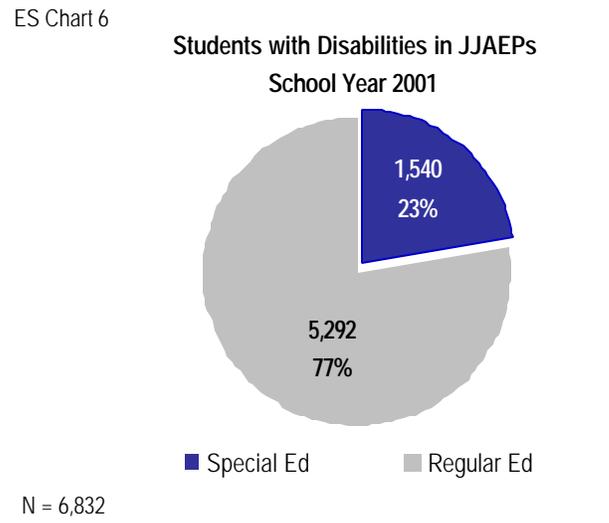


N = 6,832



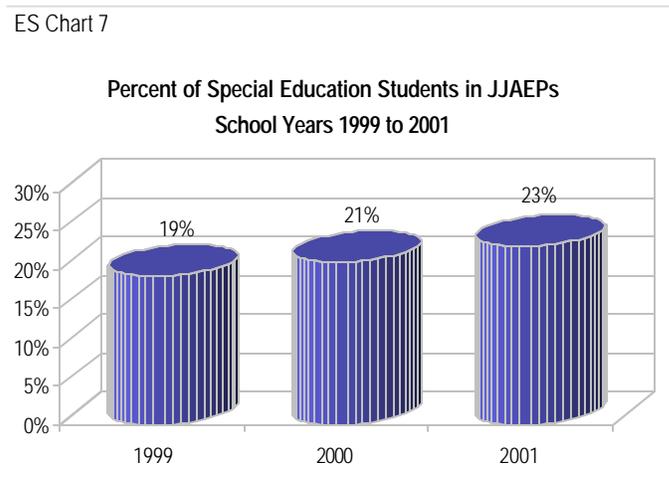
Students with Disabilities

JJAEPs serve students who have special education needs identified in their individual education plan. Chart 6 depicts the proportion of students with disabilities in JJAEPs.



- 23% of the students in JJAEPs had a disability.
- 12% of students in regular schools and 25% of students in DAEPs had disabilities during school year 2001.

Chart 7 shows the percent of students in JJAEPs with disabilities during the past three school years.



- There has been a 4% increase in the number of students with disabilities in JJAEPs between school year 1999 and school year 2001.

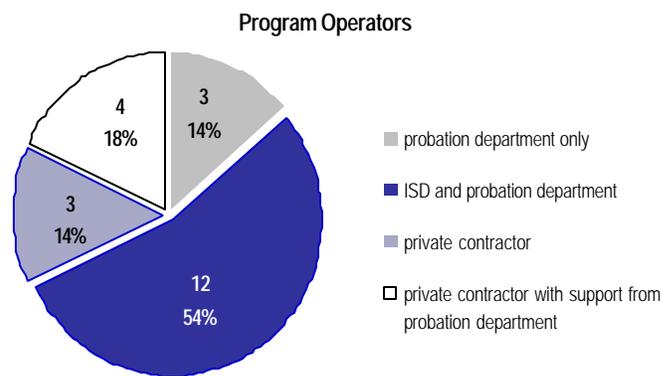


PROGRAM DESCRIPTION

The design, development and implementation of JJAEPs is a local decision, determined primarily in the memorandum of understanding between school districts and juvenile boards. While the juvenile board is the entity ultimately responsible for operating the JJAEP, most programs have various levels of school district participation in actual programming.

Chart 8 shows the number and percentage of each particular entity that operated a JJAEP in school year 2001. Possible operators included the local probation department, the school district and the probation department jointly, a private contractor, or a private contractor with support from the probation department.

ES Chart 8

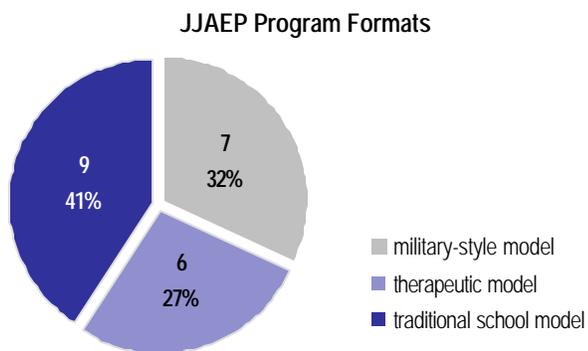


N = 22

Program Format and Components

JJAEPs were asked to characterize their program format into one of three basic categories: military-style, therapeutic, or traditional school. A military-style model may include drill instructors, military uniforms, physical training, and military-style discipline, drill and regiment. A therapeutic model may consist of a heavy emphasis on counseling and behavior management. Traditional school models are patterned after a regular, independent school district setting. Chart 9 depicts the number and percentage of programs in each of these three categories.

ES Chart 9



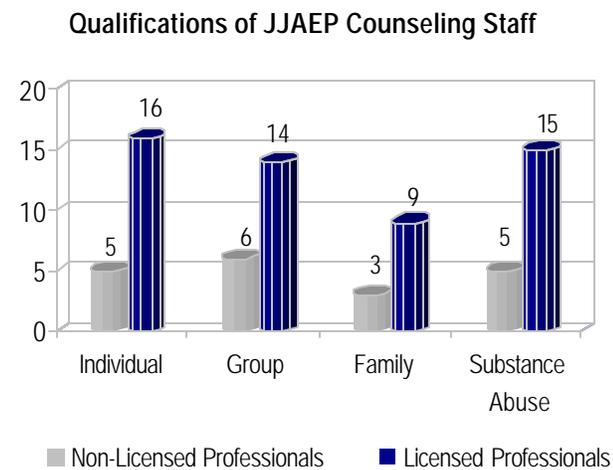
N = 22



JJAEPs offer students a variety of services in addition to the required educational programming. These program components are similar across most JJAEPs and include individual, group, and family counseling services, substance abuse counseling, life skills classes, and community service programs among numerous others.

JJAEPs that offered a counseling component staffed their program with licensed mental health professionals in the majority of the 22 programs. Chart 10 compares the use of licensed professionals and non-licensed professionals in JJAEPs.

ES Chart 10



PROGRAM MEASURES AND PERFORMANCE

Texas Assessment of Academic Skills Analysis

The Texas Assessment of Academic Skills (TAAS) is the state assessment instrument that measures academic skills in Texas public schools. The primary limitation of the TAAS is that it is administered annually, and thus it cannot accurately measure the students' growth while actually in the JJAEP.

The data in this section included all students who met the criteria of having TAAS Texas Learning Index (TLI) Math or Reading scores for both school years 2000 and 2001, and exited the program during school year 2001. The data were analyzed in three groupings:

- *Entire Group* (N=599 Math; 579 Reading)
- *Assigned to 90+ Days* (N=188 Math; 193 Reading) – students who were assigned to a minimum of 90 days in a JJAEP
- *Attended 90+ Days* (N=101 Math; 102 Reading) – students who attended a minimum of 90 days in a JJAEP



Statewide Analysis of TAAS TLI Scores

Comparisons of TAAS TLI scores were conducted with school year 2000 TAAS TLI results serving as scores occurring before the 2001 school year data and school year 2001 TAAS TLI results serving as scores occurring after exposure to a JJAEP program. Table 3 illustrates the comparison of TAAS TLI results for school years 2000 and 2001 for exiting JJAEP students who were *assigned* to 90 or more days and those whose *actual attendance* was 90 or more days.

ES Table 3

Statewide TAAS TLI Scores for Juveniles in a JJAEP
School Years 2000 and 2001

	Assigned to 90+ Days				Attended 90+ Days			
	N	2000 Mean	2001 Mean	Difference	N	2000 Mean	2001 Mean	Difference
Math	188	70.23	71.62	1.39	101	71.07	71.53	0.46
Reading	193	66.90	71.44	4.54	102	68.41	72.19	3.78

Within the *assigned* group, in 2000 TAAS TLI Math scores ranged from a low of 37 to a high of 93 with an average score of 70.23. In 2001, Math scores for this same group ranged from 21 to 92 with a mean of 71.62- an increase of 1.39 points from 2000 to 2001. In 2000, TAAS TLI Reading scores fell between 15 and 101 with an average score of 66.90. The scores for 2001 ranged from 16 to 99 with a mean of 71.44, a 4.54-point increase from the year 2000. The attended 90 or more days group demonstrated similar mean scores.

TAAS Passing Rates

In addition to inspecting the change in TAAS TLI scores, examination of the percentage of students who passed the TAAS was used to assess the success of students in JJAEPs. A TLI score of 70 or above is required to pass the TAAS tests. Table 4 provides a comparison of the TAAS passing rate for students assigned to a JJAEP for a minimum of 90 days as well as the entire group for the years 2000 and 2001. The results show that in both groups there were statewide increases in the percentage of students passing both subject areas of the TAAS.

ES Table 4

TAAS Passing Rate in a JJAEP
School Years 2000 and 2001

	Assigned to 90+ Days				Entire Group			
	N	2000	2001	Difference	N	2000	2001	Difference
Math	188	55.3%	60.1%	4.8%	599	64.1%	65.4%	1.3%
Reading	193	46.1%	56.0%	9.9%	579	59.4%	64.6%	5.2%



Kaufman Test of Educational Achievement Analysis

To assess JJAEPs and student performance, entry and exit tests were conducted on JJAEP students. The test utilized for the entry and exit assessment was the Kaufman Test of Educational Achievement (KTEA), which can be used to identify the educational growth of students. The test has been normed with appropriate racial and ethnic populations as well as special education populations and was determined to be the most valuable and appropriate testing mechanism.

Students entering and exiting the JJAEP were given pre-tests and post-tests to obtain grade equivalency and standard scores related to Math and Reading. Standard scores for both Math and Reading were analyzed in this study because the standardized scores reflect a more accurate measure than grade equivalency. In this analysis, comparisons of KTEA admission and exit scores were examined using data from students who:

- Completed both admission and exit testing; and
- Completed the program successfully (i.e., the student either returned to the home school, graduated, or received a GED).

Table 5 presents the mean scores and changes in mean scores for students assigned to a minimum of 90 days in a JJAEP and the entire group during school year 2001.

ES Table 5

KTEA Mean Scores for Juveniles in a JJAEP
School Year 2001

	Assigned to 90+ Days				Entire Group			
	N	Admission	Exit	Difference	N	Admission	Exit	Difference
Math	467	90.88	96.99	6.12	1,271	92.59	97.75	5.16
Reading	459	94.27	99.43	5.16	1,264	95.28	99.73	4.45

Examination of the average scores indicates increases in the mean KTEA Math and Reading scores in both groups. Interestingly, the mean scores at admission and exit for both subject areas were higher in the *entire* group than in the *assigned* group. The increase in means from admission to exit was slightly greater for the restricted group of students.

Attendance Analysis

Attendance rates for students in a JJAEP were also used to measure the success of these programs. The standards for attendance emanate from two sources. TJPC requires a minimum program attendance rate of 70%, and TEC Section 25.092(a) requires a student attendance rate of 90%. Statewide, a 78% attendance rate in JJAEPs existed during school year 2001.



Juvenile Justice System Re-Contact Rate Analysis

The effectiveness of JJAEPs was examined by exploring the rate of re-contact with the juvenile justice system by students who attended the JJAEP. The juvenile probation re-contact rate was tracked for a six-month period for those juveniles who both entered and exited mandatory JJAEP programs during school year 2001.

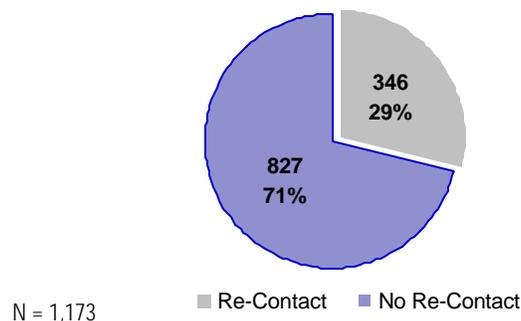
A re-contact was defined as any subsequent contact with the juvenile probation department, regardless of the disposition of the case. Tracking was not available for those juveniles whose JJAEP participation was not based upon a referral to a juvenile probation department. Tracking was also not available for juveniles from Bexar County, because their case-based reporting system was still in development.

The re-contact rates were calculated for *individual* juveniles entering during school year 2001 rather than for *cases* entering during this period (i.e. a juvenile entering twice during this period was counted only one time). A match was made between JJAEP data and TJPC referral data using the juvenile's personal identification number and the dates of expulsion and referral. Chart 11 presents the re-contact rate for this group.

- 29% of juveniles in this group had at least one re-contact with the juvenile probation department within six months of their exit date.
- Of those who had a re-contact during the first six months after exiting:
 - 63% had one re-contact;
 - 24% had two re-contacts;
 - 8% had three re-contacts; and
 - 5% had four or more re-contacts.

ES Chart 11

Number of Juvenile Probation Re-Contacts Within Six Months of JJAEP Exit



Overall Performance Assessment

This report is the first in-depth analysis of JJAEP program measures. As such, it is difficult to draw long-term conclusions. However, the general direction of several measures can be noted. Overall, the TAAS TLI scores of students increased after exposure to the JJAEP program. Statewide the Math and Reading TAAS TLI scores increased for students in JJAEPs. The majority of all JJAEP programs showed increases in both Math and Reading scores. The percentage of JJAEP students scoring a passing grade rose on the TAAS Math and Reading tests. Even though the percentage passing increased for both tests to 65% passing Math and Reading, the percentage of students (35%) not scoring a passing grade was still substantial.



JJAEP program characteristics showed some differences in the changes in TAAS TLI scores. Schools using a therapeutic format showed the largest increase in both Math and Reading scores. JJAEP programs operating using a private contractor with support from the probation department exhibited a larger increase in Reading scores than did other operational modes. The program that transitioned students back to regular school at the end of a grading period showed a higher increase in both Math and Reading scores than did those with other conditions of completion.

Results from the KTEA pre- and post- academic tests showed that statewide students were able to increase their scores on this test during their JJAEP stay. A majority of the counties with JJAEPs showed an improvement in both Math and Reading.

Overall, attendance rates reflected the need for improvement in this area. Two counties showed a consistent rate of 90% or greater over a two-year period. Five additional counties were able to raise their attendance rates to 90% or better. It is evident that attendance is a critical issue that needs attention.

PROGRAM COSTING

JJAEPs are funded through a pooling of various funds and services from several sources, including multiple school districts in a county and the local juvenile board. Both the schools and the juvenile boards receive funds from local tax revenue, state appropriations and other grant sources, including the federal government.

The counties receive \$59 per day from the state for each mandatory student who is sent to the program. All other expelled students or other placements in the JJAEP are paid for in a manner agreed upon between the ISDs and the local juvenile board. Counties and local school districts contribute additional local funds and/or services to the state-appropriated amounts, and all enter into memorandums of understanding reflecting their respective funding and programmatic responsibilities.

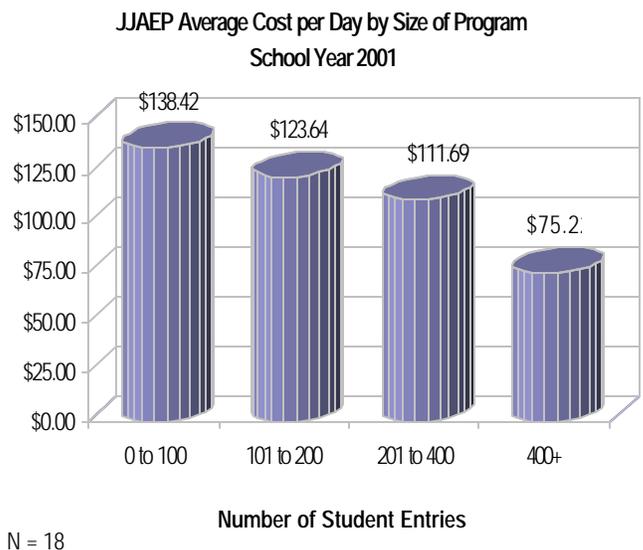
Cost Per Day by Size of Program

The program size is based on the number of student entries in the JJAEP during school year 2001. Chart 12 illustrates the following:

- The number of students in a JJAEP had a significant effect on the cost per day of the program. Programs with the most students had the lowest average costs per day.
- The programs with the highest costs per day had the fewest students. Programs with less than 100 students had an average cost per day of \$138.42.

Due in part to economies of scale, larger programs generally may cost less per day than smaller programs.

ES Chart 12



STRATEGIC ELEMENTS

TJPC and TEA jointly developed a five-year strategic plan designed to provide consistent evaluation of JJAEPs and local education services related to JJAEP operations. Stakeholder input was solicited from each JJAEP administrator regarding the internal needs of their organization as well as the market-oriented forces that are external opportunities and threats to their daily operations.

Data collected from local stakeholders and key staff from TEA and TJPC were analyzed and used to guide the development of oversight guidelines in the form of goals, strategic directions and agency-specific strategies for both TJPC and TEA. Each strategy represents the joint efforts of both agencies for the next five years in improving school district and JJAEP compliance with minimum program and accountability standards, attendance reporting, and submission of cost and program data. Strategies also provide formal oversight of training and technical assistance related to the most critical organizational needs of local JJAEPs and their public school counterparts.



Section I: Introduction



The Texas Legislature created juvenile justice alternative education programs (JJAEP) in 1995 during an extensive re-write of the Texas Education Code (TEC). This new educational placement was created to serve the educational needs of juvenile offenders and at-risk youth who are expelled from the regular classroom or the school district disciplinary alternative education program (DAEP). The legislative intent was for JJAEPs to provide a quality alternative educational setting for expelled youth that would focus on discipline, behavior management and academic achievement. As of May 2002, JJAEPs have been officially operational for six complete academic school years.

In 1999, the Texas Legislature mandated that the Texas Juvenile Probation Commission (TJPC) and the Texas Education Agency (TEA) jointly develop a comprehensive system to ensure that JJAEPs were held accountable for student academic success. In 2001, the Texas Legislature expanded this mandate in an appropriations rider to include a requirement that the agencies jointly prepare a report to assess the performance of the JJAEPs based on the accountability system that was developed in 1999. Rider Number 12 to TJPC's budget in the general appropriations bill reads as follows:

***JJAEP Accountability.** Out of funds appropriated above in Strategy A.2.3, Juvenile Justice Alternative Education Programs (JJAEP), the Texas Juvenile Probation Commission and the Texas Education Agency shall ensure that Juvenile Justice Alternative Education Programs are held accountable for student academic and behavioral success. The agencies are to jointly submit a performance assessment report to the Legislative Budget Board and the Governor by May 1, 2002. The report shall include, but is not limited to, the following:*

- a. an assessment of the degree to which each JJAEP enhanced the academic performance and behavioral improvement of attending students;*
- b. a detailed discussion on the use of standard measures used to compare program formats and to identify those JJAEPs most successful with attending students;*
- c. the percent of eligible JJAEP students state wide and by program demonstrating academic growth in the Texas Assessment of Academic Skills (TAAS) Math and Reading, as measured in terms of the Texas Learning Index (TLI);*
- d. standardized cost reports from each JJAEP and their contracting independent school district(s) to determine differing cost factors and actual costs per each JJAEP program by school year; and*
- e. inclusion of a comprehensive five year strategic plan for the continuing evaluation of JJAEPs which shall include oversight guidelines to improve: school district compliance with minimum program and accountability standards, attendance reporting, consistent collection of costs and program data, training and technical assistance needs.*

This report has been prepared to fulfill the mandates of the above rider and is the first in a series of annual reports to analyze JJAEPs and their academic and behavioral performance. For the purposes of this report, "school year 2001" refers to school year 2000 / 2001.

Twenty-two Texas counties with populations of 125,000 or greater were mandated to operate a JJAEP in 1995; those counties are the focus of this report. While it is premature to draw definitive conclusions regarding all aspects of academic and behavioral performance of JJAEPs, it is the hope of TJPC and TEA that the in-depth analysis in this report will continue and refine the process of benchmarking the expected and desired outcomes for JJAEPs. The goal of JJAEPs is to provide a quality educational experience to all students in the program regardless of their status in the juvenile justice system—they deserve no less.



Section II: JJAEP Overview



History

In 1995, the Texas legislature established the concept of juvenile justice alternative education programs (JJAEP). Two primary goals existed for the creation of this separate educational setting. The first goal was to ensure safe and productive classrooms for teachers and students through the removal of dangerous and/or disruptive students. The second goal was to address the problematic issue of expelled youth receiving no educational services during the period of expulsion. These students were basically expelled to the street, which arguably contributes to on-going or potential juvenile delinquency problems for the student and the community. Thus, the state had a critical interest in ensuring expelled students continued to receive educational services in an alternative setting.

The JJAEP concept was made mandatory in counties with a population of 125,000 or greater. Under the 1990 U.S. Census, twenty-two Texas counties, encompassing 237 school districts, were mandated to create a JJAEP and begin operations in school year 1997. These counties included:

- Bell
- Bexar
- Brazoria
- Cameron
- Collin
- Dallas
- Denton
- El Paso
- Fort Bend
- Galveston
- Harris
- Hidalgo
- Jefferson
- Lubbock
- McLennan
- Montgomery
- Nueces
- Smith
- Tarrant
- Travis
- Webb
- Williamson

The 2000 U.S. Census resulted in the inclusion of four new counties into the mandate to operate a JJAEP. The additional counties encompassing 22 school districts, whose programs began in school year 2002, included:

- Brazos
- Johnson
- Taylor
- Wichita

This report does not include data from the four additional counties; data from these counties will be included in the performance assessment report in 2003.

Governance

Primarily two bodies of law govern JJAEPs. Chapter 37 of the Texas Education Code (TEC) delineates the statutory framework of the programs, while administrative rules promulgated by TJPC in Title 37 of the Texas Administrative Code (TAC) contain specific minimum standards for program operations. The creation and design of a JJAEP is the responsibility of the county juvenile board. Every Texas county has a statutorily created juvenile board pursuant to Chapter 152 of the Texas Human Resources Code. The statute mandates the membership of the juvenile board, which typically includes district, county, county court and juvenile court judges in addition to select other members. Juvenile boards set the policy and procedure for local juvenile probation departments and are the immediate oversight body for the JJAEPs. Local school districts are also important players in the JJAEP concept and work cooperatively with juvenile boards to help design and fund local programs.

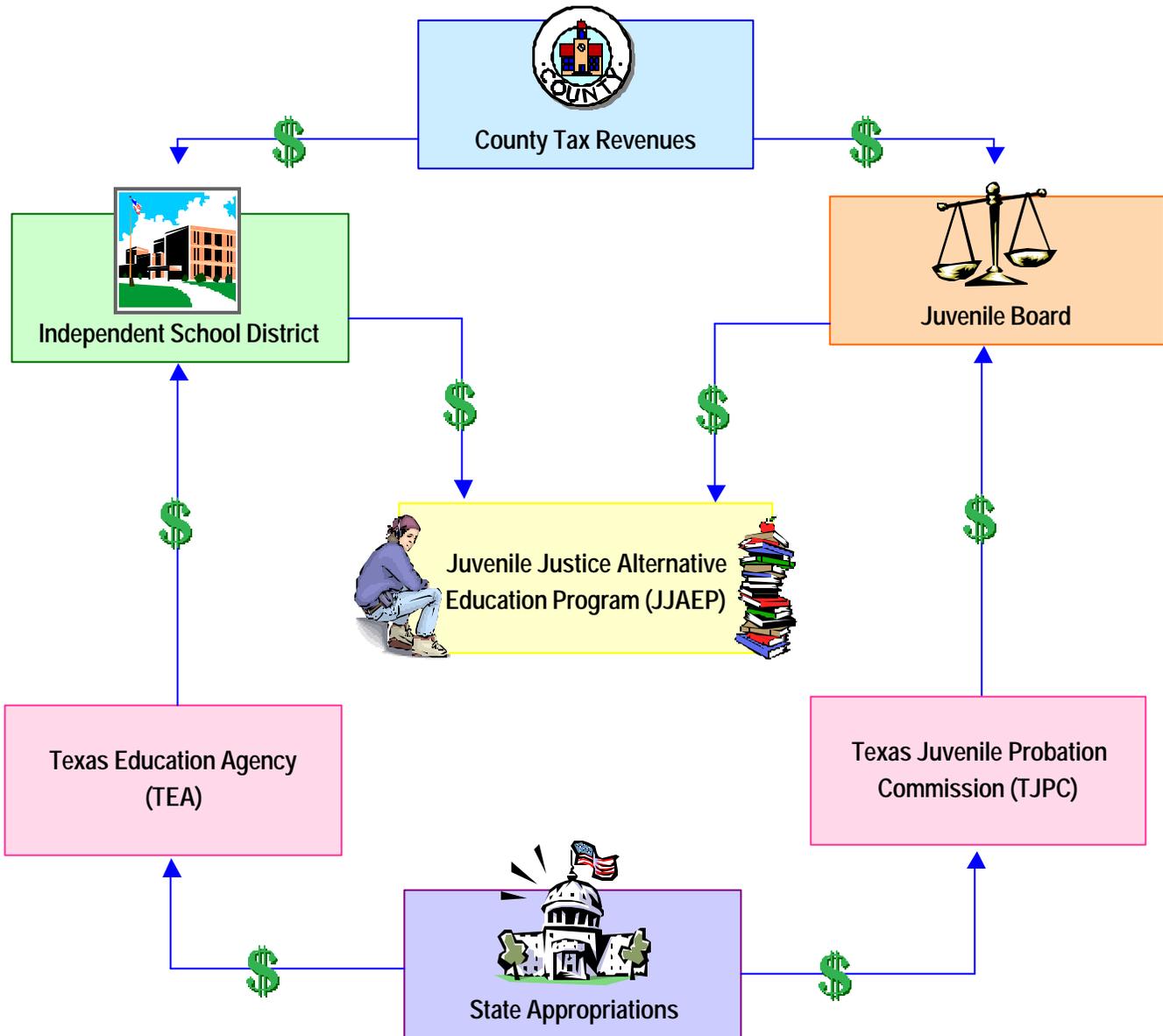


Funding

The funding mechanism for JJAEPs differs in part from the funding mechanism in place for the public schools in Texas. JJAEPs are funded primarily through county tax revenues and state appropriations that flow through TEA and TJPC as shown in Diagram 1.

Diagram 1

JJAEP Funding Overview



TJPC provides funding to local juvenile boards on a per diem basis for students who are mandated to be placed into the JJAEP. The juvenile board and the school districts in a county jointly enter into a memorandum of understanding (MOU) regarding the cost of other students that may attend the JJAEP. Local school districts may provide funds and in-kind services to the JJAEP as agreed upon in the MOU. A more in-depth discussion of program costing can be found in Section VI of this report.



Statutory Requirements

Section 37.011 of the Texas Education Code (TEC) primarily governs the programmatic parameters of JJAEPs. This section details the main academic and programmatic standards that must be followed by all JJAEPs and are highlighted in part below.

- The statutorily established academic mission of the JJAEP is to enable students to perform at grade level pursuant to TEC Section 37.011(h);
- JJAEPs are required to operate seven hours a day for 180 days a year pursuant to TEC Section 37.011(f);
- JJAEPs must focus on English/language arts, mathematics, sciences, social studies and self-discipline. The programs are not required to provide a course necessary to fulfill a student's high school graduation requirements pursuant to TEC Section 37.011(d);
- JJAEPs must adopt a student code of conduct pursuant to TEC Section 37.011(c);
- The juvenile board must develop a written JJAEP operating policy and submit it to TJPC for review and comment pursuant to TEC Section 37.011(g); and
- JJAEPs must adhere to the minimum standards set by TJPC that are found in Title 37, TAC Chapter 348 pursuant to TEC Section 37.011(h) and Texas Human Resources Code Section 141.042(6). JJAEPs are required by these standards to have one certified teacher per program and an overall instructional staff to student ratio of 1 to 24. Additionally, the required operational staff to student ratio is 1 to 12.
- The juvenile board or the board's designee shall regularly review a JJAEP student's academic progress. For high school students, the review shall include the student's progress toward meeting high school graduation requirements and shall establish a specific graduation plan per TEC Section 37.011(d).



★ **Section III: Students in JJAEPs** ★

Student Population

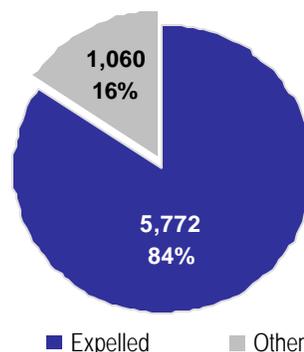
The student population served by JJAEPs falls into one of two basic categories: expelled students and court-ordered or other students who are not expelled. JJAEPs serve students who are required to be expelled as mandated under TEC Section 37.007 or who may be expelled according to local school district policy under TEC Section 37.007. This category of students is referred to as *expelled* throughout this report. JJAEPs also serve non-expelled juveniles who are ordered to attend the JJAEP by a juvenile court judge or under an agreement with the school district as authorized by TEC Section 37.011. This second category of students is referred to as *other* throughout this report.

Chart 1 depicts the number and percentage of student entries into a JJAEP during school year 2001 in the categories *expelled* and *other*. The majority of the students who entered JJAEPs were expelled (84%).

Within the category of *expelled* students, two further classifications exist: *mandatory* expulsions and *discretionary* expulsions. A *mandatory* expulsion occurs when a student who has been expelled pursuant to TEC Section 37.007(a), (d) or (e). The Code mandates school districts to expel students who commit certain serious criminal offenses, including violent offenses against persons, felony drug, and weapons offenses.

Chart 1

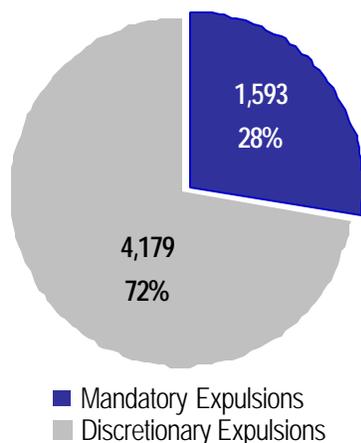
Types of JJAEP Students
School Year 2001



N = 6,832

Chart 2

JJAEP Students by Expulsion Type
School Year 2001



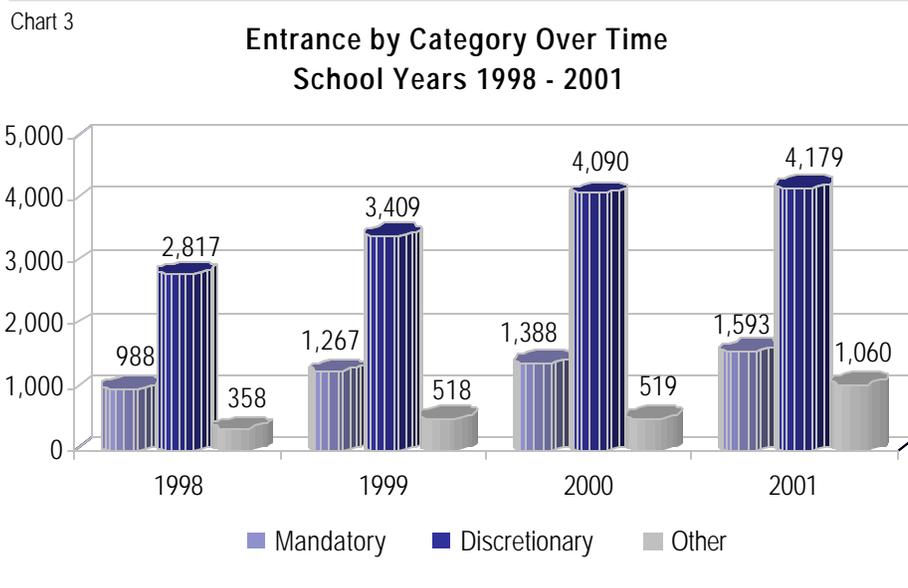
N = 5,772

A *discretionary* expulsion occurs when a student who has been expelled from the regular classroom or the school district disciplinary alternative education program (DAEP) because they have committed certain offenses described in TEC Section 37.007 (b) and (f) or because the student has violated the school district code of conduct as set by local school district policy pursuant to Section 37.007(c). Discretionary expulsions for violations of the code of conduct while in the DAEP as per Section 37.007(c) are frequently referred to as *serious or persistent misbehavior*.

Chart 2 illustrates the representation of each of these types of students in school year 2001. A majority of the JJAEP students were discretionary expulsions (72%).



Since their inception, JJAEPs have experienced a consistent pattern of growth. Chart 3 illustrates this growth over time from school year 1998 through school year 2001.



- Total JJAEP placements steadily increased over 64% across this period of time.
- Mandatory expulsions have increased 61% between the 1998 and 2001 school years.
- Since school year 1998, the number of students in the discretionary expulsions category has increased 48%.
- The placement of *other* students has increased 196% from school year 1998 to school year 2001.

Expulsion Offense Types

Mandatory expulsion offenses are typically serious, felony-level offenses and include a variety of offenses against persons as well as drug and weapons violations. Table 1 illustrates the number and percent of entrances into a JJAEP for mandatory expulsion offenses broken down by offense type.



Table 1

**Mandatory Expulsion Entrances by Offense
School Year 2001**

Offense Category	Number	Percent of Total
Felony Drug Offenses	704	44%
Weapons Offenses (includes expulsion for a non-illegal knife)	518	33%
Aggravated Assault or Sexual Assault	195	12%
Arson	95	6%
Indecency with a Child	60	4%
Retaliation	18	1%
Murder, Attempted Murder or Kidnapping	3	<1%
Total Offenses	1,593	100.0%

- Felony drug offenses constituted the highest percent of mandatory placements in the JJAEPs (44%).
- One-third of the students were placed for mandatory expulsions because of a weapons offense.

Discretionary expulsion offenses include less serious offenses against persons as well as misdemeanor-level drug and alcohol violations. The category *serious or persistent misbehavior* includes school district rule violations occurring in the DAEP. Table 2 illustrates the number and percent of entrances into a JJAEP for discretionary expulsion offenses broken down by offense type.

Table 2

**Discretionary Expulsion Entrances by Offense
School Year 2001**

Offense Category	Number	Percent of Total
Serious or Persistent Misbehavior	3,537	85%
Misdemeanor Drug and Alcohol Offenses	523	12%
Assault on Teacher	64	<1%
Felony Criminal Mischief	52	<1%
Inhalants	3	<1%
Total Offenses	4,179	100.0%

- 85% of all discretionary expulsions were for serious or persistent misbehavior.
- Misdemeanor drug and alcohol offenses and serious or persistent misbehavior constituted 97% of all discretionary expulsions.



Offense and Disposition Information

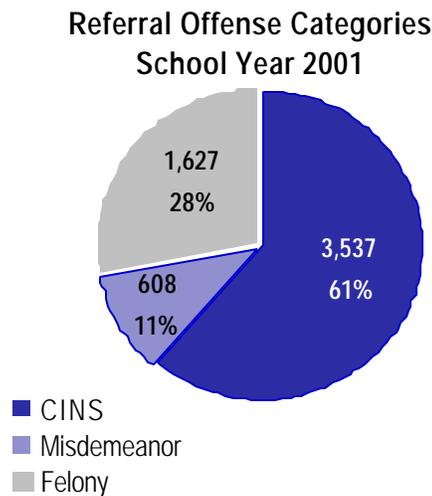
Referral Offense Categories

Students in JJAEPs committed a variety of criminal and non-criminal offenses. These students have been referred to the juvenile court for dispositions, and the referrals were categorized as:

- Felony offenses;
- Misdemeanor offenses; or
- Conduct Indicating a Need for Supervision (CINS) offenses.

Chart 4 shows the breakdown of these referral categories. CINS offense referrals include public intoxication, truancy, fineable only offenses that have been transferred to a juvenile court from a municipal or justice court, inhalant abuse, and expulsion for violating the school district code of conduct while in the DAEP under TEC Section 37.007(c), frequently referred to as *serious or persistent misbehavior*.

Chart 4



N = 5,772

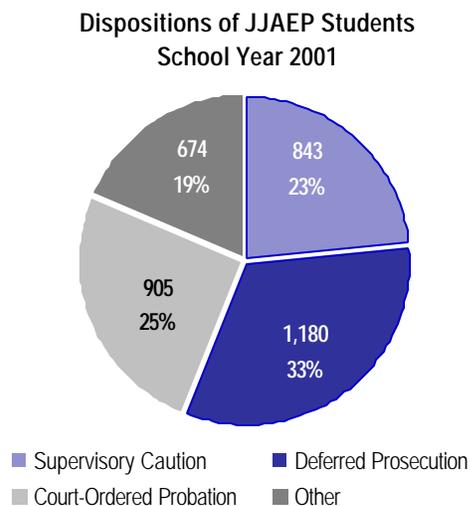
- The majority (61%) of the juveniles in JJAEPs were referred to juvenile probation departments for CINS offenses.



Offense Disposition Categories

Most students served in the JJAEP had been referred to the juvenile court. A match was made between JJAEP data and TJPC's Caseworker referral data to analyze the types of dispositions received by JJAEP students. Dispositions did not exist for JJAEP entries that did not have referrals. Additionally, dispositions were not available for juveniles from Bexar County, as their case-based reporting system was still in development. Chart 5 illustrates the types of dispositions assigned to the referrals of JJAEP students.

Chart 5



Supervisory Caution -- Descriptive term for a wide variety of summary, non-judicial dispositions that intake may make of a case. This may include referring a child to a social agency or a community-based first offender program run by law enforcement, contacting parents to inform them of the child's activities, or simply warning the child about his or her activities.

Deferred Prosecution -- A voluntary alternative to adjudication where the child, parent or guardian, prosecutor and the juvenile probation department agree upon probation conditions. Deferred prosecution can last up to six months. If the child violates any of the probation conditions, the state may elect to proceed with formal court adjudication.

Court-Ordered Probation -- After going to court for an adjudication hearing on the facts, a judge may order this form of community-based supervision for a specified period of time, based on such reasonable and lawful terms as the court may determine. While on adjudicated probation, the offender may be required to participate in any program deemed appropriate, such as an intensive supervision program or residential placement.

Other -- Other dispositions include dismissed or withdrawn, not guilty, transferred, no probable cause, and commitment to the Texas Youth Commission.

* An additional 500 cases had not yet received a disposition.

N = 4,102

- More than half of the students in the JJAEP were under supervision (court-ordered probation or deferred prosecution) by the local juvenile probation department while attending a JJAEP.
- The largest number of students referred to JJAEPs received a disposition of deferred prosecution (33%).



Student Population Characteristics

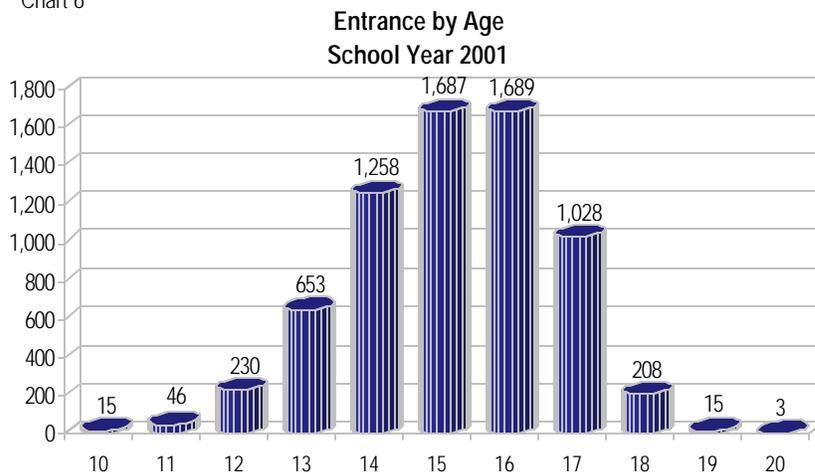
Student population characteristics, including age, gender, ethnicity, grade level, and special education status, provide descriptive information about the students who entered JJAEPs during school year 2001.

Age

Chart 6 depicts the age of students entering the JJAEP during school year 2001.

- 92% of students entering a JJAEP were between the ages of 13 and 17.
- 49% of the students entering a JJAEP were 15 or 16 years old, compared to 56% of youth in the juvenile justice system in the same age group.

Chart 6



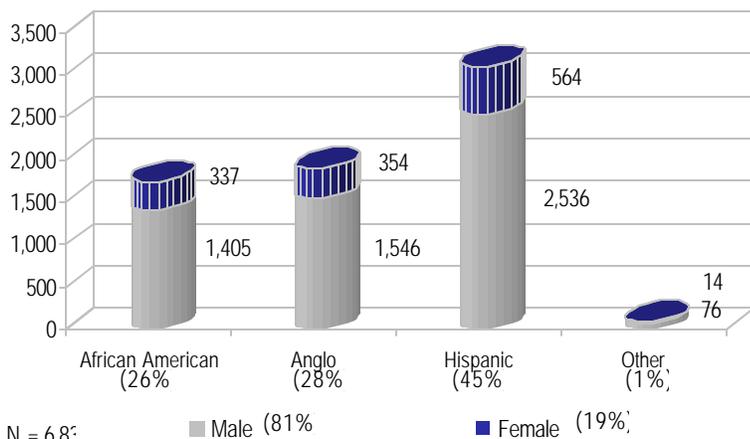
N = 6,832

Gender and Ethnicity

The gender and ethnicity breakdown of the JJAEP student population is illustrated in Chart 7. This chart represents a student population exceeding 6,800 statewide who were served in JJAEPs in school year 2001.

Chart 7

**Entrance by Gender and Ethnicity
School Year 2001**



- 72% of JJAEP students were minority.
- The majority of students entering JJAEPs were male (81%), a higher proportion than in the general juvenile probation population (71%).
- Gender distribution was relatively equal across ethnic groups entering JJAEPs. Males constituted 81% of African Americans and Anglos and 82% of Hispanics entering the JJAEPs.



Table 3 provides a comparison of the ethnicity breakdown among JJAEPs, public schools, DAEPs, and the juvenile probation system during school year 2001.

Table 3

**Percent of Ethnicities within Populations
Comparison of Systems
School Year 2001**

	African American	Anglo	Hispanic	Other
JJAEP	26%	28%	45%	1%
DAEP	22%	34%	43%	1%
Referrals to Juvenile Probation*	22%	36%	41%	1%
Texas Public School	14%	42%	41%	3%

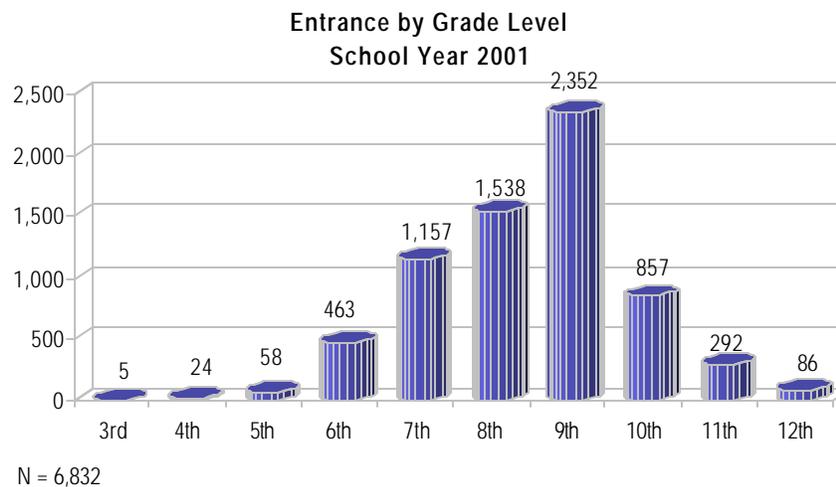
* Referrals to juvenile probation are for calendar year 2000.

- Minority youth constituted 72% of the JJAEP population, 66% of the DAEP population, 64% of the juvenile probation referrals but only 58% of the public school population.
- The percentage of minority youth in JJAEPs was 8% higher than the percentage of youth referred to juvenile probation.

Grade

In school year 2001, the students served in JJAEPs were in grades three through 12. Chart 8 shows the breakdown of students by grade levels.

Chart 8



- 86% of the students entering JJAEPs were in the seventh to tenth grades.
- Ninth graders comprised 34% of all JJAEP entries compared to only 26% of DAEP entries.



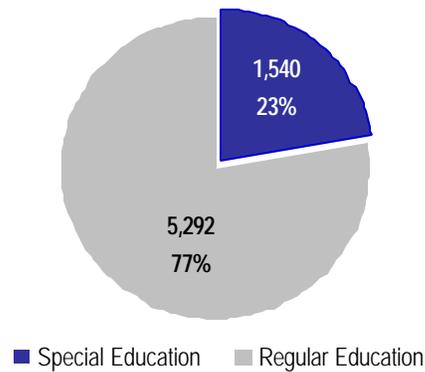
Students with Disabilities

JJAEPs serve students who have special education needs identified in their individual education plan. Chart 9 depicts the proportion of students with disabilities in JJAEPs.

- 23% of the students in JJAEPs had a disability.
- 12% of students in regular schools and 25% of students in DAEPs had disabilities during school year 2001.

Chart 9

Students with Disabilities in JJAEPs
School Year 2001



N = 6,832

Chart 10 shows the percent of students in JJAEPs with disabilities during the past three school years.

- There has been a 4% increase in the number of students with disabilities in JJAEPs between school year 1999 and school year 2001.

Chart 10

Percent of Disabled Students in JJAEPs
School Years 1999 to 2001

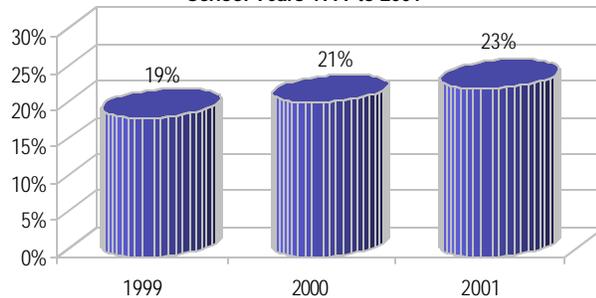
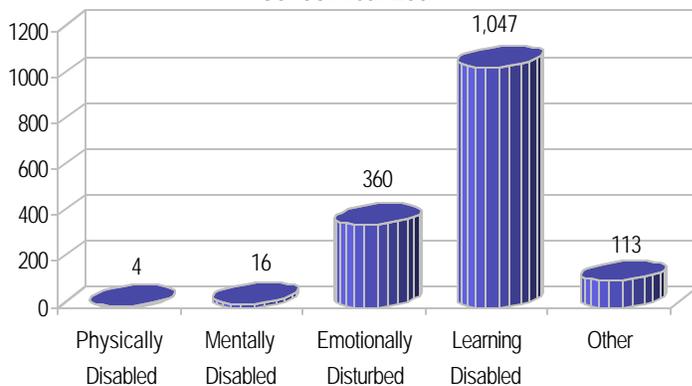


Chart 11

Entrance by Type of Disability
School Year 2001



N = 1,540

The entrances by types of special education disabilities served during school year 2001 are illustrated in Chart 11.

- 68% of the students were learning disabled.
- 92 (6%) of the 1,540 students had more than one disability (only one disability is counted on Chart 11).



Reasons for Program Exit

During school year 2001, there were 5,220 student exits from JJAEPs. Table 4 illustrates the reasons why students exited the programs.

Table 4

JJAEP Exit Reasons School Year 2001		
Reason	Number	Percent of Total
Returned to Home Local School District	3,647	70%
Unsuccessful*	856	16%
Received GED	72	1%
Graduated	24	1%
Other**	621	12%
Total	5,220	100%

* *Unsuccessful – left program to enter a more structured or secure facility (detention, residential placement, jail)*

** *Other – student withdrew, moved, died, or experienced medical problems*

- The majority of JJAEP students (70%) returned to their local school district.
- 2% of the JJAEP students either graduated or received a high school equivalency certificate.



Section IV: Program Descriptions



Introduction

The design and implementation of JJAEPs is a local decision determined primarily in the development of the memorandum of understanding between school districts and juvenile boards. While the juvenile board is the entity ultimately responsible for operating the JJAEP, most programs have various levels of school district participation in actual programming. This section takes a comprehensive look at the programmatic components of the 22 mandatory JJAEPs that were operational during school year 2001.

Methodology

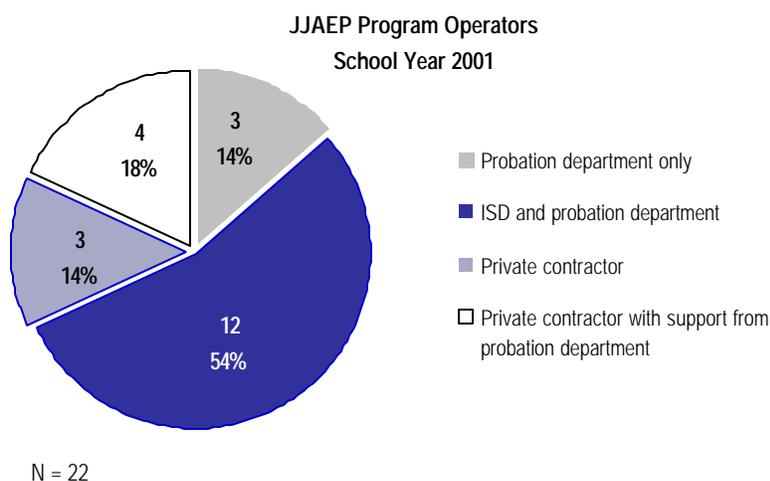
To compile the information in this report, each of the 22 mandatory JJAEPs was surveyed in October 2001 by TJPC. Questions on the survey were designed to capture staffing and programmatic information allowing for comparisons among individual JJAEP programs. A copy of the survey instrument can be found in Appendix A, and a county-by-county list of selected responses is located in Appendix B.

Program Operator

The county juvenile board is the entity that makes the official determination of how a JJAEP will be designed and operated. This decision is based on a variety of factors, most important of which is the memorandum of understanding with the school districts in the county. Other factors that may influence the choice of the program operator are available resources, programmatic components, and needs of the local community and school districts.

Chart 12 shows the number and percentage of each particular entity that operated a JJAEP in school year 2001. Possible operators included the local probation department, the school district and the probation department jointly, a private contractor, or a private contractor with support from the probation department.

Chart 12



- Local juvenile probation departments and independent school districts jointly operated more than half of the mandatory JJAEPs in the state (54%).
- Thirty-two percent (32%) of the programs were operated in conjunction with a private contractor.

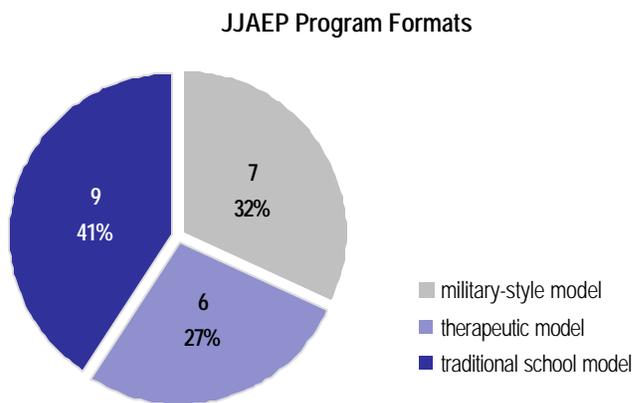


Program Format and Components

JJAEPs were asked to characterize their program format into one of three basic categories: military-style, therapeutic, or traditional school. A military-style model may include drill instructors, military uniforms, physical training, and military-style discipline, drill and regiment. A therapeutic model may consist of a heavy emphasis on counseling and behavior management. Traditional school models are patterned after a regular, independent school district setting.

Chart 13 depicts the number and percentage of programs in each of these three categories.

Chart 13



- Forty-one percent (41%) of JJAEPs operated in a traditional school model.
- Approximately one-third of JJAEPs operated a military-style program.
- The fewest programs (27%) operated a therapeutic model.

N = 22

The traditional school model served the highest number of students. As shown in Table 5, nearly half of the student entries in school year 2001 participated in a program categorized as a traditional school model (44%). The military-style model had the fewest student entries (20%).

Table 5

Student Entries by Program Format

	n	%
Military-Style Model	1,376	20%
Therapeutic Model	2,447	36%
Traditional School Model	3,009	44%
Total	6,832	100%

N = 6,832



JJAEPs offer students a variety of services in addition to the required educational programming. These program components are similar across most JJAEPs and include individual, group, and family counseling services, substance abuse counseling, life skills classes, and community service among numerous others. Programmatic components offered in JJAEPs are presented in Table 6.

Table 6

Program Components Offered	JJAEP Programmatic Components School Year 2001			Total Number of JJAEPs with Component	% of Total JJAEPs with Component
	Number of Programs that Incorporate the Component				
	Military- Style Model	Therapeutic Model	Traditional School Model		
Drug/alcohol prevention/intervention	7	6	8	21	96%
Individual counseling	6	6	9	21	96%
Group counseling	6	6	8	20	91%
Substance abuse counseling	7	6	7	20	91%
Anger management programs	6	6	7	19	86%
Life skills training	5	6	7	18	82%
Community service	6	5	5	16	73%
Physical training or exercise program	7	2	4	13	59%
Tutoring or mentoring	5	4	4	13	59%
Experiential training	4	3	5	12	55%
Family counseling	4	4	4	12	55%
Parenting programs (for students' parents)	4	3	5	12	55%
Vocational training/job preparation	2	3	5	10	46%
Immediate punishment for infractions	5	2	2	9	41%
Military drill and ceremonies	7	2	0	9	41%
Drill instructors as staff	6	1	0	7	32%
Military-style uniforms for staff	6	1	0	7	32%
Military-style uniforms for students	6	1	0	7	32%

N = 22

- Most program components, other than the military-style program components, were relatively evenly distributed across the types of program formats.
- The most common program components incorporated into the JJAEPs were drug and alcohol prevention/intervention and individual counseling, with 96% of the programs incorporating these components.
- Tutoring or mentoring was offered in 59% of the JJAEP programs.

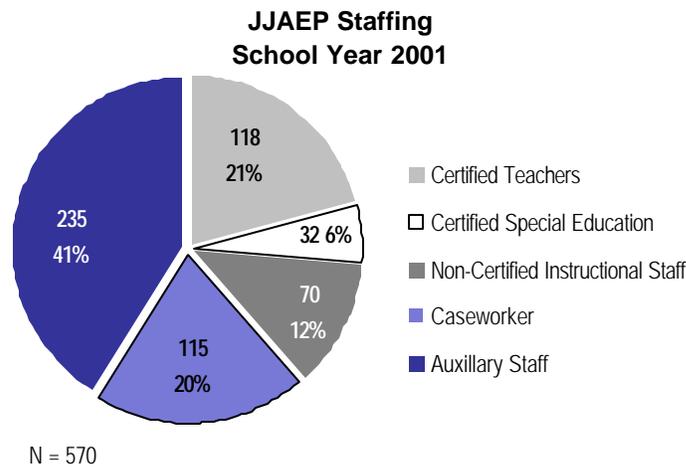


Program Staffing

JJAEPs are staffed by a variety of professionals and paraprofessionals. Chart 14 provides a summary of the number and percentages of program staffing statewide during school year 2001.

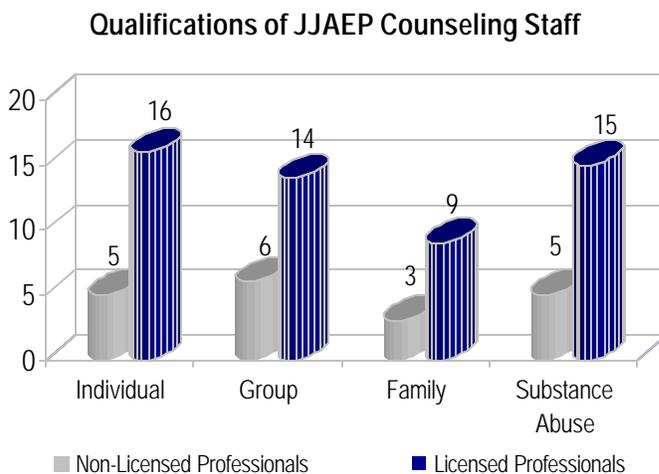
- 570 individuals constituted the total staff of JJAEPs in school year 2001.
- Statewide, 27% of the JJAEP staff were certified teachers.

Chart 14



JJAEPs that offered a counseling component staffed their program with licensed mental health professionals in the majority of the 22 programs. Chart 15 compares the use of licensed professionals and non-licensed professionals in JJAEPs.

Chart 15



- Licensed mental health professionals were used in most (74%) of the counseling programs offered in the JJAEPs.
- 76% of the JJAEPs providing individual therapy utilized licensed professionals.
- Three-quarters of the JJAEPs providing substance abuse therapy utilized licensed professionals.



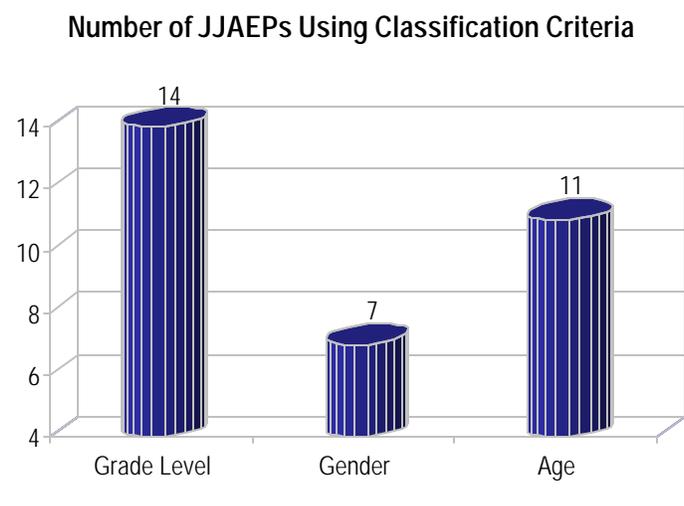
Student Program Classification Categories

JJAEPs separated and categorized students in various ways based on several factors. The criteria most frequently used included grade level, gender, and age. Chart 16 shows the basic classification criteria and the prevalence of use in the programs.

Other factors that influenced classroom separation included:

- offense (one program);
- gang affiliation (three programs);
- class content and schedule (one program);
- high school equivalency preparation (one program);
- whether or not the student was adjudicated (one program);
- classroom behavior (one program); and
- ability level or functioning grade level (one program).

Chart 16



Student Population Categories

Structurally, each JJAEP is different and may serve various populations of students depending on local MOUs with school districts and the needs of the juvenile court. The two basic categories of student populations served by JJAEPs are expelled youth and non-expelled youth. Non-expelled youth, referred to as *other*, originate from several places.

- *Court-Ordered, Residential Youth* – Frequently, a juvenile court may order a child to be placed into a residential treatment facility. The court may further order the child to attend school in the JJAEP as opposed to the treatment facility. Or, the JJAEP may serve all the students in the treatment facility.
- *Court-Ordered, Non-Residential Youth* – As a condition of court-ordered probation, a student may be required to attend school at the JJAEP. The juvenile court may issue this order for a variety of reasons, including safety of the victim or school personnel or because the needs of the particular child require more structure.
- *ISDDAEP* – The JJAEP, through agreement with the local school districts, may serve DAEP students in the JJAEP.

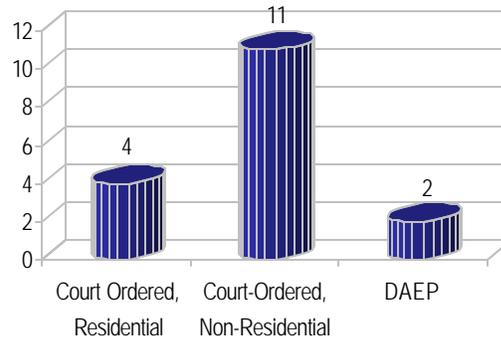


Some local MOUs excluded certain types of *serious or persistent misbehavior* expulsions from local JJAEPs. Four of the 22 programs indicated that their local MOU excluded particular types of these expulsions. In addition, JJAEPs were not required to provide services to non-expelled youth, but many did so. Chart 17 illustrates the number of programs accepting different types of non-expelled (*other*) students.

- Twelve JJAEPs served non-expelled youth.
- Only two programs provided services to DAEP students who were not expelled.

Chart 17

Provision of Services to Non-Expelled ("Other") Youth



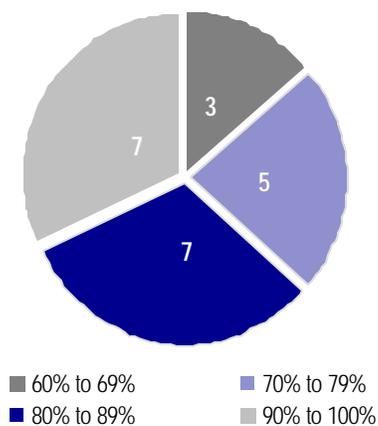
Attendance and Transportation

Attendance is an important factor of academic performance in any educational program. Chart 18 illustrates the attendance rates for JJAEPs during school year 2001. Rates of attendance varied in the JJAEPs from 60% to 93%, with an average of 82% of students attending on any given day, as compared to the DAEP attendance rate of 78%.

In addition, each ISD determines its own conditions of completion for JJAEP students. Chart 19 illustrates that more than half (59%) of the programs required students to successfully complete a certain number of days before they were released from the program.

Chart 18

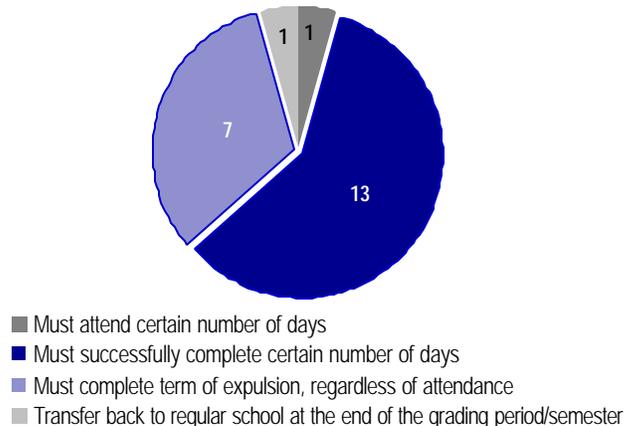
JJAEP Attendance Rates



N = 22

Chart 19

Conditions of Completion



N = 22



Table 7 shows a comparison of attendance rates to the conditions of completion required by ISDs. The most highly attended programs (90% to 100%) required that the students either successfully complete a certain number of days or complete a term of expulsion, regardless of attendance. For those that required a certain number of days to be successfully completed, the requirement was either 30 or 45 days.

Table 7

Number of Programs per Category of Conditions of Completion

	Attendance Rate Category				Total
	60% to 69%	70% to 79%	80% to 89%	90% to 100%	
Must attend a certain number of days	0	0	1	0	1
Must successfully complete certain number of days	3	3	4	3	13
Must complete term of expulsion, regardless of attendance	0	1	2	4	7
Transfer back to regular school at end of grading period/semester	0	1	0	0	1
Total	3	5	7	7	22

N = 22

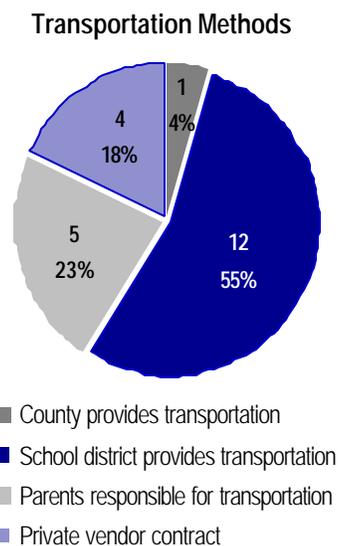
To assist in keeping a higher attendance rate, 14 of the 22 JJAEPs operated a structured truancy abatement program. These programs typically provide an immediate response to truancy by probation or law enforcement and the presence of a justice of the peace at the JJAEP to hear truancy cases.

In addition to conditions of completion, transportation of students to JJAEPs can play a major role in attendance. Chart 20 depicts the various transportation methods utilized by JJAEPs, including provisions by the county, school district, parents, or private vendor.

- In 55% of the JJAEPs, the school districts provided transportation.
- Nearly one quarter (23%) of the JJAEPs did not provide transportation for their students.

A lack of a formalized transportation system may contribute to low attendance rates. Because the JJAEP serves an entire county, the location of a JJAEP may pose transportation problems for students living a great distance from the program. Table 8 illustrates a comparison of the attendance rates to the methods of transportation to the JJAEP.

Chart 20



N = 22



Table 8

	Attendance Rate Category				Total
	60% to 69%	70% to 79%	80% to 89%	90% to 100%	
County -provided transportation	0	0	1	0	1
School district-provided transportation	3	1	4	4	12
Parents responsible for transportation	0	1	1	3	5
Private vendor contract	0	3	1	0	4
Total	3	5	7	7	22

N = 22

- The most highly attended programs (90% to 100%) offered school district-provided transportation or required that parents transport the students.
- In the lowest attendance category (60% to 69%), which included three JJAEPs, transportation was provided by the school district.



Section V: Program Measures and Performance



Introduction

The performance of JJAEPs can be measured and analyzed in a number of different ways. In this report, the following performance measures were used:

- Academic achievement as assessed by the Texas Assessment of Academic Skills (TAAS);
- Academic achievement as assessed by the Kaufman Test of Educational Achievement (KTEA);
- Attendance rates;
- Student support during the program;
- Behavioral changes measured by the Risk and Resiliency Survey; and
- Re-contact with the juvenile probation system.

Texas Assessment of Academic Skills Analysis

Methodology

The TAAS testing program, which has been in place since school year 1991, measures academic skills in Math and Reading at Grades 3 through 8 and at the exit level, writing at Grades 4 and 8 and at the exit level, and Science and Social Studies at Grade 8. In addition, Spanish-version TAAS tests are administered in Math and Reading at Grades 3 through 6 and writing at Grade 4. The TAAS tests are criterion-referenced tests designed to ensure that students are learning the critical components of the statewide curriculum, the Texas Essential Knowledge and Skills (TEKS).

TEA provided the database for analysis of student performance as measured by the TAAS. Upon receipt, the database was merged with JJAEP data maintained by TJPC. TAAS Texas Learning Index (TLI) scores for both Math and Reading were identified and used as the measures for this analysis. TLI score is a statistic that allows for comparison both across years and across grades within a subject area for Math and Reading at Grades 3 through 8 and exit level. The minimum expectations score of 70 represents the same amount of achievement at each grade tested and at each administration. Thus, the TLI score can be used to assess learning progress within a subject area across grades.

The data in this section included all students who met the criteria of having TAAS TLI Math or Reading scores for both school years 2000 and 2001 and exited the program during school year 2001. The data were analyzed in three groupings:

- *Entire Group* (N=599 Math; 579 Reading)
- *Assigned to 90+ Days* (N=188 Math; 193 Reading) – students who were assigned to a minimum of 90 days in a JJAEP
- *Attended 90+ Days* (N=101 Math; 102 Reading) – students who attended a minimum of 90 days in a JJAEP



The total number of students who exited a JJAEP during school year 2001 was 5,220. Because of the following reasons, not all students could be used as part of this study.

- The analysis examined paired data. When there were missing observations, the associated data were not used (e.g., TAAS TLI scores for both school years 2000 and 2001).
- The largest population of students in the JJAEP was ninth grade students. These students did not take the TAAS test.
- Not all students met the criterion of 90 days assignment or attendance that was necessary to be included in two of the three groups presented in this report. Attendance was affected by the high-risk status of JJAEP students and associated attendance problems.
- Students exempt from taking the TAAS and others who did not complete the test were excluded from the analysis.

Statewide Analysis of TAAS TLI Scores

Comparisons of TAAS TLI scores were conducted with school year 2000 TAAS TLI results serving as scores occurring before the 2001 school year data and school year 2001 TAAS TLI results serving as scores occurring after exposure to a JJAEP program. Table 9 illustrates the comparison of TAAS TLI results for school years 2000 and 2001 for exiting JJAEP students who were *assigned* to 90 or more days and those whose *actual attendance* was 90 or more days.

Table 9

Statewide TAAS TLI Scores for Juveniles in a JJAEP
School Years 2000 and 2001

	Assigned to 90+ Days				Attended 90+ Days			
	N	2000 Mean	2001 Mean	Difference	N	2000 Mean	2001 Mean	Difference
Math	188	70.23	71.62	1.39	101	71.07	71.53	0.46
Reading	193	66.90	71.44	4.54	102	68.41	72.19	3.78

Within the *assigned* group, in 2000 TAAS TLI Math scores ranged from a low of 37 to a high of 93 with an average score of 70.23. In 2001, Math scores for this same group ranged from 21 to 92 with a mean of 71.62—an increase of 1.39 points from 2000 to 2001. In 2000, TAAS TLI Reading scores fell between 15 and 101 with an average score of 66.90. The scores for 2001 ranged from 16 to 99 with a mean of 71.44, a 4.54-point increase from the year 2000.

The figures for the group of students who *attended* 90 or more days reflected similar ranges and means. However, the positive changes in mean scores from 2000 to 2001 were not as large as the increases in the *assigned* group. The Math and Reading TAAS TLI scores for both groups demonstrated positive changes from 2000 to 2001. Further, Reading scores showed greater positive changes than Math scores in both groups.



County-by-County Analysis of TAAS TLI Scores

In order to evaluate the success of local JJAEPs, county-level statistics were generated. Table 10 displays the mean TAAS TLI Math and Reading scores for 2000 and 2001 and changes in mean scores from 2000 to 2001 by county for students *assigned* to a JJAEP for a minimum of 90 days during school year 2001. Results for the *entire* group are located in Appendix C.

Table 10

TAAS TLI Scores for Juveniles in a JJAEP
Assigned to 90+ Days
School Years 2000 and 2001

	Math				Reading			
	n	2000 Mean	2001 Mean	Difference	n	2000 Mean	2001 Mean	Difference
Bell	*	*	*	*	*	*	*	*
Bexar	30	64.80	64.50	-0.30	31	58.65	60.42	1.77
Brazoria	10	83.20	86.10	2.90	11	83.73	86.09	2.36
Cameron	3	**	**	**	3	**	**	**
Collin	3	**	**	**	3	**	**	**
Dallas	39	68.95	69.90	0.95	42	66.41	71.31	4.90
Denton	2	**	**	**	1	**	**	**
El Paso	6	78.17	85.00	6.83	5	83.60	91.60	8.00
Fort Bend	4	**	**	**	4	**	**	**
Galveston	3	**	**	**	5	68.60	74.60	6.00
Harris	21	71.57	75.57	4.00	21	62.86	76.24	13.38
Hidalgo	3	**	**	**	3	**	**	**
Jefferson	8	68.38	68.00	-0.38	8	56.63	65.88	9.25
Lubbock	1	*	*	*	2	**	**	**
McLennan	11	67.55	74.09	6.54	10	69.50	75.10	5.60
Montgomery	2	**	**	**	3	**	**	**
Nueces	6	76.83	77.17	0.34	4	**	**	**
Smith	2	**	**	**	3	**	**	**
Tarrant	27	72.96	73.52	0.56	25	74.72	75.88	1.16
Travis	*	*	*	*	*	*	*	*
Webb	5	64.00	64.40	0.40	6	50.17	51.67	1.50
Williamson	2	**	**	**	3	**	**	**

* No cases satisfied the criteria of both scores, 90+ days, and non-exempted.

** To maintain student confidentiality, no data were reported if fewer than five students were tested.

Data in Table 10 reveal that a majority of the JJAEP counties demonstrated an increase in mean Math or Reading scores. Twelve of the counties had positive changes in both subject areas (due to student confidentiality, five of 12 counties scores are not shown).



TAAS TLI Performance and Length of Stay

The length of time spent in a JJAEP may influence the academic progress and improvement of students. TAAS TLI results were examined in relation to the length of the student's assignment to the JJAEP. Results of the analysis can be found in Table 11.

Table 11

TAAS TLI Scores per Days of Assignment in a JJAEP
School Years 2000 and 2001

	Math				Reading			
	n	2000 Mean	2001 Mean	Difference	n	2000 Mean	2001 Mean	Difference
1-29 days	100	71.58	71.30	-0.28	90	72.02	77.26	5.24
30-59 days	168	76.10	76.04	-0.06	160	75.49	76.18	0.69
60-89 days	142	73.47	73.82	0.35	135	74.66	74.72	0.06
90+ days	188	70.23	71.62	1.39	193	66.90	71.44	4.54
Entire group	599	72.88	73.34	0.46	579	71.92	74.46	2.54

Note: One case in the Math group and one case in the Reading group were missing days of assignment information, hence the individual categories do not total the entire group category.

Students who had lengths of assignment 60 days or longer in a JJAEP appeared to do better in terms of growth on the TAAS TLI performance in Math than other students with less time assigned in a JJAEP. Those students with 90 days or more assignment demonstrated the most growth in TAAS TLI Math scores. In the TAAS Reading test, the largest change occurred for those students who were assigned to a JJAEP for a period less than 30 days. These results indicate that the length of assignment may play a role in academic improvement and should continue to be analyzed.

TAAS Passing Rates

In addition to inspecting the change in TAAS TLI scores, examination of the percentage of students who passed the TAAS was used to assess the success of students in JJAEPs. A TLI score of 70 or above is required to pass the TAAS tests. Table 12 provides a comparison of the TAAS passing rate for students assigned to a JJAEP for a minimum of 90 days as well as the *entire* group for the years 2000 and 2001.

Table 12

TAAS Passing Rate in a JJAEP
School Years 2000 and 2001

	Assigned to 90+ Days				Entire Group			
	N	2000	2001	Difference	N	2000	2001	Difference
Math	188	55.3%	60.1%	4.8%	599	64.1%	65.4%	1.3%
Reading	193	46.1%	56.0%	9.9%	579	59.4%	64.6%	5.2%

Table 12 shows that in both groups there were statewide increases in the percentage of students passing both subject areas of the TAAS. Within the *assigned* group, almost five percent more students passed the



TAAS Math in 2001 compared to 2000, and 10% more students passed the TAAS Reading in 2001 than in 2000. The table also reflects a 1% increase in the percentage of students passing the Math section of the TAAS and a 5% increase in the percent of students passing the Reading portion of the TAAS for the *entire* group. Comparing both the *assigned* and *entire* groups, the group of students who were assigned to JJAEPs for periods of 90 days or longer showed higher increases in TAAS passing rates from school year 2000 to 2001.

The passing percentage for the *entire* group was analyzed further at the county level to identify the change in the percent of students passing locally from 2000 to 2001. These results are presented in Appendix D.

Table 13 presents the TAAS passing rates in relation to the length of the student’s assignment to the JJAEP.

Table 13

TAAS Passing Rates per Days of Assignment in a JJAEP
School Years 2000 and 2001

	n	Math			Reading			
		2000	2001	Difference	n	2000	2001	Difference
1-29 days	100	57.0%	61.0%	4.0%	90	61.1%	73.3%	12.2%
30-59 days	168	78.0%	72.6%	-5.4%	160	70.0%	68.1%	-1.9%
60-89 days	142	64.1%	66.9%	2.8%	135	64.4%	66.7%	2.3%
90+ days	188	55.3%	60.1%	4.8%	193	46.1%	56.0%	9.9%
Entire group	599	64.1%	65.4%	1.3%	579	59.4%	64.6%	5.2%

Note: One case in the Math group and one case in the Reading group were missing days of assignment information, hence the individual categories do not total the entire group.

The results in Table 13 demonstrate that the highest 2000 Math and Reading passing rates for any category occurred in the 30-59 days of assignment category. In 2001, the highest Math passing rate was found in the 30-59 days category; however, juveniles in this category showed the only decrease in the passing rate. The highest 2001 Reading passing rate was in the less than 30 days assignment category. The lowest passing rates across the board fell into the assignment category of 90 or more days. The largest increase in passing rates from 2000 to 2001 for Math was found in the 90+ days category whereas for Reading in the less than 30 days category.



TAAS TLI Performance by Ethnicity

TAAS TLI scores were examined to determine the performance of various ethnic groups, including African Americans, Hispanics, Anglos and other ethnicities. The “Other” category included American Indian/Alaskan Native and Asian/Pacific Islander.

Table 14 reflects the performance of each ethnic category in the group of students *assigned* to a minimum of 90 days in a JJAEP, comparing 2000 TAAS TLI scores to 2001 TAAS TLI scores for each subtest area.

Table 14

	Math				Reading			
	n	2000 Mean	2001 Mean	Difference	n	2000 Mean	2001 Mean	Difference
African American	49	68.74	69.04	0.30	52	64.52	69.75	5.23
Anglo	46	73.33	76.57	3.24	49	73.14	76.33	3.19
Hispanic	88	69.63	70.55	0.92	89	64.70	69.60	4.90
Other	3	*	*	*	2	*	*	*
All	186	70.46	71.75	1.29	192	67.03	71.37	4.34

** To maintain student confidentiality, no data are reported if fewer than five students were tested.*

Note: Two cases in the Math group and one case in the Reading group were missing ethnicity data and were not included in the table.

Increases in the Math scores in the *assigned* group were evident across African-Americans, Anglos and Hispanics. The largest positive change in Math scores was for Anglos. Reading scores also showed an increase although the magnitude of the changes was substantially greater, except in the case of Anglos. The greatest positive change in Reading was for African Americans, followed by Hispanics.

Table 15 reflects the performance of each ethnic category within the *entire* group of students, again comparing 2000 TAAS TLI scores to 2001 TAAS TLI scores for each subtest area.

Table 15

	Math				Reading			
	n	2000 Mean	2001 Mean	Difference	n	2000 Mean	2001 Mean	Difference
African American	136	69.40	70.38	0.98	128	67.08	70.70	3.62
Anglo	174	76.41	76.39	-0.02	176	77.41	79.72	2.31
Hispanic	276	72.28	72.72	0.44	264	70.53	72.55	2.02
Other	9	78.33	78.11	-0.22	8	75.13	76.63	1.50
All	595	72.92	73.34	0.42	576	71.93	74.38	2.45

Note: Four cases in the Math group and three cases in the Reading group were missing ethnicity data and were not included in the table.



The direction of the findings for the *entire* group mirrored the results from the *assigned* group except for the Anglo category in Math and the other category in Reading. With regard to Reading, the African American, Anglo, and Hispanic ethnicities demonstrated positive growth.

TAAS TLI Performance by Program Characteristic

Changes in TAAS TLI scores from school year 2000 to school year 2001 were analyzed by program components as compiled from the JJAEP Survey in order to determine their potential effects. Table 16 depicts this information.

Table 16

Change in TAAS TLI Scores per Program Characteristic
Assigned to 90+ Days
School Year 2000 to 2001

	Math		Reading	
	n	Change in Mean	n	Change in Mean
Program Format				
Military-Style Model	30	1.47	34	4.21
Therapeutic Model	56	1.77	53	6.83
Traditional School Model	102	1.15	106	3.50
Student to Staff Ratio				
7-10 students per staff	49	2.12	49	2.31
11-15 students per staff	86	1.78	89	7.47
16-20 students per staff	53	0.06	55	1.78
Operation Mode				
Probation department only	9	1.44	10	4.20
School district and probation department	77	1.90	79	3.41
Private contractor	48	0.38	49	4.55
Private contractor with support from probation department	54	1.54	55	6.22
Conditions of Completion Requirements				
Must attend certain number of days	10	2.90	11	2.36
Must successfully complete certain number of days	141	1.28	143	4.00
Must complete term of expulsion, regardless of attendance	16	-2.06	18	-0.17
Transition back to regular school at end of grading period/semester	21	4.00	21	13.38

The findings in Table 16 reveal positive changes in the mean scores with regard to any program characteristic across the board with only one exception. Increases in both Math and Reading scores were highest in therapeutic model programs. The 16-20 students per staff ratio exhibited the lowest increase in both Math and Reading scores. Concerning mode of operation, programs operated by private contractors with the support of probation departments exhibited the greatest increase in Reading whereas joint operation between school districts and probation departments showed the greatest increase in Math scores. Completion of the term of expulsion, regardless of attendance, was the only condition of completion that did not positively affect the mean scores in either subject area from 2000 to 2001.



TAAS Participation of JJAEP Students

An evaluation of the data was completed in order to determine the number of students who were tested, exempted or did not complete the TAAS for a variety of reasons. Reasons for an exemption from the TAAS test are limited English proficiency as determined by a student's Language Proficiency Assessment Committee (LPAC) or exemption by a special education student's Admission, Review and Dismissal (ARD) Committee. Since spring 2001 was the first administration of the State-Developed Alternative Assessment (SDAA), a student's ARD may have determined that the SDAA was a more appropriate assessment than TAAS. Other reasons that students did not take the TAAS test were due to absences on the test day or other reasons such as did not complete testing due to illness. At exit level, students are not required to take a subject area test which they have previously passed.

The data were analyzed to determine the numbers of exemptions and tests scored for all JJAEP students prior to (2000) and after (2001) placement in the JJAEP in both Math and Reading. These numbers differ in part because of the transitory populations and varied grade levels of JJAEP students.

Table 17

Student Exclusions in Participation of TAAS
School Years 2000 and 2001

	Math		Reading	
	2000	2001	2000	2001
Absent	125	254	140	246
Exempt:				
LEP	0	8	0	7
ARD Exempt	91	52	98	50
SDAA	0	115	0	125
Other	36	162	32	159
Previous Pass	1	27	3	50
Tested	791	1,213	771	1,194

Absent – not present when TAAS was administered;

LEP – limited English proficiency – exempt from TAAS (applies to grades 3-8 only);

ARD Exempt – exempt from Math and/or Reading portion of TAAS by an Admission, Review and Dismissal Committee (applies to exit level only in Spring 2001);

SDAA – state-developed alternative assessment standardized test for special education students – exempt from TAAS (applies to grades 3-8 only);

Other – started but did not complete test;

Previous Pass – already passed exit level test;

Tested – total number of TAAS tests scored

Examination of the data reveals some noteworthy differences. The number of tests scored for this population greatly increased after placement in the JJAEP even though the absentee rate for test dates more than doubled. With the implementation of the SDAA test in 2001, fewer ARD-exemptions existed in 2001 compared to 2000.

JJAEPs had a higher number of students who completed the TAAS in 2001 than in 2000. This can be observed in the number of tests scored across the state. The decrease in the number of special education exemptions due to SDAA did not alone account for the increased number of students taking the TAAS because of placement in the JJAEP.



Change in TAAS TLI Scores and Passing Rate

Comparing the change in TAAS TLI scores and the percent passing between school years 1999 and 2000 and between school years 2000 and 2001 provides a gauge of academic performance in JJAEPs. Table 18 shows the comparison in actual change in Math and Reading TLI scores and the change in the percent passing the TAAS within each appropriate year for students assigned to at least 90 days in a JJAEP.

Table 18

	Year to Year TAAS Comparison Assigned to 90+ Days School Years 2000 and 2001			
	Math		Reading	
	School Year 1999 / School Year 2000	School Year 2000 / School Year 2001	School Year 1999 / School Year 2000	School Year 2000 / School Year 2001
Change in TAAS TLI Scores	1.14	1.38	2.31	4.55
Change in TAAS Passing Rate	5.9%	4.8%	5.3%	9.9%

Positive change occurred in TAAS TLI scores and passing rates in both 1999-2000 and 2000-2001 school years. Changes in both Reading scores and passing rates were larger in 2000-2001 than in 1999-2000.

Summary of TAAS Findings

Based on the examination of the TAAS TLI scores of JJAEP students, statewide academic performance of these students increased, most evidently in Reading compared to Math, from 2000 to 2001. Moreover, greater proportions of the students passed the TAAS in 2001 compared to 2000. The majority of the counties experienced improvement in TAAS TLI scores. Longer periods of assignment in JJAEPs resulted in greater academic growth as measured by the TAAS TLI scores. Changes in TAAS TLI scores varied by both ethnicity and subject area. Additionally, various programmatic characteristics were associated with increases in scores.

The data used represent two of the three years to be used for the development of the expected performance measures to be set for the JJAEPs. For future JJAEP academic performance analysis, there will be notable changes in both the state testing program for students in Texas public schools and in the JJAEP student population analyzed. The TAAS testing program will end with the 2002 school year, and the new Texas Assessment of Knowledge and Skills (TAKS) testing program will begin in the spring of 2003. The new student population that will be used for JJAEP analysis of student performance will include all students enrolled in the JJAEP for 90 days or longer and not just students that exited the JJAEP during the school year. The final year to be included in setting the benchmark is now uncertain due to these changes in the Texas public school system assessment mechanism.



Kaufman Test of Educational Achievement Analysis

Statewide Analysis of KTEA Scores

Use of the TAAS results is but one variable that should be considered in the assessment of the overall JJAEP performance. Since the TAAS test is administered annually, the primary limitation of the TAAS variable is that it cannot accurately measure the students' growth while actually in the JJAEP. Thus, in addition to using the TAAS to assess JJAEPs and student performance, entry and exit tests were conducted on JJAEP students. The test utilized for the entry and exit assessment was the Kaufman Test of Educational Achievement (KTEA) which can be used to identify the educational growth of students. The test has been normed with appropriate racial and ethnic populations as well as students with disabilities and was determined to be the most valuable and appropriate testing mechanism.

Students entering and exiting the JJAEP were given pre-tests and post-tests to obtain grade equivalency and standard scores related to Math and Reading. Standard scores for both Math and Reading were analyzed in this study because the standardized scores reflect a more accurate measure than grade equivalency.

In this analysis, comparisons of KTEA admission and exit scores were examined using data from students who:

- Completed both admission and exit testing; and
- Completed the program successfully (i.e., the student either returned to the home school, graduated, or received a high school equivalency certificate).

School year 2001 was the first year to use the same testing instrument in all JJAEPs. Although implementation issues existed in some counties, statewide the data represented a large enough group of students to be used for meaningful analysis. Table 19 presents the mean scores and changes in mean scores for students *assigned* to a minimum of 90 days in a JJAEP and the *entire* group during school year 2001.

Table 19

	Assigned to 90+ Days				Entire Group			
	N	Admission	Exit	Difference	N	Admission	Exit	Difference
Math	467	90.88	96.99	6.12	1,184	92.60	98.02	5.42
Reading	459	94.27	99.43	5.16	1,178	95.35	99.97	4.62

Examination of the average scores indicates increases in the mean KTEA Math and Reading scores in both groups. Interestingly, the mean scores at admission and exit for both subject areas were slightly higher in the *entire* group than in the *assigned* group. The increase in means from admission to exit was slightly greater for the restricted group of students.



County-By-County KTEA Analysis

In order to evaluate the success of the JJAEPs by county, the same analytical procedure was performed as in the statewide analysis. Table 20 displays the mean scores and changes in mean scores by county for students who were *assigned* to a minimum of 90 days in a JJAEP and successfully completed their assignment. Appendix E presents a county-by-county review of the *entire* group.

Table 20

**KTEA Mean Scores for Juveniles in a JJAEP
Assigned to 90+ Days
School Year 2001**

	Math				Reading			
	n	Admission	Exit	Difference	n	Admission	Exit	Difference
Bell	1	*	*	*	1	*	*	*
Bexar	71	89.55	89.20	-0.35	71	90.72	92.52	1.80
Brazoria	46	94.48	105.33	10.85	43	98.14	102.63	4.49
Cameron	5	82.40	82.40	0.00	5	88.60	88.60	0.00
Collin	16	99.81	97.98	-1.82	16	104.06	113.81	9.75
Dallas	59	91.56	104.86	13.31	59	97.80	106.58	8.78
Denton	**	**	**	**	**	**	**	**
El Paso	16	88.31	93.13	4.81	16	89.94	92.44	2.50
Fort Bend	3	*	*	*	3	*	*	*
Galveston	12	88.17	98.00	9.83	12	93.08	95.33	2.25
Harris	42	95.79	96.93	1.14	42	98.02	100.88	2.86
Hidalgo	14	85.79	89.07	3.29	14	94.14	93.79	-0.36
Jefferson	12	87.67	95.67	8.00	12	81.92	92.17	10.25
Lubbock	4	*	*	*	4	*	*	*
McLennan	3	*	*	*	3	*	*	*
Montgomery	12	96.75	116.58	19.83	12	92.33	115.67	23.33
Nueces	13	80.07	105.59	25.52	11	100.91	113.36	12.45
Smith	7	96.43	85.71	-10.71	7	91.14	85.00	-6.14
Tarrant	76	88.76	95.88	7.12	74	91.23	98.19	6.96
Travis	4	*	*	*	4	*	*	*
Webb	27	84.44	85.56	1.12	27	93.04	93.63	0.59
Williamson	24	95.46	100.88	5.42	23	97.22	104.78	7.57

* To maintain student confidentiality, no data were reported if fewer than five students were tested.

** No cases satisfied the criteria of both scores, 90+ days and successful completion.

A majority of the counties (71%) experienced positive increases in KTEA Math scores from admission to exit during school year 2001. The greatest increase in Math scores occurred in Nueces County. In contrast, five counties (24%) demonstrated declines in Math scores. The findings for Reading were mirrored although some of the counties that experienced the gains or declines in Math were not the same for Reading. The greatest increase in Reading scores from entry to exit occurred in Montgomery County. Whereas thirteen (62%) counties displayed increases in both KTEA Math and Reading scores, only three counties also demonstrated declines in both sets of scores (due to student confidentiality, one of the three counties scores are not shown).



KTEA and Length of Stay

Analysis of the length of time that students stay in the JJAEP was completed to observe whether the length of stay impacted the gains of the students in terms of KTEA performance. The results from the length of stay analysis can be found in Table 21 for those students who successfully completed their terms.

Table 21

KTEA Mean Scores by Days of Assignment in a JJAEP
School Year 2001

	Math				Reading			
	n	Admission	Exit	Difference	n	Admission	Exit	Difference
1-29 days	116	94.89	97.18	2.29	117	98.23	102.90	4.67
30-59 days	284	94.44	99.30	4.86	286	96.73	99.17	2.45
60-89 days	316	92.72	98.73	6.01	315	94.64	100.41	5.77
90+ days	467	90.88	96.99	6.11	459	94.27	99.43	5.16
Entire group	1,184	92.60	98.02	5.42	1,178	95.35	99.97	4.62

Note: One case in the Math group and one case in the Reading group were missing days of assignment information, hence the individual categories do not total the entire group.

Post program scores shown in Table 21 were higher in every length of stay category for both Math and Reading scores. Examination of the KTEA Math scores reveals the following pattern: the longer the stay in a JJAEP, the greater the change in scores such that the greatest positive change in Math scores was achieved in the minimum of 90 days assignment category. Reading scores did not follow a similar pattern across the length of stay categories. Instead, the greatest differential in scores was for the 60-89 days of assignment category.

KTEA and Program Characteristics

Table 22 presents programmatic information regarding the group of students who were *assigned* to a minimum of 90 days in a JJAEP and successfully completed their term. Programmatic information was compiled from the JJAEP Survey. The analysis is divided according to various program characteristics.

Table 22

Change in KTEA Scores (Admission vs. Exit Score) per Program Characteristic
School Year 2001

Program Format	Math		Reading	
	n	Change in Score	n	Change in Score
Military-Style Model	89	10.94	86	6.83
Therapeutic Model	160	6.61	155	6.19
Traditional School Model	218	3.78	218	3.77



Student to Staff Ratio				
7-10 students per staff	108	6.52	106	5.02
11-15 students per staff	196	5.80	195	5.88
16-20 students per staff	163	6.23	158	4.37
Operation Mode				
Probation department only	34	-1.31	34	-0.79
School district and probation department	225	7.52	219	6.70
Private contractor	86	13.52	84	7.74
Private contractor with support from probation department	122	0.37	122	2.29
Conditions of Completion Requirements				
Must attend certain number of days	46	10.85	43	4.49
Must successfully complete certain number of days	326	7.12	321	6.08
Must complete term of expulsion, regardless of attendance	53	-0.25	53	1.94
Transition back to regular school at end of grading period/semester	42	1.14	42	2.86

According to this analysis, various positive and negative changes were associated with different program characteristics. Positive change occurred in each type of format for both subjects; however, they were highest in the military-style model programs and lowest in traditional school setting programs. Each staff ratio category was associated with a positive change in both subject areas. Scores decreased for both Math and Reading in programs operated by probation departments only, while they showed the highest increase in the programs operated by a private contractor. Finally, programs that required the students to attend a predetermined number of days or successfully complete a certain number of days had the greatest increases in scores in both Math and Reading.

Summary of KTEA Analysis

Overall, increases in statewide KTEA Math and Reading scores from admission to exit for JJAEP students were evident. A majority of the counties with JJAEPs showed improvement in both test areas. In addition, longer periods of assignment in JJAEPs typically produced greater gains in Math scores. Certain program characteristics were associated with greater changes in KTEA scores than other components.

Attendance Analysis

Attendance rates for students in a JJAEP were also used to measure the success of these programs. The standards for attendance emanate from two sources. TJPC requires a minimum overall program attendance rate of 70%, and TEC Section 25.092(a) requires a student attendance rate of 90%. Statewide, there was a 78% attendance rate during school year 2001.

Optimally, comparison of the attendance rates prior to placement in a JJAEP with the attendance rates during placement would provide the most conclusive results. However, the current status of attendance data does not permit this type of comparison. In the future, TJPC and TEA plan to evaluate the feasibility of using such a measure. Instead, attendance rates for JJAEP school year 2000 and 2001 were used for comparison.



County-by-County Attendance Rates

Table 23 illustrates the individual JJAEP attendance rates by county. The attendance rates were calculated from JJAEP site data and included attendance on all students who were enrolled and exited during school year 2001.

Table 23

JJAEP Attendance Rates School Year 2001				
County	Mandatory Students	Discretionary Students	Other Students	Total
Bell	85%	73%	27%	74%
Bexar	79%	72%	64%	74%
Brazoria	91%	85%	86%	86%
Cameron	84%	80%	93%	84%
Collin	87%	86%	100%	93%
Dallas	76%	66%	56%	69%
Denton	91%	91%	86%	91%
El Paso	92%	88%	NA	90%
Fort Bend	92%	93%	93%	93%
Galveston	89%	83%	91%	85%
Harris	82%	79%	75%	78%
Hidalgo	72%	67%	NA	70%
Jefferson	71%	59%	NA	60%
Lubbock	96%	88%	NA	90%
McLennan	87%	62%	36%	63%
Montgomery	93%	84%	77%	87%
Nueces	86%	70%	100%	73%
Smith	93%	90%	NA	92%
Tarrant	88%	76%	NA	81%
Travis	87%	87%	92%	88%
Webb	92%	90%	79%	91%
Williamson	94%	87%	89%	89%
Statewide	84%	74%	81%	78%

Table 23 shows that the counties appeared to be more effective at getting mandatory students to attend than discretionary students. Regarding the attendance of all groups of students, seven of the counties maintained rates of 90% or better. Two counties fell below the minimal TJPC standards requirement of 70% attendance. The low attendance rates illustrate the problems associated with not only managing and transporting large numbers of students countywide on a daily basis, but also, the concentration in JJAEPs of some of the most problematic students. These low attendance rates indicate the need for paramount attention.



In addition to examining the current attendance rates, comparison of the rates of attendance during school years 2000 and 2001 provided useful information. Table 24 presents these figures.

Table 24

**Total JJAEP Attendance Rates by Year
School Years 2000 and 2001 Comparison**

County	School Year 2000	School Year 2001	Difference
Bell	68%	74%	9%
Bexar	67%	74%	10%
Brazoria	86%	86%	0%
Cameron	93%	84%	-10%
Collin	85%	93%	9%
Dallas	78%	69%	-12%
Denton	87%	91%	5%
El Paso	88%	90%	2%
Fort Bend	90%	93%	3%
Galveston	82%	85%	4%
Harris	85%	78%	-8%
Hidalgo	79%	70%	-11%
Jefferson	66%	60%	-9%
Lubbock	86%	90%	5%
McLennan	61%	63%	3%
Montgomery	85%	87%	2%
Nueces	69%	73%	6%
Smith	90%	92%	2%
Tarrant	79%	81%	3%
Travis	91%	88%	-3%
Webb	89%	91%	2%
Williamson	86%	89%	3%
Statewide	78%	78%	0%

Of the 22 counties, six experienced a decrease in attendance rates between the two years. Of the 15 with improved attendance rates, eleven increased by 5% or less and four increased by 6% to 10%. On average, there was no statewide change in attendance rates.



Student Support Within JJAEPs

In addition to measuring the success of JJAEPs by examining academic performance and attendance, the impact of JJAEPs was examined through exploration of the level of support and services students received during their stay in the program. JJAEP staff completed exit reports for students when they left their respective programs. The purpose of these reports was to determine the support, contacts and services as they relate to risk and resiliency students received during their participation in the JJAEP. Local programs contributed 1,668 client exit reports for statewide analysis. A copy of the exit report can be found in Appendix F.

The following information reflects the effort made by JJAEPs on behalf of their students.

- The average student received 1.8 referrals to outside services.
- On average, students had 17 positive contacts with staff during their stay at the JJAEP. Positive contacts represented any interaction that was not for negative behavior.
- Students had an average of nine negative contacts during their stay at the JJAEP. Negative contacts consisted primarily of disciplinary interactions.
- The average number of total contacts students had at the JJAEP with staff was 23. Eleven of these were with a teacher, and two were with a counselor.
- Students received over 1,600 services. The most frequently utilized services were counseling, drug and alcohol education, and social skills training. In addition to the JJAEP, 64 different agencies delivered services.
- 227 youth were involved in community service projects.
- The areas most frequently identified by JJAEP staff for which students needed remediation included academics, attendance, comprehension, deductive reasoning, making inferences, reading, reading comprehension and self-discipline.
- The characteristics most often identified as strengths of the students included leadership, behavior, intelligence, and attitude.

In short, these findings indicate that JJAEPs were focused on delivering a positive academic experience for the students. Students appeared to be the main emphasis of the program. The contact that students had with staff and the referrals for outside assistance demonstrated the staff's concern and eagerness to assist the students in adjusting to the academic atmosphere. These efforts serve as protective factors for students who usually face huge risk.



Risk and Resiliency Survey Analysis

Assessing the degree to which risk factors were lessened and resiliency factors were strengthened in students was another means of measuring the effect, and ultimately success, of JJAEPs. JJAEP staff administered the Risk and Resiliency Survey as part of the evaluation of JJAEPs during school year 2001. A copy of the survey can be found in Appendix G. All students assigned to the JJAEP were required to complete the survey upon admission and exit. The survey was designed to query constructs associated with the following factors:

- Bonding to community and school;
- Interaction with a significant adult figure;
- Interaction with other family members and content of interaction;
- Expectations for the future;
- Communication skills with adults and peers;
- Peer group behavior;
- Anger and aggression; and
- Self-esteem and self-efficacy.

These constructs have been shown to correlate highly to success in school. Any changes in these constructs demonstrated by the students associated with the JJAEP provide evidence that the program is producing outcomes correlated to an increased performance in school. The change in these outcomes is a first step toward producing individual changes that would later be reflected in academic efforts.

The initial database of submissions from all counties consisted of 6,821 entries. Only students in JJAEPs whose counties had populations over 125,000 and who had matching pre- and post-tests were included in the final group for analysis. The resulting database contained 950 pre-tests and 950 post-tests.

Analysis of the data was conducted to determine if a difference existed between the measures at the time of entry to the JJAEP and at the time of exit from the program. The pre-test and post-test scores were compared to look for signs of change in the variables. Table 25 identifies changes in each of the risk and resiliency constructs mentioned above. Positive and negative changes on a statewide basis were identified for each category. In the table, survey questions are provided along with the category of change (positive or negative). These findings were based on the self-reported data given by students when they completed the survey. County-by-county results of the Risk and Resiliency Survey administered to JJAEP students during school year 2001 are located in Appendix H.



**Constructs Evidencing Statewide Change (Positive or Negative) in Risk and Resiliency
School Year 2001**

Bonding to School and Community		
	Positive Change	Negative Change
During the past 30 days, how many classes have you missed because:	<ul style="list-style-type: none"> You skipped, ditched or cut Excused / Unexcused 	<ul style="list-style-type: none"> You were sick Funeral Court
How often do you do each of the following?	<ul style="list-style-type: none"> Exercise Work for pay Do volunteer work Read books, newspapers, magazines Go to parties Participate in band, orchestra, or choir/other Community service 4-H / FFA 	<ul style="list-style-type: none"> Attend after school activities Play sports in/out of school Attend religious or spiritual activities
Interaction with a Significant Adult Figure		
	Positive Change	Negative Change
In a typical week, approximately how many times a week do you do the following activities with a parent or adult?	<ul style="list-style-type: none"> Discuss daily events Go to the movies 	<ul style="list-style-type: none"> Eat dinner Watch TV Visit relatives Chores at home Attend church, temple or spiritual meeting Go out to eat Play games/sports
Interaction with Family Members and Content of Interactions		
	Positive Change	Negative Change
Have you discussed any of the following things with family members at least one time in the past month?	<ul style="list-style-type: none"> Friends Sex Alcohol How safe do you feel Sports Curfews Parties you attend School Extra curricular activities 	<ul style="list-style-type: none"> Tobacco Other Drugs Gangs Feelings



Expectations for Future

	Positive Change	Negative Change
Think ahead to 5 years in the future. Will you do the following?	<ul style="list-style-type: none"> • Smoke cigarettes • Attend college • Smoke marijuana • Go to religious services • Drink alcohol • Have a good paying job • Volunteer in my community 	<ul style="list-style-type: none"> • Belong to a gang

Communications Skills with Adults and Peers

	Positive Change	Negative Change
Here are some questions that ask how sure you are that you would be able to do certain things.	<ul style="list-style-type: none"> • If a friend wanted to give me alcohol, I could say no • If a friend wanted to give me marijuana, I could tell them I didn't want any • If my friends were doing something I didn't like, I could ask them to change • If a friend wanted to give me cocaine or other drugs I could tell them I didn't want any • Stay away from people who might get me in trouble 	<ul style="list-style-type: none"> • Walk up to someone my age and start talking • If a friend wants me to do something that I don't want to do, I could tell them no • I can start conversations with adults I know • If some of my friends were playing a game, I could ask to play

Peer Group Behavior

	Positive Change	Negative Change
During the past 30 days, how many of your friends did the following things?	<ul style="list-style-type: none"> • Smoke cigarettes • Used alcohol • Used other drugs • Stole from other people • Got into serious fights at school or work • Took something from a store without paying for it • Damaged school or community property on purpose • Argued with parents • Got into trouble with the police • Took part in a fight where a group of your friends were against another group 	<ul style="list-style-type: none"> • Used inhalants, gas glue or paint • Told a lie to someone • Sold drugs • "Tagged" on property other than theirs • Carried a weapon • Was sexually active • Was reprimanded for disrupting the class • Fought with their brothers or sisters • Hurt animals



Anger and Aggression

	Positive Change	Negative Change
During the past 7 days:	<ul style="list-style-type: none"> • I teased others to make them angry • I got angry very easily with someone • I fought when someone hit me first • I encouraged others to fight • I pushed or shoved other student • I was angry most of the day • I slapped or kicked someone • I called other students bad names • I have to be tough to get respect • Other people pick fights with me • I cussed a teacher or principle • I punched someone in the face • I have pushed, slapped, or hit a family member • I have threatened a teacher or principal • I tagged or put graffiti on other property • I hit someone because they made fun of me • I was so mad I felt I could actually kill someone • I hurt someone because of what they did to me • I hit someone to make them stop what they were doing • I did something mean for fun • I carried a weapon because I felt I had to defend myself • I said I wish someone were dead 	<ul style="list-style-type: none"> • I threatened to hurt or hit someone • I have used force with someone I care for • I sexually harassed someone • I felt it was ok to hut someone else • I hit/kicked/hurt animals • I got a tattoo • I pierced a body part other than my ears • I hit or attacked someone else because I was scared • I hit someone because they dissed me

Self-Esteem and Self-Efficacy

	Positive Change	Negative Change
How would you describe yourself on the following characteristics?	<ul style="list-style-type: none"> • Feel sure about myself • People count on me • Happy • Easy going • Easily angered • Gets along with teachers • Smart • Lazy • Forgetful • On time • Share with others • Helpful • Uncooperative • Shy • Listen to others 	<ul style="list-style-type: none"> • Moody • Friendly • Makes friends easily • Do what I should • Good looking • Suicidal



Self-Esteem and Self-Efficacy

	Positive Change	Negative Change
How would you describe yourself on the following characteristics?	<ul style="list-style-type: none"> • A leader • Sad/Depressed • When I am an adult I am sure I will have a good life • When things don't go well I am good at finding ways to make it work • I am able to do my schoolwork if I try • In my neighborhood I matter to people • My life has purpose • I can be a leader and make a difference if I am given a chance • I give up when things get hard for me • In my home I feel useful • I have little or no control over things that happen in my life 	<ul style="list-style-type: none"> • My teachers expect me to make good grades

Changes demonstrated by students in these constructs provide evidence that the programs produced outcomes correlated to improved behavior in school.

- In terms of *bonding to the school and community*, school attendance, time devoted to homework, and participation in school and community activities, such as band, choir, 4-H/FFA and volunteering, demonstrated positive changes.
- Fewer positive changes, compared to negative changes, were evident in the *interaction with a significant adult figure* construct. Whereas discussions of daily events and going to the movies changed for the better, all other interactions with a significant adult figure demonstrated negative changes.
- *Interactions with family members* also changed in a positive direction. Discussions of topics like friends, sex, alcohol, feelings of safety, sports, parties, school, and extra-curricular activities improved, but other topics, such as tobacco and other drugs, gangs and other feelings, did not improve.
- In the *expectations for the future* construct, the only negative change was the expectation of being in gang. Otherwise, all other items in this construct exhibited positive change.
- In the *communication skills with adults and peers* construct, the participants responded to items that were designed to indicate their perceived ability to communicate with specific groups or in specific conditions. The participants reported positive changes in most areas pertaining to refusal skills, indicating that the youths felt they can communicate more effectively with peers and request peers to change their behavior. Skills involving initiation by the student did not show positive growth.



- *Peer group behavior* is often a strong indicator of one's own behavior. All but three items in this construct exhibited positive change. Peers' disrespect for authority and destruction of property by fire were negative changes uncovered through the survey.
- Substantially more of the indicators in the *anger and aggression* construct, which cover a variety of situations and degrees of intensity, showed positive rather than negative change, thus demonstrating a significant reduction in the aggressive attitude of the students. Examples of positive change in anger and aggression included not hitting someone, not fighting, and not threatening other people.
- Measures of self-efficacy attempt to examine the participant's perception of his/her ability to carry forward certain tasks or relevance in a group and have been linked to attributes shown to be important in developing protective and resiliency factors. Several measures in the *self-esteem and self-efficacy* construct exhibited positive change, including perception of being a leader, being dependable and having confidence. Shifts in this perception can empower the youth with a sense of worth and value in the community. Negative changes included describing oneself as moody, unfriendly or suicidal.

Overall, these constructs provide evidence for broad change in the students' attitude and behavior in the areas of bonding to the school and community, interaction with family members, peer group behavior, anger and aggression, and self-esteem and self-efficacy.

Juvenile Justice System Re-Contact Rate Analysis

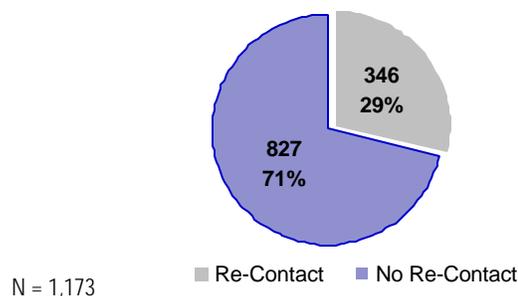
The effectiveness of JJAEPs was examined by exploring the rate of re-contact with the juvenile justice system students who attended the JJAEP. The juvenile probation re-contact rate was tracked for a six-month period for those juveniles who both entered and exited mandatory JJAEP programs during school year 2001.

A re-contact was defined as any subsequent contact with the juvenile probation department, regardless of the disposition of the case. Tracking was not available for those juveniles whose JJAEP participation was not based upon a referral to a juvenile probation department. Tracking was also not available for juveniles from Bexar County, because their case-based reporting system was still in development.

The re-contact rates were calculated for *individual* juveniles entering during school year 2001 rather than for *cases* entering during this period (i.e. a juvenile entering twice during this period was counted only one time). A match was made between JJAEP data and TJPC referral data using the juvenile's personal identification number and the dates of expulsion and referral. Chart 21 presents the re-contact rate for this group.

Chart 21

Number of Juvenile Probation Re-Contacts
Within Six Months of JJAEP Exit



- 29% of juveniles in this group had at least one re-contact with the juvenile probation department within six months of their exit date.
- Of those who had a re-contact during the first six months after exiting:
 - 63% had one re-contact;
 - 24% had two re-contacts;
 - 8% had three re-contacts; and
 - 5% had four or more re-contacts.
- The average length of time to the first re-contact after exiting a JJAEP was 80 days.
- Subsequent offense severity for this group with re-contacts within six months of exiting JJAEP had the following breakdown:
 - The initial subsequent offense was **less** severe for 29% of the juveniles.
 - The initial subsequent offense was of **equal** severity for 19% of the juveniles.
 - The initial subsequent offense was of **greater** severity for 52% of the juveniles.

Table 26 presents an analysis of the juvenile probation re-contact rates and the severity of subsequent offenses for students in the JJAEPs for school year 2001.

Table 26

**Juvenile Probation
Re-Contact Rates and Subsequent Offense Severity Per Program Characteristic
School Year 2001**

	% of Students with Re-Contact within 6 Months of Exit	Severity of Subsequent Offense		
		Less	Equal	More
Program Format				
Military-Style Model	31%	25%	12%	63%
Therapeutic Model	32%	27%	23%	50%
Traditional School Model	26%	38%	20%	42%
Student to Staff Ratios				
7-10 students per staff	31%	20%	19%	61%
11-15 students per staff	27%	33%	20%	47%
16-20 students per staff	32%	40%	17%	43%
Operation Mode				
Probation department only	32%	41%	21%	38%
School district and probation department	31%	23%	17%	60%
Private contractor	28%	31%	21%	48%
Private contractor with support from probation department	26%	48%	18%	34%
Conditions of Completion Requirements				
Must attend certain number of days	26%	31%	8%	61%
Must successfully complete certain number of days	30%	21%	21%	58%
Must complete term of expulsion, regardless of attendance	31%	45%	13%	42%
Transition back to regular school at end of grading period/semester	28%	54%	18%	28%



Juveniles leaving traditional school formats had a lower re-contact rate than students from therapeutic or military-style formats. Additionally, more students from these traditional formats committed less severe offenses than did students from the other two formats. Juveniles leaving JJAEPs operated by a private contractor with support from the probation department had a lower re-contact rate than students from JJAEPs with other operational modes. The subsequent offenses of these students were less severe for a higher percentage of this group.

Overall Performance Assessment

This report is the first in-depth analysis of JJAEP program measures. As such, it is difficult to draw long-term conclusions. However, the general direction of several measures can be noted. Overall, the TAAS TLI scores of students increased after exposure to the JJAEP program. Statewide the Math and Reading TAAS TLI scores increased for students in JJAEPs. The majority of all JJAEP programs showed increases in both Math and Reading scores. The percentage of JJAEP students scoring a passing grade rose on the TAAS Math and Reading tests. Even though the percentage passing increased for both tests to 65% passing Math and Reading, the percentage of students (35%) not scoring a passing grade was still substantial.

JJAEP program characteristics showed some differences in the changes in TAAS TLI scores. Schools using a therapeutic format showed the largest increase in both Math and Reading scores. JJAEP programs operating using a private contractor with support from the probation department exhibited a larger increase in Reading scores than did other operational modes. The program that transitioned students back to regular school at the end of a grading period showed a higher increase in both Math and Reading scores than did those with other conditions of completion.

Results from the KTEA pre- and post- academic tests showed that statewide students were able to increase their scores on this test during their JJAEP stay. A majority of the counties with JJAEPs showed an improvement in both Math and Reading.

Overall, attendance rates reflected the need for improvement in this area. Two counties showed a consistent rate of 90% or greater over a two-year period. Five additional counties were able to raise their attendance rates to 90% or better. It is evident that attendance is a critical issue that needs attention.



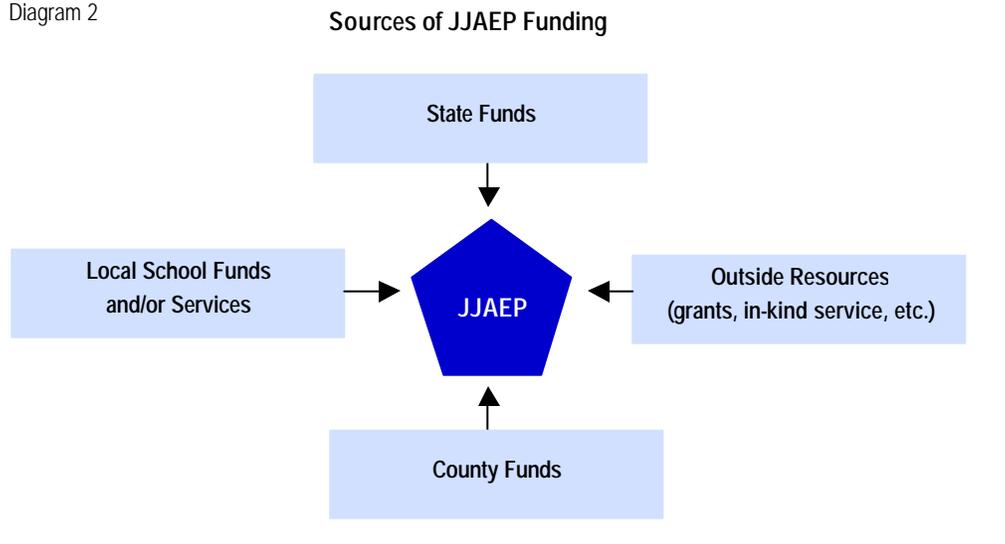
Section VI: Program Costing

Introduction and Methodology

JJAEPs are funded through a pooling of various funds and services from several sources, including multiple school districts in a county and the local juvenile board. Both the schools and the juvenile board receive funds from local tax revenue, state appropriations and other grant sources, including the federal government.

The counties receive \$59 per day from the state for each mandatory student who is sent to the program. All other expelled students or other placements in the JJAEP are paid for in a manner agreed upon between the ISDs and the local juvenile board. Counties and local school districts contribute additional local funds and/or services to the state appropriated amounts, and all enter into memorandums of understanding reflecting their respective funding and programmatic responsibilities. Diagram 2 illustrates typical sources of JJAEP funding.

Diagram 2



TJPC has worked to compute the cost of operating JJAEPs several times over the past several years with limited success. The first attempt in fiscal year 1998 involved the use of a Certified Public Accounting (CPA) firm that developed a cost collection instrument to be sent to the JJAEP counties. In fiscal year 2000, the cost collection instrument was updated and again sent out to the counties operating JJAEPs for completion. Since TJPC had no mechanism for collecting data from the independent schools districts (ISDs) working with JJAEPs, TJPC asked the counties to include school district costs of which they were aware. Additionally, the State Auditor's Office (SAO) and the Legislative Budget Board (LBB) have performed similar cost studies in an attempt to ascertain accurate costs of operating JJAEPs with limited success.

In the preparation of this report, TJPC and TEA coordinated efforts to determine JJAEP costs in fiscal year 2001. The agencies jointly developed the data variables to be used in the process. TJPC collected cost data via a survey instrument completed by the local juvenile boards/counties, and TEA collected electronic data from local school districts through the Financial Management System component of the Public Education Information Management System (PEIMS). A copy of the TJPC costing instrument that was sent to the counties can be found in Appendix I.



Data received from the counties were determined to be reasonable and accurate. TEA found that of those school districts reporting cost data, data was frequently incomplete and inaccurate. Reports from some ISDs showed no costs attributed to a JJAEP while others showed clearly inaccurate and impossible costs. Additionally, in most cases the school districts did not report detailed auxiliary costs. The agencies researched the problematic data and contacted school districts and counties in an attempt to clarify and correct inaccuracies. As a result of these efforts, this report contains a reasonable cost analysis for 18 of the 22 counties. Further corrective actions to resolve these data collection issues will involve the TEA Information Systems Department.

Cost Per Day by County

The cost per day was analyzed for the 22 mandatory JJAEP programs and is reflected in Table 26 below along with combined county and ISD expenditures. Table 27 includes the analysis only for those 18 counties whose cost data were determined to be reliable.

Table 27

JJAEP Cost per Day per County
Counties with Reliable Data
School Year 2001

	County and ISD Expenditures	Cost Per Day
Bell	\$1,190,451	\$154.04
Bexar	\$3,162,113	\$65.42
Brazoria	\$1,441,454	\$78.51
Cameron	\$846,028	\$105.77
Collin	1	1
Dallas	1	1
Denton	\$1,014,940	\$94.62
El Paso	1	1
Fort Bend	\$1,124,133	\$147.27
Galveston	1	1
Harris	\$5,397,657	\$94.20
Hidalgo	\$545,903	\$78.65
Jefferson	\$892,492	\$167.76
Lubbock	\$552,596	\$128.54
McLennan	\$1,844,895	\$127.80
Montgomery	\$1,289,250	\$137.76
Nueces	\$607,425	\$73.75
Smith	\$249,713	\$79.60
Tarrant	\$1,983,283	\$92.47
Travis	\$576,649	\$207.13
Webb	\$910,806	\$66.02
Williamson	\$1,304,596	\$129.68

¹ County data were reported; however, school district data were unavailable or incomplete. Therefore, cost analysis could not be performed on these counties.

Note: Data are self-reported by county officials and school districts. All data are reviewed but not audited.



A reasonable quantity of reliable data was reported for 18 of 22 JJAEPs. The daily average of the combined reported costs was \$112.72. The range varied from Bexar County's low of \$65.42 to Travis County's high of \$207.13. Based on reports from prior years, this range is similar to findings from previous cost analyses. The JJAEP reporting the lowest cost per day of \$65.42 represents a large program operated by a private contractor within a traditional classroom setting. The program costing \$207.13 represents the smallest JJAEP which has a therapeutic setting and is operated by a private vendor. Each of the 18 JJAEPs is defined by different attributes.

Cost Variables

Table 27 illustrates clearly the wide range of cost per day figures across the JJAEPs. Costs variations may be based on a variety of factors including resource availability, program design, program size and the requirements of different programs. Some of the key variables are discussed below.

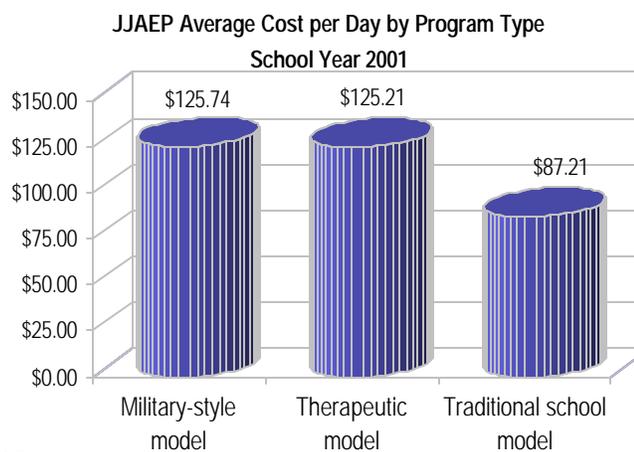
- *Facilities.* Some JJAEPs were able to locate in an existing structure owned by the school district or the county. These counties were not forced to lease space, purchase a facility, or to construct a facility.
- *Transportation.* In locations where transportation is provided by either the school district or the JJAEP program costs are higher.
- *General Operation.* A privately run business or multipurpose program will impact the cost.
- *Size of Program.* Larger programs can often enjoy cost efficiencies that smaller programs do not.
- *Program Type.* The type of program that a county operates affects the JJAEP costs. (i.e. boot camp versus a therapeutic program)

Cost Per Day by Program Type

The type of program that a county operates appears to affect the program costs. Chart 22 illustrates the breakdown of the types of program formats by average cost per day of that program type.

- The most expensive type of program was the military-style model.
- The least expensive type of program was a traditional school model.

Chart 22



N = 18



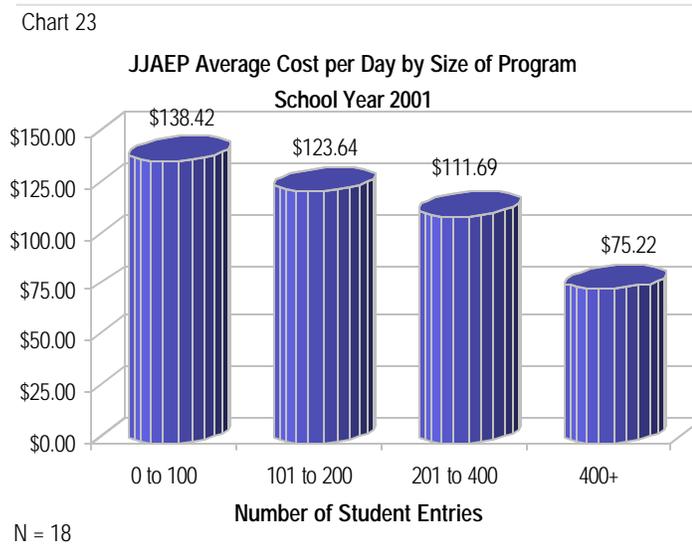
Cost Per Day by Size of Program

The program size is based on the number of student entries in the JJAEP during school year 2001.

Chart 23 illustrates the following:

- The number of students in a JJAEP had a significant effect on the cost per day of the program. Programs with the most students had the lowest average costs per day.
- The programs with the highest costs per day had the fewest students. Programs with less than 100 students had an average cost per day of \$138.42.

Due in part to economies of scale, larger programs generally may cost less per day than smaller programs.



Conclusion

The State of Texas provides \$59 per day of attendance for mandatory expulsions. Local school districts and juvenile boards agree on the allocation of the costs for discretionary expulsions and other students attending the JJAEP. The analysis of the available cost data suggests that JJAEPs cost substantially more than the \$59 per day for each mandatory student. The shortfall is necessarily made up with local county or ISD funds. It is anticipated that the reported daily costs would be higher if all associated costs from the ISDs were included. Additionally, enhanced programs, such as the military and therapeutic models, have added to the cost of operating a JJAEP. Larger JJAEP programs, which may benefit from economies of scale, showed a lower cost per student per day than a smaller program.

The process of collecting data from the county juvenile boards can and will be improved in the next fiscal year. TJPC will continue to improve the efficiency and accuracy of the process. Additionally, the collection of school cost data continues to be the more problematic issue and will be addressed in a comprehensive manner for the next fiscal year. The TEA Information Systems staff will be involved in a process to assure that information about JJAEP instructional settings is compiled in a central location after each PEIMS submission cycle. The compilation of the data elements will be comprehensive in providing detailed and summarized information about student, staff, organization and financial data.



Section VII: Strategic Elements



TJPC/TEA JJAEP Mission Statement

The Texas Education Agency (TEA) and the Texas Juvenile Probation Commission (TJPC) will work together to improve school safety and increase the academic performance of students placed in juvenile justice alternative education settings. The agencies will accomplish this by providing guidelines, oversight, monitoring, evaluation, training, technical assistance and funding to local juvenile boards and independent school districts for the provision of an array of educational, mental health, substance abuse, health, child welfare, family and social services to children served in JJAEPs. Those services should be provided in a safe environment with the ultimate aim being to enable students to perform at grade level.

JJAEP Philosophy

Both the TEA and TJPC are committed to improving the effectiveness and efficiency of local JJAEP operations through a partnership with local government in setting up a multi-tiered system of care in which the best possible JJAEP services can be delivered in a cost-effective and fiscally accountable fashion. In establishing oversight policies and procedure and providing training and technical assistance, the best interests of the child and the community are considered paramount.

JJAEP Stakeholders Survey

Each county mandated to operate a JJAEP was asked to complete an internal/external assessment survey and rank their responses in order of importance. Survey results were classified, grouped and analyzed for strength of response within each category. Areas that each county was asked to respond to included the internal strengths and weaknesses as well as the external opportunities and threats most significant to the scope, function and operations of their local JJAEP Programs. County representatives were then asked to list the most critical policy issues that affect the scope, function and operations of their juvenile JJAEPs. A summary of their responses is listed below in order of importance with the most significant strength presented first.

Internal Strengths and Weaknesses

- JJAEP Internal Strengths
 - Staff
 - Interagency Collaboration/Relationship Skills
 - Programs/Services
 - Resources/Funding
 - Facilities

- JJAEP Internal Weaknesses
 - Resources/Funding
 - Programs/Services
 - Student Needs
 - Facilities
 - Interagency Collaboration Efforts
 - Staff



External Opportunities and Threats

- JJAEP External Opportunities
 - Programs/Services
 - Stakeholder Collaboration
 - Success of Ex-Students
 - Funding
 - Safety/Security
- JJAEP External Threats
 - Funding/Resources
 - JJAEP Referral Trends
 - Performance Expectations
 - Stakeholder Collaboration
 - Safety/Security

Key Policy Issues for Local JJAEPs

JJAEP administrators were also asked to cite the most critical policy issues facing them with regards to the purpose and scope of their operations. Each of those policy issues is listed below, starting with those considered most important.

- Funding Resources
- Needs of JJAEP referrals
- Hiring Skilled Staff
- Policy Development/Changes
- Stakeholder Collaborations
- Performance Expectations

Goal, Strategic Directions, and Strategies

Goal: Students will be placed in Juvenile Justice Alternative Education Programs as authorized by law. Academically, students placed in JJAEPs will demonstrate academic growth and progress toward grade level.

Key Strategic Direction 1:

Execution of oversight guidelines to improve the compliance of local school districts with the requirements of the Texas Education Code regarding removals and expulsions of children.

Strategy 1 TEA and TJPC, on an annual basis, will review current oversight guidelines for their suitability in improving local school district compliance with the requirement of Chapter 37 of the Texas Education Code regarding removals and expulsions of children.

Strategy 2: TEA and TJPC will plan and conduct training and technical assistance to local school districts regarding compliance with the requirements of Chapter 37 on an as needed basis.



Strategy 3: TEA will evaluate local school districts for compliance with the requirements of Chapter 37 regarding removals and expulsions of students.

Strategy 4: TJPC will conduct program monitoring of local JJAEPs for compliance with TJPC JJAEP standards.

Key Strategic Direction 2:
JJAEP compliance with minimum program and accountability standards.

Strategy 1: TJPC and TEA will annually review and revise current oversight guidelines in order to improve the compliance of local JJAEPs with minimum program and accountability standards.

Strategy 2: TJPC and TEA will annually provide training and technical assistance to local JJAEPs for the improvement of their compliance with program and accountability standards.

Strategy 3: TJPC will conduct audits/monitoring of the compliance of local JJAEPs with minimum program and accountability standards.

Strategy 4: TJPC will comply with all agency oversight responsibilities specified in the TJPC Education Service Policy and Procedure Manual.

Strategy 5: TJPC will review the TJPC Education Service Policy and Procedure Manual for the need for revisions and updates on an annual basis.



Key Strategic Direction 3:
Attendance reporting of local school districts and JJAEPs.

Strategy 1: TEA and TJPC will provide training and technical assistance to local school districts and JJAEPs in order to improve their attendance reporting on an “as needed” basis.

Strategy 2: TEA and TJPC will audit or monitor local school districts and local JJAEPs respectively for their compliance with applicable attendance reporting procedures.



Key Strategic Direction 4:

The process for collection of JJAEP-related program costs and program data.

Strategy 1: TJPC and TEA, will annually review and revise current oversight guidelines to improve the process for collection of JJAEP-related program costs and program data.

Strategy 2: TJPC and TEA, on an “as needed” basis, will provide training and technical assistance to local school districts and JJAEPs regarding the appropriate process for collection and reporting of JJAEP-related program costs and program data.

Strategy 3: TJPC and TEA will require local school districts and JJAEPs to comply with guidelines for collection of JJAEP-related program costs.

Strategy 4: TJPC will add the field of referral number to the program data requirements in order to enhance the evaluation process. This would allow TJPC to better match the JJAEP data to referral data.

Key Strategic Direction 5:

Training and technical assistance needed by JJAEPs and associated entities.

Strategy 1: TEA and TJPC will continue to sponsor an annual conference related to JJAEPs and other Chapter 37 related-program/policy issues.

Strategy 2: TEA and TJPC will survey JJAEPs and associated school districts on their needs for training and technical assistance.

Strategy 3: TEA and TJPC will encourage local school districts and JJAEPs to develop and implement programs and services, which have proven to be most effective with youth served in JJAEPs as well as youth at-risk of being placed in JJAEPs.



Section VIII: Appendices





Section VIII: Appendices

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Date: October 18, 2001
 To: JJAEP Administrator
 From: Linda Brooke, Director of Education Services
 RE: JJAEP Survey

The Texas Juvenile Probation Commission was mandated by the Texas Legislature to prepare a report by May 1, 2002 on statewide JJAEP programs and services. In order to complete this report, we require information from each program. Please take a few minutes to answer the following questions and return to the address above (by mail or fax) no later than November 15, 2001. If you have any questions regarding this survey, contact Karen Friedman at 512/424-6705.

JJAEP Survey

County: _____ Contact Person: _____ Phone: _____

1. Which of the following best describes who operates your JJAEP? (*check only one*)

" Probation department only	" Private contractor
" School district and probation department	" Private contractor with support from probation department

2. What is the student capacity of your JJAEP? _____

3. Please indicate the number of staff in the following positions as of May 1, 2001 (*count each person in the one most appropriate category – do not double count*):

_____	Certified teachers
_____	Certified special education teachers
_____	Non-certified, degreed instructional staff
_____	Caseworkers (i.e., social workers, probation officers assigned to JJAEP, counselors, other mental health professionals)
_____	Supervision staff (i.e., drill instructors, teacher aides, security personnel, caseworker aides, volunteers)

4. What was the average instructional staff (i.e., all certified and non-certified, degreed teachers) to student ratio during the 2000/2001 school year? *one instructional staff: _____ students*

5. Does your JJAEP exclusively use a self-paced, academic computer program?

" Yes
" No

6. Which of the following best describes the format of your program? (*check only one*)

" Military-style model
" Therapeutic model
" Traditional school setting

7. Does your JJAEP incorporate any of the following military components? (*check all that apply*)

" Military drill and ceremonies	" Military-style uniforms/fatigues for students
" Drill instructors as staff	" Military-style uniforms/fatigues for staff
" Physical training or exercise program	" Immediate punishment for infractions (e.g., push-ups)



8. Does your JJAEP incorporate any of the following services or programs? (*check all that apply*)
- | | |
|---|--|
| " Drug/alcohol prevention or intervention | " Experiential training (e.g., ropes) |
| " Vocational training/job preparation | " Tutoring or mentoring |
| " Life skills training | " Parenting programs (for students' parents) |
| " Community service | " Other: _____ |
| " Anger management | |
9. Does your JJAEP provide the following counseling services, and if so, are they provided by a licensed mental health professional?
- | | Service provided? | | By licensed MH professional? | |
|-----------------------------|-------------------|----|------------------------------|----|
| | Yes | No | Yes | No |
| Individual counseling? | " | " | " | " |
| Group counseling? | " | " | " | " |
| Family counseling? | " | " | " | " |
| Substance abuse counseling? | " | " | " | " |
10. Does your JJAEP have a structured truancy abatement program?
- " Yes
" No
11. Are students separated in classrooms based on grade level?
- " Yes
" No
12. What alternate criteria are used to separate students in classrooms?
- | | Yes | No | | Yes | No |
|----------|-----|----|-------------------|-----|----|
| Gender? | " | " | Gang affiliation? | " | " |
| Age? | " | " | Other: _____? | " | " |
| Offense? | " | " | | | |
13. Does your JJAEP provide services to the following non-expelled juveniles?
- | | Yes | No | | Yes | No |
|---------------------------------------|-----|----|-------------------|-----|----|
| Court-ordered, residential youth? | " | " | ISD AEP students? | " | " |
| Court-ordered, non-residential youth? | " | " | Other: _____? | " | " |
14. Does your local MOU exclude any types of serious or persistent misbehavior expulsions from your JJAEP?
- " Yes
" No
15. Does your JJAEP require a minimum length of stay for all students?
- " Yes (How many days? _____)
" No
16. What conditions of completion does your ISD(s) require? (*check the one that best describes*)
- " Students must *attend* certain number of days
" Students must *successfully complete* certain number of days
" Students must *complete term of expulsion*, regardless of attendance
" Students transition back to regular school at end of grading period/semester
" Students transition back to regular school at beginning of next school year
17. How are a majority of the students transported to your JJAEP? (*check only one*)
- " County-provided transportation " Parents
" School district-provided transportation " Private vendor contract





Selected JJAEP Survey Responses

County	Program Format	Operation Mode	Size	Student to Staff Ratio
Bell	Therapeutic	ISD/Probation	201-400	7-10:1
Bexar	Traditional	Private Contractor	400+	16-20:1
Brazoria	Military	ISD/Probation	201-400	16-20:1
Cameron	Traditional	Private Contractor	101-200	7-10:1
Collin	Traditional	ISD/Probation	101-200	11-15:1
Dallas	Traditional	Private Contractor	400+	11-15:1
Denton	Military	Probation Only	201-400	11-15:1
El Paso	Traditional	ISD/Probation	0-100	11-15:1
Fort Bend	Military	ISD/Probation	101-200	7-10:1
Galveston	Military	ISD/Probation	201-400	7-10:1
Harris	Therapeutic	Private Contractor	400+	11-15:1
Hidalgo	Traditional	Private Contractor	201-400	16-20:1
Jefferson	Military	ISD/Probation	101-200	11-15:1
Lubbock	Military	ISD/Probation	0-100	7-10:1
McLennan	Traditional	ISD/Probation	201-400	7-10:1
Montgomery	Military	ISD/Probation	201-400	16-20:1
Nueces	Therapeutic	Private Contractor	101-200	16-20:1
Smith	Traditional	Probation Only	0-100	16-20:1
Tarrant	Therapeutic	ISD/Probation	201-400	7-10:1
Travis	Therapeutic	Private Contractor	0-100	7-10:1
Webb	Traditional	Probation Only	201-400	11-15:1
Williamson	Therapeutic	ISD/Probation	201-400	11-15:1

N = 22





TAAS TLI Scores for Juveniles in a JJAEP by County
Entire Group
School Year 2001

	Math				Reading			
	n	2000 Mean	2001 Mean	Difference	n	2000 Mean	2001 Mean	Difference
Bell	26	72.89	77.15	4.26	24	73.17	78.17	5.00
Bexar	75	67.73	67.43	-0.30	69	66.26	66.84	0.58
Brazoria	28	83.21	84.86	1.65	28	82.93	86.43	3.50
Cameron	7	68.00	63.14	-4.86	7	71.86	65.57	-6.29
Collin	18	76.39	74.94	-1.45	20	74.60	77.40	2.80
Dallas	72	69.25	70.18	0.93	71	67.99	71.68	3.69
Denton	7	72.86	76.71	3.85	6	79.33	86.67	7.34
El Paso	10	74.40	77.40	3.00	8	79.13	86.38	7.25
Fort Bend	17	74.29	75.35	1.06	17	74.71	77.29	2.58
Galveston	18	72.44	74.06	1.62	24	73.17	75.63	2.46
Harris	111	72.97	74.61	1.64	100	71.34	76.23	4.89
Hidalgo	24	70.83	69.33	-1.50	29	69.93	67.93	-2.00
Jefferson	9	70.67	70.00	-0.67	10	62.80	68.60	5.80
Lubbock	15	78.93	78.87	-0.06	16	75.56	73.88	-1.68
McLennan	14	70.07	74.57	4.50	13	69.62	76.31	6.69
Montgomery	41	77.93	75.90	-2.03	39	80.54	80.36	-0.18
Nueces	13	80.62	75.46	-5.16	11	76.91	75.82	-1.09
Smith	5	82.60	82.40	-0.20	7	72.14	76.43	4.29
Tarrant	43	72.56	74.35	1.79	41	73.37	75.34	1.97
Travis	5	78.20	73.80	-4.40	3	*	*	*
Webb	20	66.50	65.55	-0.95	18	57.94	57.56	-0.38
Williamson	21	75.91	73.29	-2.62	18	74.17	78.33	4.16

* To maintain student confidentiality, no data were reported if fewer than five students were tested.





TAAS Passing Rate by County
Entire Group
School Years 2000 and 2001

	Math				Reading			
	n	2000 Percent	2001 Percent	Change	n	2000 Percent	2001 Percent	Change
Bell	26	69.2%	80.8%	11.6%	24	66.7%	83.3%	16.6%
Bexar	75	46.7%	44.0%	-2.7%	69	47.8%	55.1%	7.3%
Brazoria	28	92.9%	96.4%	3.5%	28	92.9%	92.9%	0.0%
Cameron	7	71.4%	28.6%	-42.8%	7	71.4%	57.1%	-14.3%
Collin	18	61.1%	66.7%	5.6%	20	60.0%	65.0%	5.0%
Dallas	72	51.4%	54.2%	2.8%	71	49.3%	57.7%	8.4%
Denton	7	71.4%	71.4%	0.0%	6	83.3%	100.0%	16.7%
El Paso	10	60.0%	70.0%	10.0%	8	87.5%	87.5%	0.0%
Fort Bend	17	64.7%	76.5%	11.8%	17	64.7%	70.6%	5.9%
Galveston	18	61.1%	72.2%	11.1%	24	62.5%	66.7%	4.2%
Harris	111	66.7%	73.0%	6.3%	100	54.0%	66.0%	12.0%
Hidalgo	24	58.3%	54.2%	-4.1%	29	58.6%	51.7%	-6.9%
Jefferson	9	55.6%	44.4%	-11.2%	10	40.0%	30.0%	-10.0%
Lubbock	15	93.3%	93.3%	0.0%	16	68.8%	68.8%	0.0%
McLennan	14	57.1%	71.4%	14.3%	13	61.5%	61.5%	0.0%
Montgomery	41	75.6%	75.6%	0.0%	39	82.1%	76.9%	-5.2%
Nueces	13	84.6%	76.9%	-7.7%	11	72.7%	72.7%	0.0%
Smith	5	80.0%	80.0%	0.0%	7	57.1%	57.1%	0.0%
Tarrant	43	65.1%	67.4%	2.3%	41	61.0%	65.9%	4.9%
Travis	5	100.0%	60.0%	-40.0%	3	*	*	*
Webb	20	45.0%	40.0%	-5.0%	18	16.7%	16.7%	0.0%
Williamson	21	76.2%	61.9%	-14.3%	18	61.1%	72.2%	11.1%

* To maintain student confidentiality, no data were reported if fewer than five students were tested.





KTEA Mean Scores for Juveniles in a JJAEP by County
Entire Group
School Year 2001

	Math				Reading			
	n	Admission	Exit	Difference	n	Admission	Exit	Difference
Bell	11	104.36	97.55	-6.81	11	106.73	99.00	-7.73
Bexar	192	88.13	86.41	-1.72	193	92.10	92.21	0.11
Brazoria	83	100.83	108.28	7.45	80	100.71	104.71	4.00
Cameron	12	80.33	80.33	0.00	11	83.87	94.36	10.49
Collin	70	100.43	102.74	2.31	69	104.54	116.13	11.59
Dallas	107	92.50	104.60	12.10	107	100.17	106.25	6.08
Denton	8	89.88	100.00	10.12	7	105.57	100.86	-4.71
El Paso	29	91.72	95.69	3.97	29	94.28	98.17	3.89
Fort Bend	11	98.91	97.73	-1.18	11	101.73	100.00	-1.73
Galveston	43	91.58	100.42	8.84	43	95.56	97.72	2.16
Harris	76	97.00	100.12	3.12	76	98.13	102.83	4.70
Hidalgo	69	86.62	86.92	0.30	69	90.16	89.14	-1.02
Jefferson	27	90.81	96.00	5.19	27	87.78	90.44	2.66
Lubbock	32	92.78	103.53	10.75	32	91.91	94.72	2.81
McLennan	4	.	.	.	5	83.80	67.60	-16.20
Montgomery	97	96.50	107.55	11.05	98	96.98	108.02	11.04
Nueces	45	91.02	104.42	13.40	43	98.28	110.79	12.51
Smith	25	91.44	92.36	0.92	25	91.00	90.84	-0.16
Tarrant	104	88.88	94.96	6.08	102	90.73	96.93	6.20
Travis	38	91.00	100.37	9.37	38	91.87	97.53	5.66
Webb	87	88.44	94.67	6.23	87	90.84	94.77	3.93
Williamson	101	96.01	99.39	3.38	101	97.16	101.83	4.67

* To maintain student confidentiality, no data were reported if fewer than five students were tested.





Texas Juvenile Probation Commission
Client Based Exit Report

Please complete one form on each client at dismissal from program

Date County Name Client SS#

Number of days of actual attendance Days Number of days originally assigned to JJAEP Days

During the term the student was assigned to the JJAEP, were any services received by the student (from other agencies) that were referred by the JJAEP? YES NO If yes, what service and by who?

Table with 2 columns: Services, Agency Providing Service

(Any additional services may be included on back of form.)

Is the student currently involved in a community service project? YES NO
If yes, is participation mandatory? YES NO

While assigned to the JJAEP has there been any referrals for new offenses with Law Enforcement/ Juvenile Probation? YES NO If yes, how many times?

Please report the following data by using at least one of the methods below:
(This specifically relates to contacts outside of classroom.)

- I. Number of positive contacts with student during stay in JJAEP?
Number of negative contacts with student during stay in JJAEP?
II. Total number of contacts with student during stay in JJAEP?
III. Number of contacts by each category:
Teacher Counselors Probation Officers/Law enforcement
CIS Workers Drill Instructors/Training Officer
Administrators Other

Table with 2 columns: Areas Needing Remediation/ Improvement, Areas of Strengths



3. Have you discussed any of the following things with family members at least one time in the past month?

	I don't know	No	Yes
a. Friends			
b. Sex			
c. Tobacco			
d. Alcohol			
e. How safe do you feel			
f. Other drugs			
g. Sports			
h. Curfews			
i. Parties you attend			
j. Gangs			
k. School			
l. Feelings			
m. Extra curricular activities			

4. How often do you do each of the following? Choose one answer for each line.

	Almost everyday	1-2 times a week	1-2 times a month	Few times a year	Never
a. Exercise					
b. Attend after school activities					
c. Play sports in/out of school					
d. Work for pay					
e. Do volunteer work					
f. Read books, newspapers, magazines					
g. Go to parties					
h. Attend religious or spiritual activities					
i. Participate in band, orchestra, or choir/other					
j. Community service					
k. 4-H/FFA					

5. Think ahead to 5 years in the future. Will you do the following:

	Definitely won't	Probably won't	Probably will	Definitely will
a. Smoke cigarettes				
b. Attended college				
c. Smoke marijuana				
d. Go to religious services				
e. Drink alcohol				
f. Have a good paying job				
g. Belong to a gang				
h. Volunteer in my community				



6. Here are some questions that ask how sure you are that you would be able to do certain things. Choose one answer for each line.

	Definitely could	Probably could	Probably could not	Definitely could not
a. Walk up to someone my age and start talking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. If a friend wants me to do something that I don't want to do, I could tell them no.	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
c. If a friend wanted to give me alcohol, I could say no.	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
d. I can start conversations with adults I know.	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
e. If a friend wanted to give me marijuana, I could tell them I didn't want any.	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
f. If my friends were doing something I didn't like, I could ask them to change.	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
g. If a friend wanted to give me cocaine or other drugs I could tell them I didn't want any.	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
h. If some of my friends were playing a game, I could ask to play.	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
i. Stay away from people who might get me in trouble.	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

7. During the past 30 days, how many of your friends did the following things? Choose an answer for each line.

	None	A few	Some	Most
a. Smoked cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Used alcohol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Used other drugs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Hit teachers, parents, or work supervisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Stole from other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Got into serious fights at school or work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Took something from a store without paying for it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Damaged school or community property on purpose	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Argued with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Set fire to someone's property	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Got into trouble with the police	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Took part in a fight where a group of your friends were against another group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Used inhalants, gas glue paint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Told a lie to someone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Sold drugs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. "Tagged" on property other than theirs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Carried a weapon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Was sexually active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Was reprimanded for disrupting the class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Verbally abused a parent, teacher, or work supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Fought with their brothers or sisters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Hurt animals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



8. During the past 7 days:		Frequency			
		0 times	1-3 times	4-6 times	Everyday
a. I teased others to make them angry					
b. I got angry very easily with someone					
c. I fought when someone hit me first					
d. I encouraged others to fight					
e. I pushed or shoved other students					
f. I was angry most of the day					
g. I slapped or kicked someone					
h. I called other students bad names					
i. I threatened to hurt or hit someone					
j. I have to be tough to get respect					
k. Other people pick fights with me					
l. I have used force with someone I care for					
m. I cussed a teacher or principal					
n. I have threatened a teacher or principal					
o. I have pushed, slapped, or hit a family member					
p. I sexually harrassed someone					
q. I punched someone in the face					
r. I hit/kicked/hurt animals					
s. I felt it was ok to hut someone else					
t. I got a tattoo					
u. I pierced a body part other than my ears					
v. I tagged or put graffiti on other property					
w. I hit someone because they made fun of me					
x. I hit or attacked someone else because I was scared					
y. I was so mad I felt I could actually kill someone					
z. I hurt someone because of what they did to me					
aa. I hit someone to make them stop what they were doing					
bb. I did something mean for fun					
cc. I said I wish someone were dead					
dd. I hit someone because they dissed me					
ee. I carried a weapon because I felt I had to defend myself					





Risk and Resiliency Survey Responses

Risk and Resiliency Survey Questions + = positive change - = negative change 0 = no change	STATEWIDE	BELL	BEXAR	BRAZORIA	CAMERON*	COLLIN	DALLAS	DENTON	EL PASO*	FORT BEND*	GALVESTON	HARRIS	HIDALGO	JEFFERSON	LUBBOCK	MCLENNAN	MONTGOMERY	NUECES	SMITH*	TARRANT	TRAVIS	WEBB	WILLIAMSON
1. During the past 30 days, how many classes have you missed because:																							
You were sick	-	-	-	+		-	-	+		0	-	-	-	-	-	-	-	+		-	-	+	+
You skipped, ditched or cut	+	-	-	-		-	+	+		0	+	-	+	+	+	+	-	+		-	-	+	+
Excused / Unexcused	+	+	-	+		-	+	+		0	+	-	+	+	-	-	+	-		-	-	+	-
Funeral	-	-	-	-		-	-	+		0	+	-	-	0	+	-	+	+		+	-	-	-
Court	-	-	-	+		-	+	+		-	+	-	+	+	-	+	+	+		+	+	-	-
2. In a typical week, approximately how many times a week do you do the following activities with a parent or adult?																							
Eat dinner	-	-	-	-		+	-	-		+	-	0	+	0	-	-	-	0		-	0	-	-
Watch TV	-	+	-	-		+	+	-		0	-	+	-	-	0	-	+	-		-	+	+	-
Discuss daily events	+	+	-	-		+	+	+		-	+	-	-	+	-	0	+	-		-	+	-	+
Visit relatives	-	-	-	-		-	+	+		0	-	-	-	0	0	0	-	0		-	-	+	+
Chores at home	-	+	+	-		+	-	-		0	-	-	-	+	0	0	-	-		-	-	-	+
Attend church, temple or spiritual meeting	-	+	+	+		+	-	+		0	+	-	-	-	-	-	-	-		-	-	+	+
Go out to eat	-	-	-	-		+	-	-		0	+	-	-	+	+	-	+	+		-	+	-	-
Play games/sports	-	-	-	0		+	+	-		0	+	+	+	-	+	-	+	-		-	+	+	-
Go to the movies	+	-	-	-		+	+	+		0	+	+	+	0	+	-	+	+		-	+	-	+





Risk and Resiliency Survey Responses

Risk and Resiliency Survey Questions + = positive change - = negative change 0 = no change	STATEWIDE	BELL	BEXAR	BRAZORIA	CAMERON*	COLLIN	DALLAS	DENTON	EL PASO*	FORT BEND*	GALVESTON	HARRIS	HIDALGO	JEFFERSON	LUBBOCK	MCLENNAN	MONTGOMERY	NUECES	SMITH*	TARRANT	TRAVIS	WEBB	WILLIAMSON
3. Have you discussed any of the following things with family members at least one time in the past month?																							
Friends	+	-	-	-		+	+	+		+	+	-	+	+	-	0	-	+		-	0	-	-
Sex	+	-	-	+		+	-	+		0	+	+	-	+	+	+	+	-		-	0	+	+
Tobacco	-	-	+	+		-	+	-		0	-	-	-	+	0	+	+	-		-	+	-	+
Alcohol	+	-	0	+		+	+	-		0	+	+	+	+	-	-	+	-		-	+	+	-
How safe do you feel	+	-	-	+		+	+	-		0	+	+	+	-	0	+	+	-		-	0	+	+
Other Drugs	-	-	-	+		-	-	-		0	0	-	-	+	0	-	-	-		-	+	-	-
Sports	+	-	-	+		+	+	+		0	-	-	+	-	+	+	+	+		-	+	+	-
Curfews	+	+	-	-		+	+	+		0	+	+	+	-	0	+	+	0		-	+	+	+
Parties you attend	+	+	-	+		+	+	-		0	-	+	+	+	0	-	-	+		+	-	-	+
Gangs	-	-	-	+		-	+	+		0	-	-	-	+	0	-	-	+		-	0	+	-
School	+	-	-	-		+	+	+		-	+	-	+	+	0	-	-	0		+	-	-	+
Feelings	-	-	-	-		+	+	-		0	-	-	+	+	+	+	+	-		-	+	+	+
Extra curricular activities	+	-	-	+		+	+	+		0	+	-	+	+	+	+	+	-		+	-	+	+
4. How often do you do each of the following?																							
Exercise	+	+	-	-		+	+	+		0	+	-	-	+	-	+	+	+		+	0	-	+
Attend after school activities	-	-	+	+		-	-	-		0	+	+	-	-	-	+	-	+		+	-	-	+
Play sports in/out of school	-	+	-	+		-	+	+		+	-	+	-	+	-	-	+	+		-	-	+	+





Risk and Resiliency Survey Responses

Risk and Resiliency Survey Questions + = positive change - = negative change 0 = no change	STATEWIDE	BELL	BEXAR	BRAZORIA	CAMERON*	COLLIN	DALLAS	DENTON	EL PASO*	FORT BEND*	GALVESTON	HARRIS	HIDALGO	JEFFERSON	LUBBOCK	MCLENNAN	MONTGOMERY	NUECES	SMITH*	TARRANT	TRAVIS	WEBB	WILLIAMSON
Work for pay	+	+	-	+		+	+	+		-	+	+	-	+	0	-	-	+		-	-	+	+
Do volunteer work	+	-	-	+		+	+	-		+	+	+	-	+	-	-	+	+		+	+	+	+
Read books, newspapers, magazines	+	+	-	-		-	+	+		-	+	-	-	-	-	-	+	-		-	+	+	+
Go to parties	+	-	+	-		-	+	-		+	-	-	+	+	+	+	+	-		+	+	-	+
Attend religious or spiritual activities	-	+	-	+		+	-	+		+	-	-	-	+	-	-	-	+		-	+	-	+
Participate in band, orchestra, or choir/other	+	+	+	+		+	-	-		0	-	+	-	+	-	-	+	+		+	-	-	+
Community service	+	+	-	+		+	-	+		0	+	+	+	-	0	+	+	+		+	-	+	+
4-H/FFA	+	+	-	+		-	-	-		0	-	+	-	0	0	-	-	+		+	0	-	+
5. Think ahead to 5 years in the future. Will you do the following																							
Smoke cigarettes	+	-	+	-		+	+	-		0	-	-	+	+	+	0	+	+		+	+	+	-
Attend college	+	-	+	-		+	+	+		0	+	-	+	+	0	-	-	+		+	-	+	+
Smoke marijuana	+	+	+	-		-	+	-		0	-	-	-	+	-	-	-	+		+	+	-	-
Go to religious services	+	+	+	-		+	+	-		0	+	-	+	+	+	+	-	-		+	+	+	+
Drink alcohol	+	+	+	-		-	-	+		0	-	-	-	+	0	+	+	-		+	-	+	-
Have a good paying job	+	+	-	-		+	+	+		+	-	+	-	+	0	0	+	+		-	0	+	-
Belong to a gang	-	+	-	-		-	+	-		+	-	+	-	0	0	+	+	-		+	0	+	-
Volunteer in my community	+	-	+	+		+	+	+		0	+	-	+	+	0	-	-	+		+	+	+	+





Risk and Resiliency Survey Responses

Risk and Resiliency Survey Questions + = positive change - = negative change 0 = no change	STATEWIDE	BELL	BEXAR	BRAZORIA	CAMERON*	COLLIN	DALLAS	DENTON	EL PASO*	FORT BEND*	GALVESTON	HARRIS	HIDALGO	JEFFERSON	LUBBOCK	MCLENNAN	MONTGOMERY	NUECES	SMITH*	TARRANT	TRAVIS	WEBB	WILLIAMSON
6. Here are some questions that ask how sure you are that you would be able to do certain things.																							
Walk up to someone my age and start talking	-	+	-	-		+	+	-		0	0	+	-	-	-	-	+	+		+	0	-	+
If a friend wants me to do something that I don't want to do, I could tell them no	-	+	-	-		-	-	-		0	+	-	-	+	+	+	+	+		+	0	-	+
If a friend wanted to give me alcohol, I could say no.	+	+	+	+		+	+	-		0	+	-	+	0	-	+	+	+		+	+	-	+
I can start conversations with adults I know	-	+	-	-		+	+	-		0	+	-	-	+	0	-	-	+		-	-	+	-
If a friend wanted to give me marijuana, I could tell them I didn't want any.	+	+	+	+		+	+	-		0	+	-	-	-	+	+	-	+		+	+	-	+
If my friends were doing something I didn't like, I could ask them to change	+	+	+	+		+	+	-		0	+	+	+	0	+	+	-	+		+	+	-	+
If a friend wanted to give me cocaine or other drugs I could tell them I didn't want any	+	+	+	-		+	-	-		0	+	-	-	0	0	+	-	+		+	+	-	+
If some of my friends were playing a game, I could ask to play	-	+	+	-		+	+	-		0	+	-	-	+	+	-	-	-		+	+	-	-
Stay away from people who might get me in trouble.	+	+	+	+		+	+	+		0	+	+	-	+	+	-	+	+		+	0	-	+





Risk and Resiliency Survey Responses

Risk and Resiliency Survey Questions + = positive change - = negative change 0 = no change	STATEWIDE	BELL	BEXAR	BRAZORIA	CAMERON*	COLLIN	DALLAS	DENTON	EL PASO*	FORT BEND*	GALVESTON	HARRIS	HIDALGO	JEFFERSON	LUBBOCK	MCLENNAN	MONTGOMERY	NUECES	SMITH*	TARRANT	TRAVIS	WEBB	WILLIAMSON
7. During the past 30 days, how many of your friends did the following things?																							
Smoke cigarettes	+	-	+	+		+	+	+			-	+	+	+	+	+	-	-		-	+	-	-
Used alcohol	+	-	+	+		-	+	+			-	+	+	0	0	-	-	-		+	-	+	-
Used other drugs	+	-	+	-		-	+	+			+	-	+	+	+	-	-	-		+	-	+	-
Hit teachers, parents, or work supervisors	-	+	-	-		-	+	+			+	+	+	+	+	0	-	+		-	+	+	-
Stole from other people	+	-	-	-		-	+	-			+	-	+	+	+	-	-	-		+	+	+	-
Got into serious fights at school or work	+	+	+	-		-	+	+			+	+	+	+	+	+	-	-		+	+	+	-
Took something from a store without paying for it.	+	-	+	-		-	+	+			+	-	+	+	+	-	+	-		+	0	+	-
Damaged school or community property on purpose	+	+	+	-		+	+	+			+	+	+	+	+	-	-	-		+	+	+	+
Argued with parents	+	-	-	+		+	+	+			+	+	+	+	+	-	+	+		-	+	+	+
Set fire to someone's property	-	+	-	-		-	+	0			+	-	-	+	-	-	-	-		+	+	+	-
Got into trouble with the police	+	+	+	-		-	+	+			+	-	+	0	+	+	+	-		-	+	+	-
Took part in a fight where a group of your friends were against another group	+	+	+	-		-	+	+			+	+	+	+	+	+	+	-		+	+	+	+
Used inhalants, gas glue or paint	+	+	+	-		+	+	+			+	-	+	+	-	+	+	-		+	0	+	-
Told a lie to someone	+	+	+	+		+	+	+			-	+	+	+	0	+	+	-		+	+	+	+
Sold drugs	+	-	+	-		-	+	-			-	-	+	+	+	+	-	-		+	+	+	-





Risk and Resiliency Survey Responses

Risk and Resiliency Survey Questions	STATEWIDE	BELL	BEXAR	BRAZORIA	CAMERON*	COLLIN	DALLAS	DENTON	EL PASO*	FORT BEND*	GALVESTON	HARRIS	HIDALGO	JEFFERSON	LUBBOCK	MCLENNAN	MONTGOMERY	NUECES	SMITH*	TARRANT	TRAVIS	WEBB	WILLIAMSON
"Tagged" on property other than theirs	+	-	+	-		-	+	-			+	-	+	+	+	+	+	+		+	+	+	-
Carried a weapon	+	0	+	-		-	+	-			+	+	+	+	-	+	+	-		+	+	+	-
Was sexually active	+	-	+	-		-	+	-			-	+	+	-	+	0	-	-		+	+	+	-
Was reprimanded for disrupting the class	+	+	+	+		+	+	+			+	+	+	-	0	-	-	0		-	+	+	+
Verbally abused a parent, teacher, or work supervisor	-	+	-	-		-	+	+			+	+	-	+	+	-	+	-		+	+	+	-
Fought with their brothers or sisters	+	+	-	+		+	+	+			+	+	+	+	+	-	-	-		+	+	-	+
Hurt animals.	+	-	+	-		-	+	+			+	+	+	-	+	+	-	-		-	0	+	+
8. During the past 7 days:																							
I teased others to make them angry	+	+	+	-		-	+	-			+	-	+	+	0	+	-	+		+	-	+	-
I got angry very easily with someone	+	+	+	+		-	+	+			+	+	+	+	0	+	+	-		+	+	+	+
I fought when someone hit me first	+	+	+	-		-	-	+			+	-	+	+	0	+	+	-		+	-	-	-
I encouraged others to fight	+	+	+	-		-	+	+			-	-	-	0	+	0	+	+		+	+	+	-
I pushed or shoved other student	+	+	+	-		-	+	-			+	-	0	+	+	0	-	-		-	+	+	-
I was angry most of the day	+	+	+	+		-	+	+			+	-	+	+	0	+	+	-		+	0	+	+
I slapped or kicked someone	+	-	+	-		+	+	-			-	-	+	0	+	-	+	-		+	-	-	-
I called other students bad names	+	-	+	-		-	+	+			-	-	-	-	+	-	+	-		-	-	+	-
I threatened to hurt or hit someone	-	+	+	-		-	+	+			+	-	+	+	+	-	+	-		-	0	-	-
I have to be tough to get respect	+	-	+	-		-	+	+			-	+	+	+	-	-	+	-		+	-	+	-
Other people pick fights with me	+	+	+	-		+	+	+			-	-	+	+	+	-	+	-		-	-	+	+





Risk and Resiliency Survey Responses

Risk and Resiliency Survey Questions	STATEWIDE	BELL	BEXAR	BRAZORIA	CAMERON*	COLLIN	DALLAS	DENTON	EL PASO*	FORT BEND*	GALVESTON	HARRIS	HIDALGO	JEFFERSON	LUBBOCK	MCLENNAN	MONTGOMERY	NUECES	SMITH*	TARRANT	TRAVIS	WEBB	WILLIAMSON
I have used force with someone I care for	-	+	+	-		-	+	+			-	+	+	+	0	0	+	-		+	-	+	-
I cursed a teacher or principle	+	+	+	-		+	+	+			+	+	+	0	+	-	+	-		0	-	+	-
I have threatened a teacher or principal	+	+	-	-		+	+	+			-	+	+	+	0	-	+	-		+	0	+	-
I have pushed, slapped, or hit a family member	+	+	+	-		-	+	+			+	-	-	-	+	-	+	+		+	0	+	+
I sexually harassed someone	-	-	-	-		-	-	+			-	+	-	0	0	0	+	-		-	-	-	-
I punched someone in the face	+	0	+	-		+	+	+			+	-	+	+	0	-	+	-		+	-	-	-
I hit/kicked/hurt animals	-	+	-	-		+	+	+			+	+	-	0	0	0	-	-		+	0	+	-
I felt it was ok to hut someone else	-	+	+	-		-	+	+			+	-	-	0	-	-	-	-		+	-	-	-
I got a tattoo	-	+	-	-		-	+	-			-	-	+	0	-	+	+	+		+	+	+	-
I pierced a body part other than my ears	-	-	-	-		+	-	+			-	+	-	+	0	0	+	-		+	-	+	-
I tagged or put graffiti on other property	+	-	+	-		-	+	+			-	-	+	0	0	+	+	-		-	-	-	-
I hit someone because they made fun of me	+	+	+	-		+	+	+			+	-	+	0	+	+	+	-		+	+	+	-
I hit or attacked someone else because I was scared	-	+	-	-		+	-	+			-	+	-	0	0	0	+	-		+	0	-	-
I was so mad I felt I could actually kill someone	+	+	+	-		-	+	-			+	+	+	+	-	0	+	+		+	+	+	-
I hurt someone because of what they did to me	+	+	-	-		-	+	+			+	+	+	+	0	-	+	-		+	+	-	-
I hit someone to make them stop what	+	+	-	-		+	+	+			+	-	+	+	0	-	+	-		+	-	-	-





Risk and Resiliency Survey Responses

Risk and Resiliency Survey Questions	STATEWIDE	BELL	BEXAR	BRAZORIA	CAMERON*	COLLIN	DALLAS	DENTON	EL PASO*	FORT BEND*	GALVESTON	HARRIS	HIDALGO	JEFFERSON	LUBBOCK	MCLENNAN	MONTGOMERY	NUECES	SMITH*	TARRANT	TRAVIS	WEBB	WILLIAMSON		
+ = positive change																									
- = negative change																									
0 = no change																									
they were doing																									
I did something mean for fun	+	+	+	+		+	+	+			+	-	+	+	-	-	+	-		+	+	+	-	-	
I said I wish someone were dead	+	+	0	+		-	+	-			+	-	+	+	-	-	+	-		+	0	-	-	-	
I hit someone because they dissed me	-	-	-	-		-	+	-			-	-	-	+	+	-	+	-		+	+	-	-	-	
I carried a weapon because I felt I had to defend myself	+	+	+	-		-	+	+			+	+	+	0	-	+	+	-		+	+	+	-	-	
9. How would you describe yourself on the following characteristics																									
Feel sure about myself	+	+	+	-		+	+	+			-	+	-	-	0	+	+	-		+	+	-	+	+	
People count on me	+	+	+	-		-	+	+			+	-	-	-	+	+	+	-		+	+	-	+	+	
Happy	+	+	+	-		-	+	+			+	+	+	+	-	+	+	+		+	+	+	+	+	
Easy going	+	+	-	+		-	+	+			+	+	-	-	-	+	-	+		+	+	+	+	+	
Moody	-	-	+	-		+	+	+			-	-	+	+	0	-	+	-		-	-	-	-	-	
Friendly	-	-	-	-		-	+	-			+	+	-	-	-	+	+	-		+	+	-	+	+	
Easily angered	+	+	+	+		+	+	+			-	+	+	+	+	-	-	+		+	+	-	+	+	
Makes friends easily	-	+	-	-		+	+	+			+	-	-	+	-	+	+	-		-	+	-	-	-	
Gets along with teachers	+	+	-	-		+	+	+			+	-	+	+	+	+	-	+		+	+	+	+	+	
Do what I should	-	+	+	+		-	+	+			+	-	-	+	0	+	+	+		+	+	+	+	+	
Smart	+	+	+	-		+	+	+			+	+	-	-	+	+	-	+		+	+	+	+	+	
Lazy	+	+	+	-		+	+	-			+	-	+	+	+	-	+	+		+	+	+	+	+	





Risk and Resiliency Survey Responses

Risk and Resiliency Survey Questions + = positive change - = negative change 0 = no change	STATEWIDE	BELL	BEXAR	BRAZORIA	CAMERON*	COLLIN	DALLAS	DENTON	EL PASO*	FORT BEND*	GALVESTON	HARRIS	HIDALGO	JEFFERSON	LUBBOCK	MCLENNAN	MONTGOMERY	NUECES	SMITH*	TARRANT	TRAVIS	WEBB	WILLIAMSON
Forgetful	+	+	+	+		-	+	+			-	-	-	+	-	-	+	+		-	-	+	+
Good looking	-	+	-	0		+	+	+			+	+	-	-	+	+	+	+		+	+	+	+
On time	+	+	+	-		+	+	+			+	+	-	+	-	+	+	+		+	+	+	+
Share with others	+	+	+	+		+	+	+			+	+	-	+	-	+	+	+		-	-	+	+
Helpful	+	+	-	-		-	+	+			+	+	-	+	0	+	+	-		-	+	-	+
Uncooperative	+	+	+	-		+	-	+			+	+	+	+	+	-	+	+		+	+	+	-
Shy	+	+	+	+		+	-	-			-	+	+	+	0	-	-	+		+	+	-	+
Listen to others	+	+	-	+		+	+	+			+	0	-	-	0	+	-	-		+	-	-	+
A leader	+	0	-	+		+	+	+			+	+	-	0	+	+	+	-		+	-	+	+
Sad/Depressed	+	+	+	-		-	-	+			-	0	-	-	+	+	+	+		+	+	+	+
Suicidal	-	-	+	-		-	+	-			-	-	+	0	0	+	-	+		+	-	-	-
10. On an average school day, about how much time do you spend doing homework outside of school?	+	+	-	-		+	+	+			+	-	-	+	-	-	-	-			-	-	+
11. How would you describe yourself on the following characteristics?																							
When I am an adult I am sure I will have a good life	+	+	+	-		+	+	+			+	+	-	+	+	+	+	-		+	+	-	-
When things don't go well I am good at finding ways to make it work	+	+	+	-		+	+	+			-	+	+	-	+	+	+	-		-	-	-	+
I am able to do my school work if I try	+	+	-	-		-	+	+			+	-	-	+	-	-	+	-		+	-	-	+





Risk and Resiliency Survey Responses

Risk and Resiliency Survey Questions	STATEWIDE	BELL	BEXAR	BRAZORIA	CAMERON*	COLLIN	DALLAS	DENTON	EL PASO*	FORT BEND*	GALVESTON	HARRIS	HIDALGO	JEFFERSON	LUBBOCK	MCLENNAN	MONTGOMERY	NUECES	SMITH*	TARRANT	TRAVIS	WEBB	WILLIAMSON
In my neighborhood I matter to people	+	-	+	+		+	+	+			+	+	+	-	0	+	+	-		+	-	-	+
My life has purpose	+	-	-	-		+	+	+			+	+	+	+	0	-	-	+		-	-	+	+
I can be a leader and make a difference if I am given a chance	+	-	-	-		+	+	+			-	+	+	-	+	-	+	+		+	-	-	+
I give up when things get hard for me	+	+	-	+		-	+	-			+	+	-	0	-	-	+	-		-	+	+	-
My teachers expect me to make good grades	-	-	-	-		+	+	+			-	-	-	+	0	+	+	-		-	+	-	-
In my home I feel useful	+	-	+	-		+	+	+			+	-	+	-	-	+	+	-		+	-	+	+
I have little or not control over things that happen in my life	+	+	+	+		+	+	+			+	-	-	+	+	+	+	-		+	-	+	+

* Unable to generate statistics for Cameron, El Paso, Fort Bend, and Smith County.





Costing Instrument

TEXAS JUVENILE PROBATION COMMISSION
JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM
Detailed Listing of Actual Costs for FY01
For The Period From September 1, 2000 to August 31, 2001

COUNTY: _____

TYPES / DESCRIPTIONS OF COSTS*	ACTUAL	IN-KIND	TOTAL
ADMINISTRATIVE COSTS			
PAYROLL COSTS			
<u>Salaries Professional</u>			
Program Administrator			
Principal			
Other (itemize on the lines below)			
<u>Salaries Support</u>			
Secretary			
Other (itemize on the lines below)			
Fringe Benefits (list each type separately)			
FICA			
Retirement			
Workers Comp.			
TEC-Unemployment			
Health Insurance			
Dental Insurance			
Life Insurance			
Longevity			
PURCHASED AND CONTRACTED SERVICES			
Accounting/Audit			
Legal			
Medical Services			
Training			
Consultants			



Academic Assessment Services			
Curriculum Development			
Printing			
Maintenance and Repair			
Other (itemize on the lines below)			

UTILITIES

Telephone

SUPPLIES AND MATERIALS

General Supplies

Postage

Materials

Software and computer supplies

Other (itemize on the lines below)

Testing Books

Testing Materials

CAPITAL OUTLAY

Buildings and Structures

Computer Equipment

Furniture

Vehicles

Other (itemize on the lines below)

LEASE OF EQUIPMENT OR PROPERTY

OTHER OPERATING COSTS

Travel

Fees and Dues

Other (itemize on the lines below)

TOTAL ADMINISTRATIVE COSTS



DIRECT PROGRAM COSTS

PAYROLL COSTS

<u>Salaries Professional</u>			
Case Worker			
Probation Officer			
Drill Instructor			
Teacher			
<u>Salaries Support</u>			
Secretary			
Aides			
Other (itemize on the lines below)			
Benefits (list each type separately)			
FICA			
Retirement			
Workers Comp.			
TEC-Unemployment			
Health Insurance			
Dental Insurance			
Life Insurance			
Longevity			
Other (itemize on the lines below)			

PURCHASED AND CONTRACTED SERVICES

Accounting/Audit			
Legal			
Medical Services			
Training			
Consultants			
Academic Assessment Services			
Curriculum Development			
Printing			
Janitorial Services			
Remodeling			
TETN Services			
Pmt. To ISD for transportation			



Pmt. To Correctional Services			
Maintenance and Repair			
Other (itemize on the lines below)			

UTILITIES

Telephone

SUPPLIES AND MATERIALS

Office and school Supplies

Postage

Clothing

Recreation equipment and supplies

Medical Supplies

Maintenance supplies building and equipment

Fuel

Cleaning Supplies

Text Books

Testing Materials

Kitchen Supplies and Equipment

Meals (food)

Other (itemize on the lines below)

Newspapers and Magazines

Library books

CAPITAL OUTLAY

Buildings and Structures

Computer Equipment \$5,000 or Less

Furniture

Mobile Phone

Radios

Other (itemize on the lines below)

Computer Equipment \$5,000 or More

Vehicles

DEPRECIATION OF EQUIPMENT OR PROPERTY

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LEASE OF EQUIPMENT OR PROPERTY			
OTHER OPERATING COSTS			
Travel			
Fees and Dues			
Insurance and Bonding			
Other (itemize on the lines below)			
TOTAL DIRECT PROGRAM COSTS			
<hr/>			
TOTAL JJAEP COSTS			
<hr/>			
TOTAL ATTENDANCE WITH ABSENCES			
COST PER STUDENT PER DAY			
<hr/>			
TOTAL ATTENDANCE WITHOUT ABSENCES			
COST PER STUDENT PER DAY			

* Does not include any costs or services provided by the school districts.





STRATEGIC ELEMENT PLANNING SURVEY
Worksheet 1:
JJAEP Internal Strengths and Weaknesses

INSTRUCTIONS

1. List the major strengths and weaknesses of your JJAEP as it faces the future.
2. Note which strengths and weaknesses will be most critical to your JJAEP's future success by ranking each from "1" (Most critical) to "2, 3, 4, 5, ..." (Less critical) below.

Strengths and Assets	Rank	Weaknesses and liabilities	Rank



STRATEGIC ELEMENT PLANNING SURVEY
Worksheet 2:
JJAEP External Opportunities and Threats

INSTRUCTIONS

1. List the major opportunities and threats (external to your organization) that you believe your JJAEP will face in the next two to five years that may significantly influence whether it succeeds or fails.
2. Identify four to eight opportunities or threats that are most critical to your JJAEP's future success by ranking each from "1" (Most critical) to "2, 3, 4, 5, ..." (Less critical) below.

Opportunities for the JJAEP	Rank	Threats to the JJAEP	Rank



STRATEGIC ELEMENT PLANNING SURVEY

Worksheet 3:

Critical Issues for Your JJAEP

INSTRUCTIONS

1. After reviewing your JJAEP's external opportunities and threats and internal strengths and weaknesses, list four to eight of the most critical issues or choices that your JJAEP faces over the next two to five years.
2. Rank those issues/choices from "1" (Most critical) to "2, 3, 4, 5, ..." (Less critical) below.

Our JJAEP's most critical issues or choices are:	Rank in Importance

