

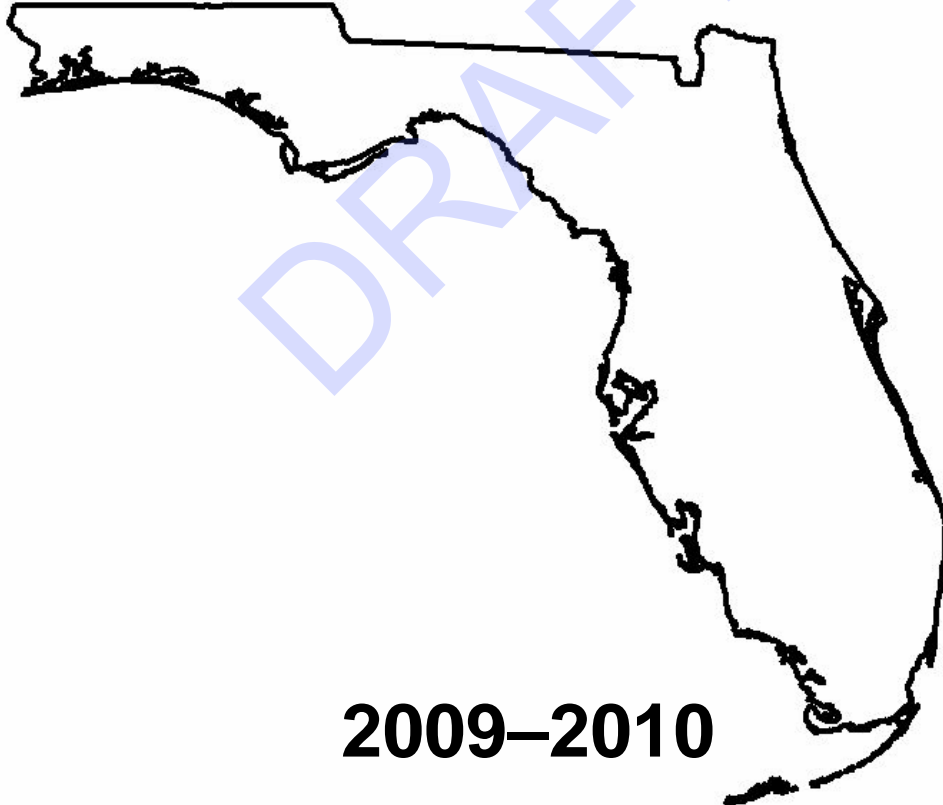
Educational



Quality Assurance Standards

Residential

Juvenile Justice Commitment Programs



2009–2010

This is one of many publications available through the Bureau of Exceptional Education and Student Services, Florida Department of Education, designed to assist school districts, state agencies that support educational programs, and parents in the provision of special programs for exceptional students. For additional information on this publication or for a list of available publications, contact:

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2009–2010

**Educational
Quality Assurance
Standards**

for

**Residential
Juvenile Justice
Commitment Programs**

This product was developed by the Juvenile Justice Educational Enhancement Program (JJEEP), which is a special project funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B, and Title V of the Elementary and Secondary Education Act.

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Preface

Quality Assurance for Juvenile Justice Educational Programs

The Juvenile Justice Educational Enhancement Program (JJEED) conducts annual quality assurance (QA) reviews of educational programs in Florida's juvenile justice facilities. JJEED is funded by the Florida Department of Education (DOE), Bureau of Exceptional Education and Student Services, through a grant to the College of Criminology and Criminal Justice at Florida State University.

JJEED Mission Statement

JJEED's mission is to ensure that each student who is assigned to a Department of Juvenile Justice (DJJ) program receives high quality, comprehensive educational services that increase that student's potential for future success.

JJEED's four main functions are to:

- Conduct research that identifies the most promising educational practices
- Conduct annual QA reviews of the educational programs in Florida's juvenile justice facilities
- Provide technical assistance to improve the various educational programs
- Provide annual recommendations to the DOE that are ultimately aimed at ensuring the successful transition of students back into community, school, and/or work settings

JJEED Vision Statement

The vision of the DOE and the JJEED is for each provider of educational services in Florida's juvenile justice facilities to be of such high quality that all young people who make the transition back to their local communities will be prepared to return to school, work, and home settings as successful and well-educated citizens.

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Introduction

Quality Assurance (QA) reviews are a valuable method of assisting providers and school districts with achieving, evaluating, and maintaining high quality educational programs in juvenile justice facilities and are mandated by *section 1003.52, Florida Statutes (F.S.)*. Each year at statewide conferences and meetings, Juvenile Justice Educational Enhancement Program (JJEED) and Department of Education (DOE) staff solicit input from school districts and providers for annual revision of the QA standards. Before the new QA review cycle begins, school district contract managers, lead educators, and private provider personnel are invited to participate in regional meetings or conference calls with JJEED staff to discuss changes in the standards.

Educational QA standards are developed for each of the three types of juvenile justice facilities:

- Residential commitment programs
- Day treatment (prevention, intensive probation, and conditional release)
- Detention centers

This document contains only the standards used to evaluate educational programs in residential commitment facilities. Residential commitment programs include low, moderate, high, and maximum risk Florida juvenile justice programs in which students temporarily reside while committed to the Department of Juvenile Justice (DJJ).

To obtain the publications detailing the standards for *day treatment* programs and *detention* centers, contact the entities listed on the inside front cover of this publication or download them from the JJEED Web site at <http://www.criminologycenter.fsu.edu/jjeed>.

History of the Educational QA Standards

In 1995, Florida Department of Education (DOE) staff developed the first set of quality assurance (QA) standards to encourage continuous improvement in juvenile justice educational programs. One set of standards for all types of programs was drawn from exceptional student education (ESE) performance standards and statutory authority. The standards focused on administration and each program's philosophy, procedures, and approach to education. The standards were revised in 1996 and 1997.

In 1998, the project was awarded to the Florida State University School of Criminology and Criminal Justice, resulting in the creation of the Juvenile Justice Educational Enhancement Program (JJEPP). During that year, JJEPP conducted an extensive literature review on promising and best educational practices for delinquent and at-risk youths and hosted five regional meetings to obtain input from practitioners in the field.

A new set of standards, based on the results of the literature and research review and input from practitioners, was developed for the 1999 QA review cycle. Early in 1999, JJEPP, the Office of Program Policy Analysis and Government Accountability (OPPAGA), and the Juvenile Justice Accountability Board (JJAB) submitted reports to the Florida Legislature, which resulted in the enactment of *HB 349*. This legislation addressed numerous requirements for juvenile justice education, including the creation of *Rule 6A-6.05281, Florida Administrative Code (F.A.C.), Educational Programs for Youth in Department of Juvenile Justice Detention, Commitment, Day Treatment, or Early Delinquency Intervention Programs*.

The 2000 QA standards were modified to address these new requirements, including contract management, year-round schooling, and other educational accountability issues. The 2001 QA standards addressed new legislative requirements, including adult and career education. Minor revisions occurred in 2002 and 2003 based on input from school districts and provider practitioners. The standards have continued to be revised each year based on ongoing best practice evaluation research and new legislative requirements.

In 2001, President George W. Bush signed the *No Child Left Behind Act* (NCLB), the reauthorization of the *Elementary and Secondary Education Act of 1965*. This legislation is having a far-reaching impact on school performance and accountability throughout the country.

In our efforts to implement NCLB systematically, JJEPP plans to conduct continual research to identify evidence-based best practices in juvenile justice education. Specifically, JJEPP is conducting longitudinal research and student outcome assessments of juvenile justice commitment programs as well as case studies of high- and low-performing juvenile justice educational programs. These longitudinal outcome and case study results will serve multiple purposes that include determining educational practices that lead toward improved student academic attainment and outcomes, identifying demonstration sites that exhibit these best educational practices, developing technical assistance materials for average- and low-performing programs, and making policy recommendations for statewide system improvement. To fulfill these increasing research and QA factors, we are modifying a number of our previous practices.

Reference Points for Educational QA Standards

Quality Assurance (QA) standards and program evaluation are based on state and federal requirements. Although programs are required to follow all state statutes and rules, the following most directly relate to juvenile justice educational programs.

Section 1003.428, Florida Statutes (A++ Secondary Reform)—This bill supports transition goals, specifically, requiring students to declare a high school major, defines the Florida Ready to Work Certification Program to enhance students’ workplace skills, and defines requirements for middle school promotion, high school graduation, and professional development plans.

No Child Left Behind Act of 2001 (NCLB), (P. L. 107-110)—The overall purpose of this act is to ensure that every student has well-prepared teachers, research-based curricula, a safe learning environment, and a fair and equal opportunity to reach proficiency in state academic achievement standards and statewide academic assessments.

Individuals with Disabilities Education Improvement Act of 2004 (IDEA) (Section 1407, 20 U.S.C. [2004])—IDEA promotes the concept that every child is entitled to a free appropriate public education and mandates that eligible children with disabilities have available to them specially designed instruction and related services to address their unique educational needs and prepare them for postsecondary education, employment, and independent living.

Section 1003.51, Florida Statutes (Other Public Educational Services)—This statute describes the State Board of Education’s role in articulating expectations for effective education programs for youth in Department of Juvenile Justice (DJJ) programs and identifies the requirement for QA of all juvenile justice education programs.

Section 1003.52, Florida Statutes (Educational Services in Department of Juvenile Justice [DJJ] Programs)—This statute describes the importance of educational services for students in juvenile justice facilities and outlines the Department of Education (DOE) and the DJJ responsibilities that pertain to the provision of these services.

Section 1003.53, Florida Statutes (Dropout Prevention and Academic Intervention)—This statute describes alternative education programs and eligibility criteria for students to attend these programs.

Florida Course Code Directory and Instructional Personnel Assignment—The State Board of Education Rule 6A-1.09441, F.A.C., requires that programs and courses funded through the Florida Education Finance Program offered for credit be listed in the *Course Code Directory*.

Section 504 of the Rehabilitation Act, Nondiscrimination under Federal Grants and Programs—Section 504 mandates a free appropriate education, including individually designed programs for applicable students. “Appropriate” means an education comparable to the education provided to nondisabled students. A student is eligible for Section 504 services as long as he/she has a physical or mental impairment that substantially limits a major life activity, which includes, but is not limited to, caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. Exceptional student education (ESE) and non-ESE students may receive Section 504 services.

Rule 6A-6.05281, F.A.C. (Educational Programs for Youth in Department of Juvenile Justice Detention, Commitment, Day Treatment, or Early Delinquency Intervention Programs)— This rule relates to the many areas juvenile justice educational programs are required to address that include, but are not limited to, student eligibility, ESE, content and transfer of student records, student assessment, individual academic plan (IAP) development, transition services, academic expectations, qualified teachers, funding, contracts with private providers, intervention/sanctions, and interagency collaboration. Many of the educational QA standards are derived from this rule.

Quality Assurance Review Methods

QA Review Protocol

The 2009–2010 quality assurance (QA) reviews are based on self-reported information and a three-day (on average) on-site visit that includes a needs assessment designed to prepare educational programs for the 2010–2011 QA shift to a more student outcome-oriented review. Larger programs may require a longer review with a team of reviewers, including peer reviewers as needed. When the Department of Juvenile Justice (DJJ) reviews and the Juvenile Justice Educational Enhancement Program (JJEPP) educational reviews are conducted simultaneously, all of the reviewers discuss their findings.

The on-site review focuses on processes for providing student services and ensures that state and federal laws regarding juvenile justice education are being implemented appropriately. Reviewers conduct ongoing debriefing conversations with educational personnel regarding preliminary findings, recommendations, and clarifications of any issues related to the review outcome. This provides the opportunity for the program to identify problematic areas and present additional information that may impact their preliminary ratings.

During the 2009–2010 QA review cycle, several new methods and/or requirements will be pilot tested and all programs will be rated on a pass/fail basis. Exemplary status will not be assigned to programs during the 2009–2010 review cycle; however, programs that previously earned exemplary status will remain exemplary.

Reviewers conduct a formal exit meeting on the final day of the review to present findings, **preliminary** pass/fail ratings, and recommendations from the needs assessment conducted to prepare the program for the 2010–2011 process and outcome-driven QA system.

Self-Reporting

Much of the information required for rating QA standards is provided in each program's self-report and supporting documentation. All programs (regardless of exemplary status) are required to submit pertinent self-report information and supporting documents electronically to the JJEPP offices by July 17, 2009.

Failure to submit self-report information in a timely manner may negatively affect the QA rating for school district monitoring, accountability, and evaluation.

Self-reported information is confirmed and/or updated via telephone conversations with the program's lead educator and/or school district contract manager the week prior to the on-site visit. Final verification of the accuracy of this self-report information is made during the on-site QA review.

Requested self-report information may include teacher certifications and qualifications, courses taught by each teacher, qualifications and duties of all educational support personnel, assessment information, progress monitoring data, program characteristics (i.e., size, location, provider, career education level designated by the DJJ, security level, and age range of students), school names and numbers under which diplomas are reported, course offerings, class schedules, bell schedules, school calendars, curriculum information, fidelity checks, walk-through forms, and annual evaluations of the educational program.

For complete information on self-reporting requirements and timelines, visit the JJEPP Web site at <http://www.criminologycenter.fsu.edu/jjeep> or contact JJEPP at (850) 414-8355.

Exemplary Programs

In 2005, the Juvenile Justice Educational Enhancement Program (JJEED) instituted a process of assigning *exemplary* status to acknowledge high performing programs based on previous overall quality assurance (QA) scores.

Due to the pilot testing being done during the 2009–2010 QA review cycle, programs will not be eligible to earn exemplary status. Programs that earned exemplary status in previous years will remain exemplary. Exemplary I and II programs are now combined and referred to as exemplary programs (includes overall QA scores 6.50 or higher).

All exemplary programs are required to submit all self-report information and participate in a telephone/Web-based review and needs assessment during the 2009–2010 QA cycle. Exemplary programs that fail to provide requested information confirming the maintenance of high quality educational services will receive an on-site pass/fail QA review during the 2009–10 review cycle. Exemplary programs that undergo an educational provider change will receive a full on-site QA review the year following a change in the educational provider.

During the subsequent second and third years, these programs will submit self-reports and receive abbreviated reviews of only required benchmarks.

For state agency and annual reporting purposes, the QA scores for those programs that receive exemplary status are carried over each year for the duration of their exemplary status until they receive another full educational QA review.

QA Review Methods

The JJEED QA review process is evidence-based, using the same data sources to evaluate the quality of educational services provided in each Department of Juvenile Justice (DJJ) educational program. To determine QA ratings, reviewers consider the preponderance of evidence from multiple sources, such as self-report documents; files maintained on site; interviews of educational program and school district administrators, support personnel, teachers, and students; and observation of classrooms, educational activities, and services.

Daily communication with stakeholders is a crucial component of the on-site review; discussion of preliminary findings occurs informally throughout the review process. Reviewers identify issues, make recommendations, and answer questions related to educational standards. This provides all stakeholders the opportunity to identify problematic areas and provide the reviewer with additional information that may impact the preliminary ratings.

Recommendations and commendations, as appropriate, are identified in the QA report mailed to the school district superintendent, the school district contract manager, and the lead educator. QA reports can be accessed online at <http://www.criminologycenter.fsu.edu/jjeep/qa-educational-reports.php>.

QA Rating Guidelines

The educational QA process evaluates the quality of educational services provided to students since the last QA review or for the entire year, depending on the review schedule. External factors affecting educational quality may be identified in the QA report. Educational personnel should retain documentation to verify situations or circumstances beyond the control of the educational provider and the school district.

Preliminary QA ratings presented on the last day of the on-site review are subject to final determination upon review by additional Juvenile Justice Educational Enhancement Program (JJEPP) staff and Department of Education (DOE) personnel. To ensure consistency among reviewers, at least two other JJEPP reviewers and the QA director reviews each QA report.

Indicators will not receive numerical ratings during the 2009–2010 QA review cycle. All benchmarks will be rated pass/fail.

If a school district contract manager or educational provider feels the educational QA review was conducted unfairly, he/she may submit a letter to the JJEPP QA director stating specific concerns. JJEPP and DOE staff, as necessary, will address these concerns, and the QA director will notify the school district contract manager and the educational provider of the outcome. If the school district contract manager or educational provider is not satisfied with the outcome from JJEPP, they can contact DOE for further review of their concerns.

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System Improvement Process

The purpose of the system improvement process is for the Juvenile Justice Educational Enhancement Program (JJEPP) staff to increase time for technical assistance (TA) to lower-performing programs to improve their educational services and student performance. To meet this goal, JJEPP and the Department of Education (DOE) have developed and implemented a comprehensive system of corrective action and TA. Technical assistance, which is guided by research in current best practices, is integrated into all of JJEPP's activities.

Evidenced based practices at juvenile justice demonstration sites are identified on program profiles at <http://www.criminologycenter.fsu.edu/jjepp/tech-demonstration.php>.

Procedures to address deficiencies that do not require corrective action

The JJEPP reviewer will report deficiencies that may result in a failing benchmark rating to the educational program and school district personnel present at the exit meeting the last day of the quality assurance (QA) review.

- Programs that receive a failing benchmark rating will receive written documentation of educational deficiencies and specific and direct corresponding recommendations in their QA reports from DOE.
- Programs should use all available resources (i.e., school district and DOE resources) to assist them in correcting deficiencies.
- The school district and the program are expected to address all deficiencies and corresponding recommendations noted in the QA report prior to the following year's QA review.

Corrective Action Process

This process facilitates the collaborative efforts of program and school district personnel to identify and correct systemic problems that are contributing to unsatisfactory QA ratings.

Programs that fail one or more of Standards 1, 2, or 3 will receive a corrective action plan (CAP).

- Failing three or more benchmarks in Standard 1: Entry Transition will result in failing the overall Standard for Entry Transition
- Failing seven or more benchmarks in Standard 2: Service Delivery will result in failing the overall Standard for Service Delivery
- Failing two or more benchmarks in Standard 3: Exit Transition will result in failing the overall Standard for Exit Transition

School districts that fail Standard 4 for two or more consecutive years will receive a CAP.

- Failing two or more benchmarks in Standard 4: Contract Management will result in failing the overall standard for Contract Management.

To complete a CAP, programs and/or school districts must establish a corrective action team that includes the lead educator, the school district contract manager (or official designee), and others who relate to the identified areas requiring corrective action. JJEPP and DOE staff provide assistance as needed.

The school district is responsible for ensuring that CAPs are completed and returned to JJEPP within 90 days of the date of the official notification letter from DOE. School districts must meet the State Board of Education (SBE) rule timelines for the implementation of CAPs.

If a program fails to submit its CAP by two weeks after the due date, the QA director sends a letter informing the lead educator, the contract manager, the school district superintendent, and the DOE that the CAP has not been submitted. DOE staff will send a follow-up letter to the contract manager and the superintendent if a response has not been received four weeks after the original CAP due date.

The school district superintendent verifies that the CAP has been implemented by signing the CAP implementation form and submitting it to the QA director at JJEEP. This form must be submitted within six months of the date of the official notification letter from DOE.

Juvenile Justice Educational Enhancement Program (JJEEP) staff conduct a final follow-up of corrective action plan (CAP) implementation during the following year’s quality assurance (QA) review and note in their QA reports progress that school districts and programs are making in areas identified in their CAPs.

Programs that fail overall or fail the same standard two consecutive years will receive more intensive follow-up or assistance from the Department of Education (DOE).

The following tables outline the corrective action process for programs and school districts.

Program CAPs

QA Review Cycle	Trigger	Action
Year 1	Fail Standard 1, 2, or 3	CAP required
Year 2	Fail the same standard for two consecutive years	CAP required DOE notified to provide assistance/intervention and/or sanctions
Year 3+	Fail the same standard for three (or more) consecutive years	CAP required Program remains on DOE list for assistance/intervention and/or sanctions

School District CAPs

QA Review Cycle	Trigger	Action
Year 1	Fail Standard 4	Deficiencies noted in QA report
Year 2	Fail Standard 4 for two consecutive years	CAP required
Year 3	Fail Standard 4 for three consecutive years	CAP required DOE notified to provide assistance/intervention and/or sanctions
Year 4+	Fail Standard 4 for four (or more) consecutive years	CAP required School district remains on DOE list for assistance/intervention and/or sanctions

JJEEP and/or DOE staff will provide technical assistance (TA) to a program and/or a school district required to complete a CAP.

Most TA is provided during the on-site QA review and through the recommendations in the written QA reports. Contact with program and school district staff is ongoing via mail, fax, telephone, and e-mail (answering questions, clarifying Florida policies, assisting programs in networking with other programs, and providing samples of exemplary forms and processes used by other Department of Juvenile Justice [DJJ] programs).

Technical Assistance Criteria

New Programs

School district contract managers are responsible for notifying the Juvenile Justice Educational Enhancement Program (JJEED) within 30 days of notification that a new Department of Juvenile Justice (DJJ) program is being placed in their school districts.

To provide technical assistance (TA) a JJEED reviewer may:

1. Be assigned to a new program
2. Complete a TA request form and contact program and school district personnel to determine program needs and to plan the on-site visit
3. Conduct initial TA and a mock QA review and complete a written report
4. Identify needs for TA follow-up and develop a schedule for delivering support services as needed

The first full QA review for a new program should not occur earlier than six months following the mock QA review or the last on-site TA visit. (The same reviewer will not conduct both the mock QA review and the program's first full review.)

Education Provider Change

School district representatives should inform JJEED within two weeks of notification of an educational provider change.

A program with an educational provider change may receive TA prior to its QA review based on the identified needs of the educational program. Programs that undergo an educational provider change will be given at least six months to prepare for their QA review.

Corrective Action Follow-up

A program that fails one or more of Standards 1, 2, or 3 will receive a corrective action plan (CAP) and follow-up TA.

The reviewer (and peer reviewers when appropriate) will provide intervention strategies, networking, and other resources based on the needs of the program and may contact school district personnel if the program needs additional assistance.

A school district that fails Standard 4 for two consecutive years will receive a CAP and follow-up TA.

DOE Assistance

A program that fails the same standard for two consecutive years will receive a corrective action plan (CAP) and may receive assistance/intervention and/or sanctions by the Department of Education (DOE). A program that fails the same standard for three or more consecutive years will receive a CAP and remain on the DOE intervention/sanctions list.

A school district that fails Standard 4 for three consecutive years will receive a CAP and may receive assistance/intervention and/or sanctions by the DOE. A school district that fails Standard 4 for four or more consecutive years will receive a CAP and remain on the DOE intervention/sanctions list.

When a program and/or school district is identified as needing assistance/intervention and/or sanctions, Juvenile Justice Educational Enhancement Program (JJEPP) staff may facilitate meetings with all relevant parties, including JJEPP administrators, DOE representatives, school district officials, provider personnel, program leadership, and Department of Juvenile Justice (DJJ) staff when appropriate. Through this collaboration, programs and school districts should identify the systemic problems associated with poor performance, appropriate solutions, and parties responsible for implementation of the CAP. This process may result in a monitoring plan from the DOE.

Intervention and sanctions referenced in the State Board of Education Rules

Rule 6A-6.05281(10), Florida Administrative Code (F.A.C.), provides for intervention and sanctions.

Intervention

- Technical assistance to the program
- Follow-up educational program review

Sanctions

- Public release of unsatisfactory findings, assistance/interventions, and/or corrective actions proposed
- Assignment of a monitor, a master, or a management team to address identified deficiencies paid for by the local school board or private provider (if included in the contract)
- Reduction in payment or withholding of state and/or federal funds

Should these sanctions prove to be ineffective in improving the quality of the program, the State Board of Education may require further actions, including revocation of current contracts and/or requirements for specific provider contracts.

Educational Standard One: Entry Transition

The transition standard is composed of three indicators that address entry transition activities. Transition activities ensure that students are placed in appropriate educational programs that prepare them for successful re-entry into community, school, and/or work settings.

Indicator 1: Entry Transition Services

The expected outcome of this indicator is that the juvenile justice school assists students with re-entry into community, school, and/or work settings through appropriate opportunities for student progression and guidance that effectively prepare students for transition.

Indicator 2: Testing and Assessment

The expected outcome of this indicator is that entry assessments are administered to identify students' academic strengths/weaknesses and career interests to address students' individual needs.

Indicator 3: Student Planning

The expected outcome of this indicator is that planning is designed and implemented to maximize students' academic achievement and success in transitioning back to their communities and schools.

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Indicator 1: Entry Transition Services

Notes

Intent

The expected outcome of this indicator is that the juvenile justice school assists students with re-entry into community, school, and/or work settings through appropriate opportunities for student progression and guidance that effectively prepare students for transition.

Process Guidelines—The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

The program has transition activities that include:

- 1.1 Enrolling students in appropriate courses in the management information system (MIS) upon entry based on re-entry educational goals, past records, entry assessment scores, and Florida Comprehensive Assessment Test (FCAT) results (Courses must be grade appropriate and include reading, English/language arts, math, social studies, science, physical education [P.E.], and an approved career and education planning course, **as needed**, for student progression and high school graduation.)
- 1.2 Advising all students with regard to their individual
 - Abilities and aptitudes
 - Educational and occupational opportunities
 - Diploma options
 - Major areas of interest
 - Postsecondary opportunities
 - Educational status and progress

Benchmark 1.2 and the reading enrollment requirement are not applicable to students assigned to programs designated to only serve students fewer than 40 calendar days. For programs serving students for fewer than 40 calendar days, the educational component may be limited to tutorial activities and career employability skills.

QA Review Methods

- Review all self-report information
- Review student educational files, records requests, MIS enrollment, course schedules, prior records, guidance notes, and other appropriate documentation
- Interview lead educator, teachers, transition specialist, registrar, guidance counselors, other appropriate personnel, and students

Clarification

Educational staff should access students' educational records in their commitment packets prior to requesting records from their previous placements. Documented records requests (by fax or electronic access) must be made within five school days of student entry, and follow-up requests should be made as needed. (Fax transmittal receipts should be retained.) Electronic educational records maintained on site are acceptable.

Out-of-county students' records should be requested through multiple sources, such as the Florida Automated System for Transferring Educational Records (FASTER), juvenile probation officers, detention centers, previous school districts, and/or students' legal guardians. Records requested should include current transcripts, academic plans, withdrawal forms, entry/exit assessments, school district course schedules, Section 504 plans, and exceptional student education (ESE) records.

All middle and high school students who scored Level 1 in reading on the Florida Comprehensive Assessment Test (FCAT) must be enrolled in intensive reading courses until they score at least a Level 2 or have completed a credit in intensive reading during the current school year.

Disfluent Level 2 middle and high school students must be served in an intensive reading course taught by a teacher who has reading certification or endorsement; *fluent* Level 2 students may be served in a content area course taught by a teacher who has reading certification or endorsement or has completed the Florida Online Reading Professional Development (FOR-PD) or other version of the school district-approved Reading Endorsement Competency 2 and the Content Area Reading Professional Development (CAR-PD) Academy.

Students who score Level 3 or higher should not be enrolled in an intensive reading course unless the school district comprehensive reading plan indicates otherwise. If FCAT scores are unavailable, students' enrollment in reading should be determined by following the criteria in the school district comprehensive reading plan or the Just Read, Florida! Student Reading Placement Chart accessible online at <http://www.justreadflorida.org/educators.asp>. **All students in grades 11 and 12 who have not passed the FCAT reading test must be enrolled in an intensive reading course.**

Programs must provide courses for credit and/or student progression leading toward high school graduation throughout the 250-day school year, including summer school. Middle school students must be enrolled in language arts, math, science, social studies, and the required career- and education-planning course in grades 7 or 8. Find information regarding approved career education planning courses and the 30 required career education competencies at <http://www.fldoe.org/workforce/ced/pdf/CEplanningcoursecompetencies.pdf>.)

Section 1003.455, Florida Statutes indicates that students in kindergarten through grade 5 shall receive 150 minutes of physical education (P.E.) each week and that students in grades 6 through 8 should receive 225 minutes of P.E. each week. Programs should follow their school district policy detailing the expected outcomes of the P.E. program.

Beginning in the 2009–2010 school year, students in grades K–8 are eligible to waive the P.E. requirement if they meet any of the following criteria: the student is enrolled or required to enroll in a remedial course, the student's parent requests in writing to the school that the student enroll in another course offered by the school district; or the student participates in physical activities outside the school day that are equal to or in excess of the mandated requirement.

Intensive math, intensive English, and reading courses are for elective credit only. Only those students who are eligible to graduate but have not passed the FCAT may take these courses instead of science and social studies. Graduation requirements now include four credits in math and four credits in a major area of interest, beginning with 9th grade students enrolled in 2007.

All students should have access to comprehensive guidance services. Students should be able to articulate their credits earned, grade levels, and diploma options. Students interested in obtaining a General Educational Development (GED) diploma should receive counseling regarding the benefits and limitations of this option.

Indicator 2: Testing and Assessment

Notes

Intent

The expected outcome of this indicator is that entry assessments are administered to identify students' academic strengths/weaknesses and career interests to address students' individual needs

Process Guidelines—The following requirements represent the major elements of the indicator used to gather evidence to determine whether the indicator's intent is being met.

The program's testing and assessment practices include administering:

- 2.1 The Basic Achievement Skills Inventory (BASI) for reading, writing/language arts, and mathematics to students within 10 school days of entry into the program to plan instruction
- 2.2 Career/technical aptitude assessments and/or career interest inventories to students within 10 school days of entry and using the results to enhance employability and career/technical instruction

Programs that serve students fewer than 45 school days are not required to administer the BASI but should administer an appropriate entry assessment for reading, writing/language arts, and math for instructional planning.

Benchmark 2.2 is not applicable to students assigned to programs designated to only serve students fewer than 40 calendar days.

QA Review Methods

- Review student educational files, assessments, and other appropriate documentation
- Interview personnel responsible for testing procedures, other appropriate personnel, and students
- Verify that the assessments used are appropriate for the areas to be assessed and for the ages and grade levels of the students

Clarification

The Basic Achievement Skills Inventory (BASI) should only be administered at entry, at exit, and at students' one-year anniversary date of enrollment, as appropriate. Programs may use prior results from the same assessment if it was recently administered and if the program's teachers determine that the scores are accurate. A trained administrator must administer all academic assessments according to the test publishers' guidelines and in an appropriate testing environment.

Programs that are designated to serve students fewer than 45 school days should not administer the BASI to the students.

Instructional personnel should have access to assessment results regarding students' needs, abilities, and aptitudes. If a student re-offends within 30 days of exit from the program, the student's exit assessment should be used as the entry assessment in the next placement. Students who transfer to another Department of Juvenile Justice (DJJ) program after spending at least 45 school days in the program should be administered exit assessments; in this case, the exit assessment results may be used as the entry assessment scores at the new program and should be entered into the MIS at the new program. Existing entry assessment scores for students transferred within 45 school days may be used at the new program.

Career assessments administered should be based on students' current career awareness and address students' varying ability levels. Students under the age of 12 are not required to complete a career assessment.

Programs should administer career assessments to students who have earned high school or General Educational Development (GED) diplomas.

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Indicator 3: Student Planning

Notes

Intent

The expected outcome of this indicator is that planning is designed and implemented to maximize students' academic achievement and success in transitioning back to their communities and schools.

Process Guidelines—The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator's intent is being met.

The program has individual student planning activities that include:

- 3.1 Using entry assessment results, past records, and re-entry educational goals to develop age- and grade-appropriate individual academic plans (IAPs) for all non-exceptional student education (ESE) students that
 - Are used to guide instruction
 - Are developed within 15 school days
 - Include specific, individualized, and measurable long-term goals for reading, writing/language arts, math, and career/technical areas
 - Include at least two short-term instructional objectives per goal
 - Identify remedial strategies
 - Include a schedule for determining progress
- 3.2 Reviewing students' progress toward achieving their IAP goals and objectives by an educational representative in treatment team or other formal meetings and revising IAPs when goals or short-term objectives are met
- 3.3 Convening individual educational plan (IEP) meetings and/or amending the plans to include measurable annual IEP goals and short-term objectives or benchmarks that directly relate to students' identified academic, behavioral, and/or functional deficiencies and needs
- 3.4 Reviewing students' progress toward meeting their IEP goals and providing IEP progress reports to the parents as often as progress reports are sent home for all students

Benchmark 3.1 and the requirement for short-term objectives, remedial strategies, and a schedule for determining progress on students' IAPs are not applicable to students assigned to programs designated to only serve students fewer than 40 calendar days.

QA Review Methods

- Review entry assessment results, all academic and ESE plans, and other appropriate documentation
- Interview instructional, guidance, ESE, and transition staff, and students
- Observe treatment team meetings and IEP meetings, when possible

Clarification

Rule 6A-6.05281, F.A.C. requires that all Department of Juvenile Justice (DJJ) commitment, day treatment, or early delinquency intervention programs develop written individual academic plans (IAPs) that include all the components listed in Benchmark 3.1. Long-term goals focus on instruction over an extended period of time (length of stay at the program) and are specific, attainable, and measurable, based on entry assessment scores, past records, and postplacement goals. Career goals should relate to students' career interest and employability skills assessment results.

Short-term instructional objectives are sub-steps or intermediate steps toward mastering a long-term goal. Each long-term goal should have at least two short-term objectives that specifically state what the student should know and be able to perform in relationship to the long-term goal.

IAPs must include evaluation criteria, procedures, and schedules for determining progress based on accurate assessments, resources, and instructional strategies. Additionally, remedial strategies to assist students in reaching their academic and career goals must be identified on their IAPs.

Students who have a high school diploma or the equivalent are not required to have IAPs but should have career goals and must be provided structured activities, such as career exploration and career/technical instruction or online college courses that address their individual needs.

Students should participate in the development, the review, and the revision of the goals and objectives on any individualized plans or performance contracts. IAPs/individual educational plans (IEPs) may serve as progress monitoring plans if they address all of the required components.

Instructional personnel should use students' plans to guide instruction and track students' progress. IAPs for students performing at or above grade level must include appropriate goals and objectives but are not required to identify remedial strategies.

The students and an educational representative should participate in treatment team meetings; educational staff who cannot attend should submit written documentation of students' progress toward achieving their IAP goals. Proper tracking and documentation of student progress may guide performance-based education that allows students performing below grade level to advance to their age-appropriate placements.

Access <http://www.criminologycenter.fsu.edu/jjeep/pdf/2005%20Transition%20guidebook.pdf> for additional information and sample IAPs in the *Transition Guidebook for Educational Personnel in Juvenile Justice Programs*.

Students participating in exceptional student education (ESE) programs should be provided all corresponding services and documentation required by federal and state laws. The program must document solicitation of parent involvement and reasonable notification (10–14 days prior) of IEP meetings. The IEP team must include the parents, the local education agency (LEA) representative, the students' ESE teacher, a general education teacher who teaches the students, the students beginning at age 14, and one who can interpret instructional implications of evaluation results (and who may serve in other roles as well). The meeting may be held without the parents if at least two notices were provided or if the parent responded to the first notice. The program must document the dates IEPs are mailed to parents who do not attend the meetings.

The decision to change services must be addressed during IEP team meetings or by following required amendment procedures based upon current, documented information regarding students' progress and need for services. A determination regarding gifted services would be an EP team decision. The parent must be provided prior written notice of a proposed change in services before the change occurs, and the IEP must be revised, as appropriate.

IEPs for special education students should be individualized, include all information required by federal and state laws, and address students' academic, behavioral, and/or functional goals and objectives as appropriate. Short-term IEP objectives or benchmarks should be written for students working toward the general Florida Sunshine State Standards (FSSS), based on the local school district policies. Instructional personnel should have access to their students' IAPs/IEPs. The needs of English language learners and students eligible under Section 504 should be addressed in their IAPs.

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Educational Standard Two: Service Delivery

The service delivery standard is composed of three indicators that address academic curriculum and instruction, reading, instructional delivery, employability/career curriculum and instruction, teacher qualifications and training, and educational support services, resources, and materials. Service delivery activities ensure that students are provided with educational opportunities that will best prepare them for successful re-entry into community, school, and/or work settings.

Indicator 4: Academic Curriculum and Instruction

The expected outcome of this indicator is that students receive an education based on their assessed educational needs, functional abilities, or disabilities and progress toward obtaining high school diplomas or the equivalent. Qualified teachers who receive professional development throughout the year should provide instruction.

Indicator 5: Reading Curriculum and Instruction

The expected outcome of this indicator is that students who have reading deficiencies are identified and provided with direct reading instruction and services that address their strengths, weaknesses, and abilities in the five construct areas of reading. Qualified teachers who receive professional development throughout the year should provide instruction.

Indicator 6: Employability and Career Curriculum and Instruction

The expected outcome of this indicator is that students may acquire the skills necessary to transfer to a career/technical institution and/or obtain employment after his/her release. Qualified teachers who receive professional development throughout the year should provide instruction..

Indicator 4: Academic Curriculum and Instruction

Notes

Intent

The expected outcome of this indicator is that students receive an education based on their assessed educational needs, functional abilities, or disabilities and progress toward obtaining high school diplomas or the equivalent. Qualified teachers who receive professional development throughout the year should provide instruction.

Process Guidelines—The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

The program offers quality academic curriculum and instruction by:

- 4.1 Individualizing instruction based on the course descriptions for the courses in which students are enrolled and the current Florida Sunshine State Standards (FSSS); using a variety of instructional strategies based on students’ individual assessment results and progression needs to engage students in classroom learning activities
- 4.2 Implementing students’ individual academic plans (IAPs) and individual educational plans (IEPs) as written
- 4.3 Hiring core academic teachers who have Florida professional or temporary teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification
- 4.4 Ensuring that teachers participate in a beginning teacher program, as appropriate, and that all teachers receive professional development training or continuing education based on educational program needs, actual instructional assignments, the school improvement plan (SIP), and professional development plans throughout the year
- 4.5 Providing adequate educational resources that include educational support staff, technology, and instructional materials
- 4.6 Ensuring that students receive a minimum of 300 minutes of daily instruction or the weekly equivalent

The educational component may be limited to tutorial activities and career employability skills for students assigned to programs designated to only serve students fewer than 40 calendar days.

QA Review Methods

- Review students’ educational files, academic plans, work folders, course schedules, curriculum, lesson plans, and documentation of teacher qualifications
- Interview educational teachers/staff, ESE personnel, and students
- Observe educational settings, activities, instruction, media resources and technology, and average class size.

Clarification

Courses and activities should be age-appropriate and based on students' individual needs, academic plans, and post-placement goals. Programs should prepare each student so that he/she has the opportunity to obtain a high school diploma through his/her chosen graduation program.

Individualized instruction should include direct instruction (teacher-led instruction through explanation or modeling, followed by guided practice and independent practice) and be delivered in a variety of ways, including one-on-one instruction, computer-assisted instruction (CAI), thematic teaching, team teaching, experiential learning, cooperative learning, audio/visual presentations, lectures, group projects, and hands-on activities.

English language learners (ELL), Section 504, and gifted students must be provided all of the services indicated on their plans. All educational and support services should be integrated and documented, including consultative services provided to the teachers of ESE students.

Instructional personnel are the persons who deliver instruction in the classroom; a *teacher of record* should be the full-time classroom teacher who delivers the instruction. The *No Child Left Behind Act* (NCLB) establishes specific requirements for "highly qualified teachers" (HQT) in the core academic areas (English/language arts, reading, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography).

All instructional personnel whose salaries are supported wholly or in part by Title I, Part A funds must meet HQT requirements within the timelines prescribed in NCLB. For programs that receive Title I, Part A funds, documentation must be retained to indicate that parents have been notified by letter if their child's teacher is teaching out-of-field for more than four weeks.

Private providers and school districts should provide evidence that they are actively seeking qualified teachers when teacher positions are vacant or long-term substitutes are being used. Substitute teachers must be approved by the school district and comply with the requirements in Benchmark 4.3 for core academic subject areas if they fill a teacher vacancy for eight consecutive weeks or longer. After teaching eight consecutive weeks, substitute teachers must provide, at a minimum, documentation of an accepted application for teaching certification.

Teachers should be provided the opportunity to attend professional development training to support their professional growth. Although routine training in such areas as policies and procedures, safety, and program orientation is important, the majority of professional development training should be related to instructional techniques, teaching delinquent and at-risk students, and the respective content areas in which instructional personnel are assigned to teach.

Depending on the type and the size of the program, education support personnel may include principals, assistant principals, school district administrators who oversee program operations, curriculum coordinators, exceptional student education (ESE) personnel, guidance counselors, lead educators, registrars, paraprofessionals, and transition specialists. The student-to-teacher ratio should take into account the nature of the instructional activity, the diversity of the academic levels of students in the classroom, access to technology for instructional purposes, the need to individualize instruction, and the use of classroom paraprofessionals.

Technology and media materials should be appropriate to meet the needs of the program's educational staff and student population. Leisure reading materials available should be aligned with school district policy.

Programs must provide a minimum of 240 days per year and 300 minutes of daily instruction (or the weekly equivalent). Time for student movement is not included in the 300 minutes and should be reflected on the school schedule. Facility staff and educational personnel should collaborate to ensure that students are in school on time and receive the required instructional minutes. Educational administrators should document steps taken to address issues when facility staff do not transition students according to the bell schedule.

Indicator 5: Reading Curriculum and Instruction

Notes

Intent

The expected outcome of this indicator is that students who have reading deficiencies are identified and provided with direct reading instruction and services that address their strengths, weaknesses, and abilities in the five construct areas of reading. Instruction should be provided by qualified teachers who receive continuing professional development.

Process Guidelines—The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

The program addresses students’ reading deficiencies via:

- 5.1 Explicit reading instruction that
 - Addresses the reading goals/objectives on students’ academic plans
 - Provides more than one class period of reading intervention for disfluent secondary level students
 - Includes curricula identified in the current school district comprehensive reading plan
 - Is guided by progress monitoring and diagnostic reading assessment results
- 5.2 Reading teachers who have Florida professional or temporary teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification
- 5.3 Reading teachers who participate in a beginning teacher program, as appropriate, and professional development training or continuing education based on educational program needs, actual instructional assignments, the school improvement plan (SIP), and professional development plans
- 5.4 Adequate educational resources that include educational support staff, technology, and instructional materials

Programs that serve students fewer than 40 calendar days are only required to provide reading opportunities and literacy enrichment activities.

QA Review Methods

- Review the school district comprehensive reading plan, progress monitoring data, student educational files, assessment tests, students’ academic plans, educational personnel files, teaching certificates, statements of eligibility, training records, and other appropriate documentation
- Interview personnel responsible for assessments, the reading teacher, other appropriate personnel, and students
- Observe educational settings, activities, and instruction

Clarification

The program's reading curricula should follow the school district comprehensive reading plan approved by Just Read, Florida! for the current school year, be age- and grade-appropriate, address the five areas of reading, and have evidence that it is effective with at-risk populations. Curriculum placement testing and explicit reading instruction via a variety of strategies must be provided as required in the school district comprehensive reading plan.

Progress monitoring and diagnostic reading assessment data should be used to guide instruction and modify students' reading goals and remedial strategies, as needed.

6A-6.054, F.A.C., *K-12 Student Reading Intervention Requirements* indicate that middle and high school students who score at Level 1 or Level 2 on FCAT Reading and have intervention needs in the areas of decoding and/or fluency must have an extended block of reading intervention. This may occur through a double block of intensive reading or by blocking together a class of intensive reading with another subject area class. The same teacher must teach this block of time; this teacher must have the reading endorsement or certification (Grades K-12) or must be working toward reading endorsement or certification and complete the equivalent of two competencies or two college courses per year toward reading endorsement/certification.

Instructional personnel are the persons who deliver instruction in the classroom; a *teacher of record* should be the full-time classroom teacher who delivers the instruction. The *No Child Left Behind Act* (NCLB) establishes specific requirements for "highly qualified teachers" (HQT) in the core academic areas (English/language arts, reading, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography).

Reading teachers must have reading certification, documented evidence of the completion of the reading endorsement requirements, or documentation of the completion of at least two reading competencies for every year of teaching reading at the current program. New reading teachers should document enrollment in coursework leading toward reading endorsement or reading certification.

All instructional personnel whose salaries are supported wholly or in part by Title I, Part A funds must meet HQT requirements within the timelines prescribed in NCLB. For programs that receive Title I, Part A funds, documentation must be retained to indicate that parents have been notified by letter if their child's teacher is teaching out-of-field for more than four weeks.

Private providers and school districts should provide evidence that they are actively seeking qualified teachers when teacher positions are vacant or long-term substitutes are being used. Substitute teachers must be approved by the school district and comply with the requirements in Benchmark 5.2 if they fill a teacher vacancy for eight consecutive weeks or longer. After teaching eight consecutive weeks, substitute teachers must provide, at a minimum, documentation of an accepted application for teaching certification.

Teachers should be provided the opportunity to attend professional development training to support their professional growth. Although routine training in such areas as policies and procedures, safety, and program orientation is important, the majority of professional development training should be related to instructional techniques, teaching delinquent and at-risk students, and the respective content areas in which instructional personnel are assigned to teach.

Depending on the type and the size of the program, education support personnel may include principals, assistant principals, school district administrators who oversee program operations, curriculum coordinators, exceptional student education (ESE) personnel, guidance counselors, lead educators, registrars, paraprofessionals, and transition specialists. The student-to-teacher ratio should take into account the nature of the instructional activity, the diversity of the academic levels of students in the classroom, access to technology for instructional purposes, the need to individualize instruction, and the use of classroom paraprofessionals.

Technology and media materials should be appropriate to meet the needs of the program's educational staff and student population. Leisure reading materials available should be aligned with school district policy.

Indicator 6: Employability and Career Curriculum and Instruction

Notes

Intent

The expected outcome of this indicator is that students may acquire the skills necessary to transfer to a career/technical institution and/or obtain employment post release. Qualified teachers who receive professional development throughout the year should provide instruction.

Process Guidelines—The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

The program provides curricular activities via:

- 6.1 Post-secondary, employability, social, and life skills instruction, career exploration, and/or hands-on technical training for students who have high school diplomas or the equivalent
- 6.2 Career exploration opportunities and resources that address the required career competencies in middle school career instruction
- 6.3 Teachers who have teaching certification or documented approval to teach, according to the school board policy for use of noncertified instructional personnel based on documented expert knowledge/skill
- 6.4 Teachers who attend professional development training or continuing education based on educational program needs, actual instructional assignments, the school improvement plan (SIP), professional development plans, and/or annual teacher evaluations; first-year teachers who participate in a beginning teacher program
- 6.5 Adequate educational resources and support staff, technology, and instructional materials
- 6.6 Employability, social, and life skills courses offered for credit or curricula that are integrated into other courses that are based on state and school board standards; instruction that follows the course descriptions; and individualized course work based on students’ career interests
- 6.7 A broad scope of career exploration and prerequisite skill training based on students’ interests and/or aptitudes in career courses offered for credit or via activities that are integrated into other courses for *Type 2 Programs*
- 6.8 Appropriate access to hands-on career/technical competencies and prerequisite training required for entry into a specific occupation in career courses offered for credit or activities that are integrated into other courses for *Type 3 Programs*

QA Review Methods

- Review students’ work folders, course schedules, curriculum, lesson plans; teachers’ personnel files; and professional development training records
- Interview the educational staff, the teachers, and the students
- Observe educational settings, classroom activities, and instruction

Clarification

Students who have obtained a high school diploma or its equivalent should participate in the educational program's employability, social, and life skills activities and career/technical programs and/or enroll in community college courses via an articulation agreement. Programs may offer students the opportunity to earn career readiness certification via Florida Ready to Work, which is an innovative, workforce education and economic development program. This federally funded program provides students/jobseekers with a standard credential that certifies their workplace readiness and ability to succeed on the job. For additional information, call (866) 429-2334 or e-mail ReadytoWork@fldoe.org.

The Middle School Reform A++ Implementation requires that career and educational planning courses for all 7th or 8th graders include career exploration using the Choices program or a comparable cost-effective program; educational planning is enhanced via the online Florida Academic Counseling and Tracking for Students (FACTS) advising system via <http://FACTS.org> and completion of electronic Personalized Education Plans (ePEPs).

Instructional personnel are the persons who deliver instruction in the classroom; a *teacher of record* should be the full-time classroom teacher who delivers the instruction. The *No Child Left Behind Act* (NCLB) establishes specific requirements for "highly qualified teachers" (HQT) in the core academic areas

All instructional personnel whose salaries are supported wholly or in part by Title I, Part A funds must meet HQT requirements within the timelines prescribed in NCLB. For programs that receive Title I, Part A funds, documentation must be retained to indicate that parents have been notified by letter if their child's teacher is teaching out-of-field for more than four weeks.

Private providers and school districts should provide evidence that they are actively seeking qualified teachers when teacher positions are vacant or long-term substitutes are being used. Substitute teachers must be approved by the school district and comply with the requirements in Benchmark 5.3 for core academic subject areas if they fill a teacher vacancy for eight consecutive weeks or longer. After teaching eight consecutive weeks, substitute teachers must provide, at a minimum, documentation of an accepted application for teaching certification.

All instructional personnel (including noncertified personnel) should have the opportunity to participate in school district professional development training throughout the year. Professional development should qualify for certification renewal points.

This indicator addresses the requirements outlined in the Department of Education (DOE) and the Department of Juvenile Justice (DJJ) Multiagency State Plan for Career Education for Youth in DJJ Educational Facilities. Access programs by career education type at http://www.djj.state.fl.us/Education/education_status.html.

Type 1 programs—Career curriculum and activities may be offered as specific courses or integrated into one or more core courses offered for credit. These should address employability and social skills instruction appropriate to students' needs; lesson plans, materials, and activities that reflect cultural diversity; character education; and skills training related to health, life management, decision making, interpersonal relationships, communication, lifelong learning, and self-determination. Fine or performing arts should be offered to assist students in attaining the skills necessary to make a successful transition back into community, school, and/or work settings. Age-appropriate courses should include but not be limited to employability skills for youth; personal, career, and school development (PCSD); peer counseling; life management skills; and physical education (P.E.), health, and fine arts.

Type 2 programs—Career curriculum includes **Type 1 program course content** in addition to the areas described in Benchmark 6.7. Exploring and gaining knowledge of a wide variety of occupational options and related skills; instruction should be based on students' interests and aptitudes, job seeking skills, coping capabilities, and conflict resolution.

Type 3 programs—Career curriculum includes **Type 1 program course content** in addition to the areas described in the Benchmark 6.8, but does not include Type 2 requirements. All students in Type 3 programs should have appropriate access to hands-on career and technical programs, direct work experiences, job shadowing, and youth apprenticeship programs, as appropriate, based on their ages and behavior.) Students in Type 3 programs should have the opportunity to earn occupational completion points (OCPs) that can be used to document completion of career/technical education.

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Educational Standard Three: Exit Transition

The exit transition standard is composed of a single indicator that is designed to ensure that juvenile justice educational programs provide appropriate exit transition services to prepare students for successful transition.

Indicator 7: Exit Transition Services

The expected outcome of this indicator is that transition-planning activities are designed and implemented to facilitate students' transition from DJJ programs to the community setting, which may include schools, employment, and family reintegration.

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Indicator 7: Exit Transition Services

Notes

Intent

The expected outcome of this indicator is that transition-planning activities are designed and implemented to facilitate students' transition from DJJ programs to their communities; these may include school, employment, and family reintegration.

Process Guidelines—The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator's intent is being met.

The program has exit transition activities that include:

- 7.1 Administering the Basic Achievement Skills Inventory (BASI) for reading, writing/language arts, and mathematics to **all exiting students who have been in the program for 45 or more school days** and documenting transmittal of entry/exit BASI standard scores and growth scale values to the school district for management information system (MIS) reporting or the direct input of scores into the MIS
- 7.2 Developing (for 8th graders) and/or reviewing (for 9th graders) electronic Personalized Education Plans (ePEPs) based on students' re-entry educational and career goals via the online Florida academic Counseling and Tracking for Students (FACTS) system at <http://FACTS.org>
- 7.3 Developing exit transition plans that include students' desired diploma options, anticipated next educational placements, post-release educational plans, aftercare providers, job or career/technical training plans, and parties responsible for implementing the plans
- 7.4 Notifying the transition contacts in the receiving school districts at least one week prior to students' scheduled release from the program and documenting transmittal of students' educational exit packets to the transition contacts in the receiving school districts **prior** to their exit (Exit packets shall include, at a minimum, cumulative transcripts reporting credits earned prior to and during commitment, school district withdrawal forms with grades in progress, current individual educational plan [IEPs] and/or individual academic plans [IAPs], exit plans, and career education certificates.)

QA Review Methods

- Review all self-report information, educational exit transition plans and exit packets, documented transmittal of records (e.g., fax or mail receipts), ePEPs, and other appropriate documentation
- Interview instructional, guidance, and transition personnel, other appropriate personnel, and students
- Observe students' exit staffings, when possible

Clarification

The Basic Achievement Skills Inventory (BASI) should be administered to all students exiting the program after 45 or more school days, except those who earn a diploma while at the program. Students in long-term (more than one year) commitment programs should be administered a BASI annually, as long as he/she has 45 or more school days remaining at the program. If a student has fewer than 45 school days remaining, the program should only administer an exit BASI to the student.

Unanticipated transfers should be documented to indicate that exit testing was not possible.

The students, their teachers, the guidance counselors/academic advisors, and the parents (if possible) must sign the electronic Personalized Education Plans (ePEPs). The plans should become a portfolio of information that students review and update each year as necessary with their guidance counselor. *Section 1003.4156, F.S.*, requires every middle school student to complete an ePEP on FACTS.org to be promoted to high school; however, if promotion to the 9th grade is not the student's goal, then an ePEP is not required.

The student, a parent/guardian, and an educational representative should participate in all transition meetings and exit plan development in person or via telephone or e-mail. Parties responsible for implementing the plans may include the students' parents/guardians, juvenile probation officers (JPOs), aftercare/conditional release counselors, zoned school personnel, and/or mentors.

Transition services should address postsecondary education, career/technical training, employment, continuing and adult education, adult services, independent living, and community participation.

Transition services for students who have not completed school should include contacting the school district transition contacts to identify students' appropriate next educational placements. Information provided to the transition contacts should include the students' names, birthdates, sending programs, expected release dates, and contact information for requesting records.

Determination of students' next educational placements should be coordinated by the receiving school district transition contacts and follow the school district protocol for students transitioning from a juvenile justice or prevention program. If the transition contact informs the sending school of students' next educational placements prior to their departure from the program, efforts should be made to contact the representatives of the receiving schools to ensure the students' successful transition.

Students' withdrawal grades should be averaged into their current semester grades from the program, and one-half credits earned should be awarded. (See *section 1003.436, F.S.*) Cumulative transcripts must be requested after students' exit meetings 14 days prior to their exit and transmitted to the transition contacts prior to students' exit.

The program should forward students' educational records to the transition contacts, the parents, and the re-entry counselors, as appropriate. Programs may send school district withdrawal forms, additional credits earned, and final grades to the transition contacts the day after students exit if this information is not available prior to exit. Students' educational records should be transmitted to students' next placements at exit, rather than waiting for a request for the records. School district transition contacts information is provided at <http://www.criminologycenter.fsu.edu/jjeep/contacts-transition.php>.

Documentation of transmittal of all the required information might include management information system (MIS) screens, certified mail receipts, fax transmittal verifications, e-mails, and/or signatures of receipt. Academic history screens are allowable if they contain all of the information on the cumulative transcripts. Handwritten credits or verbal assurances of grade promotions are not acceptable.

Unanticipated transfers should be documented to indicate that exit planning was not possible.

Access more information in the *Transition Guidebook for Educational Personnel in Juvenile Justice Programs* at <http://www.criminologycenter.fsu.edu/jjeep/pdf/2005%20Transition%20guidebook.pdf>.

See school district transition contacts at <http://www.criminologycenter.fsu.edu/jjeep/contacts-transition.php>. Each school district is responsible for updating its transition contact information.

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Educational Standard Four: Contract Management

The contract management standard consists of a single indicator that addresses the roles and responsibilities of school districts to provide oversight of the juvenile justice educational programs in their counties.

Indicator 8: School District Monitoring, Accountability, and Evaluation

The expected outcome of this indicator is that the school district monitors and assists the program in providing high quality educational services and accurately reporting student and staff data for accountability and evaluation purposes.

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Indicator 8: School District Monitoring, Accountability and Evaluation

Notes

Intent

The expected outcome of this indicator is that the school district monitors and assists the program in providing high quality educational services and accurately reporting student and staff data for accountability and evaluation purposes.

Process Guidelines—The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

The school district ensures that the program:

- 8.1 Submits its electronic bi-annual self-report and required documents in a timely manner
- 8.2 Accurately reports all student data under the program’s individual school number, including grades, total credits earned, student progression, certificates, entry and withdrawal dates, withdrawal codes, entry/exit Basic Achievement Skills Inventory (BASI) growth scale values and standard scores, attendance, reading progress monitoring scores, and diplomas earned in the school district management information system (MIS) **(Reading progress monitoring scores may be reported in the Progress Monitoring and Reporting Network [PMRN] or the MIS.)**
- 8.3 Participates in the Adequate Yearly Progress (AYP) process and accurately reports its statewide assessment participation rate data
- 8.4 Receives appropriate oversight and assistance by the contract manager that includes conducting and documenting annual evaluations of the educational program, monitoring implementation of the school district comprehensive reading plan, and ensuring that the terms of the cooperative agreement with the Department of Juvenile Justice (DJJ) and the contract with the private educational provider (if applicable) are followed

QA Review Methods

- Review the cooperative agreement and/or the contract, educational evaluations, expenditure reports, MIS data, PMRN data, relevant correspondence between the school district and the program, and other appropriate documentation
- Interview school district administrators, on-site administrators, lead educators, and other appropriate personnel
- Review state assessment participation results based on state AYP calculations

Clarification

School district and program personnel should collaboratively develop the program's bi-annual self-reports and review the contents for accuracy prior to electronic submission to the Juvenile Justice Educational Enhancement Program (JJEED) offices.

Each program should have an individual school number that is not shared with another school, including other Department of Juvenile Justice (DJJ) schools. Only enrolled students should be reported under the program's unique school number, and adult county jail students should be reported under separate school numbers. All student information contained in Survey 1 through Survey 5 should be reported under the same school number, and the appropriate withdrawal code should be used for all exiting students.

Quality assurance (QA) reviewers verify that student information is accurately reported in the management information system (MIS). Accountability issues should be clarified in the cooperative agreement and/or the contract and in the program's written procedures. All students should have a valid withdrawal code each year unless they are still enrolled in the school at the end of the school year. Major discrepancies in attendance and full-time equivalent (FTE) membership are reported to Department of Education (DOE) and may affect the program's QA review outcome.

The school district should oversee administration of the statewide assessment to ensure that all eligible students participate. **Because school districts are responsible for submitting accurate data to the DOE, they should assist programs in correcting their 2008–2009 enrollment data.**

Section 1003.52 (13), Florida Statutes (F.S.) requires each school district to negotiate a cooperative agreement with the DJJ regarding the delivery of educational programs to students under the jurisdiction of DJJ. *Section 1003.52(11), F.S.*, also authorizes school districts to contract with private providers for the provision of DJJ educational programs. Contracts and cooperative agreements must be completed prior to the October FTE week and submitted to the DOE.

The school district contract manager or designee is expected to ensure that appropriate educational services are provided. The contract manager should document annual evaluations of the educational program and share the results with the lead educator. Additionally, the contract manager ensures that issues documented in QA reports are addressed in a timely manner.

The school district comprehensive reading plan must outline how the school district will monitor the reading program, and the contract manager should ensure that support services identified in the plan are provided to the program. Students' reading progress should be monitored at least three times per year (for Survey periods 2, 3, and 5) and reported through the Progress Monitoring and Reporting Network (PMRN) or the Automated Student Database System.

All schools reporting through the PMRN must register at <http://www.fcrr/pmrn/index.htm> to enter progress monitoring scores; there is no automatic registration. For more information or for assistance with PMRN registration, contact a support specialist at (850) 644-0931 or at helpdesk@fcrr.org.

School districts should have protocols and procedures in place that outline the re-entry services provided to students who are returning to the school district, identify persons who facilitate these services, oversee the implementation of these protocols/procedures, and collaborate with the school district transition contact.

School district contract managers must notify the JJEED offices within 30 days of notification that a new DJJ program will be placed in their school districts and/or when they become aware that a program in their school district is scheduled to close. Additionally, contract managers are responsible for notifying JJEED at least 30 days prior to a change in a DJJ program's educational provider.

The contract manager or designee should ensure that educational services are provided as required by the contract and/or the cooperative agreement and all applicable local, state, and federal education guidelines. An accounting of the expenditures identified in *State Board Rule 6A-6.052, Florida Administrative Code (F.A.C.)*, shall be required by the local school board if school districts contract with private providers for the educational services.

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FLORIDA DEPARTMENT OF EDUCATION

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