

Re-Entry and Juvenile Justice Subcommittee

Agenda – April 25, 2019

This subcommittee will address issues preventing total re-entry by those who have committed or been impacted by crime. Including education, employment, housing, access to capital; social services.

This committee will also focus on matters of juvenile justice. Inventory of existing programs.

Call to Order

Progress report to task force

Subcommittee members' reports

Other business

Public comments

Next meeting – May 16?

Adjourn

Juveniles that enter residential commitment programs begin the treatment team process immediately. They meet twice per month. The Community Re-Entry Team (CRT) begins one4 month before the youth exits the program. The CRT is a team of individuals made up of Florida Department of Juvenile Justice (FDJJ) staff, providers, and other key community-based resources for youth returning to the community from a residential commitment program.

The purpose of the CRT is to consider the needs of the youth before, during, and after transition back to the community. The CRT will address:

- Transportation for the return home
- Living arrangements
- Appropriate school placement
- Pending referrals for community-based services
- Discuss needs and barriers and supervision levels

Included in the CRT is the youth, parent, JPO, FDJJ Regional Education Coordinator, school transition contact, transition provider (Project Connect), Career Source, and representative from the residential program's education department, case manager, transition coordinator, clinical therapist, and stake holders such as DCF, APD, DVR, and substance abuse/mental health providers are also included when appropriate.

Although this process has greatly enhanced the lives of youth re-entering the community, there are still obstacles they face. These obstacles include:

- Youth have difficulty finding a job due to transportation issues, felony records, and lack of family resources to get off work and take youth to search for jobs. They are often not qualified to enter the job market in the area of their interests
- Some youth are homeless upon return. Many of them are between 18 and 21 when they return, and some families will not allow them to come back home. Sex offenders are especially challenging to place because they are not accepted into most shelters.
- Youth who have been in alternate schools with DCPS and have been committed before they complete their required time in the alternative schools are placed back into those schools after being gone for 6-12 months in another school system. Regardless of the advances that they've made in the program school, they have to return to their original punishment with the peer group that many of them got into trouble with. This undermines the months long effort to convince them to associate with pro-social peers and make better choices.

The most important opportunities to consider for these youths are as follows:

- Apprenticeships for labor jobs with pay
- Transportation
- State IDs
- Mentorships to enhance their job readiness and to guide them through the process
- Shelters that offer a place to stay for this population (both sex offenders and non-sex offenders)
- Change DCPS policy that youths have to return to alternative schools after successfully completing their programs (they attend school 12 months a year)

Juvenile Justice (Duval County) Delinquency Summary

Only a small percentage of children have been arrested

The youth population is defined by children between the ages of 10 and 17. Per the latest (2017-18) Department of Juvenile Justice Delinquency Profile,¹ the youth population for Duval county is 91,628. From the same data point, only 1,235 children were arrested in 2017-18. However, nearly two thirds of the children arrested (66.4%) were arrested for felonies.

Despite public perception about today's children being out of control and existing mass chaos, only 1.3% of the youth population were arrested. Compare that to 2013-14 when 2,092 youth were arrested; the 1,235 arrested youths for 2017-18 is a 41% decrease.

The four most common offenses for arrest are

- Burglary
- Felony Assault/Battery
- Non-law technical Violations of Probation
- Misdemeanor Assault/Battery

Arrests Breakdown

77% of the 1,235 arrested children were male. As to race, 75% were black, 19% white, and 5% Hispanic. Nearly a third (31.3%) of the arrested children were from three zip codes; 32209 (138), 32210 (135), and 32208 (114).

Civil Citation usage continues to increase

Florida statute 985.12 allows law enforcement to issue civil citations in lieu of arrest for children alleged to have committed non-serious misdemeanors. For years Duval County failed to utilize this program. However, per the DJJ Civil Citation Dashboard² nearly 500 civil citations were issued in 2017-18. Civil Citations protect a child's record (no arrest record is created) and the Florida Department of Juvenile Justice data shows that civil citations have lower

¹ (<http://www.djj.state.fl.us/research/reports/reports-and-data/interactive-data-reports/delinquency-profile>)

² <http://www.djj.state.fl.us/research/reports/reports-and-data/interactive-data-reports/civil-citation-and-other-alternatives-to-arrest>

recidivism rates than traditional arrests and diversion. Statewide, there has been a 40% increase in civil citations for the last five years; Duval has an even higher increase of 60%.

School arrests have declined

Through the years, school misconduct has been elevated to criminal or delinquent charges., i.e., Fighting, Battery, Disturbing a School Function, etc. After the failure of zero tolerance, schools now take more accountability for misconduct punishment. As a result, school arrests over the last five years have decreased 69% in Duval County, substantially more than the statewide decrease of 28%. 102 children were arrested at school for 2017-18. This data is available via the DJJ Delinquency Profile in footnote #1.

The most serious offenders

The most serious offenders in the delinquency system have been charged with the most serious offenses or have chronically re-offended. These children either have their cases transferred to adult court or are sent to DJJ residential commitment facilities. The DJJ latest data shows that 196 children were committed to residential facilities and 35 children were transferred to adult court. The total (231) has decreased 37% over a five year period. Additionally, it's important to note the small percentage of this population when compared to the Duval youth population; these children comprise just .0025% of the youth population, i.e., one quarter of 1%

Serious offender breakdown

90% of children committed to residential juvenile facilities are male. 83% of the children committed are black, and 11% are white. More than a third (36%) of the children are from zip codes 32209, 32210, or 32208.

The five most common offenses for residential commitment are

- Burglary
- Felony Assault/Battery
- Armed Robbery
- Auto Theft
- Weapon/Firearm charges

97% of the children transferred to adult court are male. 80% of the adult transfers are black, and 14% are white. 40% of these children are from zip codes 32210 or 32209.

Black youth are significantly over represented at each delinquency level

Black youth make up 39% of the Duval youth population, but they are significantly over represented in the juvenile justice system and comprise

- 75% of the arrests
- 76% of probation
- 83% of residential commitments
- 80% of the transfers to adult court

Rob Mason/April, 2019

Prison Programs - Camille Burban 4.25.2019

1. The reality of an inmates opportunities for counseling, education, training while incarcerated.
2. Is it still true that little to none is available until an inmate is within three years of release?

For questions #1 and #2, please refer to the Department's 2017-2018 Annual Report pages 33-45:

http://www.dc.state.fl.us/pub/annual/1718/FDC_AR2017-18.pdf

3. How do you prisoners spend their time?

The prison schedule is structured, punctuated by meal times, counts, and specific times to open and close the compound, but in many respects an institution functions like a small city. Most inmates have either a job or program assignment they are required to attend daily. Schedules vary somewhat based on the job, for example the morning shift in the kitchen would start very early to be prepared to feed breakfast, and weekend posts would have to be accounted for. Broad job assignment categories include food service, office orderlies, inside and outside yard crews, house-keeping in the dorms, laundry, prison industries, maintenance and others. Within each group inmates may be assigned based on facility need and/or the inmate's skills. For example, some food service workers cook, while others may do clean-up. When an inmate is not working or in school they would have free time for exercise, to visit the library, or to pursue other interests. Most visitation takes place during the weekend.

4. What happens when a prisoner is released? Do they have to wear their original clothes? Do they get a bus ticket? Do they get any money?

At time of release, all inmates are provided copies of release paperwork to include, but not limited to the following:

- Supervision orders and reporting instructions, if applicable
- Information and signed copies of registration requirements
- Information on restoration of civil rights
- Personal identification cards
- A personalized transition plan and referral packet
- A resume which verifies job assignments and overall institutional adjustment
- A discharge certification reflecting the date of release.
- 30 day supply of medication, if needed.
- Release clothing provided either by family or many facilities have clothing donated.
- A bus ticket to the nearest location in the county of release, unless they have personal transportation.
- Release gratuity in the amount of \$50, if eligible.

<https://www.flrules.org/gateway/RuleNo.asp?ID=33-601.502>

<https://www.flrules.org/gateway/RuleNo.asp?ID=33-601.503>

5. Is there any pending legislation or pending DOC actions that would be changing the process or preforming inmate rehabilitation?

There are several bills currently going through the legislative process that could impact inmate rehabilitation:

SB 334 Professional Regulation
SB 506 High School Equivalency Program
SB 642 Criminal Justice
SB 900 Substance Abuse Services

HB 185 High School Equivalency Program
HB 369 Substance Abuse Services
HB 397 Professional Regulation
HB 875 Statewide Taskforce on Opioid Drug Abuse
HB 953 Inmate Reentry
HB7125 Public Safety

EDUCATIONAL PROGRAMS

FDC provides academic education, career and technical education, library services, and life skills programs to incarcerated individuals. The programs are designed to help inmates to better themselves and equip them with competencies conducive to successful social reintegration. FDC administers the programs utilizing credentialed, certified teachers.

During FY 2017-18, a total of 16,630 inmates participated in academic education programs and 6,328 inmates participated in career and technical classes. A summary of participants and graduates of these programs are illustrated below. A detailed list of the inmate programs offered through FDC is listed in the following tables.

FY 2017-18 GED, HIGH SCHOOL DIPLOMA, CAREER AND TECHNICAL CERTIFICATES AWARDED

Type of Award Locations	GED	High School Diploma	Vocational Certificates	Industry Certificates	Total
Correctional Institutions	1,134	87	1,937	2,063	5,221
LEA-Based*	5	0	0	0	5
Total	1,139	87	1,937	2,063	5,226

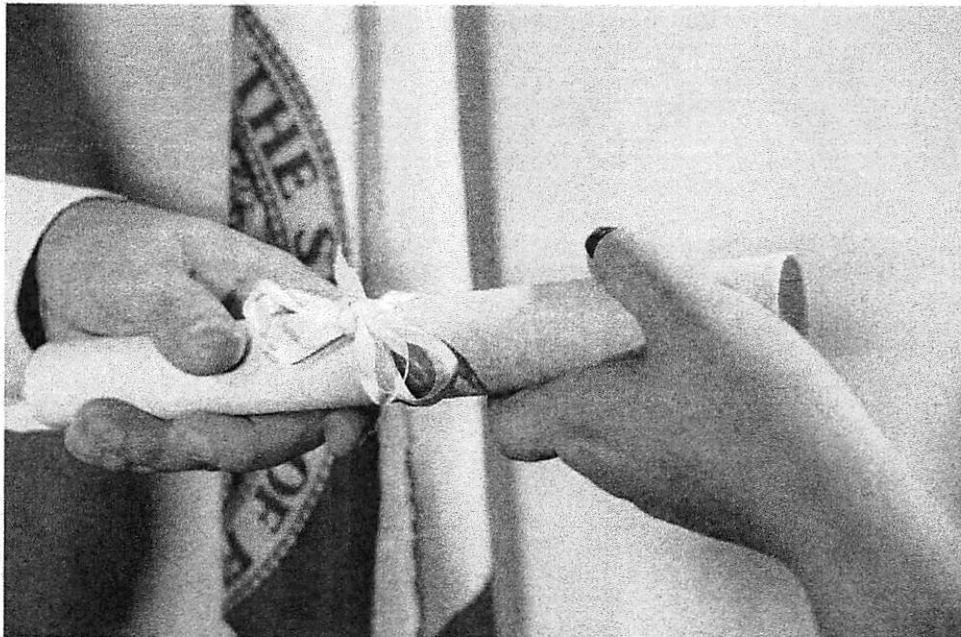
* LEA-Based includes Local Educational Agencies, such as community colleges.

PARTICIPATION IN CORRECTIONAL EDUCATION CLASSES IN FY 2017-18

Enrollments	Mandatory Literacy (MLP)	Adult Basic Education (ABE)	GED	HSD	Career / Technical	Total
Number of Enrollments*	11,585	7,375	6,763	497	8,259	34,479
Number of Inmates	8,029	5,261	4,154	399	6,328	24,171
Number of Completions**	1,205	920	1,139	87	2,618	5,969

* Inmates may enroll in more than one class at a time and may include enrollments from the previous year.

** In some instances, there is a lag between completion of the industry courses and the award of the certificates.



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INMATE PROGRAMS

Academic & Special Education:

ASE = Academic Education Program staffed to provide special education services to disabled students

ITA = Academic Education Program for open-population inmates staffed by one Academic Teacher and Inmate Teaching Assistants

LEA = Academic Education Program operated by local education agency

CE = Contractor Operated Academic Education Program

CF = Child Find reception processing

CM = Close Management education including academic, special education and voluntary literacy as appropriate

SHCOE = Smart Horizons Career Online Education high school diploma program

T1 = Title I Program

C.A.M.P. = Character Awareness & Motivation Program

Career & Technical Education: Number of programs offered at facility

Re-Entry: X = 100-Hour Transition Course or approved equivalent taught at facility.

Substance Abuse: SA = Screening Assessments; 1 = Intensive Outpatient; 2 = Residential Therapeutic Community; 3 = Outpatient Aftercare/Intervention; A = Aftercare; O = Outpatient; P = Prevention.

Chaplaincy Services: FCBP-Faith and Character Based Programming, PWO-Primary Worship Opportunity, RES-Religious Education Studies, CL-Chapel Library, SM-Sacred Music, SPE-Special Events, Religious Holy Days, and Seminars, CC-Contracted Chaplaincy

All correctional institutions provide General Library and Law Library programs. Agency special education staff provide appropriate services to all verified special education inmates at work release centers.

INMATE PROGRAMS AS OF JUNE 30, 2018

LEGEND:

* = Female Facility;

(R)=Re-Entry Center

CI=Correctional Institution

BTU=Basic Training Unit (Boot Camp)

CRC=Contract

Community Release Center

RC=Reception Center

WC=Work Camp

WRC=Work Release Center

Correctional Facilities	100-Hour Transition	Academic & Special Education	Career & Technical Education	Chaplaincy Services	Substance Abuse
Apalachee CI East	X	ASE, T1	1	PWO, RES, CL, SM, SPE	
Apalachee CI West	X	ITA		PWO, RES, CL, SM, SPE	
Atlantic WRC *	X			RES	A, P
Avon Park CI	X	ASE, T1	4	PWO, RES, CL, SM, SPE	1, P
Baker CI & WC	X	ITA, LEA, SHCOE	4	PWO, RES, CL, SM, SPE	1, P
Baker Re-Entry Center (R)	X	CE	3	CC	A, O, P
Bartow WRC	X			RES	3
Bradenton Transition *	X	CE	1		A, O, P
Bridges of Jacksonville	X	CE			A, O
Bridges of Orlando	X	CE			A, O
Calhoun CI	X	ITA	1	PWO, RES, CL, SM, SPE	
Central Florida RC	X	CF, SHCOE		PWO, RES, CL, SM, SPE	SA
Central Florida RC East	X	ITA		PWO, RES, CL, SM, SPE	
Century CI	X	ITA		PWO, RES, CL, SM, SPE	2, P
Charlotte CI	X	ASE, T1	2	PWO, RES, CL, SM, SPE	



DATA COLLECTION STRATEGY

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1. The first step in the process is to identify the problem. This involves gathering information about the situation and the people involved.

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1. What is the purpose of the document?
 2. What are the main points of the document?
 3. What are the main points of the document?
 4. What are the main points of the document?

1. The first step is to identify the problem.
 2. The second step is to analyze the problem.
 3. The third step is to develop a solution.
 4. The fourth step is to implement the solution.
 5. The fifth step is to evaluate the solution.

1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

[illegible]

ADAMS, J. 1990. *Journal of the American Water Resources Association* 26:101-110.

1990

[illegible][illegible]

the β phase of the polymer. The β phase is the more ordered phase and is characterized by a higher density and a higher melting point than the α phase. The β phase is also the more stable phase and is the one that is most commonly observed in nature. The α phase is the less ordered phase and is characterized by a lower density and a lower melting point than the β phase. The α phase is also the less stable phase and is the one that is most commonly observed in nature.

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INMATE PROGRAMS

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Correctional Facilities	100-Hour Transition	Academic & Special Education	Career & Technical Education	Chaplaincy Services	Substance Abuse
Cocoa WRC	X	CE		RES	3
Columbia Annex	X	ASE, LEA,T1	1	FCBR, PWO, RES, CL, SM, SPE	1, P
Columbia CI	X	ASE, T1	1	PWO, RES, CL, SM, SPE	
Cross City CI East Unit	X	ITA			1
Cross City CI	X	ITA	3	PWO, RES, CL, SM, SPE	
Dade CI	X	ITA		PWO, RES, CL, SM, SPE	
Daytona Beach WRC	X			RES	3
DeSoto Annex	X	ASE, T1	3	FCBR, PWO, RES, CL, SM, SPE	
Dinsmore WRC	X			RES	3
Everglades CI	X	ITA, SHCOE		FCBR, PWO, RES, CL, SM, SPE	1, P
Everglades Re-Entry Center (R)	X	ASE	1	CC	A, O, P
Florida State Prison	X	CM,ASE		PWO, RES, CL, SM, SPE	P
Florida State Prison West	X	ITA	2	PWO, RES, CL, SM, SPE	P
Florida Women's RC	X	CF, ITA		PWO, RES, CL, SM, SPE	SA
Franklin CI	X	ITA, SHCOE	1	PWO, RES, CL, SM, SPE	2
Ft. Pierce WRC	X			RES	A, P
Gadsden Re-Entry Center (R)	X	CE	4	CC	A, O, P
Gulf Annex	X	ITA		FCBR, PWO, RES, CL, SM, SPE	1, P
Gulf CI	X	ITA, SHCOE	1	PWO, RES, CL, SM, SPE	
Hamilton Annex	X	ITA, T1	1	PWO, RES, CL, SM, SPE	
Hamilton CI	X	ITA, T1	2	PWO, RES, CL, SM, SPE	
Hardee CI	X	ITA	1	PWO, RES, CL, SM, SPE	
Hernando CI *	X	ITA	1	FCBR, PWO, RES, CL, SM, SPE	
Hollywood WRC *	X			RES	A
Holmes CI	X	ASE, ITA,T1	3	PWO, RES, CL, SM, SPE	
Homestead CI *	X	ITA	2	PWO, RES, CL, SM, SPE	
Jackson CI	X	ITA, T1, CE		FCBR, PWO, RES, CL, SM, SPE	2



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INMATE PROGRAMS

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Correctional Facilities	100-Hour Transition	Academic & Special Education	Career & Technical Education	Chaplaincy Services	Substance Abuse
Jacksonville Bridge	X	CE	2		2
Jefferson CI	X	ITA, SHCOE		PWO, RES, CL, SM, SPE	2, P
Kissimmee WRC	X			RES	A, P
Lake CI	X	ASE	2	PWO, RES, CL, SM, SPE	1, P
Lake City WRC	X			RES	3
Lancaster CI & WC	X	ASE, T1	4	FCBR, PWO, RES, CL, SM, SPE	1, P
Lawtey CI	X	ITA	1	FCBR, PWO, RES, CL, SM, SPE	1, P
Liberty CI	X	ITA	1	PWO, RES, CL, SM, SPE	
Liberty CI Quincy Annex	X	ITA		PWO, RES, CL, SM, SPE	
Lowell Annex *	X	ASE, T1, CM, SHCOE	1	FCBR, PWO, RES, CL, SM, SPE	2
Lowell CI, BTU & WC *	X	ASE, ITA, T1	5	PWO, RES, CL, SM, SPE	1, 2, A, P
Madison CI	X	ITA, SHCOE	1	PWO, RES, CL, SM, SPE	1, P
Marion CI	X	ASE, T1, CE	4	FCBR, PWO, RES, CL, SM, SPE	2
Martin CI	X	ASE, SHCOE		PWO, RES, CL, SM, SPE	
Mayo Annex	X	ITA, SHCOE	1	PWO, RES, CL, SM, SPE	1, P
Miami North WRC	X			RES	A, P
Northwest Florida RC	X	ITA		PWO, RES, CL, SM, SPE	SA, 1, P
Northwest Florida RC Annex	X	CF, CE, ITA		FCBR, PWO, RES, CL, SM, SPE	
Northwest Florida RC	X	ITA	1	PWO, RES, CL, SM, SPE	2
Northwest Florida RC Annex	X	CF, CE, ITA		FCBR, PWO, RES, CL, SM, SPE	
Okaloosa CI	X	ITA		PWO, RES, CL, SM, SPE	
Okeechobee CI	X	ITA, SHCOE	1	FCBR, PWO, RES, CL, SM, SPE	1, P
Opa Locka WRC	X			RES	A, P
Orlando Transition Center	X	CE	1		A, O, P
Orlando WRC *	X			RES	A, P



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INMATE PROGRAMS

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Center

Correctional Facilities	100-Hour Transition	Academic & Special Education	Career & Technical Education	Chaplaincy Services	Substance Abuse
Panama City WRC	X			RES	A, P
Pensacola WRC	X			RES	A, P
Pinellas WRC *	X			RES	A, P
Polk CI	X	ITA, CE, SHCOE	3	FCBR, PWO, RES, CL, SM, SPE	1, P
Putnam CI	X	LEA		PWO, RES, CL, SM, SPE	
Reality House	X	CE			A, O, 2
Reception & Medi- cal Center	X	ASE, CF, ITA		PWO, RES, CL, SM, SPE	SA
Reception & Medi- cal Center West	X	ITA		PWO, RES, CL, SM, SPE	
Reentry of Ocala WRC	X			RES	A, O
Sago Palm WC (R)	X	ITA	1	RES	1, P
Santa Fe WRC	X	CE		RES	A, O, P
Santa Rosa Annex & WC	X	ITA, SHCOE	1	PWO, RES, CL, SM, SPE	1
Santa Rosa CI	X	ASE, CM		PWO, RES, CL, SM, SPE	P
Shisa West WRC *	X				A, O
South Florida RC	X	CF		PWO, RES, CL, SM, SPE	SA
South Florida RC South	X			PWO, RES, CL, SM, SPE	
St. Petersburg WRC	X			RES	A, P
Sumter CI, BTU, & Annex	X	ASE, CF, T1	5	PWO, RES, CL, SM, SPE	P
Suncoast WRC *	X	CE		RES	A, O
Suwannee Annex	X	ASE, T1	2	PWO, RES, CL, SM, SPE	
Suwannee CI	X	ASE, CM, T1		PWO, RES, CL, SM, SPE	P
Tallahassee WRC	X			RES	A, P
Tarpon Springs WRC	X			RES	A, P
Taylor Annex	X	ITA, SHCOE		PWO, RES, CL, SM, SPE	
Taylor CI & WC	X	ITA		PWO, RES, CL, SM, SPE	1, P
Tomoka CI	X	ITA	2	FCBR, PWO, RES, CL, SM, SPE	
Tomoka CRC (285)	X	CE	1		1
Tomoka CRC (290)	X	CE	1		3
Tomoka CRC (298)	X	CE	1		2



INMATE PROGRAMS

INMATE PROGRAMS AS OF JUNE 30, 2018

LEGEND:

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BTU=Basic Training Unit
(Boot Camp)

CRC=Contract

Community Release
Center

RC=Reception Center

WC=Work Camp

WRC=Work Release
Center

Correctional Facilities	100-Hour Transition	Academic & Special Education	Career & Technical Education	Chaplaincy Services	Substance Abuse
Transition House Kissimmee	X	CE	1		A, O, P
Union CI	X	ITA, CM		FCBR, PWO, RES, CL, SM, SPE	
Wakulla Annex	X	ITA, SHCOE		FCBR, PWO, RES, CL, SM, SPE	
Wakulla CI	X	ITA	1	FCBR, PWO, RES, CL, SM, SPE	
Walton CI	X	ITA	2	PWO, RES, CL, SM, SPE	
West Palm Beach WRC	X			RES	A, P
Zephyrhills CI	X	ITA		PWO, RES, CL, SM, SPE	

CAREER AND TECHNICAL EDUCATION PROGRAMS BY FACILITY

LEGEND:

* = Female facility

(#) = DC-operated career and
technical education programs

YO = Youthful Offender
program

Facility / # of Programs	Career and Technical Education Programs
Apalachee CI - East (1)	(1) Carpentry
Avon Park CI (4)	(1) Automotive Technology Career Services, (2) Cabinetmaking, (3) Graphic Communications and Printing, (4) Welding Technology
Baker CI (4)	(1) Cabinetmaking, (2) Electricity, (3) Masonry, Brick and Block, (4) Plumbing Technology
Baker Re-Entry Center (3)	(1) Culinary Arts, (2) Janitorial Services, (3) Electricity
Bradenton Transition (1)	(1) Culinary Arts
Calhoun CI (1)	(1) Digital Design
Century CI (1)	(1) Building Construction
Charlotte CI (2)	(1) Masonry, Brick and Block, (2) Environmental Services
Columbia CI (1)	(1) Technology Support Services
Columbia Annex (1)	(1) Masonry, Brick and Block
Cross City CI (3)	(1) Automotive Collision Repair and Refinishing, (2) Cabinetmaking, (3) Computer Systems & Information Technology
DeSoto Annex (3)	(1) Carpentry, (2) Masonry, Brick and Block, (3) Welding Technology
Everglades CI (1)	(1) Landscaping
Everglades Re-Entry Center (2)	(1) Masonry, Brick and Block, (2) Electricity (HBI)
Franklin CI (1)	(1) Plumbing Technology
Gadsden Re-Entry Center (4)	(1) Environmental Services, (2) Electricity, (3) Culinary Arts, (4) Carpentry
Gulf CI (1)	(1) Air Conditioning, Refrigeration and Heating Technology



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INMATE PROGRAMS

CAREER AND TECHNICAL EDUCATION PROGRAMS BY FACILITY

LEGEND:

* = Female facility

(#) = DC-operated career and technical education programs

YO = Youthful Offender program

Facility / # of Programs	Career and Technical Education Programs
Hamilton CI (2)	(1) Cabinetmaking, (2) Masonry, Brick and Block
Hamilton CI Annex (1)	(1) Technology Support Services
Hardee CI (1)	(1) Carpentry
Hernando CI * (1)	(1) Web Development
Holmes CI (3)	(1) Automotive Collision Repair and Refinishing, (2) Technology Support Services, (3) Welding Technology
Homestead CI * (2)	(1) Automotive Technology Career Services, (2) Technology Support Services
Jacksonville Bridge (2)	(1) Culinary Arts, (2) Building Construction Technology
Jefferson CI (1)	(1) Electricity
Lancaster CI (4)	(1) Automotive Technology Career Services, (2) Commercial Foods and Culinary Arts, (3) Environmental Services, (4) Graphic Communications and Printing
Lawtey CI (1)	(1) Drafting (PSAV)
Liberty CI (1)	(1) Masonry, Brick and Block
Lowell CI * (4)	(1) Cosmetology, (2) Technology Support Services, (3) Equine Care Technology, (4) Commercial Foods and Culinary Arts
Lowell CI Annex * (2)	(1) Fashion Design Services, (2) Air Conditioning, Refrigeration and Heating Technology
Madison CI (1)	(1) Commercial Foods and Culinary Arts
Marion CI (4)	(1) Cabinetmaking, (2) Air Conditioning, Refrigeration and Heating Technology, (3) Electricity, (4) Water/Wastewater Treatment Technologies
Mayo Annex (1)	(1) Electronics Technology
New River CI (1)	(1) Carpentry
Northwest FL Reception Center (1)	(1) Electricity
Okaloosa CI (1)	(1) Nursery Management/Horticulture
Okeechobee CI (2)	(1) Fast Track Manufacturing, (2) Computer Technology
Orlando Transition Center (1)	(1) Culinary Arts
Polk CI (4)	(1) Automotive Technology Career Services, (2) Computer Systems & Information Technology, (3) Plumbing Technology, (4) Advanced Manufacturing
Quincy Annex (1)	(1) Culinary Arts
Sago Palm WC (R) (1)	(1) Technology Support Services
Santa Rosa Annex (1)	(1) Commercial Class "B" Driving
Sumter CI (5)	(1) Automotive Technology Career Services, (2) Electronics Technology, (3) Masonry, Brick and Block, (4) YO Masonry, Brick and Block, (5) Landscape and Turf Management
Suwannee CI Annex (2)	(1) Plumbing Technology, (2) Air Conditioning, Refrigeration and Heating Technology
Taylor Annex (1)	(1) Carpentry



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INMATE PROGRAMS

CAREER AND TECHNICAL EDUCATION PROGRAMS BY FACILITY

LEGEND:

* = Female facility

(#) = DC-operated career and technical education programs

YO = Youthful Offender program

Facility / # of Programs	Career and Technical Education Programs
Taylor CI (1)	(1) Plumbing Technology
Transition House Kissimmee (1)	(1) PC Support Services
Tomoka CI (1)	(1) Masonry, Brick and Block
Tomoka CRC-285 (1)	(1) Culinary Arts
Tomoka CRC-298 (2)	(1) Culinary Arts, (2) Building Construction Technology
Wakulla CI (1)	(1) Web Development
Walton CI (2)	(1) Carpentry, (2) Air Conditioning, Refrigeration and Heating Technology



CHANGE IN LITERACY LEVELS

Chapter 944.801, (3), (g), F.S. requires the Department to include in its Annual Report, a summary of change in literacy levels of Correctional Education students during the fiscal year. To that end, this section includes the results of Test of Adult Basic Education (TABE) for inmate students.

TABE tests administered to students during FY 2017-18 were scored using TestMate and the Advanced Module of the TestMate System (test scoring and reporting system). Inmate names and DC numbers were used to track those who achieved literacy level completions as indicated by their pre-test and post-test assessments during this period. For inmates at the highest literacy levels (9.0 grade level and above), GED® subtest scores

were also included. This summary includes inmate students who, during this period, had participated in academic education programs and had matching pre- and post-test assessments in the subject area.

The chart below illustrates the academic gains made in each subject in terms of completing at least one or more literacy levels. In terms of Mathematics matching scores, 50% of the inmate students demonstrated gains of one or more levels. In Reading, 49% of the inmate students advanced one or more levels. For Language, 51% of the inmate students showed academic gains of one or more levels.

CAREER AND TECHNICAL EDUCATION PROGRAMS BY FACILITY

Pre-test Level (total inmates with both pretest and post-test: 8,531)	Math			Reading			Language		
	Inmates Who Completed the Level	Inmates who Advanced One or More Level	All	Inmates Who Completed the Level	Inmates who Advanced One or More Level	All	Inmates Who Completed the Level	Inmates who Advanced One or More Level	All
ABE Beginning Literacy (0.0-1.9)	0	78	78	0	219	219	9	361	370
ABE Beginning Basic Education (2.0-3.9)	7	629	636	3	441	444	6	769	775
ABE Intermediate Low (4.0-5.9)	19	1087	1106	23	840	863	13	758	771
ABE Intermediate High (6.0-8.9)	13	1010	1023	0	964	964	18	884	902
ASE Low (9.0-10.9)	10	335	345	25	536	561	0	389	389
ASE High (11.0-12.9)	95	0	95	111	0	111	64	0	64
Total	144	3139	3283	162	3000	3162	110	3161	3271

Pretest: most recent TABE test before first enrollment up to 30 days after first enrollment (since 7-1-2015)

Posttest: Highest TABE test taken during FY1718 (after the pretest and enrollment date)

Completed the Level: Posttest reached the maximum score of the pretest scale level

Advanced One or More Level: Posttest achieved was higher than the pretest scale level



THE HISTORY OF THE UNITED STATES

The history of the United States is a story of growth and change. It begins with the first people who lived on this land, and continues through the years of exploration, settlement, and the struggle for independence. The story is one of a people who have built a great nation, and who are still building it today. The history of the United States is a story of the people who have lived on this land, and of the things they have done. It is a story of the people who have built a great nation, and who are still building it today. The history of the United States is a story of the people who have lived on this land, and of the things they have done. It is a story of the people who have built a great nation, and who are still building it today.



PARTNER AGENCIES

Pursuant to Chapter 946.516 (2) F.S., a report on post release job placement and the rate of subsequent contact with the correctional system for those inmates who have participated in the correctional work programs operated by the PRIDE corporation and by the Department shall be included in the Annual Report.

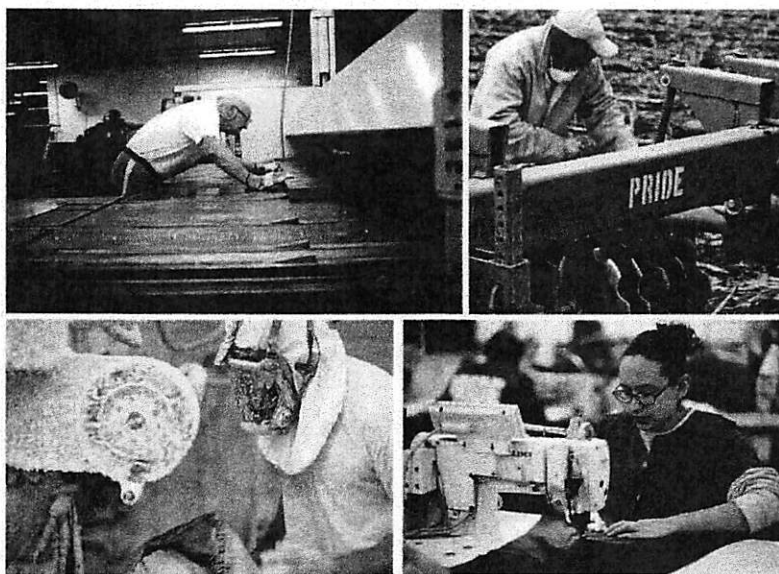


Prison Rehabilitative Industries and Diversified Enterprises, Inc. (PRIDE)

PRIDE is a state-authorized, private, not-for-profit, internationally recognized inmate training company operating general manufacturing and services facilities in correctional institutions throughout the State of Florida. Since 1981, when the Florida Legislature authorized the company to manage and operate the state's correctional industries, PRIDE has trained thousands of prison inmates and has provided them with marketable and accredited job skills.

According to PRIDE's 2017 Annual Report, PRIDE trained **3,117** inmates who worked almost **3.5** million hours. Many of these inmates were trained in modern high technology trades including print and digital information, garments and apparel, furniture manufacturing, vehicle renovation, metal fabrication, as well as dental and optical.

Additionally, as provided in its annual report, **91%** of PRIDE-trained former inmates were placed into full-time jobs and only **9.89%** of PRIDE's former workers recidivate.



For more information, please contact:

PRIDE Enterprises
223 Morrison Road, Brandon, FL 33511
813-324-8700 (phone)
info@pride-enterprises.org
www.pride-enterprises.org



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THE SECRETARY OF THE ARMY
WASHINGTON, D. C.

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WASHINGTON, D. C.

RECEIVED

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INMATE IDENTIFICATION CARDS

Pursuant to Chapter 944.605, (7)(f), F.S., the Department shall provide a report that identifies the number of inmates released with and without identification cards (IDs), specifies any impediments to obtaining IDs, and provides recommendations to improve obtaining release documents and ID cards for all inmates.

A total of 30,224 inmates were released during FY 2017-18. Of this total, the Department was responsible for providing identification cards to 14,228 of the released inmates subject to ID eligibility requirements listed in Chapter 944.605 (7)(b), F.S.

The total number of inmates released with an ID during FY 2017-18 was 11,929 (83.8%) and the total released without IDs was 2,299 (16.2%). Additionally, of the 2,299 inmates without IDs, 66.2% (1,522) were identification prepared, but unable to acquire an ID prior to release.

Identification prepared inmates are those that have obtained and completed all the paperwork necessary to attain an ID, but were unable to access the Florida Department of Highway Safety and Motor Vehicles Flow Unit (Florida Licensing on Wheels) for identification events held at the FDC institutions and privately operated facilities.

Although access to the FLOW unit is an impediment to inmates receiving IDs, other impediments included:

- The inability to consistently secure accurate information from an inmate in order to obtain a certified birth certificate from the Department of Health, Bureau of Vital Statistics, and/or a social security replacement card from the Social Security Administration; and
- The timeframe of requesting a social security replacement card is no earlier than 120 days prior to release.

The Department recommends continuing to work with the Florida Department of Highway Safety and Motor Vehicles, the Florida Department of Health - Bureau of Vital Statistics, and the Social Security Administration to develop solutions to the identified impediments. The Department and the Social Security Administration will execute a second Memorandum of Understanding prior to the end of 2018.

*Counts are based on the first release incident for an individual inmate



MINIATURE CARDS

These cards are designed to be used as a record of the work done by the student in the laboratory. They are to be filled out by the student and turned in to the instructor at the end of each session. The cards are to be used for the purpose of recording the results of the experiments and the observations made during the course of the work. The cards are to be used for the purpose of recording the results of the experiments and the observations made during the course of the work.

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INMATE DRUG TESTING

Chapter 944.473 (3), Florida Statutes mandates that the Department report the number of random and reasonable suspicion substance abuse tests administered in the fiscal year, the number of positive and negative results, and number of inmates requesting and participating in substance abuse treatment programs as part of its Annual Report.

The Department's Inmate Drug Testing Unit currently oversees the random drug testing program, substance abuse program drug testing and "for cause" drug testing for all correctional facilities statewide and randomly drug tests thousands of inmates annually.

Inmates are chosen for random and substance abuse program drug testing based on a random computer-generated selection system. Selection of inmates for "for cause" drug testing is based on reasonable suspicion of involvement with drugs or alcohol.

Drug testing enables the Department to detect and identify inmates using illicit drugs, including abuse of prescription drugs and/or alcohol. Furthermore, the role of drug testing has been recognized as highly effective in identifying those who have substance abuse problems, getting inmates into treatment, and monitoring them during the treatment process.

DRUG TEST RESULTS FOR FY 2017-18

Type of Test	Valid Tests	Negative Tests	Positive Tests	Positive Rate	Drug test Positive					
					Alcohol	Cannabis	Cocaine	Opiates	Other	Total
Random	63,757	63,424	333	0.5%	0	281	19	8	46	354
For Cause	1,675	1,356	319	18.5%	6	190	4	4	125	329

During FY 2017-2018 there were 63 inmates who participated in a substance abuse treatment course with a positive drug test within a year prior to enrollment. Nine inmates were considered repeat substance abuse offenders, having 2 or more positive drug tests during FY 2017-2018. Compare this with results from the previous fiscal year in which there were 97 inmates who enrolled in a substance abuse treatment course with a drug test within a year prior to enrollment and 13 inmates had at least two positive random or for-cause drug tests. One of the more recent substance abuse problems plaguing Florida institutions is the use of synthetic cannabinoids, cathinones (bath salts) and opiates, also known as K2 or Spice and Fentanyl. Some drug users, especially those undergoing drug treatment or rehabilitation, resort to these synthetic drugs as an alternative to marijuana. K2 and related synthetic substances are considered highly dangerous. Some of the adverse effects associated with these drugs include aggression, mood swings, altered perception, paranoia, panic attacks, heart palpitations, and respiratory complications.

Synthetic drugs have been difficult to control because they can be derived from common household products. Additionally, they are typically blended with other substances or coated on other materials making them almost impossible to identify and to determine their makeup or quantity. Although some synthetics are currently classified as controlled substances, most are undetectable by standard drug testing. Recently, new drug testing kits have become available that are capable of detecting some of the compounds in K2, Spice and Fentanyl through urine or blood testing. FDC currently tests inmate population for K2 both randomly, in instances where there is reason to believe an inmate has used K2 (for-cause testing), and for inmates participating in court ordered substance abuse programs. To combat use of synthetic drugs, the FDC continues to apply new approaches and technologies to both eliminate the introduction of contraband in the institutions, as well as to detect and treat their effects on inmates.

The following table shows the results of the regression analysis for the dependent variable "Number of children in the household" (N = 1,000). The independent variables are "Age of the head of household" and "Gender of the head of household". The table includes the coefficient, standard error, t-statistic, and p-value for each variable.

Variable	Coefficient	Standard Error	t-statistic	p-value
Age of the head of household	0.001	0.001	0.5	0.617
Gender of the head of household	0.001	0.001	0.5	0.617

1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

2. Once the problem is identified, the next step is to define the objectives and goals of the project. This helps to clarify what needs to be achieved and provides a clear direction for the team.

3. The third step is to develop a plan or strategy to address the problem. This involves breaking down the problem into smaller, manageable tasks and determining the resources needed to complete them.

4. The fourth step is to implement the plan. This involves putting the strategy into action and monitoring progress regularly to ensure that the project is on track.

5. Finally, the fifth step is to evaluate the results of the project. This involves assessing the outcomes against the objectives and goals to determine the effectiveness of the intervention.

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1. The first step in the process of the investigation is the identification of the problem. This is done by the investigator who is assigned to the case. The investigator must first determine the nature of the problem and the scope of the investigation. This is done by reviewing the available information and by conducting interviews with the relevant parties. The investigator must also determine the objectives of the investigation and the methods to be used to achieve these objectives.

2. The second step in the process is the collection of data. This is done by the investigator who is assigned to the case. The investigator must first determine the sources of data and the methods to be used to collect the data. This is done by reviewing the available information and by conducting interviews with the relevant parties. The investigator must also determine the objectives of the investigation and the methods to be used to achieve these objectives.

3. The third step in the process is the analysis of the data. This is done by the investigator who is assigned to the case. The investigator must first determine the methods to be used to analyze the data and the objectives of the investigation. This is done by reviewing the available information and by conducting interviews with the relevant parties. The investigator must also determine the objectives of the investigation and the methods to be used to achieve these objectives.

4. The fourth step in the process is the presentation of the findings. This is done by the investigator who is assigned to the case. The investigator must first determine the methods to be used to present the findings and the objectives of the investigation. This is done by reviewing the available information and by conducting interviews with the relevant parties. The investigator must also determine the objectives of the investigation and the methods to be used to achieve these objectives.

5. The fifth step in the process is the conclusion. This is done by the investigator who is assigned to the case. The investigator must first determine the methods to be used to reach a conclusion and the objectives of the investigation. This is done by reviewing the available information and by conducting interviews with the relevant parties. The investigator must also determine the objectives of the investigation and the methods to be used to achieve these objectives.

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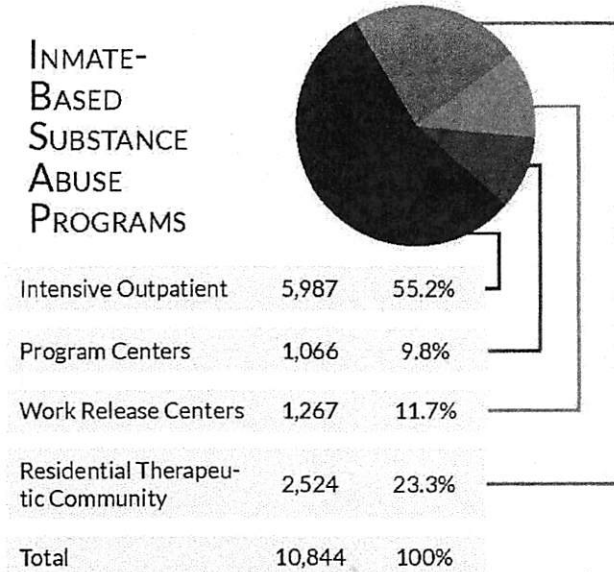
SUBSTANCE ABUSE PROGRAMS

INSTITUTIONS

The Department provides four primary categories of substance abuse programming for incarcerated inmates:

Intensive Outpatient - A 4 to 6 month substance abuse intensive outpatient licensed program provided to inmates at designated institutions throughout the state. Treatment occurs for half a day, at least four days per

INMATE-BASED SUBSTANCE ABUSE PROGRAMS



week and inmates participate in a minimum of 12 hours of counselor supervised activities. These activities include group and individual counseling. The inmates spend the remainder of their days performing institutional work assignments.

Residential Therapeutic Community - A 9 to 12 month Therapeutic Community (TC) program housed within the institution or at a designated community based facility. The program is divided into four phases. Inmates are housed together in the same dormitory, segregated from non-program inmates. Services are provided in a positive, supportive environment wherein participants share similar problems of chemical abuse and patterns of criminal thinking. They live and work together to change their lives while residing in the therapeutic community. The TC model emphasizes structure, responsibility, credibility, accountability, discipline, consistency and limit setting with consequences.

Program Centers - Substance Abuse Transitional/ Re-Entry Programs is a 16-24 month program model designed to assist inmates nearing release in making a successful transition from the correctional institution to the community. They offer a continuum of substance

abuse services. Inmates who successfully complete the initial intensive programming component (9-12 months) are eligible to participate in the work release component.

Work Release Centers - Contracted Substance Abuse Counselors operate in nineteen department-operated work release centers to provide outpatient services (four months in length) and aftercare services to inmates based on their identified needs. Inmates work in the community while attending treatment in the evenings or on the days they are not working.

The table to the left provides a summary of the Inmate-Based Substance Abuse Treatment Programs for FY 2017-18.

COMMUNITY CORRECTIONS

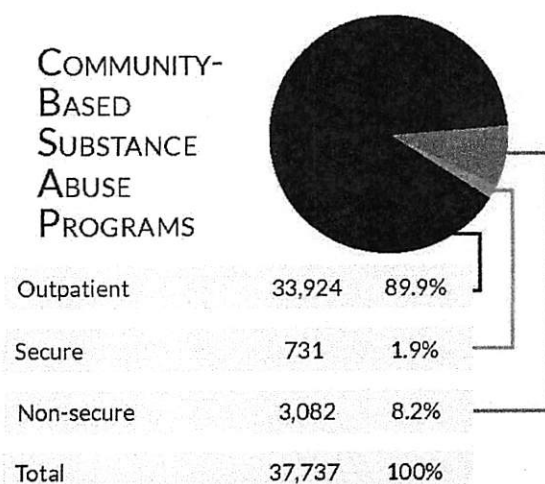
Offenders on supervision also participate in substance abuse treatment programs in one of the following forms.

Outpatient - Substance abuse treatment for offenders who maintain residence and employment in the community. Services are provided on a variety of intensity levels including individual, group or family sessions along with drug education classes.

Nonsecure - A 6-month program consisting of a 2-month intensive treatment component followed by a 4-month employment/re-entry component.

Secure - This long-term treatment program involves a structured, live-in, non-hospital environment focusing upon all aspects of substance abuse rehabilitation including job training and educational programs. This therapeutic community consists of up to 12 months of intensive treatment and up to six months of an employment and re-entry component.

COMMUNITY-BASED SUBSTANCE ABUSE PROGRAMS



THE HISTORY OF THE UNITED STATES

The history of the United States is a story of growth and change. It begins with the first settlers who came to the shores of North America in search of a new life.

These early settlers, known as the Pilgrims, were seeking religious freedom and a better life. They faced many hardships, but their spirit of determination and cooperation helped them survive and thrive.

Over the years, the United States has grown from a small colony to a great nation. It has faced many challenges, but it has always emerged stronger and more united.

Today, the United States is a land of opportunity and freedom. It is a place where people from all over the world can come and build a better life.

The history of the United States is a story of hope and dreams. It is a story that inspires us to work together and make a better world for ourselves and for future generations.

As we look back on the history of the United States, we can see the many ways in which it has shaped the world. We can see the courage and sacrifice of the men and women who have built this great nation.

Let us continue to cherish the values that have made the United States a great nation. Let us work together to build a better future for all.

The history of the United States is a story of progress and achievement. It is a story that reminds us of the power of the human spirit and the potential of a free society.

Let us continue to strive for a better world, one where everyone has the opportunity to live a life of freedom and dignity.



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33-601.502 Discharge Gratuity.

(1) The secretary shall authorize the payment of a discharge gratuity to inmates discharged from the custody of the Department of Corrections. A discharge gratuity shall be provided to any inmate released on parole, expiration of sentence, pardon or permanent court order, except those inmates released in any of the following situations:

(a) Any inmate to be released who has participated in paid employment through PIE programs or the Work Release Program for a period of at least 120 days immediately preceding release;

(b) Any inmate to be released to another jurisdiction for which there is an existing judgment and sentence or detainer;

(c) Any inmate to be released to the Department of Children and Family Services or a state or county mental health facility under an order for involuntary commitment, or

(d) Should a review of inmate bank trust fund records disclose that an inmate has an account balance of \$100 or more at the time of release or has previously had an account balance of \$100 or more at any time during the 180 days prior to his release date, the inmate shall be denied a discharge gratuity, except as provided in subsection (2), below.

(2) If the warden or his designee determines that the best interests of the inmate and the state are served by the payment of a discharge gratuity to an inmate not otherwise eligible, a gratuity not to exceed \$40.00 shall be provided.

(3) In the case of an inmate who is reinstated or restored to supervision, a discharge gratuity in an amount of \$20.00 will be provided.

(4) An inmate's discharge gratuity shall not be used to pay for any amount of an inmate's discharge transportation.

(5) In hardship cases where, as determined by the Secretary or the Warden, the best interests of the inmate and the state would be served by the payment of more than the standard gratuity, an additional gratuity shall be provided, the total of such gratuity not to exceed twice the standard gratuity. Consideration for this additional gratuity shall be given to any inmate who has:

(a) No employment or residence available upon release; and,

(b) No evidence of any continuous source of revenue or income such as social security benefits, or

(c) A medical condition requiring continuous treatment and no immediate source of income or financial support.

Rulemaking Authority 944.09 FS. Law Implemented 944.611, 944.613 FS. History—New 10-8-76, Formerly 33-7.06, Amended 1-4-87, 1-1-89, 1-18-89, 12-12-91, 4-14-92, 4-28-99, Formerly 33-7.006, Amended 8-28-01, 2-10-04, 9-21-05, 8-14-06, 8-15-17.

#4 - 2ND Link

33-601.503 Discharge Transportation.

(1) Payments authorized by Sections 944.611 and 944.613, F.S., for the transportation of discharged inmates shall be made under the provisions of these sections.

(2) Every inmate released on parole, expiration of sentence, pardon, supervised community release, provisional release supervision or permanent court order shall be eligible to receive transportation, except for the following:

(a) Inmates being released to law enforcement agencies.

(b) Inmates in the Work Release Program who have accumulated sufficient funds to pay for their own transportation.

(c) Inmates who have adequate funds from other sources to pay for their transportation.

(3) Eligible inmates shall be asked whether they desire transportation. Transportation will be furnished to the destination approved by the warden or Officer in Charge.

(4) The approved destination must be one of the following:

(a) The county where release has been approved and supervision is to commence.

(b) Another state.

(c) The county of employment within the state.

(d) The county of legal residence within the state.

(e) The county of original commitment within the state. The destination shown on the Parole Certificate shall be the approved destination if the inmate is a parolee.

(5) Transportation shall be provided by common carrier using the most economical means. Transportation shall be furnished by a nonnegotiable travel voucher payable to the common carrier being used. There shall be no cash disbursement to any inmate, person, firm, or corporation. For an out of state destination, the travel voucher shall not be valid for more than 5 days after its issuance. The travel voucher for in state destinations must be used immediately.

(6) Each inmate eligible for transportation shall be escorted to the site of embarkment by Department personnel who shall remain until the releasee has departed. In extreme hardship cases where the inmate is not ambulatory or is otherwise impaired, the warden may, in addition to providing discharge transportation, provide a medical attendant to accompany the inmate, providing the medical director advises that the inmate could not reasonably proceed safely to his destination and there is sufficient staff available to provide assistance.

Rulemaking Authority 944.09, 944.611, 944.613 FS. Law Implemented 20.315, 944.611, 944.613, 945.04 FS. History—New 10-8-76, Amended 5-25-83, 4-18-85, Formerly 33-7.07, Amended 9-2-86, 1-4-87, 11-16-97, Formerly 33-7.007.

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Subcommittee on Re-Entry and Juvenile Justice

Vision: Adults and juveniles in the justice system will reenter their community with the best opportunities for building successful lives.

Mission: Building on previous studies, the Re-Entry and Juvenile Justice Subcommittee will evaluate their implementation, examine the issues around, barriers to and opportunities for successful re-entry and make appropriate recommendations.

Re-Entry

Context – what is known about incarceration and recidivism

Linda Joseph is examining what happens to a prisoner inside, what are the variables that affect the “correction” and what leads to successful reentry vs. recidivism. Her data will contrast Duval with other counties and Florida prisons and its Baker re-entry center and the Duval jail.

Prison programs for rehabilitation – counseling, education, training

Camille Burban will lay out the reality of an inmate’s opportunities for counseling, education and training. The state prison system invests very little, until inmates are within three years of release. What happens when a prisoner is released? She’ll compare Florida to the federal and other states’ approaches. Is there an ideal “corrections” program/curriculum?

Re-entry programs

Ceil Pillsbury-Schellenberg is inventorying and assessing the effectiveness of existing re-entry programs, starting with JREC and Operation Hope. If effective, are they at scale, adequately funded? She will follow up on the 2016 report on “Transition from Jail to Community (TJC) Initiative.”

Juvenile Justice

Context – what we know about juvenile crime and offenders

Rob Mason and Vicki Waytowich have gathered considerable data on juvenile justice. They’ll consider the variables that lead to juvenile crime, including ACEs, and survey existing programs and services and their effectiveness, as well as best practices.

Civil citations and diversion programs

Camille Burban expects the Juvenile Justice Advisory Committee (JJAC) report evaluating those programs about May 1.

Silos

Clifton Anderson is assessing the degree of collaboration among JSO, SAO, Public Defender, service agencies and DCPS and any need for an IEP for juvenile offenders.

Re-entry for juveniles

Donna Webb is studying the issues of juveniles returning from custodial programs and diversion programs, what programs or services exist to help them and whether they are adequate.

Children's Services Councils

Frank Denton is considering whether Duval might join the eight Florida counties with dedicated and taxpayer-approved funding for children's programs. Duval barely failed to pass such a tax in 1990. This study turns on whether the full task force finds a need.

Report for the Re-Entry and Juvenile Justice Subcommittee
Jacksonville Re-entry Center (JREC) run by Lenny Wright of the JAX Sheriff's Office
Prepared for the April 25 Meeting of the Committee by Ceil Pillsbury Schellenberg

For those re-entering ex-offenders CHOOSING TO TAKE ADVANTAGE, Jacksonville provides an established pathway for success, manned by committed, resourceful leaders of strong private and public organizations. While inmates are still incarcerated, Jacksonville Re-entry Center (JREC) reaches out to all inmates whose portal of entry back into society will be through Duval County. JREC serves as the "clearinghouse" with connections to other local providers for those who don't stay directly in JREC's program which includes wrap-around services. Both JREC personnel and individuals from the local organizations work hard to connect with inmates and prepare them for re-entry.

Approximately 95-125, vastly male, felons will process through JREC per month with ~50% staying in JREC programs lasting 4-6 months. The others will be paired with Partner Programs they regard highly, the best of which include---Operation New Hope, Prisoners of Christ and Bridges of America, DOD Manor and Light House Ministries. (PC, BA and DOD have residential care)

Operation New Hope IS THE NATIONAL MODEL Program for Re-entry according to Secretary of Ben Carson and I have interviewed Curtis Hazel for a coming report. Prisoners of Christ a highly regarded local program with a just appointed and highly experienced Executive Director, Reverend Jeffrey Witt who I will eventually interview, but I have been told by the Interim Director Alec Lawson, whom I did interview, that Rev. Witt does not plan any immediate changes.

JREC and partner programs provide extensive "wrap-around" services that including clothing, GEDs, workforce training, I.D.s, food, mental health counseling, and many other necessary kinds of assistance for individuals returning to the community. If someone wants help, Jacksonville is well situated to provide it—our current providers just need more funding and we need to attract a greater percentage of the returning population to make a bigger dent.

BIGGEST CHALLENGES:

- **FUNDING—AND ITS CONSISTENCY**
- **MAKING SURE THAT NO INCOMING INMATE IS LEFT ALONE—EVEN FOR A SINGLE DAY!!!**
- **MORE EMPHASIS ON SKILLS FOR COMING WORKFORCE NEEDS**
- **CREATING "SUPPORT SYSTEMS" FOR THOSE THAT HAVE NO FAMILY OR OTHER STRUCTURED SUPPORT**
- **OVERLOADED PROBATION OFFICERS**

WHAT WOULD HELP according to Mr. Wright and several representatives from partner programs:

1. INCENTIVES to get greater participation to join programs immediately on re-entry
2. MORE mentoring—takes them 3 months just to get through the challenges
3. STATE OF THE ART MENTAL HEALTH FACILITY—dispense medications and properly supervise
4. MORE STATE OF THE ART TRAINING FOR TRADES AND ENTREPRENEURSHIP
5. Mr. Wright wants a Facility to keep people for up to a year as they maneuver through the traps of life