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**Juvenile Justice Educational  
Enhancement Program (JJEEP)**

**2007–2008 Annual Report to the  
Florida Department of Education**

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**Florida State University  
Center for Criminology & Public Policy Research  
325 John Knox Road, Bldg. L., Suite 102, Tallahassee, FL 32303**



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**This report was written as a collaborative effort by the following members of JJEEP**

Thomas G. Blomberg  
Ashley N. Arnio  
Jim Clark  
Karen Mann  
Julie Orange  
George B. Pesta  
Colby L. Valentine

**Copyediting and layout**

Jennifer G. Hay  
Shanna Van Slyke

**Cover design**

Cliff Leonard

**Staff support**

William D. Bales  
Pam Capps  
Wendy Cavendish  
Sabri Çiftçi  
Jackie Cocke  
Pat Collins  
Ashleigh Holand  
Sally Hugo  
Elise Jensen  
Kay Kincl  
John Larsen  
Thelma J. Nolan  
Sandra Rogers  
Roy W. Scott  
Katherine Wells

**Additional support**

Bambi Lockman, Karen Denbroeder, and Lisa Robinson  
Division of K-12 Public Schools, Bureau of Exceptional Education and Student Services  
Florida Department of Education

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## 2007 Juvenile Justice Teacher of the Year

### Tom Vacek

Adolescent Residential Campus, Osceola School District



**Art teacher Tom Vacek, Region III, received the 2007 Statewide Juvenile Justice Teacher of the Year honor. He was recognized at the *Juvenile Justice Education Institute and Southern Conference on Corrections* in Tampa and received \$1,000 for his achievement.**

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#### **In his words...**

There are two kinds of people in the world: those who come into a room and say, "Here I am!" and those who come in and say, "Ah, there you are!" As an art educator for nearly three decades, my philosophy has always been that I am that person who makes each of my students feel important, builds their self-esteem and confidence, and helps them realize their self-worth. I know that every student will succeed. That success may come in many different forms, whether personal, facility-based, or recognition in the community. I have found that success is a great motivator, and that nothing breeds success like success.

I encourage my students to participate in a variety of art exhibitions and competitions. The excitement created in preparing for these events has helped create a positive buzz about

the arts at my facility. Calming music and a beautifully decorated classroom set the tone for a creative atmosphere. Students take pride in their work and are anxious for others to view and receive their finished projects. My students may not bring any of their academic coursework with them when they complete the program, but they always have their artwork proudly at hand.

As a rule, students entering the program are never happy to be in a residential facility. They are filled with conflicting feelings and emotions that they must learn to manage and channel. In a facility where there are no other creative outlets and few extra-curricular activities, art had become the area where students not only want to, but in fact, do excel in. I have always found that art is beneficial when working through the difficulties in life. My art classes provide a creative outlet that is therapeutic and allows quiet time for introspection. I am told regularly by students, staff, and faculty that the students “get so much” out of my classes, and how “lucky” they are to be part of this program. Art has provided a way to ensure successful transition into the program and has increased the opportunity for students to be productive when they transition back into the community with a new found sense of pride and self-worth. Many of my students have indicated they want to pursue art as a career and now look forward to a productive future.

Students are exposed to and work with a variety of art media including airbrush, graphite, watercolor, prisma colored pencils, acrylic paint, India ink, oil pastels, scratchboards, flair pens, computer graphics, and clay. All student work is professionally presented in mattes and acetate.

In an attempt to capture and increase students’ interest in the class, I have incorporated innovative and creative instructional techniques that include using an LCD projector, ELMO visual presenter, handheld classroom response system, smart-board, digital camera, PowerPoint presentations, DVD/VCR, and web-based fieldtrips to museums. Multiple media devices and the Internet are used to present art history and to show samples of artists and artwork from around the world, which inspires students. Many of my students have never seen or even imagined the creative world we live in and how it can positively affect their lives. The students attend fieldtrips to art galleries and working studios in the community. Students are taught to work as a team to ensure positive results for all involved.

Rotating exhibits of student artwork are prominently displayed in this facility’s administration offices and the school district’s administration buildings. In addition, students compete against other schools in many juried exhibitions. My students’ artwork is consistently selected as place winners over the other districts’ secondary students, repeatedly winning juried shows and having student work reproduced for community events. Prizes have included a college scholarship and monetary awards. Local artists offer students internships at the completion of their programs in media such as glass blowing.

Working with the facility, I was able to secure several hundred t-shirts for each of the students to airbrush. Airbrushing has become so popular that every nine weeks, one student is selected by all of his teachers as the “Most Well Rounded Arts Student.” He receives his own airbrush, compressor, and hose. All of the students strive to achieve this honor.

I have been awarded a grant from the NEA and started a clay program. With the grant, I was able to increase my classroom size; install a sink; and purchase clay, tools, a drying rack, kiln, and a slab roller. My students are in the process of completing a clay mural entitled The Wall of Respect. The mural, which was designed by a student, includes images of a physician and child, a Marine, a scientist, and American flags. The mural will be permanently installed and displayed in the facility’s administration building.

I am that person who says “Ah, there you are! ...you did it...you ARE a winner!” It is possible and we all need to believe that every student not only can...but will succeed. That is my philosophy, which is who I am; it is what success means to me.

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## 2006 Juvenile Justice Teacher of the Year

### Toni Bevino

Gulf Coast Youth Academy, Okaloosa County Schools



Toni Bevino was presented a plaque from the Juvenile Justice Educational Enhancement Program (JJEEP) and a \$1,000 check from the Florida Department of Education (DOE) at the annual *Juvenile Justice Education Institute and Southern Conference on Corrections* in July 2007.

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#### In her words...

I was born in Fort Walton Beach, Florida, in 1966 and have since been a life-long resident of the state. After receiving a degree in anthropology, I began working as a field/lab technician for a local archaeological firm. Having always been drawn to the subject of people, and coming from a family of educators, the calling to teach was inevitable.

My classroom is designed with the hope that all students will experience an environment of respect and comfort so that the learning process will be optimal. I want my students to feel the support that is necessary for them to take risks, make mistakes, and ultimately succeed. The responsibility of a classroom teacher is a great one, and I am proud to be in a position to serve.



As a teacher, I consider myself a life-long learner. In this way, I am constantly looking through my students' eyes and focusing on how they, and I, learn. I believe, based both on my experience and the educational research that I've studied, that learning, like basic human development, is a mix of natural and environmental influences. That is, we learn not only from interacting with our environment, but also through understanding our individual abilities and strengths.

As a teacher, I also believe that it is my responsibility to integrate these internal and external factors in ways that best benefit my students. Whether this means sparking and motivating the intelligence of a student with low self-esteem or teaching learning strategies to less experienced students so that they can become their own instructors, it is my hope that these students eventually see that, although mastery may be the ultimate goal, progress is the measure of success.

It is important my students know their success is my success. What's more, I want my students to know that I respect them as individuals and that I do not consider them criminals. Their punishment is being locked up; conversely, it is my responsibility to educate them, not judge them.

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# Chapter 1

## Introduction to the 2007-2008 Annual Report

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### 1.1 Introduction

The 2007-2008 academic year marks the completion of JJEEP's 10<sup>th</sup> year of operation. During this period, Florida's juvenile justice education system has undergone major changes and continuous quality improvement. JJEEP has guided these quality improvement efforts in collaboration with the Florida Department of Education (DOE), the Florida Department of Juvenile Justice (DJJ), Florida's 67 school districts, and various education service providers. Approximately half a million of the state's most troubled and educationally disadvantaged youth have received improved education services as a result of these sustained and collaborative efforts.

Throughout its 10 years of service, JJEEP has constructed and implemented a quality assurance (QA) process that is based on current empirical research and evidence-based practices. Each year, the program has raised the standards for education services and practices to increase their effectiveness and improve the lives of the students relying on them. This continuous increase of quantity and substance of the QA indicators and benchmarks has increased the quality of the education experiences of Florida's juvenile justice youth.

Throughout this period, JJEEP's research has documented that the vast majority of youth entering the juvenile justice system have disproportionate education deficiencies compared to public school students. Further, the research has demonstrated that when youth experience measured education achievement while incarcerated, they are more likely to return to school upon release, and, with increased school attendance, are less likely to be rearrested. As a result, we can conclude that the State of Florida's sustained efforts to provide quality education to the youth most in need of improved education has produced important dividends for Florida.

To place the importance of Florida's juvenile justice education accomplishments in context, we can consider the current economic crisis that our country and state face and the role of crime as a contributor to this economic crisis. Specifically, Anderson (1999) reports that the direct and indirect annual costs of crime in the United States exceed \$1 trillion. Realizing the magnitude of our crime problem and associated costs is fundamental if we are to move the public and policymakers toward understanding that it is critical to set budget priorities based on research-informed solutions. JJEEP research shows that investing in education will curtail crime and its related costs.

Crime, especially youth crime, is an important issue to Floridians. Based on a 2007 survey of perceptions of crime and chances of victimization, Floridians believe that youth crime is a more serious threat to public safety than adult crime. This survey, conducted by Florida State University's College of Criminology and Criminal Justice, shows that 95 % of Floridians think it is likely, very likely, or highly likely that they will become a victim of violent crime. When asked the likelihood of becoming a victim of a

nonviolent crime, 88% felt it was likely, very likely, or highly likely. Among the various juvenile crimes, the public indicated that drug sales and distribution (36%), robbery (15%), and weapons possession (15%) were the most serious acts engaged in by juveniles. The public believes that the two primary causes of juvenile delinquency are the lack of employment skills and training (56%) and inadequate education and socialization (17%). Almost half of the respondents reported that juvenile justice system resources should be focused on prevention and early intervention (42%) and 22% believed resources should be focused on employment skills and training.

Florida's juvenile justice system receives approximately 150,000 referrals annually and more than 7,000 result in commitments to residential programs. In addition, Florida is fast approaching the incarceration of 100,000 offenders in correctional prisons and more than 165,000 in county jails. In spite of the diminishing revenue collections for the state, Florida continues to invest millions of public funds into education and public safety. During fiscal year 2008-2009, Florida will invest approximately \$22 billion for education, \$2.2 billion for corrections, \$640 million for juvenile justice services, and \$265 million for law enforcement. The corrections funding includes \$308 million to construct 10,200 new prison beds. Given the prevalence of juvenile crime, the public's fear of criminal victimization, and the significant direct and indirect costs of crime, it is critical that public money is invested in quality programs that deliver value and positive outcomes. Florida's investment in juvenile justice education over the past decade has resulted in a series of accomplishments that have greatly increased the effectiveness education for incarcerated youth. This annual report will document the value that has been added by research that informed policy. However, there are greater challenges ahead if Florida is to successfully confront its simultaneous challenges of increasing public safety and finding solutions to a fiscal crisis.

### 1.2 Future Directions

The breadth and depth of quality assurance standards have had to increase over time to counteract the historical neglect of education services for juvenile justice youth. The No Child Left Behind legislation was the first step in refocusing attention on this population. When JJEEP began, the standards were far-reaching and detailed to ensure the comprehensive nature of the quality assurance process. As DOE, DJJ, school districts, and providers made progress toward higher standards, the quality of education for this population increased. To preserve this upward trajectory, JJEEP will continue to enhance the quality assurance methodology, which will reveal the variables that are most critical to providing high-quality education to Florida youth.

This year's annual report marks the beginning of an important transition in the way JJEEP implements its quality assurance, technical assistance, and research functions. Over the next year, JJEEP will collaborate with DOE, DJJ, local school districts, and providers to reassess and refine the quality assurance standards and process to identify the critical factors that lead to education achievement for youth committed to juvenile justice programs. This process of refinement will be collaborative, and outcomes will be based on research and data. We plan to significantly alter the way JJEEP provides quality assurance, technical assistance, and empirical research. Our vision is to move Florida's juvenile justice education system well beyond education compliance into an era of focused services and associated processes for specific groups of incarcerated youth.

Over the past 10 years, a consensus has emerged regarding which areas of service most affect the quality of education provided to incarcerated youth. Both empirical research and JJEEP's quality assurance experiences demonstrate that there are three critical

areas: teacher quality, classroom instruction, and transition services. Our goal is to ensure that Florida's incarcerated youth receive excellent classroom instruction by highly qualified teachers who prepare them for successful transitions into their home communities. Stated differently, we believe that by narrowing the focus, we will be able to move beyond standards that reflect best practices to include the very *processes and relationships that best practices reflect*. We intend to move beyond the notion that effective teaching is intangible or an "art form" produced by the creativity of individual teachers. Rather, we want to codify how successful teachers produce effective classroom instruction to a variety of students that ultimately prepares them for successful transition back into the community. Such codification of the "black box" of effective teaching will not occur quickly but rather will be a result of continued and elevated collaboration between JJEEP, DOE, DJJ, school districts, and, importantly, the many education providers. This transition or refocusing is often referred to as a "paradigm shift." Our paradigm shift is the result of years of experience and associated gains in knowledge. We intend to build upon our previous experience and knowledge gains and continue to advance Florida's juvenile justice education system thereby improving the prospects for countless numbers of at-risk youth.

### 1.3 Overview of Chapters

In addition to presenting the QA data for the 2007–2008 review cycle, this annual report will identify the value that JJEEP has been able to add to Florida's efforts to hold juvenile justice education services to a series of requirements and quality assurance procedures that have proven to be best practices. The subsequent chapters will bring focus to these areas by addressing our past efforts to continuously improve services in each of these areas through quality assurance, the current standards and performance in each area, and emerging trends for best practices. This report also presents evidence of the value JJEEP's efforts have added to the evaluation and outcomes of high-quality teachers, effective classroom instruction, and successful transition services toward the end of identifying the components of a new accountability and research plan.

**Chapter 2: Annual Quality Assurance Results**, presents the quality assurance data for the 2007–2008 review cycle, which included 152 programs. Data is presented for each of the four standards and their associated indicators. QA results consist of information related to program and school district performance in the areas of transition, service delivery, education resources, and contract management. This chapter also includes an overview of technical assistance efforts and corrective action plans.

Chapters 3, 4, and 5 focus on the three areas identified as being critical: teacher quality, classroom instruction, and transition services. These three chapters address the following questions: (1) How have the QA standards relating to teacher quality, classroom instruction, and transition services changed from 2000 to 2007–2008? (2) What does current QA data on these three major areas tell us? What are the emerging trends? (3) What value has JJEEP added to enhance teacher quality, classroom instruction, and transition services provided to youth?

**Chapter 3: Teacher Quality**, presents the importance of teacher quality, changes in the QA standards and education policy for teacher qualifications and professional development from 2000 to 2007–2008, findings from juvenile justice teacher data, and improvements JJEEP has implemented to teacher qualification through its continuous quality improvement.

**Chapter 4: Classroom Instruction**, focuses on the importance of classroom, the changes in the QA standards and education policy for teacher qualifications and professional development from 2000 to 2007-2008, findings from juvenile justice teacher data, and information about improvements JJEEP has implemented to teacher qualification through its continuous quality improvement.

**Chapter 5: Transition Services**, explains the changes in the QA transition standard from 2000 to 2007-2008, presents the current QA data in the transition standards, and discusses the overall trends, and presents the value JJEEP has added to enhance transition services.

**Chapter 6: JJEEP Research**, provides an overview of important findings from the research conducted using longitudinal data from the cohorts of youth released from DJJ programs during 2000-2001. A review of the research exploring the relationships among education attainment while incarcerated, post-release continuing education, and employment is presented. These relationships are both directly and indirectly related to the future success or failure of committed youth as they are released back into the community.

**Chapter 7: Summary and Transition Plan**, summarizes JJEEP's key elements for the proposed shift in quality assurance, technical assistance, and research functions to focus on teacher quality, classroom instruction, and transition services. This chapter also details the broad steps that will be initiated during 2009.

**The Appendix**, documents include case studies, quality assurance program data, and quality assurance standards.

### 1.4 Summary Discussion

Overall, then, this annual report will include our traditional QA results chapter from the 2007-2008 QA cycle and a series of chapters that focus on our planned changes in our QA, TA, and research functions. To summarize, we plan to focus our QA, TA, and research efforts on the three interrelated areas of teacher quality, classroom instruction, and transition services while continuing our efforts to ensure compliance with relevant state and federal requirements applicable to juvenile justice schools.

Among our goals for this transition will be to capture some of the salient processes and relationships involving high-quality teachers, effective instruction, and successful transition into the community. It is our intent to identify various best education practices and processes for different groups of juvenile justice students. Further, as these best practices and processes are identified, we plan to develop on-line training that enables the state's juvenile justice teachers to learn how to apply these best practices in their classrooms. The QA process will include a secure web-based self-report system for juvenile justice education programs. We anticipate that the data and information to be reported will include information currently reported in the paper-version of the self report as well as teacher and juvenile population information.

## Chapter 2

# Annual Quality Assurance Results

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### 2.1 Introduction

This chapter presents the data collected by the Juvenile Justice Educational Enhancement Program (JJEEP) during the 2007-2008 quality assurance (QA) review cycle. The primary data source is QA reviews, which consist of information related to program performance in the areas of transition, service delivery, education resources, and contract management. Additionally, reviewers collect supplemental data that provide general information about the facility and the education providers' staff and students. These data provide the basis for analyzing QA results in relation to various program characteristics. The data on the 2007-2008 QA review cycle includes information on 152 of the 153 QA reviews conducted. One program was not included in the results because although it receives support from DJJ, it is operated by the Florida Department of Children and Families.

The remainder of this chapter is composed of six subsequent sections that provide a general analysis of the 2007-2008 QA data: (2.2) education programs and student characteristics, (2.3) QA methods and performance rating system, (2.4) QA results by program characteristics, (2.5) QA results for education providers and school districts, (2.6) exemplary and corrective action plan programs, and (2.7) summary discussion.

### 2.2 Education Programs and Student Characteristics

During the 2007-2008 QA review cycle, data on student populations were collected from the school registrar and the facility's head count of students during the initial day of the QA reviews. These programs supervised 7,682 juveniles, 7,479 of which were enrolled in school. More than half of the students (4,041 juveniles) in these programs were considered reading deficient, and 262 students had already obtained either a high school diploma or a General Educational Development (GED) diploma. Depending on the program's security level and the student's performance in the program, students remained in facilities from one day (in detention centers) to three years (in maximum-risk facilities).

Table 2.2-1 provides a breakdown of the different program types and security levels and population information for all programs reviewed in 2007-2008.

Table 2.2-1. 2007–2008 Program Characteristics

Security Level	Number of Programs	School District Operated	Private Not-for-Profit	Private For-Profit	Population Capacity Range (Mean)
<b>Detention</b>					
Detention total	26	26	0	0	15–226 (81)
<b>Day Treatment</b>					
Day treatment total	41	5	35	1	20–100 (55)
<b>Residential</b>					
Low risk	5	0	5	0	30–50 (37)
Mixed low/moderate	1	0	0	1	32 (32)
Moderate risk	58	33	18	7	20–200 (54)
Mixed moderate/high	5	3	2	0	65–185 (124)
High risk	12	11	1	0	24–267 (77)
Mixed high/maximum	4	2	0	2	42–96 (83)
<b>Residential total</b>	<b>85</b>	<b>49</b>	<b>26</b>	<b>10</b>	<b>20–267 (62)</b>
<b>Total: All Programs</b>	<b>152</b>	<b>80</b>	<b>61</b>	<b>11</b>	<b>15–267 (63)</b>

Note. The not-for-profit category includes one program that is operated by the Florida Department of Agriculture.

As indicated above, the education programs at all detention facilities are operated by a school district. Almost all day treatment education programs are operated by private not-for-profit organizations. Residential programs have the greatest variety of education providers: 58% school districts, 31% private not-for-profit organizations, and 12% private for-profit organizations. Moderate-risk residential facilities make up the majority of residential programs and average 54 students in each of the 58 programs. Compared to previous years, the distribution of education providers remains similar across the three program types.

The maximum capacity for these facilities ranges from 12 to 267. The three largest facilities in each program type are Orange Regional Juvenile Detention Center, PACE-Jacksonville (day treatment), and Sago Palm (residential). Sago Palm can have more than 200 students registered at its facility at any time, whereas Orange Regional Juvenile Detention Center has a maximum capacity of 150. At the time of its review, PACE-Jacksonville was at its maximum capacity of 84 female students. The majority of the programs serve between 25 and 100 youths. More specifically, 46% of programs have between 25 and 50 youths, followed closely by 44% of programs with a population range of 51–100.

### 2.3 QA Methods and Performance Rating System

The QA review process uses multiple data sources to evaluate the quality of education services provided by each juvenile justice program. QA reviews include self-reported information and 1- to 3-day on-site visits. Larger programs may require more than one reviewer, the use of peer reviewers, or more than 3 days to conduct the on-site review.

The evidence-based QA review process begins with programs providing self-report information, followed by interviews with teachers, students, and education administrators; observations of education activities; and a review of student, staff, and school documents.

Examples of self-reported information include teacher certification and qualifications; courses taught by each teacher; assessment information; program characteristics (i.e., location, provider, career education type, security level, program type, and age range of students); course offerings; class schedules; bell schedules; school calendars; and sample education forms (i.e., student academic and transition plans).

This evidence collection process provides QA reviewers a fairly comprehensive profile of a program before going on site. The self-reported information is updated through a phone call with the program's lead educator and/or the school district contract manager the week prior to the on-site visit. Final verification of the self-report information is made on site during the QA review.

The on-site portion of the QA review relies on documented evidence to evaluate the quality of education services provided by each juvenile justice program. Data are gathered from multiple sources and may include notes from student and education personnel interviews, classroom observations, and reviews of student files or particular school documents. Indicator ratings are then based on substantiated information, using these multiple data sources to verify program practices.

A crucial component of the review process involves daily communication with stakeholders. This step, which involves an entrance meeting, daily debriefings, and an exit meeting, assists the reviewers in identifying problematic areas and allows the program to provide additional documentation in support of specific indicators and benchmarks. Reviewers conduct ongoing debriefing conversations with the lead educator regarding preliminary findings, which provides the opportunity for education staff to provide the reviewer with additional information that may affect the preliminary findings. The formal exit meeting is held with all interested parties on the last day of the review to identify issues, make recommendations, and clarify any questions related to the review outcome.

In determining specific QA review scores, reviewers consider the preponderance of evidence to determine whether the intent of each indicator is being met. After all evidence is gathered, the reviewer assigns preliminary QA ratings subject to final determination by both JJEEP in-house and DOE review. This process includes two QA peers verifying whether the findings justify the rating given by the reviewer. JJEEP's QA review director also reads each report to analyze the findings related to specific requirements and intent of the standards.

This process facilitates communication, accuracy, early problem identification, and consistency among reviewers. The evidence-based system also emphasizes methodological consistency of in-house reviews to ensure the reliability and validity of the data collected by JJEEP. These processes allow for accurate analyses of problem areas and the provision of more meaningful information to DOE, school districts, and providers.

In 2007–2008, JJEEP continued to implement the exemplary program process initiated in 2004 to acknowledge and reward high-performing programs based on previous overall QA scores and to allow JJEEP staff to provide more assistance and intervention, as necessary, to low-performing programs.



A juvenile justice education program that receives an overall average QA score of 6.50 to 6.99 (out of a possible 9.00) is awarded exemplary II status. For the 2 years following the year in which a program receives exemplary II status, the education program submits self-report information and receives a shortened 1-day review.

A program that receives exemplary I status (with an overall average score of 7.00 or higher) will not receive an on-site visit for one year, but is still required to submit all self-report information; the lead educator and the school district contract manager will confirm all self-report information during phone interviews with a JJEEP reviewer. The program will receive one-day reviews during the subsequent second and third years.

One-day exemplary program reviews consist of self-report verification and an on-site review of all critical benchmarks and they are rated as pass/fail. If an exemplary program fails one critical benchmark, deficiencies and recommendations are addressed in the QA report. If an exemplary program fails more than one critical benchmark during a 1-day review, it loses its exemplary status and receives a full education review during that same year.<sup>1</sup> A complete listing of programs that have exemplary status can be found in Table 2.5-4.

### Rating System

The following rating scale is used to assess the quality of performance:

- **Superior performance.** Superior Rating of 7, 8, or 9: The expected outcome of the indicator is clearly being met with very few, if any, exceptions; the program exceeds the overall requirements of the indicator through an innovative approach, extended services, or demonstrated program-wide dedication to the overall performance of the indicator.
- **Satisfactory performance.** Satisfactory Rating of 4, 5, or 6: The expected outcome of the indicator is clearly being met; some minor exceptions or inconsistencies in meeting specific benchmarks may be evident.
- **Below satisfactory performance.** Partial Rating of 1, 2, or 3: The expected outcome of the indicator is not being met, and frequent exceptions and inconsistencies in meeting specific benchmarks are evident.
- **Nonperformance rating of 0.** The expected outcome of the indicator is clearly not being addressed.

For each program, an overall average score for the three QA standards for which an education program is responsible (transition, service delivery, and education resources) is calculated. This is referred to as the “overall mean.” The fourth QA standard, contract management, is not used to calculate the overall mean.

The 2007-2008 QA standards and scores for the 152 programs reviewed, including specific indicator scores for each program, are listed in Appendix B. This appendix groups all programs according to the analyses provided in this chapter: program type, security level, school district, and program provider, including specific providers and type of provider.

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<sup>1</sup> If there is an educational provider change while a program has exemplary status, the program will receive a full educational QA review. For state agency and annual reporting purposes, QA scores for exemplary programs will be carried over each year for the duration of their exemplary status until they receive another full educational review.

## 2.4 QA Results by Program Characteristics

It is important to consider the changes in the education QA standards from 2006 to 2007-2008 when making cross-year comparisons and before drawing conclusions about changes in performance scores from year to year. The standards have generally become more demanding and rating guidelines more stringent, reflecting the commitment of JJEEP and DOE to high standards and continuous quality improvement.

The following comparisons provide information on the performance of various program types and administrative models. Table 2.4-1 contains the standard and overall means for programs reviewed in 2007-2008 by program type (residential commitment, day treatment, and detention center programs) and security level.

Although each of these program types is subject to different QA standards, including a different number of indicators, various benchmarks, and modified programmatic requirements, they are reviewed according to the same four standard areas of transition, service delivery, education resources, and contract management. Programs may be compared by the mean of each QA standard and by the mean of the overall QA scores.

**Table 2.4-1. Standard Means and Overall Means by Security Level**

Security Level	Number of Programs	Transition Mean	Service Delivery Mean	Education Resources Mean	Contract Management Mean	Overall Mean
<b>Detention</b>						
Detention total	26	5.50	6.29	6.51	6.19	6.18
<b>Day Treatment</b>						
Day treatment total	41	5.36	5.29	5.79	4.76	5.51
<b>Residential</b>						
Low risk	5	5.15	4.45	4.65	4.40	4.75
Mixed low /moderate	1	4.25	4.25	3.50	5.00	4.00
Moderate risk	58	5.11	5.30	5.58	4.83	5.34
Mixed moderate/high	5	5.85	5.60	5.85	5.80	5.77
High risk	12	4.78	5.17	5.47	4.50	5.16
Mixed high/maximum	4	5.25	5.56	6.00	6.00	5.65
<b>Residential total</b>	<b>85</b>	<b>5.11</b>	<b>5.25</b>	<b>5.52</b>	<b>4.87</b>	<b>5.30</b>
<b>Total: All Programs</b>	<b>152</b>	<b>5.24</b>	<b>5.44</b>	<b>5.76</b>	<b>5.07</b>	<b>5.51</b>

All programs combined had an overall mean score of 5.51. This is an increase compared to the previous year's overall mean score of 5.29. These overall means document that detention, day treatment, and residential programs all increased from the previous

year. Day treatment programs earned the highest increase in overall mean between 2006 and 2007-2008, as the overall mean increased from 5.06 to 5.51.

Historically, detention centers have had the highest overall and standard QA score means and the results were consistent with prior years. Most likely, higher scores may be attributed to fewer and less stringent benchmarks for detention centers. Specifically, detention standards do not include requirements such as reading curriculum and instruction, career and technical curriculum and instruction, Florida Comprehensive Assessment Test (FCAT) administration, and long-term student planning. Different from 2006, residential programs, rather than day treatment programs, received the lowest scores in the transition, service delivery, and education resources means.

**Table 2.4-2. Categories of Overall Performance**

Overall Performance Category	Score Range	Number of Programs	Percent of Programs
Superior performance	7.00–9.00	17	11%
High satisfactory performance	6.00–6.99	42	28%
Satisfactory performance	5.00–5.99	48	32%
Marginal satisfactory performance	4.00–4.99	33	22%
Below satisfactory performance	0.00–3.99	12	8%
<b>Total</b>		<b>152</b>	<b>100%</b>

*Note.* The total percentage may not equal 100% due to rounding.

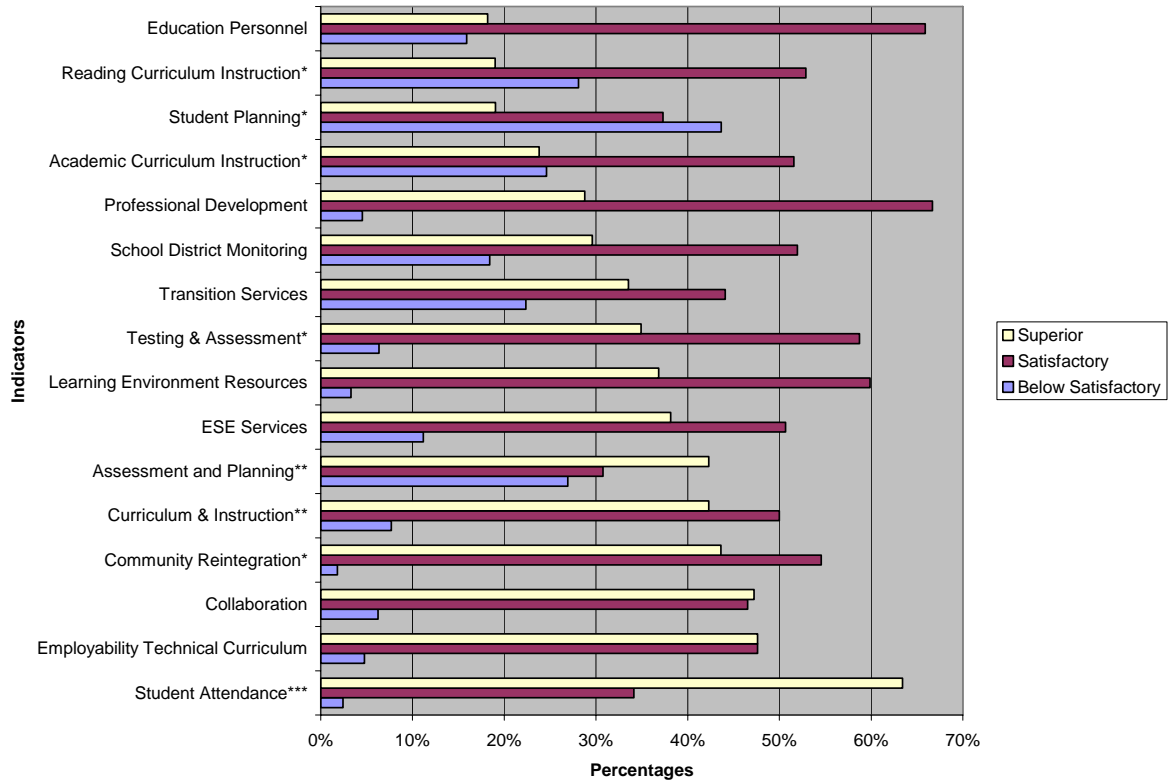
Table 2.4-2 provides an overview of program performance by listing the percentage of programs in each performance category. In 2007-2008, the contract management standard rose from below satisfactory performance for both residential and day treatment programs to satisfactory performance. The overall mean for detention centers rose from satisfactory to high satisfactory performance.

Of the programs reviewed, 11% received an overall score in the superior range. This percentage is a slight increase compared to the 9% of programs who scored in this range last year. The percentage of programs scoring in the high satisfactory and satisfactory range increased 9% from 2006. The number of programs who preformed at the marginal satisfactory and below satisfactory ranges decreased by 10%.

The most significant change in 2007-2008 was the percentage of programs performing at below satisfactory status being cut almost in half, with the percentage of programs decreased from 14% in 2006 to 8% this year. These results are especially promising given that the percentage of programs performing at the below satisfactory range had doubled from 2005 to 2006. This change does not significantly alter the overall distribution of scores compared to last year, but rather represents a flattening of the curve. In other words, there is a more balanced number of programs above and below the satisfactory performance range than in previous years.

The analysis of indicator ratings delineates standards into their subcomponents and provides a more in-depth profile of program performance in specific areas. Figure 2.4-1 reports the percentage of programs receiving below satisfactory, satisfactory, and superior ratings by each indicator for all programs.

Figure 2.4-1. Indicator Ratings for All Programs



\*Residential and day treatment only. \*\*Detention only. \*\*\*Day Treatment only.

The indicators that received the highest percentage of superior scores include student attendance, employability/technical curriculum, and collaboration. The indicators receiving the lowest percentage of superior scores include education personnel qualifications, reading curriculum and instruction, and student planning.

Of the indicators with the highest percentage of superior scores, employability/technical curriculum and collaboration applies to all program types. Consistent with 2006, 48% of programs received a superior rating for providing students the opportunity to acquire the skills necessary to transfer to a career and technical institution after their release and/or assisting students with obtaining employment. Only 5% of programs have a below satisfactory score in employability/technical curriculum. In addition, 47% of the programs received a superior rating for collaboration, an indicator that reflects the ability of facility staff and school district personnel to collaborate in order to ensure that at-risk students are provided high-quality education services.

In terms of indicators related to specific program types, day treatment programs continue to perform well (63% received superior ratings) on the student attendance indicator, which measures the attendance tracking process and the strategies in place to maintain student attendance. Detention programs stayed consistent with last year by performing well in the curriculum and instruction indicator, with only 8% of the programs receiving a below satisfactory rating. Significant improvement is shown from last year for the indicator assessment and planning, with detention programs

decreasing the number of programs receiving a below satisfactory by roughly 10%, only 27% of programs received such a rating in 2007-2008 compared to 38% in 2006.

Despite improvements, the assessment and planning indicator remains a challenge for detention centers. One contributing factor to this finding is the short-term and often unpredictable nature of youths' stay at detention centers. Detention centers primarily serve as a temporary holding placement for youths while they await their adjudicatory or placement hearings, thus the typical range of stay is 1 to 15 days. The length of stay, combined with the uncertain and often abrupt transitions into and out of detention centers, makes appropriate and timely assessment and planning difficult.

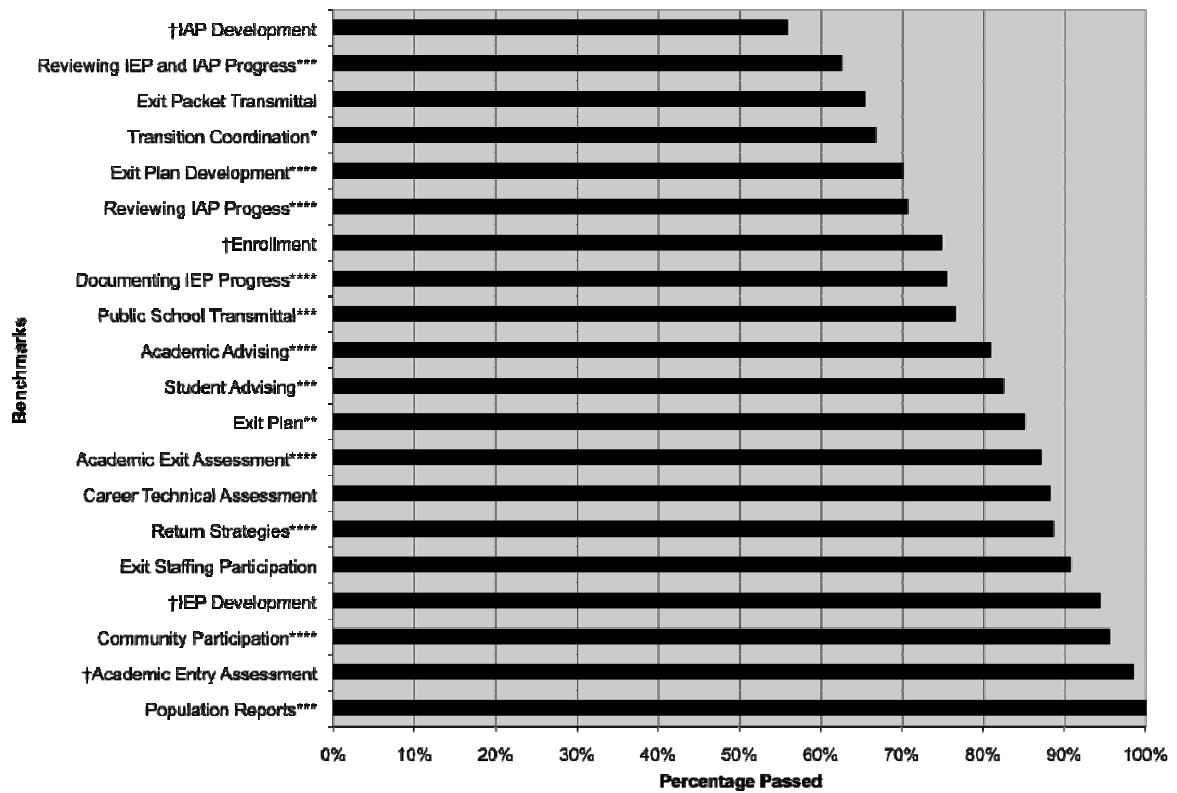
Of the four indicators with the lowest percentage of superior ratings, three apply only to residential and day treatment programs.

- Student Planning did not undergo substantial content changes from previous years that might explain why 44% of programs received below satisfactory ratings. This indicator received the most below satisfactory ratings. However, one can surmise that this finding can be partially attributed to one of the two critical benchmarks in this indicator (individual academic plan [IAP] development), having fewer pass ratings than in 2006.
- Reading Curriculum and Instruction did not see significant changes from 2006 and more than 50% of the programs performed satisfactory compared to 45% in 2006. This increase may be attributed to the increase in the number of school districts that are including their juvenile justice schools in comprehensive reading plans and providing guidance on how to effectively implement the plan. In 2007-2008, 19% of the programs received superior ratings.
- Academic Curriculum Instruction did not receive a high percentage of superior ratings (24%), but most programs performed within the satisfactory range. There was an increase in the percentage of programs (13%) that scored below satisfactory, and one can assume that this finding can be partially attributed to an adjustment in the rating guidelines to include the focus on whether students are receiving instruction for the courses they are enrolled in.

In addition to the program indicators, Figure 2.4-1 also displays the school district performance indicator. Only 18% of the school districts received below satisfactory scores for this indicator, which is a significant improvement from the 52% of programs that received a below satisfactory rating in 2006. This year, 52% of the programs received a satisfactory rating. This increase could be attributed to the FCAT participation benchmark changing from a critical to a noncritical benchmark.

The following benchmark analysis more explicitly identifies areas of high and low performance. The percentages passed for each benchmark are based on programs that received a full review. Of those 127 programs, 75 were residential programs, 25 were day treatment programs. Figures 2.4-2 through 2.4-5 display the percentages of passed benchmarks within each indicator for all program types. To denote benchmarks that only relate to specific programs, asterisks are used. Critical benchmarks are indicated by the symbol †. Figure 2.4-2 presents the percentage of passing benchmarks in the transition standard.

Figure 2.4-2. Percentage of Passing Benchmarks in the Transition Standard

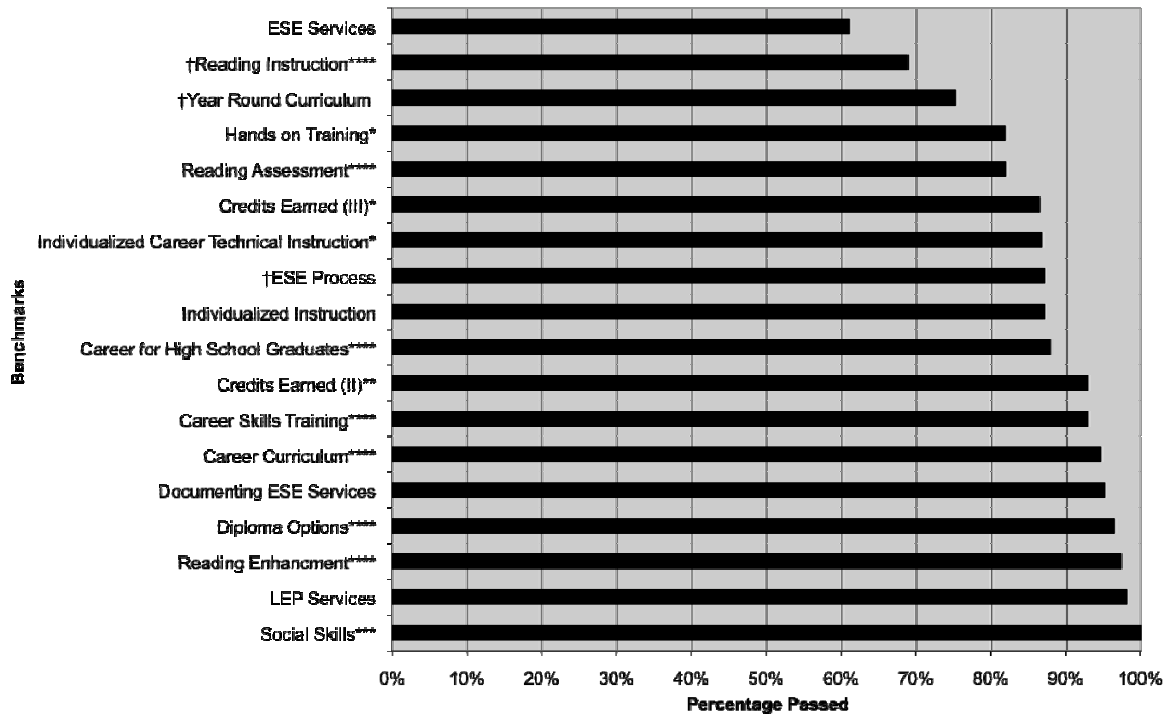


\* Residential only. \*\*Day treatment only. \*\*\*Detention only. \*\*\*\*Residential and day treatment. \*\*\*\*\*Residential and detention.  
 † Critical benchmarks.

In the transition standard, the benchmark with the lowest pass rate was the critical benchmark IAP development (53%) followed by the benchmark exit packet transmittal (65%) for all programs. The detention-specific benchmark reviewing the IEP and IAP process received a pass rate of 63%. Five benchmarks received a passing rate of more than 90%, including the two benchmarks IEP development (94%) and academic entry assessment (98%). All of the detention programs (100%) earned a pass status on the benchmark population reports.

Figure 2.4-3 presents the percentage of passing benchmarks in the service delivery standard.

Figure 2.4-3. Percentage of Passing Benchmarks in the Service Delivery Standard

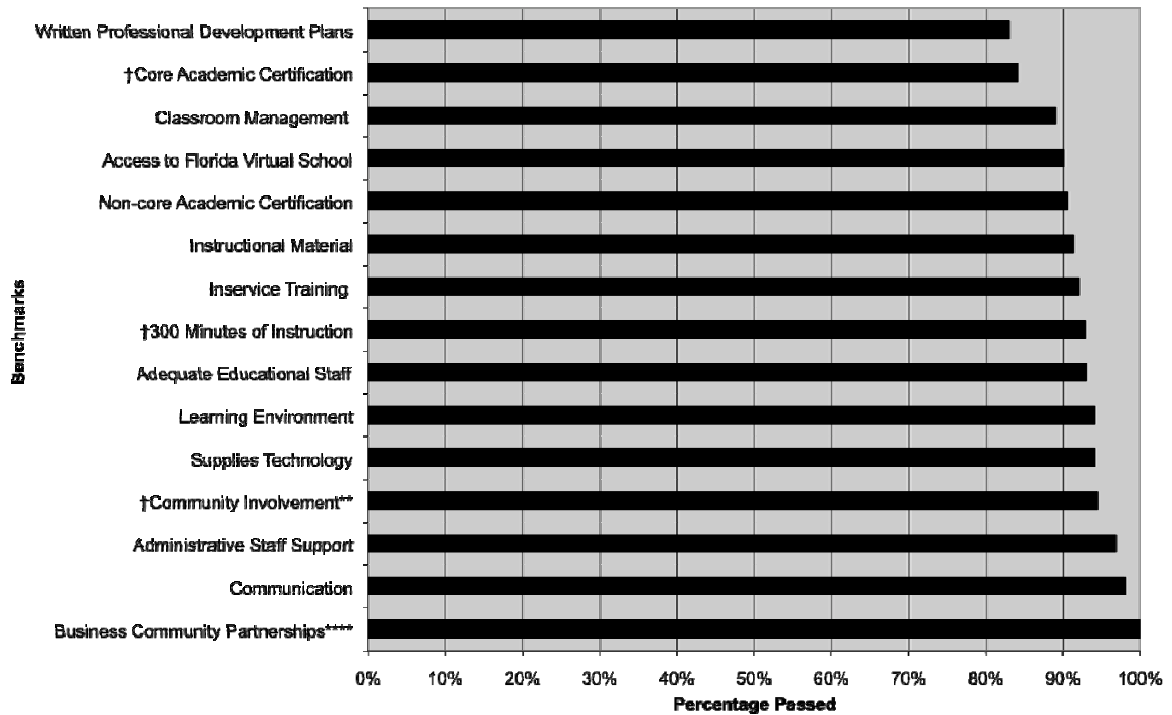


\* Residential only. \*\*Day treatment only. \*\*\*Detention only. \*\*\*\*Residential and day treatment. \*\*\*\*\*Residential and detention.  
 †Critical benchmarks.

For the service delivery standard, the benchmark ESE support services, had the lowest pass rate (61%). This finding is cause for concern because it is crucial that facilities implement the ESE and related services outlined in students’ IEPs. These services have been identified as helping students achieve academic and lifelong success. However, it is important to note that the critical benchmark, ESE Process, had a pass rate of 87%.

Figure 2.4-4 presents the percentage of passing benchmarks in the education resources standard.

Figure 2.4-4. Percentage of Passing Benchmarks in the Education Resources Standard



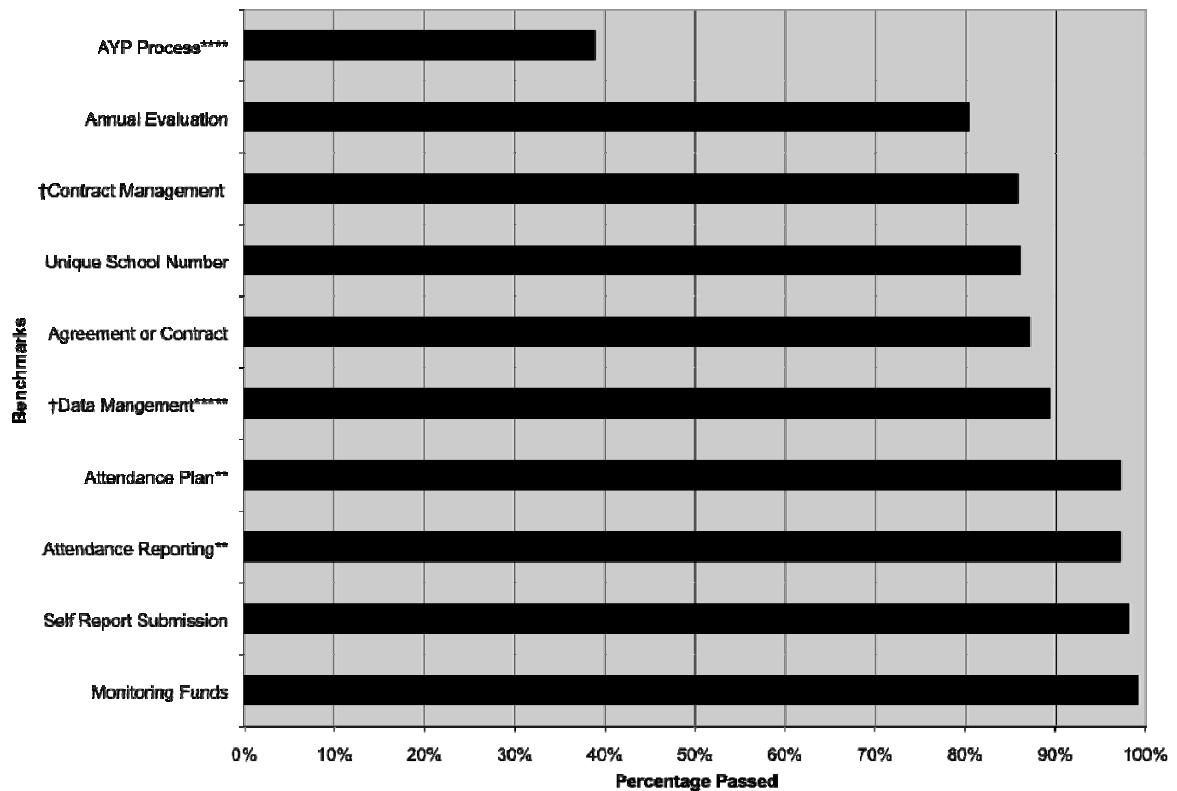
\*Residential only. \*\*Day treatment only. \*\*\*Detention only. \*\*\*\*Residential and day treatment. \*\*\*\*\*Residential and detention. †Critical benchmarks.

For the education resources standard, the benchmark with the lowest pass rate was written professional development plans (83%). This outcome could be attributed to the new A++ legislation that requires teachers professional development plans to be linked to the school improvement plan initiatives. The benchmark with the highest passing rate was business community partnerships, in which 100% of residential and day treatment programs earned a pass status. Critical benchmarks are consistent with 2006.

Figure 2.4-5 presents the percentage of passing benchmarks in the contract management standard.



Figure 2.4-5. Percentage of Passing Benchmarks in the Contract Management Standard



\* Residential only. \*\*Day treatment only. \*\*\*Detention only. \*\*\*\*Residential and day treatment. \*\*\*\*\*Residential and detention  
 †Critical benchmarks.

In the contract management standard, the benchmark receiving the lowest pass rate was AYP process (39%). This benchmark assesses a program’s ability to have a 95% participation rate on the Florida Comprehensive Assessment Test (FCAT). In addition, enrollment files must be corrected to ensure students who were enrolled in the program during the February FTE count but were no longer enrolled during the March FCAT are removed from the enrollment file, therefore reporting accurate numbers to the DOE .

## 2.5 QA Results for Education Providers and School Districts

Although the findings in the previous sections help assess the overall performance of juvenile justice education programs, they do not identify the specific programs that have superior, satisfactory, or below satisfactory performances. The following analysis provides rankings of school districts and education providers, and identifies exemplary programs.

Table 2.5-1 identifies the 2007-2008 mean QA review scores for each standard and the overall mean scores for each of the supervising school districts for both district-operated and district-contracted programs. When determining the overall quality of a school district’s performance in juvenile justice education, it is important to consider the total number of programs supervised by the school district. It is divided into four categories based on the number of programs under the school district’s supervision. Within each category, the supervising school districts are listed in descending order by

the overall mean of the QA review scores. Scores for exemplary programs that are carried over from year to year are included.

**Table 2.5-1. Standard and Overall Means for Supervising School Districts Ranked by Overall Mean**

Number Programs Supervised	Supervising School District	Number of Programs	Transition Mean	Service Delivery Mean	Educational Resources Mean	Contract Management Mean	Overall Mean
1 Program	Monroe	1 (1)	7.00	7.00	7.00	7.00	7.00
	Charlotte	1	6.25	7.00	6.50	5.00	6.58
	Walton	1 (1)	7.00	7.00	5.33	4.00	6.50
	Holmes	1	5.25	6.00	7.00	5.00	6.08
	Jackson	1	6.00	6.00	5.75	4.00	5.92
	Hamilton	1	4.75	5.25	4.25	2.00	4.75
	Glades	1	5.25	4.25	4.75	2.00	4.67
	Citrus	1	5.25	4.00	4.50	5.00	4.58
	Hardee	1	6.75	4.50	3.50	5.00	4.58
	Levy	1	4.75	3.75	2.75	3.00	3.75
	Union	1	2.25	3.75	3.75	1.00	3.25
	Jefferson	1	2.75	2.25	2.50	1.00	2.50
		<b>Group Mean</b>		<b>5.27</b>	<b>5.06</b>	<b>4.80</b>	<b>3.67</b>
2-3 Programs	St. Lucie	2	7.00	6.25	6.25	6.00	6.45
	Washington	3 (2)	5.42	6.42	6.75	6.67	6.29
	Marion	3 (1)	5.08	6.17	6.83	7.00	6.16
	Seminole	2 (1)	5.13	5.75	6.46	6.00	5.84
	Bay	3 (1)	5.92	5.42	5.50	5.33	5.61
	Santa Rosa	2	5.63	5.25	5.75	4.00	5.56
	Osceola	3	4.75	5.58	6.00	5.33	5.50
	DeSoto	3	5.58	5.00	5.50	5.67	5.37
	Liberty	2	5.00	5.38	5.38	4.00	5.25
	Alachua	3 (1)	4.86	4.83	5.47	5.33	5.12
	Nassau	2	4.88	4.63	5.63	4.50	5.04
	St. Johns	3	4.33	3.83	5.25	4.00	4.57
	Sarasota	2	4.63	3.50	5.10	2.00	4.44
	Madison	2	3.75	3.63	4.13	3.00	3.83
		<b>Group Mean</b>		<b>5.14</b>	<b>5.16</b>	<b>5.75</b>	<b>5.06</b>

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Number Programs Supervised	Supervising School District	Number of Programs	Transition Mean	Service Delivery Mean	Educational Resources Mean	Contract Management Mean	Overall Mean	
4-6 Programs	Volusia	6 (2)	6.32	6.21	6.86	6.33	6.39	
	Escambia	4 (1)	5.92	6.19	6.13	5.00	6.03	
	Collier	4 (1)	5.56	5.50	6.08	6.50	5.72	
	Polk	4 (1)	5.31	6.06	5.58	5.75	5.65	
	Lee	4	4.69	5.38	6.48	5.50	5.61	
	Orange	4 (1)	5.06	5.38	6.20	5.50	5.61	
	Broward	6	4.71	5.92	5.85	5.33	5.55	
	Brevard	5 (1)	5.55	5.10	5.74	5.00	5.47	
	Manatee	4 (1)	4.27	5.44	5.80	3.50	5.32	
	Palm Beach	5	4.40	4.85	4.77	3.60	4.70	
	Leon	4	3.06	4.63	4.56	3.25	4.16	
	Okeechobee	4	4.06	4.19	4.06	3.25	4.11	
	<b>Group Mean</b>			<b>4.96</b>	<b>5.44</b>	<b>5.71</b>	<b>4.93</b>	<b>5.4</b>
7+ Programs	Okaloosa	7 (2)	6.48	6.86	6.65	6.71	6.76	
	Hillsborough	10 (4)	6.05	6.25	6.55	6.70	6.34	
	Dade	7	6.18	5.86	5.94	6.00	5.98	
	Pasco	7 (1)	5.36	5.46	5.97	5.14	5.61	
	Pinellas	13 (1)	5.10	5.12	5.87	4.69	5.38	
	Duval	7 (1)	4.79	5.07	5.31	4.29	5.08	
	<b>Group Mean</b>	<b>51</b>		<b>5.62</b>	<b>5.72</b>	<b>6.06</b>	<b>5.55</b>	<b>5.83</b>
	<b>Total</b>	<b>152 (25)</b>		<b>5.24</b>	<b>5.44</b>	<b>5.76</b>	<b>5.07</b>	<b>5.51</b>

*Note.* The overall mean cannot be calculated by adding the three standard averages and dividing by three. Each standard must be weighted by the number of indicators in each standard, which varies by program type. Similarly, the means for all programs combined must be weighted by the number of programs in each category. Standard four, contract management, is not included in the overall mean.

\*The number of programs in parenthesis is the number of exemplary programs within the school district.

Ten supervising school districts have overall mean scores in the high satisfactory range and one supervising school district had an overall mean score in the superior performance range; this may be compared to five districts in high satisfactory range in 2006. As a group, school districts that have the highest number of programs also have the highest overall and standard mean scores, and school districts supervising the fewest programs have the lowest overall and standard mean scores. Exceptions to this general trend include Monroe, Charlotte, Holmes, and Walton counties, which have a small number of programs but, as school districts, have overall mean scores in the superior or high satisfactory range. Exceptions can also be found at the other end of the continuum with Leon, Okeechobee, and Palm Beach counties that have a large number of programs but those programs' overall performance falls in the marginal satisfactory range.

An explanation of this trend is complicated by a number of factors including, for example, the economic and human resources of the school district, the distribution of education providers within the school district, the facility providers for the programs, staff stability, and perhaps the tenure of the programs. Although JJEEP does not currently collect data on all these factors, the next several tables look more specifically at the distribution of education providers within districts.

In addition, given that the contract management standard is not part of the program’s overall mean score, it is interesting to note the correlation between the contract management mean and overall mean within districts. As stated in the previous section, school district support and supervision are important to program performance. Further, an analysis of school districts’ performance as measured by the overall mean of programs under their supervision, showed that despite internal changes in either the number of programs they supervise or degree of privatization of their education programs, there is little variation in overall mean scores in the last 3 years. Thus, the majority of school districts performing well in 2007–2008 have been consistently high-performing, and those with poor performance are historically poor-performing school districts.

Table 2.5-2 compares the quality of education services across provider types in Florida’s juvenile justice education programs and summarizes QA results for all education programs that were operating in Florida’s residential and day treatment facilities during 2007–2008.

**Table 2.5-2. Mean QA Scores for Public and Private-Operated Education programs**

Provider Type	Number of Programs	Number of Exemplary Programs	Transition	Service Delivery	Educational Resources	Overall Mean
Public school district	80	18	5.34	5.83	6.08	5.79
Private not-for-profit	61	7	5.27	5.11	5.58	5.33
Private for-profit	11	0	4.39	4.43	4.48	4.44
<b>Total/Average Score</b>	<b>152</b>	<b>25</b>	<b>5.24</b>	<b>5.44</b>	<b>5.76</b>	<b>5.51</b>

*Note.* This table’s analysis includes one program operated by the Florida Department of Agriculture. Standard four, contract management, is not included in the overall mean.

Across all three standards and the overall mean, public education providers consistently scored higher than private providers. More specifically, programs operated by public school districts scored the highest; the private for-profit education providers consistently scored the lowest, and private not-for-profit education providers scored in between.

The largest difference between the public and private for-profit education providers occurs in the education resources standard. Since JJEEP began evaluating education programs 10 years ago, school district education providers have consistently performed better than the private providers and are more likely to have exemplary programs. Despite overall lower performance, approximately half (47%) of juvenile justice education providers are private organizations, and this proportion has remained constant (45% to 49%) since 1998.

Table 2.5-3 presents the ranked standard means for education program providers in both district-operated and district-contracted programs for 2007–2008.

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**Table 2.5-3. Standard Means for (School District and Contracted) Educational Providers Ranked by Overall Mean**

<b>Education Provider</b>	<b>Number of Programs</b>	<b>Transition</b>	<b>Service Delivery</b>	<b>Educational Resources</b>	<b>Overall Mean</b>
Bay	1(1)	7.50	7.50	8.00	<b>7.67</b>
Monroe	1(1)	7.00	7.00	7.00	<b>7.00</b>
Okaloosa	6(2)	6.39	6.96	6.70	<b>6.79</b>
St. Lucie	1	7.50	6.50	6.50	<b>6.75</b>
Hillsborough	8(4)	6.12	6.41	6.77	<b>6.50</b>
Walton Academy, Inc.	1(1)	7.00	7.00	5.33	<b>6.50</b>
Escambia	2(1)	5.84	7.00	6.75	<b>6.44</b>
Washington	3(2)	5.42	6.42	6.75	<b>6.29</b>
Volusia	5(1)	6.05	6.00	6.78	<b>6.20</b>
Dade	5	6.50	6.20	6.00	<b>6.20</b>
PACE Center for Girls, Inc.	16(6)	5.86	6.05	6.45	<b>6.15</b>
Pinellas	4(1)	5.56	6.13	6.34	<b>6.07</b>
Brevard	2(1)	5.88	5.88	6.38	<b>6.07</b>
Collier	2(1)	5.88	6.00	6.25	<b>6.04</b>
Marion	2	4.63	5.88	6.88	<b>5.96</b>
Lee	2	5.00	5.75	6.75	<b>5.94</b>
Polk	2(1)	6.00	6.50	5.42	<b>5.94</b>
Seminole	2(1)	5.13	5.75	6.46	<b>5.84</b>
Broward	4	4.50	6.31	6.13	<b>5.73</b>
Human Services Associates	3	6.50	5.33	5.33	<b>5.62</b>
Youth Services International, Inc.	2	5.88	5.25	5.38	<b>5.50</b>
Osceola	3	4.75	5.58	6.00	<b>5.50</b>
Pasco	5(1)	5.30	5.40	5.80	<b>5.50</b>
Manatee	2	4.38	6.00	5.50	<b>5.46</b>
Hurricane Island Outward Bound	2	5.38	5.00	5.25	<b>5.21</b>
Associated Marine Institutes, Inc.	24	5.16	4.94	5.46	<b>5.19</b>
Liberty	1	4.25	5.50	5.75	<b>5.17</b>
Crosswinds Youth Services	1	5.25	5.00	5.20	<b>5.15</b>
Orange	2	4.75	4.63	5.73	<b>5.12</b>
GS4 Youth Services	3	5.00	5.08	5.17	<b>5.08</b>
Eckerd Youth Alternatives, Inc.	7	4.93	4.46	5.70	<b>5.04</b>
Duval	4	4.31	4.88	5.19	<b>4.82</b>
Twin Oaks Juvenile Development	3	4.75	4.83	4.75	<b>4.78</b>
Hamilton	1	4.75	5.25	4.25	<b>4.75</b>
Santa Rosa	1	4.50	4.00	5.50	<b>4.70</b>
St. Johns	3	4.33	3.83	5.25	<b>4.57</b>
Palm Beach	3	4.17	4.67	4.42	<b>4.44</b>
Sarasota Family YMCA, Inc.	1	4.25	3.75	5.00	<b>4.33</b>
Alachua	1	2.50	4.50	5.00	<b>4.25</b>
Universal Health Services	2	4.00	4.00	4.25	<b>4.12</b>
Leon	1	1.50	5.00	4.75	<b>4.00</b>

Education Provider	Number of Programs	Transition	Service Delivery	Educational Resources	Overall Mean
Florida Department of Forestry	1	4.75	3.75	2.75	3.75
Vision Quest Ltd.	3	3.75	3.75	3.58	3.70
Three Springs Corporation	1	2.25	3.75	3.75	3.25
Henry & Rilla White Foundation, Inc.	2	1.88	2.63	3.63	2.71
Jefferson	1	2.75	2.25	2.50	2.50
<b>Total</b>	<b>152 (25)</b>	<b>5.24</b>	<b>5.44</b>	<b>5.76</b>	<b>5.51</b>

Note. The overall mean is not calculated by adding the three standard averages and dividing by three. Each standard is weighted by the number of indicators in each standard, which varies by program type. Similarly, the means for all programs combined must be weighted by the number of programs in each category. Standard four, contract management, is not included in the overall mean. The number of exemplary programs is in parentheses in the Number of Programs column.

Scores in Table 2.5-3 range from a high of 7.67 for the program Bay County school district operates to a low of 2.50 for the program that Jefferson Bay County school district operates. Bay and Monroe school districts were the only two districts to score in the superior range; however, it is important to note that these scores were carried over from previous years. Four other districts scored in the high-satisfactory range. Nine of the ten highest-performing providers are school districts, and one is a private provider (Walton Academy, Inc.).

Six of the ten lowest-performing providers are private and four are school districts. Four private providers scored overall in the unsatisfactory range and include Florida Department of Forestry, Vision Quest Ltd., Three Springs Corporation, and Henry and Rilla White Foundation, Inc., and one school district scored overall in the unsatisfactory range. Of these five providers, only Vision Quest Ltd. performed below satisfactory in 2006.

As the two largest private providers, Associated Marine Institutes (AMI), who has 24 programs, and PACE, who has 16 programs, performed in the satisfactory and high-satisfactory range. A major difference between the two providers is that PACE has six exemplary programs and AMI has none.

Okaloosa (six programs) and Hillsborough (eight programs) county school districts are the largest public providers and score in the high-satisfactory range. Both school districts continue a historical trend of excellence in education programming, but Okaloosa continues to maintain the highest number of exemplary programs, with two of their six programs scoring above 6.5 overall.

## 2.6 Exemplary and Corrective Action Plan Programs

In 2004, JJEP began to reward high-performing programs; programs scoring between 6.50 and 6.99 overall earn exemplary II status for which they receive two years of abbreviated one-day reviews. Programs scoring above 7.00 earn exemplary I status for which they receive a phone call the first year and abbreviated one-day reviews following second and third years. However, programs that do not pass their one-day reviews lose their exemplary status and receive a full review the same year.

Table 2.6-1 indicates the year in which a program earned its exemplary status and whether or not that status was maintained in its 2007–2008 exemplary review. In addition, the table presents those programs that earned exemplary status during a full

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review this year. Finally, the table displays the year in which the program is due for a full review, provided it passes its exemplary status reviews.

**Table 2.6-1. Exemplary Programs Receiving High Satisfactory and Superior Overall Mean Scores in 2004, 2005, 2006, and 2007–2008, Rank-Ordered by Overall Mean Score**

Program	Overall Mean	Year Earning Exemplary Status	2007–2008 Exemplary Review Status	Year of Next Full Review
<b>Exemplary I</b>				
Bay Detention Center	7.67	2004	Passed	2008–2009
Gulf Coast Youth Academy	7.40	2005	Passed	2009–2010
PACE Volusia-Flagler	7.36	2005	Passed	2009–2010
Dozier Training School for Boys	7.13	2004	Passed	2008–2009
Hillsborough Regional Juvenile Detention Center- West	7.13	2007–2008	Earned	2011–2012
Pensacola Boys Base	7.13	2004	Passed	2008–2009
Falkenburg Academy	7.10	2005	Passed	2009–2010
Okaloosa Youth Academy	7.08	2007–2008	Earned	2011–2012
Collier Detention Center	7.00	2004	Passed	2008–2009
Hillsborough Academy (IRT)	7.00	2004	Passed	2008–2009
Hillsborough Detention Center-East	7.00	2006	Passed	2010–2011
Jackson Juvenile Offender Correction Center	7.00	2004	Passed	2008–2009
Monroe Detention Center	7.00	2005	Passed	2009–2010
Okaloosa Regional Juvenile Detention Center	7.00	2007–2008	Earned	2011–2012
Polk Boot Camp	7.00	2004	Closed	N/A
Pasco Detention Center	7.00	2004	Passed	2008–2009
Riverside Academy	7.00	2007–2008	Earned	2011–2012
Seminole Detention Center	7.00	2005	Passed	2009–2010
<b>Exemplary II</b>				
Brevard Detention Center	6.88	2006	Passed	2009–2010
PACE Orange	6.82	2005	Passed	2008–2009
Adolescent Substance Abuse Program	6.80	2005	Passed	2008–2009
Miami-Dade Regional Juvenile Detention Center	6.75	2007–2008	Earned	2010–2011
Okaloosa Halfway House & Intensive Halfway House	6.75	2007–2008	Earned	2010–2011
St. Lucie Detention Center	6.75	2007–2008	Earned	2010–2011
PACE Jacksonville	6.73	2005	Passed	2008–2009
Columbus Juvenile Residential Facility	6.72	2006	Passed	2009–2010
Polk Detention Center	6.71	2005	Passed	2008–2009
Britt Halfway House	6.70	2005	Passed	2008–2009
New Port Richey Marine Institute	6.69	2007–2008	Earned	2010–2011
Bay Point Schools- North	6.67	2007–2008	Earned	2010–2011
PACE Escambia- Santa Rosa	6.62	2007–2008	Earned	2010–2011

PACE Alachua	6.58	2006	Passed	2009–2010
PACE Manatee	6.58	2006	Passed	2009–2010
Crossroads Wilderness Institute	6.58	2007–2008	Earned	2010–2011
Bay Point Schools- Kennedy Campus West	6.58	2007–2008	Earned	2010–2011
Short Term Education Program- North	6.58	2007–2008	Earned	2010–2011
Three Springs Sex Offender Program	6.58	2007–2008	Earned	2010–2011
Volusia Detention Center	6.56	2005	Passed	2008–2009
PACE Marion	6.55	2005	Passed	2008–2009
Emerald Coast Marine Institute	6.54	2007–2008	Earned	2010–2011
Camp E-Nini-Hassee	6.50	2007–2008	Earned	2010–2011
Stewart Marchman Oaks Juvenile Residential Facility	6.50	2007–2008	Earned	2010–2011
Stewart Marchman Pines Juvenile Residential Facility	6.50	2007–2008	Earned	2010–2011
Walton Learning Center Shop and IHH	6.50	2005	Passed	2008–2009

During the 2007–2008 review cycle, 18 new programs earned exemplary status including Hillsborough Regional Juvenile Detention Center-West, Okaloosa Youth Academy, Okaloosa Regional Juvenile Detention Center, Riverside Academy, Miami-Dade Regional Juvenile Detention Center, Okaloosa Halfway House & Intensive Halfway House, St. Lucie Detention Center, New Port Richey Marine Institute, Bay Point Schools-North, Pace Escambia-Santa Rosa, Crossroads Wilderness Institute, Bay Point Schools-Kennedy Campus West, Short Term Education Program-North, Three Springs Sex Offender Program, Emerald Coast Marine Institute, Camp E-Nini-Hassee, Stewart Marchman Oaks Juvenile Residential Facility, and Stewart Marchman Pines Juvenile Residential Facility. Many of these programs previously earned exemplary status and received their first full review during the 2007–2008 review cycle, which provided them the opportunity to regain their exemplary status.

Of the 35 exemplary programs at the beginning of the 2007–2008 QA cycle, only 1 program closed, Polk Boot Camp, and all other programs from 2006 maintained their exemplary status. Of the current 43 exemplary programs, 13 are detention centers, 9 are day treatment, and 21 are residential.

Following the 2008–2009 QA review cycle 15 exemplary programs are scheduled for full-reviews. JJEEP will continue to examine how well the exemplary process is identifying stable, high-performing programs or whether adjustments need to be made to the process.

At the other end of the spectrum, a corrective action plan (CAP) is required for all education programs that receive a below satisfactory rating (lower than 4) in standard one, transition; standard two, service delivery; or standard three, education resources. School districts can also receive a CAP for scoring below 4.00 on the school district monitoring and accountability standard for two consecutive years. The CAP generates a process enabling programs to identify processes and procedures that may be contributing to their below satisfactory rating. With assistance from JJEEP, the school district is responsible for the development of the CAP. It is to be submitted to JJEEP within 90 days following the date of an official notification letter from DOE. School districts are required to meet all timelines in the State Board of Education Rule 6A-6.05281 (SBER) for the implementation of CAPs and must submit a CAP implementation page signed by their school district’s superintendent 90 days after the CAP due date. In



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addition, a program may receive a follow-up visit that provides additional technical assistance and verifies that the program is successfully implementing the CAP.

**Table 2.6-2. Programs Receiving Corrective Action Plans in 2007–2008, Rank-Ordered by Overall Mean Score**

Program Cap	Transition Mean	Service Delivery Mean	Educational Resources Mean	Contract Management Mean	Overall Mean
Manatee Regional Juvenile Detention Center	3.50	6.50	7.00	3.00	6.00
Tallahassee Marine Institute	5.50	6.50	6.00	2.00	6.00
PACE - Palm Beach	5.00	6.00	6.40	2.00	5.85
Broward Regional Juvenile Detention Center	2.00	7.00	6.50	5.00	5.50
Orlando Marine Institute	3.75	5.50	6.60	5.00	5.38
JUST Liberty	5.75	5.25	5.00	1.00	5.33
Duval Regional Juvenile Detention Center	3.50	6.00	5.50	6.00	5.13
Eckerd Challenge	4.50	4.50	6.00	2.00	5.00
Dade Marine Institute South	5.25	3.75	5.40	4.00	4.85
Volusia County Marine Institute	5.25	3.75	5.40	4.00	4.85
Duval Halfway House	5.00	4.50	4.75	3.00	4.75
PACE - Leon	4.50	4.50	5.00	3.00	4.70
Florida Environmental Institute	5.25	4.25	4.75	2.00	4.67
Bowling Green Youth Academy	6.75	4.50	3.50	5.00	4.58
Gulf Coast Marine Institute - South	5.00	3.25	5.20	2.00	4.54
Big Cypress Youth Environmental Services	4.75	3.75	5.00	6.00	4.50
Sarasota YMCA Character House	4.25	3.75	5.00	2.00	4.33
Alachua Regional Juvenile Detention Center*	2.50	4.50	5.00	4.00	4.25
Jacksonville Youth Center	3.75	3.75	5.00	3.00	4.23
St. Johns Juvenile Correctional Facility*	3.75	3.50	5.25	3.00	4.17
Vision Quest - Warrington	4.25	4.25	4.00	2.00	4.17
Florida Ocean Science Institute*	3.50	4.25	4.60	4.00	4.15
Mandala Adolescent Treatment Center*	3.75	3.50	5.00	3.00	4.08
Helping Ourselves Progress Effectively (Hope)	4.25	4.25	3.50	5.00	4.00
Leon Regional Juvenile Detention Center*	1.50	5.00	4.75	5.00	4.00
Vision Quest - Bluewater	4.00	4.00	4.00	2.00	4.00
Eckerd Leadership Program*	4.25	3.00	4.40	2.00	3.92
Peace River Outward Bound	4.00	3.50	4.00	4.00	3.83
Gulf Coast Marine Institute - North	3.00	3.00	5.00	1.00	3.77
Forestry Youth Academy	4.75	3.75	2.75	3.00	3.75
Palm Beach Juvenile Correctional Facility	3.75	3.75	3.75	2.00	3.75

Nassau Juvenile Residential Facility	3.00	2.75	4.75	4.00	3.5
Tiger Serious Habitual Offender Program (SHOP)*	3.25	2.75	4.00	1.00	3.33
Union Juvenile Residential Facility*	2.25	3.75	3.75	1.00	3.25
Greenville Hills Academy & (RAMC) & (JUST)*	2.50	3.25	3.50	1.00	3.08
Red Road Academy	3.00	3.00	2.75	4.00	2.92
Monticello New Life*	2.75	2.25	2.50	1.00	2.50
Sawmill Academy for Girls	0.75	2.50	2.50	3.00	1.92

\*Indicates the program failed the same standard for two consecutive years and the DOE is notified for intervention and/or sanction.

Of the 152 programs reviewed, 38 programs had deficient scores that required the implementation of a CAP. Of those, 12 programs had below satisfactory scores for their overall mean, ranging from 1.92 (Sawmill Academy for Girls) to 3.92 (Eckerd Leadership Program). Of the programs needing a CAP, 10 have failed the same standard for two consecutive years, requiring notification to DOE for intervention and/or sanctions.

## 2.7 Summary Discussion

During the 2007–2008 review cycle, 152 programs were reviewed. Of these programs, 85 were residential commitment programs, 41 were day treatment programs, and 26 were detention centers. Detention centers scored the highest overall (6.18), followed by day treatment programs (5.51) and residential commitment programs (5.30).

Moderate-risk programs represented the greatest proportion of all programs in Florida in 2007–2008, and their overall average score was in the satisfactory range (5.34), which falls in the same range for all programs (5.51). The highest rated standard for programs in 2007–2008 was standard 3, education resources, which received an overall mean of 5.76. This was followed by standard 2, service delivery, which had a mean of 5.44. Standard 1, transition services, had the lowest mean at 5.24. (See Appendix D for a list of programs by risk level.)

The analysis of QA scores for 2007–2008 demonstrates that the overall mean increased compared to the performance levels in 2006. This can be attributed to the decrease in the number of programs receiving a marginal satisfactory and below satisfactory performance, even after considering that the number of programs reviewed this year dropped from 163 to 152. The number of programs receiving marginal satisfactory performance dropped from 41 programs in 2006 to 33 programs in 2007–2008. The number of programs receiving below satisfactory performance decreased from 23 in 2006 to only 12 in 2007–2008.

Standard 4, applying only to a program’s supervising school district, had a mean of 5.07 in 2007–2008 which is a substantial increase from the 2006 mean of 4.19. This increase may be due to the fact that the FCAT participation benchmark was changed from a critical to a noncritical benchmark.

In 2007–2008, QA reviews were conducted in 44 school districts that supervised juvenile justice education programs. School districts were broken down into four categories (based on the number of programs they supervised) to allow comparisons

among school districts with a similar number of programs. The range in number of programs within districts was 1 to 13.

Overall, four supervising school districts received scores in the below satisfactory range. Ten school districts received scores in the high satisfactory range. It is important to keep in mind that the score for some of these supervising school districts is determined by only one school. In terms of education providers, public school districts again performed better than private providers. Among private providers, not-for-profit providers performed better than their for-profit counterparts.

In conclusion, it appears that that the higher education standards in 2007-2008 resulted in an increase in the overall mean score. This indicates that programs are rising to the challenge of ensuring quality education to students attending juvenile justice education programs. Many providers have also been successful in obtaining the resources needed to meet the population needs whereas in previous years providers were not as successful in securing adequate education resources for students in juvenile justice schools.

Over the past 10 years, QA scores have served as an effective means of quantifying best practices in juvenile justice education. Indeed, revised QA standards and guidelines have resulted in implementing many empirically based best practices in the classroom, staff development, and student integration and transition. An examination of the current state of knowledge on juvenile justice education and years of data collection and analysis provides JJEEP with insight for the future of the review process, as it suggests the time has come for the program to reconceptualize the measures of effective programming and services. The new challenge for JJEEP over the next several years is to move beyond QA compliance to understanding juvenile justice education as a process aimed at positive outcomes for youths. Specifically, the future QA process will involve understanding how teacher qualifications and characteristics, classroom instruction, and transition services interact to enhance the education outcomes of juvenile justice students.

## Chapter 3

# Teacher Quality

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### 3.1 Introduction

This chapter provides an overview of the quality assurance (QA) standards that relate to teacher qualifications from 2000 to 2007–2008 and recent QA results and trends in teacher qualifications. You will find results from juvenile justice teacher data from 153 programs and discover JJEEP’s the improvements in curriculum and instruction that JJEEP has made to juvenile justice education programs throughout Florida.

Specifically this chapter addresses the following three questions:

1. How have the QA standards for teacher qualifications changed from 2000 to 2007–2008?
2. What does recent teacher qualification data tell us?
3. What value has been added regarding teacher qualifications between 2000 and 2007–2008?

There is considerable debate about best practices in preparing teachers for the classroom. Some researchers have argued that reducing barriers into the teaching profession is necessary in order to attract strong candidates. Others argue that investing in pedagogical preparation is the most promising approach. This debate moved center stage when federal law emphasized the need for states to ensure that all public school students receive instruction from “highly qualified” teachers at the same time that other federal programs such as Teach for America and Troops to Teachers seek to streamline the procedures and create alternative routes for getting teachers into the classroom. (For a synthesis of this debate see Darling-Hammond and Youngs, 2002; Rice, 2003; Wayne and Youngs, 2003; Wilson and Floden, 2003; Greenberg, Rhodes, Ye, and Stancavage, 2004; Goe, 2007; Boyd, Goldhaber, Lankford, and Wyckoff, 2007; Sharkey and Goldhaber, 2008; and Boyd, Grossman, Lankford, Loeb, and Wyckoff, 2008).

Although there are still divergent views on the definition of “teacher quality,” there is general consensus on two aspects that are important to effective teaching: subject area expertise and pedagogical knowledge. Subject area expertise refers to a teacher’s depth of knowledge in the academic fields in which he or she teaches, such as a biology teacher’s knowledge of biology or a history teacher’s knowledge of history. Pedagogical knowledge refers to teachers’ understanding of the way students learn best and the appropriate techniques for teaching to a variety of students.

Teachers’ subject area expertise and pedagogical knowledge have been primarily measured by two means, teacher certification and education background. Teacher certification systems (like many other occupational certifications and licensing) are administered at the state-level and are designed to ensure that teachers have a

minimum level of pedagogical and subject matter competence that is appropriate for classroom instruction. Education attainment and academic field of degree(s) are used to measure a teacher's education.

There is some evidence to suggest that teachers' education background may be a stronger predictor of student achievement relative to teacher certification (Boyd, Goldhaber, Lankford, and Wyckoff, 2007; Sharkey and Goldhaber, 2008). Indeed, Monk (1994) found a direct link between teachers' training and preparation in specific subject areas and student achievement in those areas. Other studies indicate that teachers with degrees in specific subject areas of teaching have higher education attainment levels than those of traditional educators (Shen, 1999). However, there is no clear consensus on which aspects of teacher quality overall matter most in student achievement (Goe, 2007).

The issue of teacher quality is particularly salient for educators in Florida juvenile justice facilities. More than 60 years of criminological research has indicated that one of the strongest and well-established predictors of desistance from criminal offending for youth is the level of education attainment they achieve (Laub and Sampson, 2006).

Section 3.2 describes the changes in the QA standards and education policy for teacher qualifications and professional development from 2000 to 2007–2008. Section 3.3 presents findings from juvenile justice teacher data. Section 3.4 provides information of the value added improvements JJEEP has implemented to teacher qualification through its continuous quality improvement. Finally, Section 3.5 provides a chapter summary discussion.

### 3.2 Changes in QA Standards

This section provides a brief overview of changes in QA standards based on legislative requirements and practitioner input. Teacher qualifications and requirements from 1998 to 2001 were largely guided by state dropout prevention policies. These policies allowed non-certified personnel to be approved to teach by the local school board and allowed academic teachers to teach out-of-field. Since this time, the qualifications for non-certified personnel have been clarified to only apply to elective and vocational classes, and Florida has applied the highly qualified requirements in the No Child Left Behind (NCLB) Act of 2001 to all core academic teachers in juvenile justice education programs.

As noted in the previous section, the most recent reauthorization of the Elementary and Secondary Education Act of 1965, NCLB was designed to improve the academic achievement of all students in U.S. public schools. One of the central goals of NCLB is to ensure that every child receives core instruction from a "highly qualified teacher." Through the Improving Teacher Quality provision of NCLB, public schools are mandated to recruit, hire, and train teachers to have state certification in the subject areas they teach for the core academic areas of English, reading, mathematics, science, foreign languages, civics and government, arts, history, economics, and geography.

According to NCLB, teachers are highly qualified when they meet these three conditions:

1. Obtain a college degree
2. Receive full certification or licensure, excluding certification that has been "waived on an emergency, temporary, or provisional basis"

3. Demonstrate content knowledge in the subject(s) they are teaching or, in the case of elementary teachers, in at least verbal and mathematics ability. This demonstration can come in three forms:

- New elementary teachers must pass a state test of literacy and numeracy
- New secondary teachers must either pass a rigorous subject area test or have a college major in the subject area

Changes in the QA standards from 2000 to 2007–2008 for teacher qualifications and professional development are reflected in Table 3.2-1

**Table 3.2-1. Changes in QA Standards for Teacher Qualifications and Professional Development**

Year	Changes in QA Standards for Teachers
2000	<p><b>Teacher Qualifications</b></p> <ul style="list-style-type: none"> <li>• Academic instructional personnel are required to possess a valid state teaching certificate or statement of eligibility</li> <li>• Non-certified persons must possess documented expert knowledge and/or skill in the field(s) they are teaching and have school board approval</li> <li>• Vocational instructional personnel are required to possess relevant experience and/or education</li> </ul> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Required to have and use written professional development plans</li> <li>• Required to receive ongoing annual in-service training or continuous education on topics such as instructional techniques, content related skills and knowledge, working with delinquent and at-risk youth, and ESE programs.</li> <li>• Required to receive in-service training from a variety of sources</li> <li>• Required to participate in program orientation and a beginning teacher program, when appropriate</li> </ul>
2002	<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Added training on education program needs, actual instructional assignments, and QA findings to in-service training requirement</li> <li>• Added that training must qualify for in-service points for certification renewal</li> </ul>
2003	<p><b>Teacher Qualifications</b></p> <ul style="list-style-type: none"> <li>• Required that vocational instructors personnel have school board approval</li> </ul> <p><b>Professional Development</b></p>

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	<ul style="list-style-type: none"> <li>In-service training or continuing education added additional topics such as instructional techniques, reading and literacy skills development, content-related skills and knowledge, working with delinquent and at-risk youth, ESE and ESOL programs</li> </ul>
<b>2006</b>	<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>Additional requirement to have documented strategies in place to retain highly qualified instructional personnel</li> </ul>
<b>2007–2008</b>	<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>Professional development plans are now required to incorporate school improvement plans (SIP) initiatives</li> <li>Additional requirement to have documented strategies in place to recruit and retain highly qualified instructional personnel</li> </ul>

In 2007–2008, teacher qualification and training standards were focused on recruiting and retaining highly qualified teachers. Emphasis was placed on having all juvenile justice teachers professionally certified and having core academic teachers teaching in their area of certification. Beyond certification in core academic areas such as English, math, social studies, and science, there an emphasis was placed on reading qualifications and endorsements as well as certification in ESE. Professional development requirements stressed the importance of juvenile justice teachers receiving training from a variety of sources in the content areas they teach and in working with at-risk and delinquent youth. The specific requirements for these indicators can be found in the 2007–2008 education QA standards.

**3.3 Recent QA Data**

This section presents the demographic and education characteristics of teachers within Florida’s juvenile justice education system. Characteristics of juvenile justice teachers were pulled from the teacher certification data that JJEEP collected during the 2007–2008 QA reviews of 153 juvenile justice programs. The analysis summarizes the gender, age, and ethno-racial identity demographics, education background, levels of certification, in-field and out-of-field teaching rates, and teaching experiences of juvenile justice teachers. When possible, the characteristics of Florida juvenile justice teachers are compared to characteristics of Florida public school teachers. The Florida public school teacher data reflects teacher characteristics for the 2006-2007 school year, as compiled by the Education Information and Accountability Services (EIAS) at the Florida Department of Education.

Table 3.3-1 reports the distribution by gender and age of juvenile justice teachers who teach at least one course.

**Table 3.3-1. Florida Juvenile Justice Teachers by Gender and Age, 2007–2008**

Age	Male		Female		Total	
	Number	%	Number	%	Number	%
19–30	50	41%	73	59%	123	17%
31–40	65	43%	86	57%	151	21%
41–50	69	46%	82	54%	151	21%
51–60	122	52%	111	48%	233	32%
61 and over	41	59%	29	41%	70	10%
<b>Total</b>	<b>347</b>	<b>48%</b>	<b>381</b>	<b>52%</b>	<b>728</b>	<b>100%</b>

The breakdown of teachers by age shows that female educators in Florida juvenile justice schools represent a higher percentage of the teaching population, but only slightly. Females comprised 52% of the population of juvenile justice teachers during the 2007–2008 QA review cycle. Gender differences, however, are more apparent for Florida public school teachers. According to the EIAS (2008), 63% of secondary instructional teachers in Florida are females.

The data collected on teachers' age indicate that the majority (32%) of juvenile justice teachers are between the ages of 51 and 60. Teachers account for 21% of the distribution in each of the 31–40 and 41–50 age groups. Teachers in the 19–30 age group make up 17% of the sample. Teachers 61 and older comprise the smallest age group, accounting for only 10%.

The distribution between males and females by age and gender indicates that gender is more equalized for the age group 31 and older. The greatest disparities between gender are in the youngest and oldest age groups, where younger teachers are predominately female (59%) and older teachers are predominately male (59%).

Table 3.3-2 reports the distribution of juvenile justice teachers by gender and ethno-racial identity who teach at least one course.

**Table 3.3-2. Florida Juvenile Justice Teachers by Gender and Ethno-Racial Identity, 2007–2008**

Ethno-racial identity	Male		Female		Total	
	Number	%	Number	%	Number	%
White Non-Hispanic	237	49%	246	51%	483	64%
Black Non-Hispanic	82	40%	121	60%	203	27%
Hispanic	23	52%	21	48%	44	6%
Other	13	45%	16	55%	29	4%
<b>Total</b>	<b>355</b>	<b>47%</b>	<b>404</b>	<b>53%</b>	<b>759</b>	<b>100%</b>



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The majority (64%) of teachers in juvenile justice programs are White and of non-Hispanic origin and are fairly evenly distributed by gender. African Americans comprise 27% of the teacher population and are predominantly female. Similar patterns regarding ethno-racial identity are reported by the EIAS (2008). Secondary instructional teachers in Florida public schools are predominately White and of non-Hispanic origin (74%).

An important requirement of NCLB specifies that teachers must be certified or licensed by the state in which they teach. Teachers may obtain a professional certification, a temporary certification, a statement of eligibility, or pursue an alternative means. Table 3.3-3 presents the types of certification held by teachers in Florida juvenile justice education programs and the certification breakdown from 2001 to 2007-2008. The results exclude those who teach only career, technology, or General Educational Development (GED) preparation courses. Teachers who did not formally teach any classes (often lead teachers) were included in this analysis in an effort to maintain consistency across years.

**Table 3.3-3. Florida Juvenile Justice Trends by Level of Certification, 2001 to 2007–2008**

	Professional		Temporary		Statement of Eligibility		School District Approved		Non-Certified		Total	
	%	N	%	N	%	N	%	N	%	N	%	N
<b>2001</b>	55%	390	16%	111	16%	111	5%	34	9%	61	101%	707
<b>2002</b>	59%	462	22%	72	9%	72	3%	25	7%	51	100%	778
<b>2003</b>	60%	468	20%	153	7%	53	6%	46	7%	56	100%	776
<b>2004</b>	65%	541	20%	167	10%	80	2%	17	3%	28	100%	833
<b>2005</b>	63%	463	23%	166	10%	74	1%	10	3%	23	100%	736
<b>2006</b>	60%	443	24%	181	7%	51	1%	9	8%	59	100%	743
<b>2007–2008</b>	66%	489	24%	182	5%	37	1%	4	4%	32	100%	744

The number of teachers who have professional certification has increased by more than 10% since 2001. This is an encouraging trend in terms of NCLB because the percentage of professional teachers had been on a decline since 2004. Even more encouraging is that the number of non-certified teachers was cut in half from the previous year.

Generally, lead teachers or educational administrators that do not formally teach courses tend to have higher rates of certification and education than those who are not lead educators. Table 3.3-4 presents data on type of certification and those who formally taught at least one class during the 2007-2008 school year. Again, those who teach only career, technology, or GED preparation courses were excluded from analysis. Professional certifications for non-teaching faculty was 76% compared to 64% for regular classroom teachers.

**Table 3.3-4. Florida Juvenile Justice Trends by Level of Certification for Lead Educators, Aggregated 2001 to 2007–2008**

	Professional		Temporary		Statement of Eligibility		School District Approved		Non-Certified		Total	
	%	N	%	N	%	N	%	N	%	N	%	N
<b>Formally Teaching</b>	64%	412	26%	167	5%	33	1%	1	4%	26	100%	642
<b>Not Formally Teaching</b>	76%	76	15%	15	4%	4	0%	0	5%	5	100%	100

To be considered teaching in-field, teachers must be certified in the core subject areas they teach. Table 3.4-5 displays the breakdown of teachers’ certification by academic field (math, English, social science, and/or science) from 2001 to 2007-2008. It also shows the number of teachers who taught courses out-of-field or taught in fields for which they were not certified.

Data presented in Table 3.3-5 indicates that the majority of juvenile justice teachers of core academic courses do not hold certification in the core content areas that they teach. In 2007-2008, 54% of math teachers, 57% of English teachers, 60% of social science teachers, 58% of science teachers, and 74% of reading teachers were certified in their instructional field. In all four core academic fields, however, rates of teachers’ in-field certifications improved from 2006 to 2007-2008. Indeed, since 2001, teachers’ rates of certification in all core areas have markedly improved.

The results presented in Table 3.3-5 for teachers instructing in-field vs. out of field have change substantially during the 2007-2008 review cycle for math, English, social science, and science with the creation of the middle grades integrated teaching certificate. The middle grades integrated teaching certificate allows for certification in 57 middle school courses and 61 high school courses. The middle grades integrated certificate covers a wide array of subjects for teachers that teach in multiple subject areas and want to meet the highly qualified teacher status in NCLB. The middle grades integrated certificate however does not cover reading. Additionally reading teachers are reported in a separate category, whereas in the past they were included with English teachers.

**Table 3.3-5. Certified In-Field and Out-of-Field Teaching in Florida's Juvenile Justice Programs, 2001 to 2007–2008**

Teaching/Year	2001	2002	2003	2004	2005	2006	2007-2008
	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)
<b>Math teachers</b>							
Certified	11% (34)	12% (41)	14% (44)	21% (66)	28% (70)	29% (79)	54% (114)
Not certified	89% (274)	88% (299)	86% (261)	79% (252)	72% (181)	71% (198)	46% (97)
<b>Total</b>	<b>100%</b> <b>(308)</b>	<b>100%</b> <b>(340)</b>	<b>100%</b> <b>(305)</b>	<b>100%</b> <b>(318)</b>	<b>100%</b> <b>(251)</b>	<b>100%</b> <b>(277)</b>	<b>100%</b> <b>(211)</b>
<b>English teachers</b>							
Certified	19% (65)	21% (85)	22% (74)	31% (118)	38% (118)	35% (136)	57% (118)
Not certified	81% (282)	79% (319)	78% (268)	69% (265)	62% (196)	65% (248)	43% (88)
<b>Total</b>	<b>100%</b> <b>(347)</b>	<b>100%</b> <b>(404)</b>	<b>100%</b> <b>(342)</b>	<b>100%</b> <b>(383)</b>	<b>100%</b> <b>(314)</b>	<b>100%</b> <b>(384)</b>	<b>100%</b> <b>(206)</b>
<b>Social Science teachers</b>							
Certified	28% (81)	20% (71)	32% (88)	37% (108)	40% (89)	46% (116)	60% (109)
Not certified	72% (207)	80% (283)	68% (185)	63% (186)	60% (132)	54% (136)	40% (74)
<b>Total</b>	<b>100%</b> <b>(288)</b>	<b>100%</b> <b>(354)</b>	<b>100%</b> <b>(273)</b>	<b>100%</b> <b>(294)</b>	<b>100%</b> <b>(221)</b>	<b>100%</b> <b>(252)</b>	<b>100%</b> <b>(183)</b>
<b>Science teachers</b>							
Certified	14% (36)	15% (40)	17% (43)	23% (65)	31% (63)	31% (68)	58% (106)
Not certified	86% (227)	85% (224)	83% (208)	77% (218)	69% (141)	69% (153)	42% (78)
<b>Total</b>	<b>100%</b> <b>(263)</b>	<b>100%</b> <b>(264)</b>	<b>100%</b> <b>(251)</b>	<b>100%</b> <b>(283)</b>	<b>100%</b> <b>(204)</b>	<b>100%</b> <b>(221)</b>	<b>100%</b> <b>(184)</b>
<b>Reading</b>							
Certified	N/A	N/A	N/A	N/A	N/A	N/A	74% (165)
Not certified	N/A	N/A	N/A	N/A	N/A	N/A	26% (59)
<b>Total</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>100%</b> <b>(224)</b>

An additional measure of teacher accreditation is the education training and specialization of teachers. Table 3.3-6 presents the education degree held by teachers in the four core academic areas. Following a similar pattern as degree certification, social studies teachers have the highest rates of degrees in-field. More than half of all social science teachers hold a degree in the social sciences. Only 11% of math teachers hold a degree in mathematics, 27% of English teachers hold a degree in English or related field, and 24% of science teachers hold academic degrees in a field of science. Interestingly, 12 teachers of core subjects (1%) did not have a college degree in any subject. After contacting individual programs, we found that 9 of the 12 teachers without degrees were in substitute teaching positions.

Table 3.3-6. Florida Juvenile Justice Teachers' Degree(s) by Academic Field

	Percent	Number
<b>Math Teachers</b>		
Math degree(s)	10%	21
Education degree(s)	43%	91
Math and education degrees	1%	3
Other degree(s)	44%	94
No degree	2%	4
<b>Total</b>	<b>100%</b>	<b>213</b>
<b>English Teachers</b>		
English degree(s)	19%	61
Education degree(s)	41%	132
English and education degrees	8%	25
Other degree(s)	30%	99
No degree	2%	8
<b>Total</b>	<b>100%</b>	<b>325</b>
<b>Social Science Teachers</b>		
Social science degree(s)	41%	75
Education degree(s)	31%	57
Social science and education degrees	10%	19
Other degree(s)	17%	32
No degree	1%	1
<b>Total</b>	<b>100%</b>	<b>184</b>
<b>Science Teachers</b>		
Science degree(s)	21%	39
Education degree(s)	39%	71
Science and education degrees	3%	6
Other degree(s)	36%	66
No degree	1%	2
<b>Total</b>	<b>100%</b>	<b>184</b>

**Table 3.3-7. Type and Level of Degrees among Florida Juvenile Justice Teachers Who Formally Teach at Least One Class**

Degree Type	Bachelor's		Master's		Advanced Master's		Ed.D./Ph.D.	
	%	N	%	N	%	N	%	N
Education degree	28%	192	37%	87	42%	8	44%	7
Other degree	72%	493	63%	148	58%	11	56%	9
<b>Total</b>	<b>100%</b>	<b>685</b>	<b>100%</b>	<b>235</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>16</b>

Another way of examining teachers' education background is by their education attainment and specialization in pedagogy. Table 3.3-7 reports the degree(s) held by juvenile justice teachers who teach at least one course and have earned at least a bachelor's degree. In this table, "other degree" refers to a bachelor's degree in a subject area (i.e., English) that does not include teacher education course work. Of the 685 juvenile justice teachers with bachelor's degrees, 35% held post-bachelor or graduate degrees with roughly 2% holding doctoral degrees. This data allow for a comparison to Florida public school teachers. As reported by the EIAS (2008), 66% of Florida's public school teachers have at least a bachelor's degree, 31% had a master's degree, 2% had a specialist degree, and 1% had a doctoral degree.

The majority (72%) of Florida's juvenile justice teachers have bachelor's degrees in subject areas other than education. The same is true for master's degrees, 63% of which were earned in areas other than education. Doctoral degrees are split relatively evenly between traditional and educational fields, 44% and 56%, respectively.

**Table 3.3-8. Teaching Experience of Florida Juvenile Justice Teachers**

Years in Teaching Profession	Number of Teachers	Percentage
Less than 5	338	44%
5-10	130	17%
11-20	152	20%
More than 21	143	19%
<b>Total</b>	<b>763</b>	<b>100%</b>

One teacher characteristic that is particularly important to the education success of students is teaching experience. Table 3.3-8 presents juvenile justice teachers' length of tenure in the profession. Among the population of 763 Florida juvenile justice educators, 44% have five or fewer years of professional teaching experience. Teaching experience is used as a proxy measure of teacher retention. In a profession where 44% of teachers have five or fewer years of experience in the field, retention can be considered relatively low. These findings indicate little change in teacher retention for juvenile justice educators compared to findings reported in the 2006 Annual Report.

Table 3.3-9 presents teachers’ duration in the *same* juvenile justice education program. This variable captures the committed teaching staff in Florida juvenile justice programs. As noted in Table 3.3-9, 4% of teachers have taught in the same juvenile justice program less than one year. Furthermore, the vast majority of educators (77%) have taught in the same juvenile justice program for five or fewer years. These results should be interpreted with caution, given that many juvenile justice education programs have been in existence for a relatively short period of time compared to all Florida schools.

**Table 3.3-9. Teaching Experience in the Same Florida Juvenile Justice Program**

Years Teaching in Same Program	Number of Teachers	Percentage
Less than 1	34	4%
1–5	555	73%
6–10	125	16%
11–20	45	6%
More than 21	5	1%
<b>Total</b>	<b>764</b>	<b>100%</b>

### 3.4 Value Added

JJEEP’s continuous quality improvement of teacher qualifications and professional development standards appears to be yielding positive results. During the first 3 years of JJEEP’s operation, the number of uncertified teachers in juvenile justice education programs was much more prevalent compared to recent findings. An often common finding from 1998 to 2000 was that certified lead educators would serve as some programs’ teacher-of-record although the actual personnel teaching in the classrooms did not have certification credentials. In addition, dropout prevention requirements for alternative schools, including juvenile justice education programs allowed teachers with teaching certifications in any field to teach any subject area including core academics. In some areas of the state, school districts administratively placed teachers in juvenile justice programs. In some provider operated programs, elective classes in life skills, employability skills, and hands-on vocational training were taught by facility staff and credentials often relied upon experience in the field in which the person was teaching.

To address these deficiencies, JJEEP consistently raised the expectations of teacher credentials to include certified or school board approved teachers for elective and vocational classes, as well as state certification for all core academic classes. With the implementation of NCLB, JJEEP again raised expectations by encouraging juvenile justice programs to recruit and retain highly qualified teachers in core academic subject areas. Based on recommendations from JJEEP, many school districts now require the use of certified teachers in all classrooms in their contracts with providers.

These increasing expectations are reflected in the teacher qualification trend data from 2001 to 2007-2008. Specifically, these data show a continual increasing rate of professionally certified teachers and academic teachers, teaching in their area of certification.

Specifically, the number of teachers who have professional certification is up this year by 6 percentage points from 60% to 66%, and the number of teachers who do not have certification has decreased by 50% from 8% to 4%. Similarly, in-field certification for teachers of core academic courses has improved for the core areas of English, math, social studies and science relative to last year and continues a seven-year trend of improvement.

Though not a substantial departure from last year, teaching experience for Florida juvenile justice teachers is still relatively limited. This is not surprising given the limited time that many juvenile justice programs have been in existence and the increased professionalization of Florida juvenile justice teachers as illustrated throughout the chapter.

In addition, JJEEP has worked to help professionalize the field of juvenile justice education by promoting the important role that teachers have, and providing them with a venue for their professional growth. When JJEEP began its operations many juvenile justice educators felt isolated from education staff in public schools and little communication occurred between education staff at different juvenile justice facilities. JJEEP quickly realized the lack of a forum for juvenile justice educators to share ideas and receive training specific to their unique teaching environments.

In 1998, JJEEP hosted the first Florida conference for juvenile justice educators as part of the already established Southern Conference on Corrections. Since 1998, the Juvenile Justice Education Institute and Southern Conference on Corrections has grown to annually host more than 300 participants in the field of juvenile justice education. This forum has provided an opportunity for juvenile justice educators to feel less isolated in their profession, share best practices with colleagues across the state, and receive training that specifically addresses the student characteristics and conditions in their working environments.

JJEEP also recognized early on in the program, the extremely important role teachers play in the treatment of delinquent youth. In 2000, JJEEP and DOE recognized Florida's first juvenile justice teacher of the year at the annual conference. Since this time, JJEEP has facilitated the process of selecting five regional winners and one overall state winner each year from the nearly 800 juvenile justice teachers throughout the state. This recognition has been extremely well received by juvenile justice programs, teachers, their peers, and their families.

Reflected in Florida's juvenile justice teacher data in light of the impending highly qualified teacher requirements is a need for targeted efforts to improve teacher experience and preparation. It will be important for Florida to continually address the recruitment and retention of highly qualified teachers in the juvenile justice education system.

### **3.5 Summary Discussion**

This chapter extended findings from the 2006 Annual Report by comparing Florida juvenile justice teachers to a sample of Florida public school teachers and provided a

more comprehensive profile of Florida juvenile justice teachers. Expanded data collection included demographic (age and ethno-racial identity) and education background variables (degree type and level), which facilitated a more in-depth understanding of this population of teachers. The most relevant findings are summarized in the following paragraphs.

Florida juvenile justice teachers are almost as likely to be male as female, but they are predominantly white (64%). However, Florida juvenile justice teachers are a much more diverse population ethno-racially (of which 32% are people of color) when compared to the national sample of public school teachers (12%).

With established relationships between education and delinquency prevention, the adequate staffing of our juvenile justice schools and retention of quality teachers should be of great concern for policymakers. Over the next year, JJEEP will continue to rate the quality of professional development training and recruitment and retention strategies. Because hiring highly qualified teachers is a best practice for any education institution, JJEEP is committed to collecting data on juvenile justice teachers and expanding knowledge of factors that enhance teacher qualities and student achievement in order to inform the policymaking process for this area.



## Chapter 4

# Classroom Instruction

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### 4.1 Introduction

This chapter provides an overview of the quality assurance (QA) standards that relate to curriculum and instruction from 2000 to 2007-2008, and recent QA results and trends in areas related to curriculum and instruction. In addition, you will find a description of JJEEP's improvements in curriculum and instruction for juvenile justice education programs throughout the state of Florida.

Specifically this chapter addresses the following questions:

1. How have the QA standards for curriculum and instruction changed from 2000 to 2007-2008?
2. What does recent QA curriculum and instruction data tell us, and what are the emerging trends?
3. What value has JJEEP added to improve curriculum and instruction from 2000 and 2007-2008?

Students in juvenile justice education programs present greater challenges in the classroom when compared to mainstream students. They have higher rates of education disabilities, lower IQs, and lower rates of advancement in school. Generally, incarcerated youth tend to be behind their public school counterparts both in terms of their appropriate grade level for their age and in their scores on standardized tests<sup>2</sup>. Despite these challenges, JJEEP found that when students earned a high number of academic credits and made grad advancements while incarcerated, they were more likely to return to school after release<sup>3</sup>. Curriculum and instruction in juvenile justice education programs needs to be based on science proving that they work, and they need to address the education deficiencies of incarcerated youth, namely being over age for grade placement, having education disabilities, presenting reading deficiencies, performing poorly on tests, having a greater likelihood of truancy and dropping out of school, and behaving inappropriately in a school setting.

Prior studies suggest that curricula for adjudicated youth should include the following components: (1) individualized academic curriculum to address varying ability levels, (2) access to GED options, (3) quality special education services, (4) vocational programming and job preparation skills, and (5) the psychosocial skills counseling necessary for students to become productive members of their schools, homes, and communities.<sup>4</sup>

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<sup>2</sup> JJEEP; 2002 and 2005 Annual Reports to the Florida Department of Education.

<sup>3</sup> JJEEP; 2006 Annual Report to the Florida Department of Education.

<sup>4</sup> JJEEP; 1999 Annual Report to the Florida Department of Education.

This chapter proceeds in three subsequent sections. Section 4.2 describes and explains changes in the QA curriculum and instruction standards from 2000 to 2007–2008, while Section 4.3 provides recent QA data and discusses trends in the areas of curriculum and instruction, and Section 4.4 presents the value JJEEP has added to improve curriculum and instruction.

## 4.2 Changes in QA Standards

Following the restructuring that occurred to Florida’s juvenile justice education system as a result of the Bobby M. case, DOE developed the first set of education QA standards in 1995–1996. These initial standards were largely based on ESE compliance, monitoring, and program philosophy. In 1998, DOE awarded JJEEP to the Florida State University College of Criminology and Criminal Justice. During that year, JJEEP conducted an extensive literature review on promising and best education practices for delinquent and at-risk youth and hosted five regional meetings to gather ideas and information from practitioners in the field.

Based on this research, JJEEP developed a new set of standards for the 1999 QA review cycle. Early in 1999, JJEEP, 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, FAC, Education programs for Youth in Department of Juvenile Justice Detention, Commitment, Day Treatment, or Early Delinquency Intervention Programs. As a result of these earlier activities, the 2000 QA standards were significantly modified with higher expectations in the area of curriculum and instruction.

Each year since 2000, JJEEP has hosted statewide conferences and meetings to solicit input from school districts and providers for annual revisions to the QA standards. In addition, major education policy changes are regularly incorporated into the QA standards. Since 2000, some of these policy changes include No Child Left Behind (NCLB), Just Read! Florida, Florida’s A+ and A++ legislation, and uniform pre- and post-testing.

Table 4.2-1 describes the quality changes and upgrades to the QA standards from 2000 to 2007–2008 in regard to curriculum, instruction, and support services. Areas under curriculum and instruction include academic curriculum, career/technical curriculum, reading, ESE services, and student planning. Student planning is included under this area because the intent for the development of individual student plans is to ensure individualized instruction and services to address each student’s education needs.

**Table 4.2-1. Changes in QA Standards for Curriculum, Instruction, and Support Services**

Year	Change in QA Standards for Curriculum and Instruction
2000	<p><b>Academic Curriculum</b></p> <ul style="list-style-type: none"> <li>• Identified priority indicators for Academic Curriculum and Student Planning (programs failing these indicators began receiving corrective actions)</li> <li>• Required the use of state course descriptions to ensure appropriate course content</li> <li>• Required the use of the Florida Sunshine State Standards (FSSS)</li> <li>• Ensured access to the GED exit option for youth overage for grade placement</li> </ul> <p><b>ESE Services</b></p> <ul style="list-style-type: none"> <li>• Required, at a minimum, ESE consultative services</li> </ul>
2001	<p><b>Career and Technical</b></p> <ul style="list-style-type: none"> <li>• Required offering courses for credit in life, career, and/or employability skills</li> <li>• Required the use of state course descriptions</li> <li>• Required addressing the social, life, and employability needs of youth who had already earned a high school diploma or its equivalent</li> </ul> <p><b>Student Planning</b></p> <ul style="list-style-type: none"> <li>• Required individualized student plans to include goals and objectives for the areas of reading, writing, math, and career/technical</li> <li>• Added requirement that student plans must be used to provide individualized instruction and services</li> </ul>
2002	<p><b>General</b></p> <ul style="list-style-type: none"> <li>• Required extending the school year from 180 to 250 days</li> </ul>
2003	<p><b>Academic Curriculum</b></p> <ul style="list-style-type: none"> <li>• Required elementary, middle, and high school academic programs that included courses in English, math, social studies, and science as needed for student progress</li> <li>• Required student participation in the Florida Comprehensive Assessment Testing (FCAT)</li> </ul> <p><b>Career and Technical</b></p> <ul style="list-style-type: none"> <li>• Added specific requirements for Type I-II-III vocational programs including employability preparation, career planning, social and life skills instruction, and hands-on technical training</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Developed and pilot tested a new indicator for literacy and reading</li> </ul>
2004	<p><b>General</b></p> <ul style="list-style-type: none"> <li>• All indicators were designated as priority</li> <li>• Identified individual academic plans; curriculum that addresses youth' student progression needs and all core subject areas; and the initiation and provision of ESE services as critical benchmarks</li> <li>• Ended reviewing programs based on DJJ's "Deemed" status and developed "Exemplary" status based upon education QA performance</li> </ul>

Year	Change in QA Standards for Curriculum and Instruction
	<p><b>ESE Services</b></p> <ul style="list-style-type: none"> <li>Expanded to include reviewing current IEPs, staffings, parent involvement, LEA representation, LEP plans, and 504 plans</li> </ul>
2005	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Developed new indicator for reading based upon Just Read! Florida requirements including: (a) Identifying reading deficient youth, (b) using research-based reading curricula with direct and explicit reading instruction, and (c) monitoring progress and administering diagnostic reading assessments for youth not making progress</li> </ul> <p><b>Academic Curriculum</b></p> <ul style="list-style-type: none"> <li>Required offering access to standard, GED, GED Exit option, and special diploma programs</li> </ul>
2006	<p><b>Student Planning</b></p> <ul style="list-style-type: none"> <li>Specified student planning to include goals and objectives that are measurable</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Enrolling identified youth in intensive reading classes</li> </ul>
2007–2008	<p><b>ESE Services</b></p> <ul style="list-style-type: none"> <li>Expanded to support facilitation, co-teaching, and/or separate classes for students seeking a special diploma</li> <li>Providing planning and services for gifted youth</li> </ul>

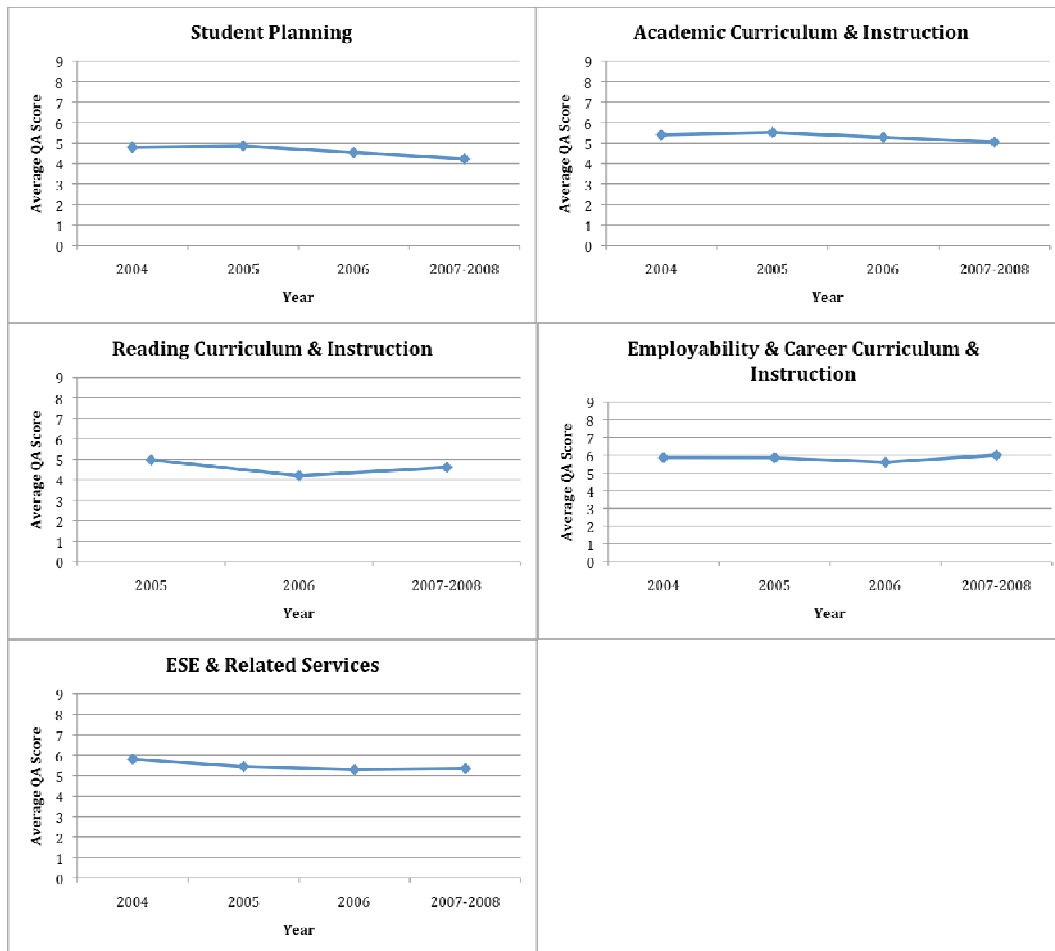
In 2007–2008, academic curriculum and instruction services were focused on high expectations and student progression through detailed requirements for middle school, high school, reading, English, math, social studies, and science. In addition, career and technical curriculum and instruction became focused on course credit and preparation for employment through broad career exploration, job readiness skills, and hands-on technical instruction that leads to industry certification. Services for students with disabilities continued to require individual support for youth seeking a special diploma, speech and language services, gifted services, and the provision of consultative services for all youth with disabilities. The requirements for these services can be found in the indicators for student planning, academic curriculum and instruction, reading curriculum and instruction, employability and career curriculum and instruction, and ESE and related services.<sup>5</sup>

<sup>5</sup> DOE; Educational Quality Assurance Standards; Residential Juvenile Justice Commitment Programs, 2007–2008.

### 4.3 Recent QA Data

Figure 4.3-1 presents the changes in average QA scores for the five curriculum and instruction indicators. Scores for juvenile justice detention programs were excluded from this analysis because of significant differences in the indicator methodology from residential and day treatment programs. In 2004, changes in the QA review processes and standards (i.e., exemplary status) resulted in every juvenile justice program receiving a full review, thus data presented in Figure 4.3-1 begins with the 2004 indicator scores. The reading curriculum and instruction indicator was implemented in 2005, thus scores for 2004 are not present in Figure 4.3-1.

**Figure 4.3-1. Average QA Scores for Curriculum and Instruction Indicators, 2004 to 2007–2008**

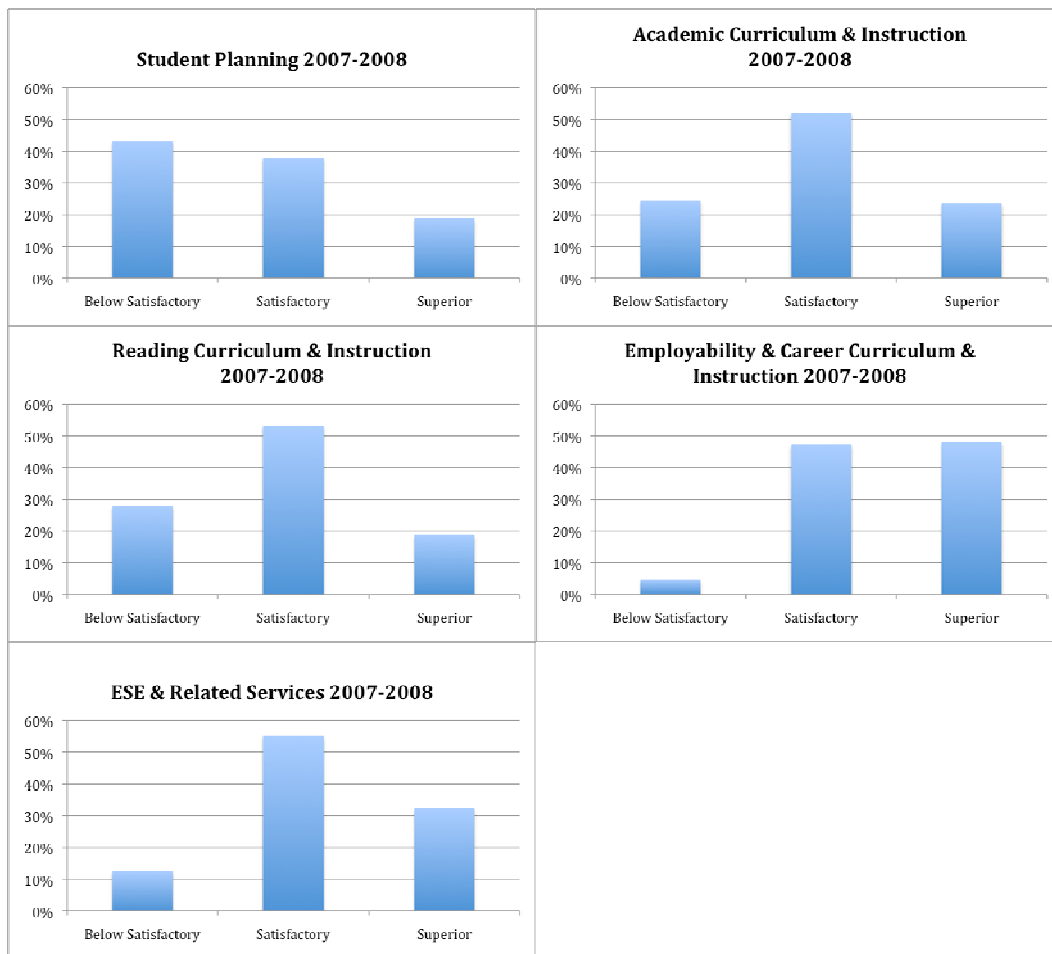


Trends in curriculum and instruction indicators from 2004 to 2007-2008 show an overall stability in average QA scores despite substantial increases in guideline requirements. Indeed, it is interesting that QA scores have not substantially *decreased* given the growing requirements placed on programs. Several factors may contribute to the year-to-year consistency of QA scores for curriculum and instruction indicators, for example program attrition, whereby low performing programs close, or reviewer bias. However given the specificity and empirical methodology for calculating QA scores and

multiple check and reviews for each program evaluation, reviewer bias seems to be an unlikely explanation of the stability of QA scores from 2004 to 2007–2008. The stability of scores over a period of time marked with increased demands on programs seem best explained by overall program improvement. In other words, programs have responded positively to the “raising of the bar” by meeting the expectations placed on them.

Figure 4.3-2 presents the three-point rating scale for each of the five curriculum and instruction indicators during the 2007–2008 review cycle. Overall, programs performed the best for the employability and career curriculum and instruction indicator, whereas the overall lowest ratings were for the student-planning indicator. These results are consistent with the trends for the employability and career curriculum and instruction indicator and the student planning indicator presented in Figure 4.3-1. For comparison to specific programs with the state average rating scale, individual program indicator scores are presented in Appendix B.

**Figure 4.3-2. Rating Scale for Curriculum and Instruction Indicators, 2007–2008**



### 4.4 Value Added

When JJEEP began its operations, many juvenile justice education programs did not provide youth with the high quality curriculum and instruction necessary to help them overcome their prior education deficiencies and improve their chances of continuing their education post release. In fact, during much of JJEEP's first 3 years of operation, there were many common problems associated with curriculum and instruction:

- Youth were not earning credits or grades while incarcerated, which placed them even further behind their appropriate age/grade level.
- The academic curriculum was not individualized to address the ability levels of the youth and/or youth were not being enrolled in the proper courses to count toward a high school diploma.
- There were limited offerings of core academic courses required to graduate from high school and there were limited middle school curricula.
- Older students, who were not likely to return to school, didn't have access to vocational training.
- The academic curriculum was not substantial: It was not based on course descriptions, or consisted of only supplemental materials with limited resources to better differentiate curriculum and instruction based on individual students' needs.
- Appropriate support services for youth with disabilities were lacking.
- There was an incredible need for individualized student planning to guide instruction.<sup>6</sup>

Although in 1999, more than 95% of juvenile justice programs offered English and math courses, only 75% offered courses in social studies and science. In some programs, the core academic courses were not the courses some students needed to graduate from high school. In addition, only a small number of programs offered GED testing. Programs often received below satisfactory ratings in curriculum due to a number of issues: (1) problems awarding grades and credits for academics, (2) lack of individualized academic curriculum to address students' ability levels, (3) academic curriculum that was insubstantial and consisted only of supplemental materials, (4) academic courses that were not offered on a regular or consistent basis, and (5) academic curriculum that was not based on the requirements and benchmarks in state course descriptions.

There were also common problems with vocational curricula that existed as early as 1999. Most programs fell into one of three categories: (1) no vocational courses offered, with few and infrequent activities in career awareness and employability skills; (2) no vocational or employability skills activities offered; or (3) one vocational course offered, with no activities in career awareness and employability skills. JJEEP research also found that only one third of high- and maximum-risk residential programs offered vocational programming for credit or certification (these programs typically have older juvenile students who have longer stays, ranging from 9 months to 3 years).

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<sup>6</sup> JJEEP; 1998, 1999, and 2000 Annual Reports to the Florida Department of Education.

After reviewing studies conducted by JJEEP, the Office of Public Policy and Government Accountability (OPPAGA), and the Juvenile Justice Advisory Board (JJAB), the Florida Legislature passed 1999 legislation that significantly enhanced requirements for juvenile justice education.<sup>7</sup> It mandated easier access to GED testing for committed juvenile justice students, and it required special education programming, such as vocational training or community college coursework, for committed juvenile justice students who already have a high school diploma or its equivalent. However, a direct funding source has not been established to ensure statewide implementation. To initiate implementation, a taskforce developed a statewide plan that designated the level of career and technical training that should be offered in juvenile justice programs. Depending on program demographics—such as the student’s age, length of stay, security restrictions, and the size of a program—programs must offer a career and technical curriculum consisting of career awareness and exploration, employability skills, workplace readiness training, and/or technical training that leads toward industry certification.

Since JJEEP’s inception, curriculum and instruction standards for juvenile justice education programs have increasingly focused on improving the quality of the curriculum and instruction that youth receive while incarcerated. Most notably, JJEEP has continually raised expectations for programs to offer strong core academics addressing the student progression needs of youth, to increase opportunities for career and technical instruction, to put a strong emphasis on reading, to create individualized instruction, and to provide special education services for youth with disabilities. These curriculum and instruction components directly address the education deficiencies of juvenile justice youth.

### **Establishing High Academic Expectations and Opportunities for Student Progress**

To address the deficiencies identified in the first 2 years of JJEEP’s operation and to improve the expectations in academic courses, JJEEP increasingly specified and elevated the requirements for academic curriculum.

In 2000, JJEEP increasingly focused on making sure that youth in juvenile justice facilities received the same level of academic instruction required in Florida’s public schools. This was accomplished by ensuring juvenile justice teachers followed state course descriptions. In addition, JJEEP required that the Florida Sunshine State Standards (FSSS) be incorporated into lesson plans. JJEEP also ensured that older youth who were behind their age group in school had the opportunity to pursue a high school diploma through the GED exit option. The use of state course descriptions and the FSSS led many programs to enhance their instructional resources including up-to-date state and district adopted textbooks and supplemental remedial materials. In 2002, the juvenile justice school year was extended from 180 days of instruction to year-round schooling equaling 250 days. The extension of the school year allowed more time for incarcerated youth to receive remedial academic instruction as well as recover courses required to graduate.

In 2003 with a focus on student progress for youth who were often already below their appropriate grade level, JJEEP began requiring programs to offer elementary and middle school curricula as needed. Getting programs to offer social studies and science courses for students to advance to the next grade level also became a priority for JJEEP. In addition, juvenile justice education programs began conducting FCAT testing. This

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<sup>7</sup> House Bill 349, 1999 Florida Legislative Session.



requirement ensured that incarcerated students would be given the opportunity to pass Florida's high school exit exam and placed the expectation that students would be held to the same rigorous academic standards as students in traditional public schools.

JJEEP recognized that the pursuit of a standard high school diploma is not the best option for many incarcerated youth given their education disabilities and often highly disparate ages for their grade level. So in 2006, to ensure that all students were provided an appropriate education path, JJEEP began requiring that all juvenile justice education programs offer multiple diploma options including a standard high school diploma, special diplomas, a standard diploma through the GED exit option, and the GED. As a result, programs enhanced their GED preparation materials including workbooks, practice tests, and educational software.

### Ensuring Career Education and Technical Training

The FSU JJEEP staff has always been aware of the need for incarcerated youth to participate in career and technical education. From 1998 to 2000, JJEEP required juvenile justice education programs to offer activities that improved social, life, employability, and career skills. When programs offered these activities, they were often part of other classes in the program or were part of other treatment programming not directly connected with the education component. When offering hands-on vocational activities, programs often developed and awarded their own vocational certifications to the students; however, these certificates were not always recognized by the industries in which youth sought employment after their release.

In 2000, new legislation required a multi-agency plan for career education for youth in juvenile commitment facilities. During 2001-2002 DOE, in collaboration with DJJ, JJEEP, school districts, and providers, worked to develop this plan. The plan established curricula, goals, outcome measures, and definitions for the types of career education that should be available for youth in juvenile commitment facilities. The plan was updated and revised in 2007.

The plan outlines the state's commitment to developing appropriate career education course offerings and employment opportunities for youth committed to DJJ facilities:<sup>8</sup>

- **Type 1.** Career education offerings at commitment facilities with this designation focus on "youth development" and include courses that teach personal accountability skills and behaviors that are appropriate for youth in all age groups and ability levels. These skills and behaviors lead to work habits that help maintain employment and living standards. Type 1 curricula may include, but is not limited to, competencies in communication skills, interpersonal skills, decision-making skills, and lifelong learning skills.
- **Type 2.** Career education offerings at commitment facilities with this designation include Type 1 program course content and an orientation to the broad scope of career choices, based on the student's abilities, aptitudes, and interests. Exploring and gaining knowledge of occupation options and the level of effort required to achieve this is an essential prerequisite to skill training at this

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<sup>8</sup> DOE, Multiagency State Plan; Career Education for Youth in Department of Juvenile Justice Educational Facilities, 2007.

level. Type 2 curricula may include, but are not limited to, conflict resolution skills, identifying skills and interests, interests and aptitude surveys, personal accomplishments and qualifications, preparation and job seeking, and coping with stress

- **Type 3.** Career education offerings at commitment facilities with this designation include Type 1 program course content and the career education competencies or the prerequisites needed for entry into a specific occupation. Type 3 curricula may include, but is not limited to, industry recognized occupational completion points and/or articulation agreements in place for continuity of educational initiatives.

Since 2003, JJEEP annually verifies that juvenile justice education programs offer the appropriate life, career, and employability skills courses based on the program's career type. More programs are now focusing on industry certifications for youth. Employability skills curriculum and resources have also greatly expanded in many programs including the use of the Florida Ready to Work certification program, Choices on-line curriculum, FACTS.org, and a career planning course for middle school students.

### **Stressing the Importance of Reading**

Research strongly indicates that failure to read proficiently is the most compelling reason children are retained in the same grade, assigned to special education, or given long-term remedial services.<sup>9</sup> Despite findings that demonstrate incarcerated youth as testing below their public school counterparts in the area of reading, from 1998 to 2002 there were no specific requirements to address reading in juvenile justice education programs.

By 2003, with assistance from Hillsborough county schools, JJEEP had developed a literacy indicator that outlined reading services. These services included diagnostic reading assessment, identifying student reading deficiencies, reading instruction and support services, and the use of reading materials. With the goal of having every student reading at or above grade level, the state issued an executive order establishing the Just Read! Florida initiative. By 2005 the Just Read! Florida Initiative was being applied to public schools throughout the state, and JJEEP was assisting juvenile justice schools with implementing it within their education programs.

Just Read! Florida focuses on diagnosing students reading deficiencies based on the five constructs of phonemic awareness, comprehension, fluency, phonics, and vocabulary. Once identified as reading deficient, students received explicit and direct instruction in reading, including the use of scientifically based reading curricula. Student progress in reading is then monitored for adjustments in instruction and services.

JJEEP has assisted juvenile justice education programs with successfully implementing these reading requirements since 2005 through its annual QA reviews and technical assistance. Reading has been a focus of several workshops during the last three JJEI and Southern Conference on Corrections. In addition, juvenile justice education programs now have access to school district reading coaches who assist the programs by training teachers and helping with the implementation of research-based reading curricula and instruction.

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<sup>9</sup> FL, Executive Order 01-260

### **Identifying Needs and Guiding Special Education and Related Services**

Throughout JJEEP's operational history, identifying and providing students with appropriate ESE services has remained a priority. When JJEEP began conducting QA reviews many programs experienced difficulty in identifying students who were previously diagnosed with an education disability. Therefore, JJEEP's early ESE requirements focused on identifying ESE students as they entered a program and then providing the appropriate services (though most services at this time were limited to consultative services or self-contained classrooms).

From 1999 to 2004, the number of ESE students in juvenile justice facilities rose from 36% to 43%. As obtaining records from prior schools became more systematic, the proportion of ESE students within the juvenile justice system became more stable. In both 2005 and 2006 the number of ESE students remained at 41%.

In 2004, ESE services were expanded and clarified to require reviewing current IEPs, providing services in a timely manner, soliciting parent involvement, having an LEA representative participate in staffing decisions, and developing Limited English Proficient (LEP) plans and 504 plans for students with physical disabilities. During the 2007-2008 QA review cycle, ESE services were again expanded to include, at a minimum, support facilitation services for students seeking a special diploma and services for gifted students. Ultimately, JJEEP has ensured that programs provide equal access to education for juvenile justice youth with disabilities.

### **Focusing on the Individual: Student Planning**

JJEEP's early research identified the need to individualize instruction for delinquent youth. To accomplish this, JJEEP required juvenile justice education programs to develop individual academic plans for all students as they entered a facility. These academic plans were to be based on each student's entry assessment information and prior school performance.

Subsequently, in 2000, JJEEP staff assisted DOE in developing Florida's first State Board Rule for education in juvenile justice programs (Rule 6A-6.05281). This rule added specific education requirements for juvenile justice programs beyond the general public school requirements. Much of the rule targeted individualized instruction through entry assessment testing in reading, writing, and math; the development of academic plans with individualized goals for reading, writing, and math; and the review of each student's progress.

From 1999 to 2001 the development and use of individual academic plans to guide instruction received the most below satisfactory ratings, corrective actions, and technical assistance from JJEEP. During this period, much of JJEEP's technical assistance to programs focused on assisting programs in developing individualized academic plans and using those plans to guide instruction.

By 2007-2008, the development of individual academic plans has become a standard operating procedure in juvenile justice education programs throughout the state. Although some programs still receive below satisfactory findings in the area of student planning, the reasons for these ratings have changed dramatically. Initially programs would develop plans that did not reflect each student's individual education needs, or they were not based on actual assessment results. Additionally, education was typically

not part of the treatment review youth received on a regular basis while in residential programs. In order to provide a more holistic approach to students' treatment programming, JJEEP emphasized the importance for educators to participate in treatment reviews and discuss youth' specific educational needs and progress while incarcerated. Now, juvenile justice education programs develop academic plans based on each student's entry assessments, and then they use those plans to monitor progress. Currently, less than satisfactory findings in this area are the result of goals and objectives that are not measurable, rather than the lack of individualized goals and objectives.

Since the inception of JJEEP in 1998, curriculum, instruction, and support services for juvenile justice programs have increasingly focused on the education needs of incarcerated youth. Quality improvement initiatives have enhanced the areas of high academic expectations, student progression, reading, career and technical instruction and special education services. The following section provides a summary description of the curriculum instruction and support services offered in a sample of Florida's high-performing juvenile justice education programs.

### **Codifying Curriculum and Instruction that Works: High-Performing Programs**

In evaluating case studies of 10 juvenile justice education programs, JJEEP found that high-performing programs exhibited individualized curricula to a much greater extent than average and low-performing programs. Dozier, for example, conducts a series of entry assessments for all students to determine class placement, and some of the classroom teachers conduct their own additional assessments to get an even more precise idea of the students' ability levels and interests. Faulkenberg Academy provides students with access to the Florida Virtual School for courses not regularly offered in the program. In addition, computer assisted instruction is regularly used and includes STAR reading and math, Choices, Encarta, FCAT Explorer, My Skills Tutor, A+, and Academy of Reading. Similarly, Oaks Halfway House has extensive on-line and networked computer software that tailors students' lessons to their academic needs. The same on-line academic curriculum is available in Volusia County public schools. This allows students who are transitioning back to those schools the opportunity to continue their course work exactly where they left off in the juvenile justice program, thus facilitating a more seamless transition. In addition, all of the high-performing programs provide meaning-based feedback to youth, and all but one of them provide credit recovery programs. The high-performing programs also appeared to have a much stronger emphasis on reading and writing than average and low-performing programs.

Dozier and Avon Park offer a wide range of vocational options as well as extensive hands-on training. Avon Park, for example, allows its students to choose among the following vocations: digital publishing, horticulture, automotive service, culinary arts, flooring installation, computer-assisted design (CAD), carpentry, plumbing, electrical, landscaping, masonry, and building construction technology. Dozier offers building construction, horticulture and agriculture sales and service, masonry, auto mechanics, and FETCH (a dog training vocational work experience program). Its vocational instructors require students to demonstrate mastery of shop safety and the fundamentals of their chosen occupation before beginning actual hands-on training. Much of this hands-on technical training also leads toward industry certification.

The high-performing programs also offer their students a much more diverse supply of instructional strategies than do the average and low-performing programs. For example, teachers at Pinellas Boot Camp were observed engaging their students in research

projects, computer activities, creative writing assignments, student presentations, educational videos, discussions, peer tutoring, small group assignments, and more. At Faulkenberg Academy teachers regularly provide whole group, small group, and individualized instruction. Students often work in pairs and small groups to complete special assignments. Similarly, Dozier provides computer-assisted tutorial, remedial, and literacy instruction, remedial reading and math courses, small group instruction, individual instruction, peer tutoring, thematic units, hands-on projects, games, etc. In contrast, teachers at one of the low-performing programs were observed providing no real instruction; rather, students sat at their desks working independently on workbook assignments while the teachers sat at their desks.<sup>10</sup>

The continual advancement in curriculum and instruction for juvenile justice education programs has ultimately been implemented through the annual quality assurance standards revisions, reviews of programs, and technical assistance that JJEEP provides.

**Implementing the Plan: Technical Assistance**

Part of JJEEP’s mission is to provide technical assistance (TA) to enhance the education services provided to incarcerated youth throughout Florida. Through this service, JJEEP staff work closely with programs to assist them in implementing best practices across all areas of education programming. One area that programs have consistently requested and received TA for is developing and using individualized academic plans.

More recently, during the 2006 and 2007–2008 QA review cycles, JJEEP provided technical assistance to several programs through on-site visits and correspondence with program staff throughout the year. Table 4.4-1 shows the number of programs that received TA in specific areas related to curriculum and instruction.

**Table 4.4-1. Technical Assistance Provided in Areas Related to Curriculum and Instruction**

<b>Area of TA Provided</b>	<b>2006 Programs</b>	<b>2007–2008 Programs</b>
Student Planning	25	9
Academic Curriculum and Instruction	12	6
Reading Curriculum and Instruction	20	8
Employability & Career Curriculum and Instruction	8	2
ESE & Related Services	14	7

Programs receiving off-site assistance commonly needed additional information on developing individual academic plans (IAPs), required academic and career course offerings, reading requirements and instruction, career planning options, and exceptional student education (ESE) requirements. Programs were also provided with contacts in various school districts, including JJEEP’s demonstration sites and other high-performing juvenile justice education programs that could assist in providing services to address their concerns.

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<sup>10</sup> See Appendix A for a complete demonstration site profile.

JJEEP staff provided on-site TA to programs when they had multiple or consecutive corrective actions or if the program or school district requested TA. Staff provided special assistance in developing long-term individualized student plans and measurable goals in academic and career areas, individualizing academic instruction, developing and implementing reading curricula, exploring career opportunities for students, and addressing the needs of ESE students through the receipt of appropriate services. Through responses on evaluation forms, JJEEP has learned that these TA services are a valuable service to programs trying to address problem areas. They have expressed how useful TA services have been in enabling them to elevate the quality of their areas of deficiency.

The creation and annual hosting of the Juvenile Justice Education Institute and Southern Conference on Corrections has also become a major TA resource for juvenile justice teachers and administrators throughout the state. The conference has focused workshops and training sessions on several important areas of curriculum and instruction. JJEEP's demonstration sites are regularly invited to present their specific program's practices in curriculum and instruction. Career and technical instruction has had a strong package of presentation for the past several years. Reading has also been emphasized through conference trainings including presenters from the Just Read! Florida office.

#### **4.5 Summary Discussion**

Since 1998, JJEEP has revised its standards and guidelines to address new legislative requirements, maintain high expectations for juvenile justice programs, and reflect current evidence-based best practices for improving student academic performance. Throughout its 10 years of operation, JJEEP has focused upon providing high academic expectations and opportunities for youth to progress toward a high school diploma or its equivalent while in a juvenile justice program. Specifically, JJEEP has ensured that youth are enrolled in appropriate academic courses and receive the credits they need to advance in school. JJEEP has also ensured that juvenile justice education programs offer core academic courses and that teachers are addressing the academic course requirements in state course descriptions including the FSSS. In addition, JJEEP has ensured that programs provide access to GED testing and encouraged programs to offer credit recovery and on-line learning systems, such as the Florida Virtual School, for youth who are behind in school.

JJEEP has also increased the expectations for reading instruction, career and technical curriculum, the provision of ESE services, and the practice of individualized instruction. In 2003, JJEEP began addressing the literacy levels of incarcerated youth by requiring programs to offer reading courses, activities, or instruction. Since 2003, this requirement has been enhanced to include the use of mandatory intensive reading courses for students who perform poorly on the FCAT as well as direct reading instruction and the use of approved scientifically-based reading curricula.

JJEEP has added value to the area of career and technical instruction by requiring that all programs offer instruction in employability and social and life skills. In addition, in-depth career exploration is required in most residential programs. JJEEP has recommended and encouraged numerous programs to use career and employability curricula such as Choices and Florida Ready to Work. Programs that serve older youth for longer lengths of stay are required to offer hands-on technical training that meets

industry standards and prepares youth to enter the workforce or continue their technical training after release.

JJEEP has increasingly provided technical assistance to juvenile justice education programs in the area of student planning and individualized instruction. Individualized student planning processes were developed and provided in JJEEP's Transition Guidebook for Juvenile Justice Educational Personnel. JJEEP reviewers also regularly provide examples of individualized student plans to programs. Given the prevalence of learning disabilities among incarcerated youth, JJEEP has focused upon the provision of ESE services in juvenile justice education programs. JJEEP ensures that youth with disabilities are identified and provided services to address their disability. In addition, JJEEP ensures that youth pursuing a special diploma are provided with individual services from a certified ESE specialist.

Future directions in curriculum and instruction will be guided by research findings on effective teaching strategies for at-risk and delinquent youth. Based on the descriptions of currently high-performing programs, several promising practices have emerged. These promising practices include credit recovery programs, an emphasis on reading and writing, a program wide dedication to individualization, the use of technology in the classroom, and online-learning systems.

Credit recovery programs often use competency based instruction so that students can learn at their own pace and advance through the education system based on their academic progress rather than traditional school semesters. Given that juvenile justice youth enter and leave facilities throughout the year and often during the middle of semesters, this approach allows youth who have fallen behind in school based on their age for their grade level the means to advance. In addition, credit recovery programs focus on core academic classes individual students need to progress toward a high school diploma.

Having program-wide dedication to individualization and emphasis on reading and writing allows students to continually work on the basic skills they need to make academic gains, find and use information, and think critically.

The increasing use of technology and on-line learning systems has increased teachers' ability to customize instruction to each students' needs. On-line education resources are increasing exponentially. Examples of academic systems currently used in some juvenile justice education programs include the Florida Virtual School (FLVS), which offers a full range of high school courses with certified teachers on-line to assist students, Apex learning provides a differentiated curriculum for both struggling and advanced learners, and Discovery Education provides a strong emphasis in science through a virtual lab environment. Career and technical education also has numerous on-line and computer assisted resources. FACTS.org, Choices, and Florida Ready to Work are all free career resources for Florida students, and juvenile justice facilities are increasingly using these resources to provide career awareness, employability skills, and planning. Many of these systems also allow for more real-world examples and interaction. Although technology and on-line learning systems have the potential to offer students access to activities and lessons that would otherwise be limited by their current incarceration, these resources have not replaced the need for certified and high quality teachers to encourage and guide learning.

Ultimately, research in curriculum and instruction for juvenile justice youth must identify and validate best practices. The use of the statewide common assessment for pre- and post-testing in reading, writing, and math, as well as JJEEP's plans to move toward a more process-oriented program evaluation approach to QA will assist in

identifying best practices for curriculum and instruction. Future research findings, education policies, and continual input from school districts and providers that operate juvenile justice education programs will lead to the development of evidence-based QA standards for curriculum and instruction as well as the implementation of effective curriculum and instruction practices within juvenile justice education programs statewide. In turn, more effective curriculum and instruction within juvenile justice education programs will produce higher academic gains among incarcerated youth. In 2006, JJEEP has also determined that higher academic gains and student progression toward a high school diploma while incarcerated increases the likelihood of youth returning to school after release from residential commitment programs. In addition, increased rates of youth returning to school and higher levels of attendance in school post-release reduces the likelihood of rearrest.<sup>11</sup>

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<sup>11</sup> See Chapter 6 for more information regarding JJEEP's research.



## Chapter 5

# Transition Services

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### 5.1 Introduction

This chapter provides an overview of the quality assurance (QA) standards related to transition services in 2000 and a comparison of these standards in 2007-2008. You'll find that the changes JJEEP has made in this area have greatly increased the success of students in transitioning from juvenile justice education programs back to their schools and communities. The chapter will address the following three questions:

1. How have the QA standards for transition services changed from 2000 to 2007-2008?
2. What does current QA data on on-site transition services, testing and assessment, and community reintegration tell us, and what are the emerging trends?
3. What value has JJEEP added to enhance transition services provided to youth?

This chapter is divided into three further sections: (5.2) changes in the QA transition standard over time, (5.3) current QA data in the transition standards and overall trends, and (5.4) the value JJEEP has added to enhance transition services.

### 5.2 Changes in QA Standards

JJEEP, DOE, and practitioners in the field annually modify the QA standards to reflect new research, legislative requirements, and practitioners' input. Best practices are identified from the research literature and include transition planning activities that focus on students' successful community reintegration. Much of the research literature and the practices in juvenile justice consider transition to be one of the most important factors to rehabilitating delinquent youths. The transition planning process should start when a student enters the juvenile justice system and should include enrollment, evaluation of prior school records, assessment, academic planning, student progress, guidance counseling, parent involvement, exit staffing, and support services.

This section provides an overview of changes in the QA transition standards based on legislative requirements, research, and practitioner input. The reference points for the QA standards are summarized in Table 5.2-1.

Table 5.2-1. Changes in QA Standards for Transition Services

Year	Change in QA Standards for Transition
2000	<p><b>Exit Transition</b></p> <ul style="list-style-type: none"> <li>• Required documentation of education representative participation in student exit staffings</li> <li>• Required a current permanent record card with cumulative total of credits attempted and earned prior to and during commitment to be included in DJJ discharge packets</li> <li>• Required a current IEP and/or academic plan and all assessment data to be included in DJJ discharge packets</li> <li>• Required documentation of activities that assist students in their next vocational or education placement</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Required that vocational assessments/career interest surveys are aligned with the program’s employability, career awareness, and/or vocational curriculum</li> </ul> <p><b>Guidance</b></p> <ul style="list-style-type: none"> <li>• Required that guidance activities are based on the <i>Florida Course Code Directory and Instructional Personnel Assignments</i>, the school district’s pupil progression plan, state and district-wide assessments, requirements for high school graduation, and post-commitment vocational/career education options</li> </ul>
2002	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Specified that assessments must be age-appropriate and administered according to the test publisher’s guidelines</li> </ul> <p><b>Exit Transition</b></p> <ul style="list-style-type: none"> <li>• Specified that exit plans include the responsible parties for implementing the plan</li> </ul>
2003	<p><b>Exit Transition</b></p> <ul style="list-style-type: none"> <li>• Required education exit packets to be transmitted to students’ next education placements</li> </ul>
2004	<p><b>General</b></p> <ul style="list-style-type: none"> <li>• All indicators are made priority indicators</li> <li>• Stopped reviewing programs based on DJJ’s “deemed” status and developed “exemplary” status based on education QA performance</li> <li>• Began identifying programs with education exemplary status</li> </ul> <p><b>Entry Transition</b></p> <ul style="list-style-type: none"> <li>• Enrollment, entry academic assessment, FCAT participation, exit academic assessment and MIS reporting become critical benchmarks</li> <li>• Required that “in-county” support services are provided to ensure students’ successful transition back to “in-county” schools</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Required entry reading diagnostic assessment for FCAT Level 1 students or students scoring two grade levels or more below current grade placement</li> <li>• Required student participation in the FCAT as appropriate</li> </ul>

**Juvenile Justice Educational Enhancement Program**

Year	Change in QA Standards for Transition
	<ul style="list-style-type: none"> <li>Required academic exit assessment and MIS score reporting</li> </ul>
2005	<p><b>General</b></p> <ul style="list-style-type: none"> <li>Introduced role of the school district transition specialist</li> </ul> <p><b>Exit Transition</b></p> <ul style="list-style-type: none"> <li>Required transmittal of education exit packets to the persons responsible for post placement services (i.e., receiving school, conditional release, school district transition specialist, appropriate school representative, parent, or JPO) <i>prior to or by the time of exit</i></li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Removed critical benchmark status from FCAT participation and exit assessment administration and MIS reporting</li> </ul>
2006	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Required use of the statewide common assessment (BASI) for reading, writing or language arts, and math</li> </ul>
2007–2008	<p><b>On-Site Transition Services</b></p> <ul style="list-style-type: none"> <li>Specified enrollment in English/language arts, reading, math, science, and social studies as needed for progression or graduation</li> <li>Required continual enrollment in intensive reading until students score a Level 2 on the reading FCAT</li> </ul> <p><b>Guidance</b></p> <ul style="list-style-type: none"> <li>Required advising students on major areas of interest</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Extended the entry assessment time frame to 10 school days after student entry for the academic and career/technical assessment</li> </ul> <p><b>Developed a community reintegration indicator</b></p> <ul style="list-style-type: none"> <li>Required notification to the transition contact in students' receiving school districts prior to student release from the program</li> <li>Required collaboration with support personnel in treatment team and transition meetings to assist students with their community reintegration needs</li> <li>Monitored the implementation of school district strategies or transition protocols for students transitioning from a DJJ program ( reported findings only, not rated in 2007–2008 QA cycle)</li> </ul>

Although the same content continues to be addressed in the QA transition standard, JJEEP has raised programming expectations each year to ensure that programs improve the quality of education they provide to incarcerated youth. Examples of increased expectations include requiring programs to enroll students in core academic areas, reading, and career/technical courses; to administer a common assessment to students

when they enter the program and again when they exit; and to provide comprehensive guidance services.

Prior to specific enrollment requirements, many students in DJJ schools were not enrolled in the school district's management information system (MIS) or were not receiving credit for coursework done while incarcerated. Now, enrollment requirements specify that students must be enrolled based on the student progression plan. In some DJJ schools, students are participating in credit recovery courses in addition to the standard courses for progression so that they can make-up course credits they missed in previous years. Students success in earning these credits is critical in encouraging them to continue in school when they leave the DJJ program. JJEEP research has documented that the positive experience of academic achievement while incarcerated has a positive effect on the likelihood of a student returning to school. Furthermore, those able to stay in school also experienced a lower likelihood of committing additional crimes.

Prior to the common academic assessment requirement for entry and exit testing, juvenile justice schools were initially allowed to select any academic assessment to administer, then they were required to select from a list of approved DOE academic assessments. Students were assessed within 5 school days of entry in reading, writing/language arts, and math and reassessed prior to exit using the same assessment to measure growth. Now, a common assessment is provided to all DJJ residential and day treatment programs for administration to students at entry and exit. The administrative timelines have also been extended to 10 school days after entry as a result of specific input from stakeholders indicating that assessment results within the first 5 days of incarceration yield invalid scores for many students.

Guidance expectations also have increased over time, enabling some juvenile justice programs to secure services from a part-time guidance counselor in order to best respond to the students' needs. In 2000, many juvenile justice programs addressed students' guidance needs through teachers serving as advisors for a group of students; however, many of these teachers did not have formal training in providing guidance services and were not always aware of the specific requirements for each diploma option. Guidance services are no longer limited in scope to students' progress and goals for the future but are now specific to individual students' selection of a "major area of interest," diploma option, and advisement on postsecondary and occupational opportunities. In addition, schools are increasingly involving parents in transition planning. Treatment and education services overlap with guidance counseling because students in juvenile justice facilities typically have a case manager, a counselor or therapist, and access to a guidance counselor or lead educator who performs guidance functions. Currently, more individuals providing guidance services receive school district training and updates than in 2000 due to the multiple needs of the students and the varying diploma options. Some lead educators who also serve as guidance counselors participate in monthly guidance meetings with all guidance counselors in the school district and report being more prepared to assist students with their transition.

Community reintegration emerged from the research literature as one of the key factors in determining students' success after release from a commitment program. Specifically, if students' transition needs are identified when they enter and transition planning activities are designed to assist students in maximizing academic achievement and experiencing successful transition back to school and the community, the students are more likely to reintegrate successfully and less likely to re-offend. Because best practices are embedded within the QA standards, a new indicator—community reintegration—was added to the residential and day treatment QA transition standards

in 2007–2008. This indicator includes a benchmark requirement for the transition contact in students' receiving school districts to be notified prior to the student's transition. Students' records are then forwarded to the transition contact to assist the student with returning to school and the community. These practices are process oriented and interrelated. For example, initial assessments are used to develop academic plans, which are then used to improve transition and planning services.

The 2007–2008 QA standards also include the expectation for school districts to implement transition strategies or follow a transition protocol for students transitioning from a DJJ program; however, this benchmark was not rated during the 2007–2008 QA cycle to provide all school districts the necessary start-up time to develop their strategies or protocol before the expectation was rated. The expected outcome of the community reintegration indicator is that transition-planning activities are designed and implemented to facilitate students' transition from a DJJ program to the community, which may include school, peer groups, employment, and family reintegration. To appropriately prepare students to transition successfully, education and treatment staff must collaborate with parents, families, and representatives from the communities to which students return.

The QA transition standard expectations are the same for residential and day treatment programs except for the inclusion of the student attendance indicator and an additional benchmark in the student-planning indicator. This benchmark requires day treatment programs to implement conditional release students' exit transition plans from commitment programs and modify these plans as needed. This requirement only applies to programs that serve students on conditional release.

The QA transition standard for detention centers focuses on appropriate enrollment, testing, daily population reports, student planning and progress, guidance services, and exit transition. Critical benchmarks include student enrollment, entry academic assessment, IAP development, and IEP goal development.

Legislative requirements are embedded in the QA standards annually and increase the emphasis on accountability. There are several major legislative requirements affecting transition services: House Bill (HB) 349 requires model transition procedures to be developed for students moving into and out of DJJ programs. Section 1003.51, Florida Statute, mandates that DOE develop model procedures for transitioning youths into and out of DJJ programs. Rule 6A-6.05281, Florida Administrative Code, requires specific transition services for youths committed to DJJ programs. Title I, Part D, of the Federal Elementary and Secondary Education Act requires state operated programs to spend at least 15% of the Part D funds on transition services. The No Child Left Behind Act of 2001 (NCLB), (P.L.107-110) significantly affects JJEEP's accountability model by ensuring that every student has a fair and equal opportunity to reach proficiency in state academic achievement standards and statewide academic assessments. Specifically, Title I, Part D requires state-operated institutions to reserve not less than 15% and not more than 30% of Part D funds for the following purposes:

- Projects that facilitate the transition of youth from institutions to local schools
- Exposing youth with diplomas to post-secondary and/or vocational programs while incarcerated
- Transitioning youth with diplomas who are under the age of 20 to post-secondary/vocational schooling
- Personal, vocational, and academic counseling services

- Post-secondary and/or job placement services
- Private and/or public partnerships to help students make a successful transition to post-secondary education or employment

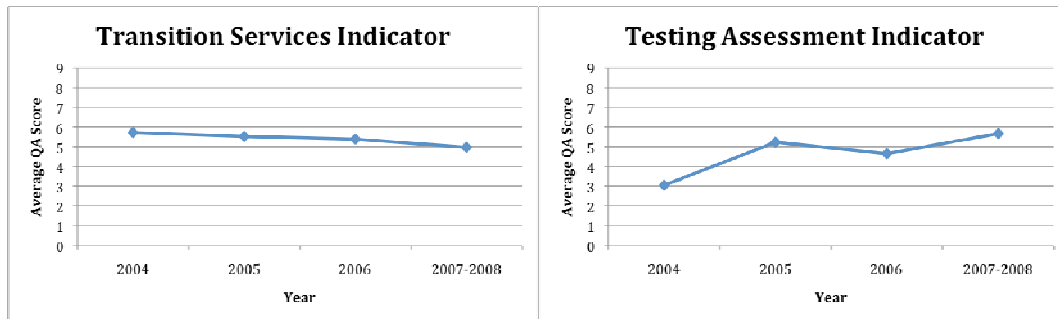
Most recently, Section 1003.428, F.S. (A++ Secondary Reform) supports transition goals; specifically, it (1) requires students to declare a high school major, (2) defines the Florida Ready to Work Certification Program to enhance students' workplace skills, and (3) defines requirements for middle school promotion and high school graduation.

In addition to the research-based practices and legislative requirements, the QA standards incorporate practitioner input. This collaborative process enhances the validity of the standards as instruments of assessment. Moreover, through the involvement and participation of practitioners in the annual revision of the QA standards, greater moral authority for the standards is ensured. Although the new community reintegration focus was derived from research, practitioners input at the annual standards revision meeting helped develop the benchmark language that is evidence-based. A consensus among practitioners was reached at the standards revision meeting prior to adding the language into the 2007–2008 QA standards.

### 5.3 Recent QA Data

Figure 5.3-1 presents the changes in average QA scores for the two transition indicators. Scores for juvenile justice detention programs were excluded from Figures 5.3-1 and 5.3-2 because of significant differences in the indicator methodology from residential and day-treatment programs. Likewise, changes in the QA review process and standards (i.e., exemplary status) resulted in all of Florida's juvenile justice programs receiving a full review in 2004. Thus, data presented in Figure 5.3-1 begins with the 2004 indicator scores.

**Figure 5.3-1. Average QA Scores for Transition Indicators, 2004 to 2007–2008**



The average QA scores for the transition services indicator remained relatively stable from 2004 to 2007–2008. Indeed, results from a student *t*-test of differences in average scores between years indicates that the slight decline in the transition service indicator over the past four years is not considered statistically significant and may be attributable to stochastic variation. Following a similar pattern to the indicator scores for curriculum and instruction, the stability of the transition services indicator is somewhat telling. As noted above in Table 5.2-1, several changes were made to the transition services indicator, increasing the requirements placed on programs. However,

despite increased requirements, programs (on average) were able to maintain consistent QA scores for the transition services indicator.

The testing assessment indicator varied from an average score of 3.06 in 2004 to 5.67 in 2007–2008. In 2005, the critical benchmark status for FCAT participation was removed from the testing assessment indicator. Programs traditionally preformed poorly on the FCAT participation benchmark, and removal of the benchmark is reflected in the change of score averages for the testing assessment indicator from 2004 to 2005. As with other indicators, guidelines for the testing assessment indicator have undergone other enhancements over the past 4 years, as shown in Table 5.2-1.

**Figure 5.3-2. Rating Scale for Transition Indicators, 2007–2008**

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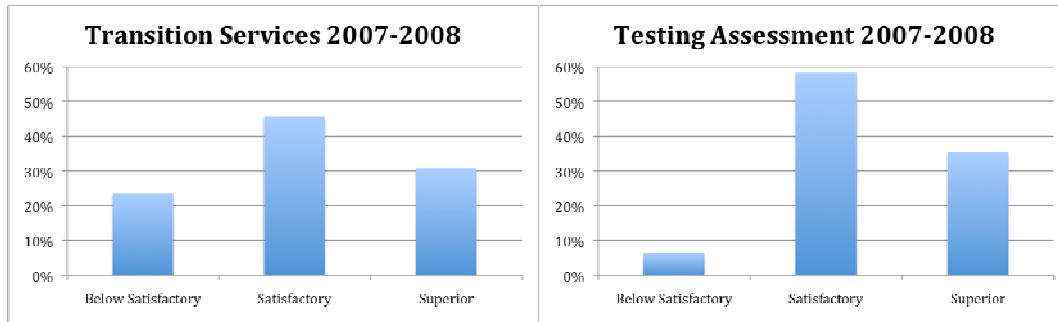


Figure 5.3-2 presents the 3-point rating scale for the transition services and testing assessment indicators during the 2007–2008 review cycle. Programs performed the best for the testing assessment indicator, with only 6.3 percent of programs receiving a below satisfactory score. For a comparison to specific programs with state averages in Figure 5.3-2, see individual program indicator scores in Appendix B.

### **5.4 Value Added**

Over the past 10 years, JJEEP has affected the lives of approximately half a million students through its quality assurance process and commitment to raising performance expectations each year. Although the QA transition scores demonstrated a decline during the implementation of NCLB requirements, juvenile justice programs responded positively to the bar being raised each year and ultimately, the rate of unsatisfactory transition scores decreased while the rate of superior and satisfactory transition scores have increased over time.

### **Creating and Publicizing Transition Protocols**

The legislative intent of NCLB regarding transition is to provide youth with the services needed to make a successful transition from detention facilities to further schooling or employment. Specifically, youth who have not graduated from school should return to school upon release, and students with secondary diplomas or the equivalent should participate in job training programs, enroll in post-secondary education, or gain

employment. Each state was required to address how state facilities will assist in the transition of youth from institutions to local schools and programs, designate individuals to be responsible for the transition of youth from the institution to local schools, to assist in locating alternative programs for youth to continue their education post-release and involve parents in the education and transition of incarcerated youth.

In an effort to meet the federal requirements of the NCLB and to bridge the gap in transition, DOE, DJJ, and JJEEP collaborated on a transition pilot project in 2004. Five school districts throughout the state (Broward, Desoto, Hillsborough, Okaloosa, and Volusia) participated in formalizing transition protocols between transferring and receiving school districts. These protocols identified procedures both for students returning to their home school district from a local program and for students returning to other districts. The protocols were intended to describe how each school district coordinates transition services for their students and were developed as a guide to assist other districts. Every school district has submitted their transition process, and these can be found on the JJEEP website: [criminologycenter.fsu.edu/jjeep/school-district-transition.php](http://criminologycenter.fsu.edu/jjeep/school-district-transition.php). This resource is used in students exit conferences to inform students of their home school district's policy for transitioning back into the district from a DJJ school. Some students are misinformed that they will be allowed to transition back into the school they previously attended; however, the protocols developed specifically indicate that some school districts require students to complete a probationary period at an alternative school before returning to their local school. Education and treatment representatives can now effectively inform students of their home school district's policies for transitioning and therefore, better prepare students for the challenges they may face.

### **Writing the Transition Guidebook**

As a result of several factors (i.e., specific legislation relating to transition needs, empirical research identifying transition as one of the most important factors in students' success, and QA data indicating that the transition standard is the weakest area for the majority of juvenile justice programs), JJEEP, DJJ, and DOE personnel collaborated to develop "A Transition Guidebook for Education Personnel of Juvenile Justice Programs Providing a Continuum of Care to Delinquent Youth in Education, Treatment, and Conditional Release" in 2000 and revised the guidebook in 2005. This guidebook assists administrators of juvenile justice facilities and education programs with providing effective transition services and continues to be used in many facilities to introduce new teachers and staff to the transition process and expectations. Sample IAPs and exit plans from the transition guidebook are provided routinely to programs that do not have IAPs or exit plans meeting all of the requirements. The guidebook is also on JJEEP's website and was the cornerstone to transition trainings provided by JJEEP, DOE, DJJ, and Hillsborough County.

### **Identifying Transition Contacts**

Additionally, all school district superintendents are required to identify a transition contact to serve as the individual to assist students transitioning into their school district from a DJJ program. Other responsibilities may include retrieving in-county students' education records and providing copies to the DJJ program upon commitment, assisting students with community reintegration needs, and ensuring that students' education records are provided to students' subsequent education placements upon release from a DJJ facility. A list of each school district's transition contact



information was initially included in the Transition Guidebook and is currently posted on JJEEP's and DOE's websites. This information continues to be used daily when students are transitioning back into their home communities. Each year, school districts are asked to update their transition contact to ensure the information posted on the websites is accurate. This year, transition contacts statewide clearly understand the significance of their role in helping students stay on the path to success. For example, one transition contact describes her role as "payday" for the students because if she doesn't follow through and help that student reintegrate into school and the community, all the time and effort spent at his/her program fails to pay off.

Many transition contacts also work closely with the chief probation officers and conditional release providers in their counties to ensure a smooth transition, and some schedule and attend re-entry meetings at students' next education placements. Transition contacts have also been successful at times in moving the scheduled release dates a few weeks back to accommodate the semester break schedules in traditional schools. Ideally, students would transition at the end of a grading period to prevent students from the possibility of losing any credits; however, this is not how transition occurs for most students, therefore, the transition contact serves as an advocate for the students and ensures that their grades in progress and credits are recorded at their next school.

### **Building Relationships**

Transition contacts also report having established relationships with juvenile court judges and court liaisons and, in some cases, convincing judges not to transition students during FCAT testing weeks or FTE counts. Due to the increasing needs of students, the transition contact's role has evolved in many school districts into a liaison between the school district and DJJ. Some transition contacts report attending DJJ meetings monthly and training DJJ personnel on the process they follow to ensure successful community reintegration. This ongoing communication allows the transition contact to assist the conditional release contract managers and juvenile probation officers (JPOs) with progress monitoring of students post-release as well because transition contacts have access to school district enrollment, attendance, and discipline history records and can report this information to the DJJ personnel as needed. Transition and aftercare services continue to be identified as a best practice that leads to lower recidivism rates.

In addition to the value added by bridging gaps among agencies working toward successfully reintegrating youth, JJEEP has helped school districts in strengthening their transition contacts service. JJEEP has assisted some school districts in demonstrating for their superintendents the need for transition contacts to have limited additional responsibilities so that they can focus on providing high quality services for each student transitioning. In some cases, recommendations made in QA reports for additional education support personnel to assist with transition have provided programs and school districts the leverage needed to get the personnel or resources to better meet students' needs. Other school districts have contacted JJEEP administrators and inquired about funds used to pay transition contact's salaries or inquired about shadowing a transition contact in a neighboring county when a new transition contact is hired. JJEEP administrators facilitate this networking among transition contacts and provide the data needed for school districts to report to their superintendents and school boards in order to get the resources needed.

These resources and personnel committed to assisting youth transition into their communities has added value to each student's future by reducing the likelihood of re-arrest and also limiting the number of public schools that are reluctant to receive students who were incarcerated. Transition contacts play a vital role in the success of students because they put the needs of the student first; identify the alternative education options for post-release; and collaborate with students' families, JPOs, conditional release case managers, and home schools to ensure that students' post-placement goals are addressed at the next education placement. Ten years ago many juvenile justice programs had very little oversight or assistance from the school district, and many school districts did not hold the education programs within the juvenile justice system to the same standards that they expected for the traditional schools. Now, specific personnel are assigned to oversee the transition of students returning from DJJ programs, and many school districts believe the expectations of juvenile justice schools are more stringent than traditional schools.

### **Communicating Knowledge**

**Conference programming.** Transition contacts are increasingly involved in the annual standards revision process and the Juvenile Justice Education Institute (JJEI) and Southern Conference on Corrections. In fact the transition contacts from Hillsborough and Polk counties collaborated to present a transition session titled "Transition Contacts: What Are They Doing in Hillsborough and Polk," which received 32 positive session evaluations and comments on how informative the session was. Many audience members noted that the presentation was excellent.

JJEEP also coordinated a transition panel including a DJJ representative; a JJEEP representative; and representatives from a residential, day treatment, and detention center who had superior QA transition scores for both JJEEP and DJJ. JJEEP and DJJ representatives discussed the commonalities of the transition expectations among their respective QA standards and transition planning activities for students. The program and school district personnel presented the strategies they use to effectively meet their students needs while exceeding both the JJEEP and DJJ transition requirements. This session received 37 session evaluations with positive ratings and specific suggestions that they would like to have separate sessions for residential, day treatment, and detention centers in the future. As JJEEP restructures the QA process and standards, this specific feedback will be helpful in preparing for future conferences.

**Demonstration sites.** Representatives from JJEEP's demonstration sites also serve as peer reviewers and have agreed to network with other representatives from juvenile justice schools to help them improve the services provided to students. Aside from presentations at the annual JJEI and Southern Conference on Corrections, demonstration site representatives allow other program and personnel to visit their programs for research and system improvement purposes. Because the transition standard has the most direct relationship to recidivism, assessments, diagnostics, guidance, and exit and aftercare services are discussed at length in the case studies to explain how these demonstration sites effectively meet students' transition needs through best practices. Some of the commonalities include administering multiple assessments to diagnose students' strengths and weaknesses upon entry; using the assessment results as a guide for scheduling, student planning, and instruction; providing certified guidance counselors who interview new students; review previous school records and FCAT scores with them; and develop a schedule based on student needs and student progression toward graduation. In some of the demonstration sites, the guidance counselor also provides students with a welcome letter and a guidance

video specific for both middle and high school students. The video and letter contain graduation requirements, major areas of interest, general promotion policy and requirements, the school grading policy, information on opportunities to take the GED, and procedures to request on-going guidance and counseling services. Guidance counselors also assist students with registration in the Florida Ready to Work Credential as appropriate. On-going guidance services are then integrated with treatment services and provided during monthly treatment team meetings by teachers who have been trained by the certified guidance counselor and district level supervisors.

Other best practices identified among the demonstration sites include initiating the students transition/exit plan when they enter the program, exit portfolios that include additional information on community colleges, applications, facility contact information (sometimes even a 1-800 number for students to call the program any time for assistance), and personal essays pertaining to their transformation throughout the duration of their stay in the program. Some students are expected to present their essay and the reasons why they believe they are ready to transition back into a traditional school at their re-entry meeting. Another common practice among the demonstration sites is the collaboration between the guidance counselor and the school district transition contact to address the students' transition needs holistically. Some post-placement services provided may include student referrals to the local community college, registration for employment through the local one-stop career center, vocational school information, applications for scholarships, and GED testing information. Other demonstration sites use grant monies to fund after-care counselors to assist students 12 months post-release. These counselors meet with students and their parents regularly, provide financial support for vocational and educational materials and any household items, assist the student with transportation, and meet with students individually or in groups for lunch or other fun activities. More information on demonstration sites can be found in Appendix A.

### **Ensuring Policy Implementation**

JJEEP serves as a strong resource in guiding programs in implementing various policies related to transition. The 2004 legislature amended Florida Statute 1003.52(3) (b), which requires DOE, with school district assistance, to select a common assessment instrument for measuring student progress in juvenile justice education programs. A common assessment instrument also addresses Title I, Part D, of NCLB requirement for reporting pre- and post-assessment results annually. Several common assessment workgroup meetings that JJEEP staff participated in identified key criteria for selecting the common assessment instrument. From the selected criteria, a request for proposal was issued. An evaluation committee was formed, which reviewed the submitted assessments and selected the Basic Achievement Skills Inventory (BASI) as the common assessment. All residential and day treatment programs are required to use the BASI assessment at entry and exit and receive ongoing training from DOE on the use of the assessment and the expectations for data reporting. The DOE also covers the costs of the assessments and assists programs with ordering the materials twice a year.

### **Providing Technical Assistance**

As in previous years, transition is the standard for which most programs received below satisfactory scores. Programs also have requested more technical assistance in the area of transition than any other area. The purpose of technical assistance is primarily to increase the performance of all programs. Technical assistance is delivered in a variety

of ways including on-site visits, phone calls, postal mail, e-mail, faxes, or networking with other programs or school districts. The corrective action process continues to be the primary method of identifying programs' and school districts' technical assistance needs; however, individual requests from programs and school districts also generate various technical assistance efforts. Although the TA provided in the transition areas decreased from 36 to 21 occurrences from 2006 to 2007–2008, on-site transition services continues to require the most TA among all QA indicators with 14 of the 21 occurrences in 2007–2008 focused on on-site transition services. Specifically, transition TA is provided more often for enrollment and exit transition procedures. Corrective action plans (CAPs) for transition services were decreased in 2007–2008 as a result of the TA provided, program personnel and school district representatives implementing the recommendations cited in the QA reports, and programs and school districts correcting the deficiencies identified.

Although TA has a positive impact on overall program performance, JJEEP representatives are listening to the stakeholders and exploring ways to add more value to the TA provided. A suggestion provided thus far includes identifying separate residential, day treatment, and detention peer reviewers throughout the state who would be willing and able to respond to TA concerns in their region and program type. More specifically, the identified peer reviewer would participate in at least one QA review throughout the review cycle, attend peer reviewer and standards revision training, and assist JJEEP by providing TA from the field on areas they identify as their strengths. JJEEP representatives plan to solicit additional feedback from the stakeholders to pinpoint other areas where the TA process can be changed to provide more value to programs and school districts.

## 5.5 Summary Discussion

Ultimately, the research literature that addresses best practices in juvenile justice education, the numerous legislative requirements, increased emphasis on accountability, and systematic input from practitioners, have led to the development of an evidence-based review system of continuous quality improvement. Although, specific value-added outcomes and experiences cannot easily be quantified, the successful reintegration of youth back into their communities and schools adds lifelong value for these youth, their families, and the citizens protected from future violence and crime.

Despite few changes to the overall concepts of transition planning and extensive technical assistance provided in this area, providing high quality transition and planning services to students remains a challenge for juvenile justice programs. Research identifies transition services as critical to students' success post-release and recommends that transition planning begin upon entry. JJEEP's longitudinal research proves that higher education achievement while incarcerated results in greater likelihood of return to school, and if youth stay in school, recidivism is less likely. As educators we strive to make the transition from a juvenile justice program back to a traditional school or alternative school a seamless process. Although we have made strides in preparing students to effectively transition, recidivism rates indicate that we are not meeting the needs of all students. Many students may initially return to school, but staying in school, attending school regularly, and gaining employment are all important factors in reducing recidivism.

Although JJEEP's future direction in relation to the QA standards and process has not been fully defined, transition services will continue to be a focus in order to effectively

prepare youth and their families for the challenges they will face as youth reintegrate into their peer groups, families, and schools. Research identifies transition to adult education programs that provide GED preparation as one area where we must focus our attention. With our primary focus over the past 10 years on on-site transition services, the time has come to raise the bar and provide post-release follow-up contacts and services to better assist youth with remaining in school and attending school regularly. JJEEP will continue its research and collaboration with DOE, DJJ, school districts, and program providers to identify additional areas that need to be addressed for effectively facilitating students' transition.

## Chapter 6

### JJEEP Research

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#### 6.1 Introduction

JJEEP’s purpose in conducting research is to shape juvenile justice education policy and practice. Over the past decade, JJEEP annually reviewed the research literature on best practices relating to teacher quality; classroom instruction; transitional services; pre- and post-assessment gains; program performance; and empirical relationships among academic achievement, incarceration, post-release education, and re-arrest. JJEEP continues to expand its statewide database of teacher characteristics and education programs in juvenile justice facilities and to examine individual youth data through its longitudinal cohorts of approximately 10,000 juveniles released from DJJ facilities during 2000-2001 and 2001-2002. It has been of paramount importance for JJEEP’s quality assurance efforts to be centered on continual quality improvement of Florida’s juvenile justice schools. The annual increase in expectations for quality assurance (QA) standards, technical assistance, and corrective action requirements are a direct result of JJEEP’s dedication to continual quality improvement. JJEEP’s research agenda has involved shaping policy with targeted and relevant data.

#### 6.2 JJEEP’s Research Findings

This section presents some of the key findings from JJEEP’s research conducted with quality assurance program data and longitudinal cohort data. Findings are presented for research initiatives from 2000 through 2007-2008.

##### Pre- and Post-Education Outcomes

In 2000, JJEEP conducted an assessment of pre- and post-education outcomes of 64 juvenile justice education programs. We found that youths in these juvenile justice commitment facilities are, in general, academically deficient as determined by grade level and pre- and post-academic assessment results measured in relation to their age. These youths are, on average, 2 to 3 years behind in their education. However, the findings indicate that while in the facilities, students are actively involved in education programs, are accumulating academic credits that reflect normal student progression rates, and are improving their levels of academic ability based on academic pre- and post-tests. Moreover, and very importantly, these preliminary outcome analyses indicate a positive correlation between higher education program QA scores and positive education outcome measures. Although these data are not conclusive, they demonstrate the potential importance of quality education in facilitating successful community reintegration.

### **QA Performance and Return to School Post-release**

Also in 2000, JJEEP selected six programs as the focus of a pilot study based on QA scores, types of students served, and geographic location. Findings from these six programs demonstrate that higher QA performing programs have more students returning to school compared to those programs with lower QA scores. During the 2001 cycle, JJEEP continued to develop and expand its longitudinal research efforts to include a larger group of programs and expanded data measurements of community integration (i.e., recidivism, school, work, family, and self-report data).

### **Best Practices**

JJEEP reviewed the education literature and identified relevant best practices that increase the likelihood of quality education services. Best practices include initial multiple assessments, individual academic student planning, multi-faceted curriculum, psychosocial educational curriculum, individualized instructional delivery, effective school environment, and transition/aftercare services. In reviewing the QA program data, JJEEP found that programs operating with increased numbers of these best practices received proportionately higher QA scores than programs with fewer of these best practices.

### **Aftercare and Recidivism**

In 2000, JJEEP conducted a preliminary examination of the relationship between the effectiveness of various aftercare programs and recidivism rates. The findings indicate that day treatment aftercare programs have higher recidivism rates than community-based aftercare programs. However, these results may merely reflect the fact that day treatment aftercare programs serve primarily higher risk youths. No significant differences in recidivism rates were found between publicly operated aftercare programs and private not-for-profit aftercare programs.

### **Private Versus Public in the Quality of Education Services**

Using 2000 QA program data, JJEEP compared program QA scores by type of program provider: public, private not-for-profit, or private for-profit. Results indicated that there was not a significant difference in the QA scores, a measure of quality education services, between juvenile justice commitment programs that were administered publicly, privately not-for-profit, or privately for-profit. However, who administered the education programs within these facilities was a significant factor regarding the quality of education programs as measured by QA scores. Specifically, public providers of education services received higher QA scores than did private providers. The major areas in which this difference was found related directly to the quality of the education administration and the academic competencies of the teachers in the classroom. For example, among public education providers, 79% of the instructors were full-time professionally certified teachers compared to 33% for private not-for-profit providers and only 21% for private for-profit providers.

## **Special Education Services**

The data gathered by JJEEP during the 2000 QA cycle indicates that approximately 37% of all incarcerated youths are identified as in need of ESE services. Moreover, nearly one third of these youths are identified as Severe Learning Disabled (SLD), and 41% are identified as emotionally disabled. These statistics demonstrate that juvenile justice educators need to be especially prepared to teach students with disabilities. Specifically, all educators must have complete access to accommodations to meet the needs of these students and should be certified in the area of ESE whenever possible.

A review of QA scores compiled for two years indicated that long-term commitment programs generally were providing satisfactory services to disabled youths. Further, there was a slight improvement from 1999 scores to 2000 scores for most indicators addressing special education services.

The QA scores for both 1999 and 2000 revealed that overall program performance for modifications and accommodations in the curriculum as required for students with disabilities fell in the satisfactory range demonstrating that programs were making determined efforts to apply modifications and accommodations as required for students with disabilities. The percentage of programs that received a score of “partial” decreased by 50% in 2000 as compared to 1999. It is imperative that all programs score at least in the satisfactory range to ensure that students with disabilities are served appropriately.

The data indicate that the majority of programs and school districts are providing support services and support personnel to deliver services outlined within existing IEPs. Overall, QA data reveal that programs have improved the quality of support services and that, in 2000, 79% of programs provided full student support services.

## **Gender**

Between 1995 and 2000, the percentage increase in commitment admissions for females was considerably greater than for males across each of the major categories of crime (violent, property, drug, and public order). Prior research has consistently argued for gender-specific programming and education services for incarcerated girls. Several gender-specific services and education models have been developed and appear to be promising. However, in Florida and elsewhere throughout the country, efforts aimed at gender-specific programming have been fragmented with most states continuing to operate with a male focus.

## **Facility Size, Education, and Other Performance Measures**

Given Florida’s prior reliance on “getting tough” policies and the move toward economy of scale (relying on large facilities of 100 plus bed capacity) with an increased focus on custody, JJEEP conducted research on the role of facility size on QA scores. The role of facility size revealed a number of negative consequences for education, including lower QA education scores for larger facilities. Additionally, larger schools had a negative impact on student exam-performance measures, participation, and satisfaction as well as discipline. Whether consideration was given to the square footage of the facility, the number of students in the facility, or measures of density/crowding, the accumulated evidence supported the conclusion that larger facilities had more negative consequences than smaller community-based facilities. The negative consequences



included education services in general, as well as specific performance measures, such as recidivism. Small, community-based programs appeared to offer the greatest prospects for effective education and rehabilitation of juvenile offenders by equipping them with the skills necessary for successful community reintegration.

### **Teacher Certification**

In 2000, there were 877 teachers in Florida's more than 200 juvenile justice education programs. Of this total, 482 or 55% of these teachers are professionally certified, 228 (26%) have either statements of eligibility or temporary certificates, 42 (5%) had vocational certification, and 125 (14%) were not certified. Many factors prevent there from being a higher number of teachers with professional certification in juvenile justice education programs, including a lack of newly trained teachers, increased education standards and higher expectations, lower salaries for teachers, and very high rates of attrition because of difficult working conditions.

In an effort to hire certified teachers, many Florida juvenile justice programs have relied on alternative and temporary certificates. Given the established relationship between certified teachers and quality education, innovative efforts to develop, recruit, and retain certified teachers in Florida's juvenile justice education programs are needed. Ongoing professional development and increased targeted training were implemented in the 2001 QA cycle.

### **Education Program Quality, Return to School, and Length of Time in School**

In 2001, JJEEP examined the relationship between the quality of the education program (as measured by QA scores), return to school post release, and the length of time in school post release. Overall, the analysis suggested that QA scores had a strong and positive relationship with one of the two indicators used to measure education outcomes, namely, length of time the students remained in public schools after they were enrolled in these schools. Programs with higher QA scores appeared more likely to have students who remained in public schools for a longer period. This relationship between QA scores and days in school appeared to hold constant for all DJJ programs included in this analysis, regardless of age and gender distributions, security level, and average length of time served at these institutions.

QA scores were related in the expected direction to whether a DJJ youth would return to a public school after he or she was released from a facility, but this relationship was neither strong nor statistically significant. A separate analysis suggested that age was the strongest predictor of returning to a public school. Younger students were more likely to return to public school than older students. Program performance measured by QA scores was not strongly related to the percentage of students returning to public school at the program level.

The analyses were based on a small sample of programs. It may not be the case that these results can be generalized to the entire population of programs. As JJEEP's database continues to expand, it will be possible to conduct similar analyses to verify these findings using more programs. In addition, it is important to recognize that correlations do not, by definition, establish cause-effect relationships that enable empirically-based predictions. Rather, JJEEP's analyses show that QA scores are positively correlated with number of days in public schools.

## Education Program Quality and Recidivism

In 2001, JJEEP examined the relationship between the quality of a program's education services as measured by the QA score and the recidivism rates of youth post release. Five of the six transition indicators (guidance services is the exception) were negatively related to recidivism. The indicators that were most strongly related to recidivism were student planning and student progress. A unit increase in the scores of these indicators (for example, an increase from four to five) was associated with more than one percent decrease in recidivism rates at the program level. The relationship between each of these two indicators and recidivism was statistically significant.

Indicators of service delivery also were negatively related to recidivism. A unit increase on any indicator in this category was associated with a decrease in recidivism rates. However, most of the relationships were weak and none of the coefficients in this category were statistically significant.

The findings for the remaining two categories were mixed. There were more positive relationships than negative ones. Although not all of these relationships were weak, none were statistically significant. Factors in these two categories did not appear to have a significant effect on recidivism regardless of whether the effect was positive or negative. This set of results suggested that the indicators in these two standards were only marginally related to recidivism.

The overall mean program score was negatively related to recidivism, although the strength of this relationship was weak and non-significant. Among the four standard mean scores, transition and service delivery were negatively related to recidivism and administration and contract management were positively related to recidivism. The effects of transition and service delivery, however, were much stronger than those of administration and contract management. Although both transition and service delivery were associated with a one percent reduction in recidivism, administration and contract management showed only a very small effect on recidivism. Once again, none of the standard coefficients reached an acceptable level of statistical significance.

Despite these weak and inconsistent findings, the overall results of this longitudinal study were encouraging. The programs that performed well in student transition and service delivery tended to have slightly lower recidivism rates. The mean QA score was also negatively related to recidivism although this relationship was not as strong as those associated with some of the individual indicators. Transition and service delivery were the two standards with the most direct impact on individual students; therefore, it was encouraging that facilities with higher QA scores in these areas were linked to lower recidivism rates.

A cautionary note is that there are many factors that potentially can affect recidivism. This analysis included only four control variables. Among the four variables, length of stay in the program had the strongest effect on recidivism. Facilities with longer average lengths of stay had lower recidivism rates. Higher security level, on the other hand, was positively related to recidivism. Holding all other variables constant, the facilities with higher levels of security tended to have higher rates of recidivism. Other factors that potentially may have affected recidivism at the program level included average severity of prior offenses, average age at first referral, access to non-educational treatment programs, the number of students with strong family ties and social bonds, and availability of aftercare. Due to data limitations, JJEEP was unable to include these variables in the analysis although security level may serve as a proxy for some of them. It is certainly possible that the relationships between QA indicators and

recidivism would change if these variables were included. Another reason for caution in interpreting these results is the sample selection. The analysis used the 62 programs that had the necessary data available. Because this sample was not randomly chosen, it is questionable whether the results drawn from this sample could be generalized to the entire population of Florida juvenile justice facilities with education programs.

The lack of a relationship between the QA score in the administration and contract management standards, and the lack of any significant relationship with particular indicators in these standards, was not unexpected. Administration standards evaluate the organizational structure of the school programs and, therefore, did not necessarily affect the way teachers and students interact. On the other hand, the transition and service delivery standards directly evaluate the interaction between education staff and students. Moreover, the transition and service delivery indicators incorporate many promising practices, such as individualization of services and instruction, assessment testing, transition planning, parent involvement, and the use of a multifaceted curriculum that addresses the individual needs of students in academic, vocational, General Education Development (GED), literacy, and psychosocial education.

The transition standard, which had the strongest relationship to recidivism, was designed to address community reintegration outcomes through the implementation of a specific process from student entry into a juvenile justice education program through exit. The two indicators within the transition standard that had the greatest relationship with recidivism were Student Planning and Student Progress. These indicators relate to the second phase in the transition process, which was developing individual student goals and objectives relevant to identified student needs and deficiencies and tracking each student's progress on goals and objectives through multiple means of evaluation. These indicators related directly to the extent of individualized services and individualized instruction within the education program.

### **2002 Youth Cohorts**

In 2002, JJEEP undertook the first effort to conduct follow-up analysis on youth released from the juvenile justice system to evaluate both individual- and program-level education outcomes one year following release from the program. We used individual youth data matched from DJJ, DOE, and Florida Education and Training Placement Information Program (FETPIP) databases to develop a cohort of 4,858 youth. The variables used for this analysis were demographics, end-of-year status, exceptional student education (ESE) status, disciplinary referral, attendance, earned diplomas or GEDs, employment, and education performance.

JJEEP then used this youth cohort to examine the following relationships: the quality of education (QA scores), return to school, employment, and recidivism. A summary of the findings is presented below:

- On average, 35% of youths released from DJJ that year returned to school, 56% were employed, and 10% recidivated through recommitment to a DJJ facility.
- Youths who exited high quality assurance performing education programs had the highest likelihood of returning to school: 39% compared to 29% for low performing programs.
- Students who successfully returned to school were generally younger and released from lower security level programs.

- Students who enrolled in school were less likely than those who did not return to school to be employed following release.
- Youths who exited high quality assurance performing education programs had the lowest rate of recidivism by recommitment: 5% compared to 15% for low performing programs.
- Programs with higher QA review scores have a significantly greater percentage of youths returning to secondary school following program release than those programs with low QA review scores. (This finding was documented at both the bivariate level as well as the multivariate level in which age, gender, race, and security level were controlled.)
- Roughly 10% of the youths were subsequently re-adjudicated and recommitted after being released from a DJJ program in 1999–2000.
- Similar to the education outcome measure, recommitment was correlated with JJEEP QA review scores, with 15% of the youths released from low scoring programs being recommitted, compared to only 5% of youths from programs that received a high QA review score.

### **Institutional Treatment, Education Services, and Youth Outcomes**

In 2003, JJEEP conducted research to further the understanding of the role of treatment within education and examine the effects of their interaction on student outcomes. Overall, a positive relationship existed between the DJJ mean QA treatment score and the JJEEP mean QA education score. When comparing individual standards, DJJ behavior management and case management standards were positively correlated with each of JJEEP's education standards. Specific indicator comparisons recognized the strength and stability of DJJ's behavior management indicator within all education services. Student recognition was also an indicator that consistently correlated with JJEEP indicators. Both behavior management and student recognition are fundamental strategies frequently employed within the realm of treatment and education. Indicators that address student planning and progress involve processes that overlap between treatment and education services. This confirmed that there was a correlation between these two types of services, which supports a comprehensive approach to serving committed students.

### **Further Examination of Education Services, Program Type, Return to School, School Attendance, and Recidivism**

In 2003, JJEEP continued its research function using data from a cohort of almost 5,000 youth. The following list summarizes the findings:

- The completion of such academic core courses as math, English, social studies, and science was integral to whether students returned to and stayed in school following release from juvenile justice facilities.
- Students whose course work was largely concentrated in vocational and elective courses were less likely to return to and stay in school and were, therefore, more likely to be re-arrested.
- Overall, youths who received high school diplomas while incarcerated were less likely to be re-arrested within 12 months of release as compared to those students over 16 years of age who did not receive high school diplomas or return to school upon release.

- Students who earned diplomas while incarcerated were less likely to be arrested than those students who did not earn a diploma or return to school. Youths who earned GED diplomas while incarcerated were slightly more likely to be re-arrested as compared to those youths who earned standard high school diplomas. In part, this conclusion reflects that in Florida as well as in a number of other states, it is possible for 16- and 17-year-olds to get a GED.
- Students who returned to school following release from a juvenile justice facility were significantly less likely to be rearrested. In particular, low and moderate security risk students who returned to school with above average attendance were 38% less likely to be rearrested than youths who did not return to school.
- Older youths and youths released from maximum and high-risk programs were not as likely to return to school and stay in school and were, therefore, more likely to be re-arrested.
- Students released from low and moderate risk DJJ programs that had high education opportunities, indicated by high QA scores, were significantly more likely to return to school upon re-entry into the community.
- Students who had higher levels of academic attainment while in DJJ facilities were much more likely to return to school after release, especially those released from low and moderate risk programs.
- Older students and those released from high- or maximum-security facilities were less likely to return to school upon release, regardless of education opportunity. However, these students were only 27% of the entire release cohort.
- Students who returned to school upon release were less likely to be re-arrested, with this relationship being stronger for those students released from moderate and low-risk programs, which comprised 73% of the entire cohort.
- Students who were employed upon release were less likely to be arrested; however, this relationship was not statistically significant.

In 2004, JJEEP developed five research questions that were subsequently examined using the cohort data. Research questions one through three were addressed through a re-summarizing of the findings from research conducted in 2002, and the last two research questions were addressed with a follow-up analysis of the cohort data.

*Does above average academic achievement while incarcerated increase the likelihood of youths returning to school following release?* Students who had above average academic attainment were 68% more likely to return to school as compared to students with below average academic attainment.

*Does returning to school with above average attendance reduce the likelihood of youths being rearrested following release?* Students were significantly less likely to be rearrested after release if they returned to school and had high levels of attendance. Students who returned to school but exhibited below average attendance were 15% less likely to be rearrested within 6 months of release compared to those students who did not return to school. Students who returned to school and exhibited above average attendance were 30% less likely to be rearrested within 6 months of release as compared to those students who did not return to school.

*Does earning a high school diploma or GED diploma while incarcerated reduce the likelihood of youths being rearrested following release?* Students who earned a diploma while incarcerated were significantly less likely to be rearrested within 12 months post-

release. Students who earned a diploma while incarcerated were 24% less likely to be rearrested within 12 months of release than those students who did not earn a diploma.

*Does earning a diploma or remaining in school at 12 months following release reduce the likelihood of youths being rearrested following release?* Students who sustain their public school participation through one year were significantly less likely to be rearrested within one year. Students who remain in school for 1 year post-release were 41% less likely to be rearrested compared to those who do not remain in school.

*Does earning a diploma or remaining in school at 24 months following release reduce the likelihood of youths being rearrested following release?* Students who remained in public school through two years were significantly less likely to be rearrested within 2 years. Students who stayed in school for 2 years after release from a juvenile justice residential program were 57% less likely to be rearrested as compared to those who do not remain in school.

### **Post-release Academic Achievement**

In 2005, JJEEP examined the dynamics of post-release academic achievement for incarcerated youths. The findings indicated that the majority of juvenile justice youth were academic underachievers prior to incarceration and following their release. When controlling for students' academic performance prior to incarceration, we found that students who had higher academic performance while incarcerated were likely to be academically successful in public school after release. Further results demonstrated that females, whites, and older students were more likely to be high academic achievers. Overall, these results showed that education achievement during incarceration can mediate the effects of poor academic performance prior to incarceration.

JJEEP also conducted analysis on its combined longitudinal cohorts of nearly 10,000 youths (released in 2000–2001 and 2001–2002). Academic achievement while incarcerated continued to have a positive effect on the likelihood of a youth returning to school; school attendance following release decreased the likelihood of a youth being rearrested. Research also examined these relationships for different student subgroups and found that (1) males were more likely than females to return to school upon release, and (2) youths with cognitive, behavioral, or learning disabilities were significantly more likely than those without disabilities to return to school upon release. Not surprisingly, youths who were more than a year behind their grade level were significantly *less* likely than youths who were at or above grade level to return to school upon release. In addition, youths released from a high- or maximum-security facility were significantly *less* likely than youths released from a low- or moderate-security facility to return to school upon release.

### **Education Achievement and Community Reintegration**

As of 2006, JJEEP's longitudinal research efforts identified several key factors associated with the education of committed youth and their future delinquent behavior. Although attending school post release and the attainment of a high school diploma reduce the likelihood of re-arrest, many youth do not return to school or they drop out before earning their diploma. In addition, education attainment for older youth affects future employment. These findings demonstrate different experiences and results for differing groups of students such as younger youth, youth with disabilities, and youth

who are functioning below their age appropriate grade level. In 2006, JJEEP continued its effort to further understand the relationships among quality education, academic achievement, and the community reintegration experiences of a diverse population of committed delinquent youths.

As a result, JJEEP's 2006 longitudinal research focused on examining different groups of youth during the community reintegration process to better determine the factors that impact the trajectories of particular groups of youth (e.g., long-term education attainment, employment, and continuing delinquency).

The research efforts in 2006 focused on two research questions: (1) If successful community reintegration is conceptualized as no recidivism, then what factors may impact that positive trajectory? (2) In a broad sense, what is the role of education in reducing recidivism?

The general findings suggested that youth in the FY2000-2001 cohort did not experience successful long-term community reintegration: within three years post release, 70% of the youth had been rearrested. However, intervening factors such as earning a diploma, sustaining attendance in school, and maintaining employment reduce the likelihood of recidivism.

Also, these findings revealed significant differences in post-release trajectories for youths 15 years old and younger and youths 16 years old and older. Results indicated that attending school or maintaining employment may have contributed to desistance from crime; therefore, effective education programming (academic versus career education track) during commitment should be individualized by age group to lead to more successful desistance from crime upon return to the community.

The findings strongly suggested a need to provide more comprehensive transition services, particularly to youths with disabilities. Students (particularly ones with emotional behavioral disorders and SLD) returned to school at high rates but they did not remain in school for durations sufficient to earn a diploma. With 66% of the cohort who attain a diploma by passing the GED test, it may be important to refocus efforts on GED programming and transition to adult education programs that provide GED preparation when appropriate.

Overall, this research substantiates the dismissal of the "one-size-fits-all" approach to education and career preparation with committed youth. Rather, a closer look at the experiences of those 30% of youth who did not recidivate within 3 years may yield the identification of more effective strategies to increase the likelihood of success for youth in the juvenile justice system.

### **Teacher Quality, Classroom Instruction, and Transition**

JJEEP's prior research, as described above, provides the basis and rationale for the identification of the three targeted areas of teacher quality, effective classroom instruction, and effective transition services. Taken together, JJEEP's research findings have contributed to our current effort to focus QA, TA, and research on these three areas. Specifically, prior research has documented the particular importance of quality teaching and classroom instruction practices that lead to education attainment and post release return to school which, coupled with sustained attendance, reduces the likelihood of re-arrest for numerous juvenile justice youths.

### 6.3 Summary Discussion

Almost 10 years ago, JJEEP's 1999 Annual Report stated that Florida's QA, TA, and research efforts were found by consultant Dr. Bruce Wolford, a national expert on juvenile justice education, to be exemplary and worthy of replication throughout the country. In 2000, JJEEP produced an edited a book titled, *Data-Driven Juvenile Justice Education*, which detailed its procedures and practices. This book was published by the Correctional Educators of At-Risk and Delinquent Youth Association (CEARDY) and distributed nationally by the American Correctional Association (ACA). In addition to the legislatively mandated QA system, Florida enacted a series of legislative requirements in the 1990s, which distinguished Florida with regard to education accountability in juvenile justice programs. Further, the QA system, initially implemented in 1994, has not remained static but rather has been annually modified and informed by research, best practices, agency efforts, and legislative policies. The legislature passed laws enacting policy changes that were shaped, not only by professional concerns and changing needs, but very importantly, by research and data. Specifically, the legislature mandated ongoing research to identify and validate best practices to ensure continuous quality improvement.

Since the inception of JJEEP's QA and related research efforts, Florida has elevated its juvenile justice education policies and practices. One of the primary objectives of JJEEP is to examine the longitudinal trajectories of youths released from juvenile justice education programs. Although negative outcomes are the typical focus of juvenile justice evaluation studies, JJEEP also examines positive pathways following release, including academic achievement, return to school, school attendance post release, and employment.

The most salient findings from JJEEP's research indicate that (1) incarcerated youths benefit from academic achievement while incarcerated in terms of their increased likelihood of returning to public school upon release, regardless of their age, race, gender, or other characteristics; and (2) these same youths benefit from school attendance following release in terms of a reduced likelihood of re-arrest.

JJEEP has also demonstrated that high-performing education programs—in regard to results of educational QA reviews—operate with higher numbers of known best practices. Further, these high-performing education programs produce higher pre- and post-education outcome gains compared to lower-performing education programs. Moreover, the high-performing programs with higher pre- and post-education outcome gains appear to correlate with the positive community reintegration measure of students who return to school after they exit a juvenile justice facility.

With regard to best juvenile justice educational practices, several comments warrant mention. To begin, JJEEP has found that the more “best practices” are used, the higher the QA scores. Moreover, the higher the QA scores, the better the pre- and post-outcomes and community reintegration measures. Although continuing research is underway to refine and validate these relationships, it is essential that lower QA performing programs be encouraged and supported through various measures to incorporate more “best practice” activities.

Over the past year, DJJ appears to be moving toward smaller facilities, which is consistent with established best practices. It is clear from past experience and reported research results, that larger facilities and larger schools are not as effective as smaller



facilities and schools. This does not mean that large is automatically bad, but rather, it means that most often smaller facilities and schools produce better outcomes. Because Florida's ultimate goal for its juvenile justice facilities is the successful transition of youth back into the community, and because smaller juvenile justice facilities have proven to be most effective in achieving this goal, Florida is on the right track by moving toward smaller juvenile justice facilities.

## Chapter 7

### Summary and Transition Plan

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#### 7.1 Summary

2007–2008 marks the completion of JJEEP’s 10<sup>th</sup> year of operations. As the preceding six chapters have documented, JJEEP has continuously raised the bar for requirements for Florida’s juvenile justice education programs. Through these quality improvement efforts, JJEEP has been able to increase the effectiveness of the education services provided to Florida’s youth committed to juvenile justice programs. This has resulted in approximately half a million troubled youths being provided enhanced education opportunities for learning. Moreover, numerous youths have experienced increased education attainment and associated academic accomplishments for the very first time in their lives. JJEEP’s longitudinal research has documented that those youths who do, in fact, experience disproportionate academic attainment while incarcerated are more likely to return to school upon release and, if they remain in school, are less likely to be rearrested. As a result, and through our collaborative efforts with DOE, DJJ, school districts, and providers, JJEEP has been able to provide a valuable service to Florida that should continue to provide the state benefits for years to come.

In an effort to accelerate the function and results in juvenile justice education, JJEEP will begin an important transition in 2009 in the way quality assurance (QA), technical assistance (TA), and research are carried out. We plan to work closely with the state, local school districts, and service provider partners as we focus our quality assurance, technical assistance, and research functions on teacher quality, classroom instruction, and transition services. Prior research and our experience over the past years have demonstrated that these three areas are critical to the effort to provide juvenile justice education best practices.

JJEEP will continue to expand the project’s website providing updates, contact information, sample forms with measurable goals, internal work papers for mock QA reviews, and other information beneficial for programs. In addition, JJEEP will develop an on-line self-reporting system for juvenile justice education programs. As part of the QA process, programs will be able to report their processes for services delivered; upload copies of their contracts and cooperative agreements; upload sample exit plans, guidance plans, and academic plans; report teacher certifications and demographics for teachers, support personnel, and students; report the number of GEDs and high school diplomas awarded; report the number of students awarded ready-to-work credentials; and report other critical data and information.

#### 7.2 Transition Plan

This section provides a brief outline of the immediate steps that JJEEP will undertake to begin this transition.

### **Step 1: Appointment of an Advisory Board**

The Advisory Board will be composed of state representatives, school district personnel, service providers, and JJEEP staff members. The Advisory Board will meet quarterly throughout 2009. Advisory Board members will facilitate and inform JJEEP's transition efforts. Members will work collaboratively with JJEEP to guide the revision of the standards and build consensus that will lead to moral authority among stakeholders. When appropriate, the Advisory Board will meet in conjunction with standards revision meetings.

### **Step 2: Standard Revision Meetings**

QA standards will be revised to shift the focus to the three critical areas: teacher quality, classroom instruction, and successful transitions. During 2009, it may be necessary to convene telephone conference meetings in addition to a face-to-face meeting to refocus the standards to the salient factors among the three key areas.

### **Step 3: Juvenile Justice Education Institute (JJEI)**

The 2009 JJEI conference will be largely devoted to exploring the key aspects of teacher quality, classroom instruction, and transition services to facilitate JJEEP's QA transition. Transition updates will be provided at the conference.

### **Step 4: Codification of QA, TA, and Research System for 2010–2011**

The previous three steps will culminate in the codification of the processes for JJEEP's QA, TA, and research functions as they relate to teacher quality, classroom instruction, and transition services. We anticipate the implementation of the revised processes during the 2010–2011 QA cycle.

## Appendix A Demonstration Sites

Since its inception in 1998, the Juvenile Justice Educational Enhancement Program (JJEEP) has been committed to improving the quality of education services provided to incarcerated youth throughout the State of Florida. As part of its mission, JJEEP has conducted case studies of residential programs with the ultimate purpose of identifying demonstration sites. The process for their selection includes combining multiple years of quality assurance (QA) performance information and teacher quality data to identify consistently high performing education programs with little provider, administrative, and teacher turnover. Once identified, these programs are subjected to further research, using case study methods that identify the program processes that facilitate best practices in each program. The best practices identified in each program are based on an extensive literature review on juvenile justice education practices in peer-reviewed journals and books. Practices that were empirically proven to be successful were then used in a scoring rubric to distinguish programs. After the case studies are conducted, high-performing programs, based on their identifiable and scientifically validated best practices, are asked to serve as demonstration sites. As demonstration sites, these high-performing programs will be able to share their practices with other lower-performing programs throughout the state.

The purpose of establishing these demonstration sites is to provide models of exemplary and replicable best practices in Florida's juvenile justice education system. These sites will be able to answer two critical questions regarding the delivery of education services to incarcerated youths: what policies, practices, and processes are most effective? How can these policies, practices, and processes be implemented and maintained? Specifically, demonstration sites are consistently high-performing programs that possess and utilize a variety of research-based inputs and activities in order to present an effective positive turning point—namely, academic and/or vocational success—in the student's delinquent life course.

### A.1 Roles and Responsibilities of Demonstration Sites

Demonstration sites have several roles and responsibilities. These include: (1) maintaining high QA scores; (2) providing technical assistance to programs in need via prearranged visits, telephone calls, and email correspondence; (3) allowing other programs and persons to visit for research or system improvement purposes; (4) presenting at conferences, namely the Juvenile Justice Education Institute and Southern Conference on Corrections; (5) agreeing to be featured on JJEEP's website and in JJEEP's Annual Report; and (6) having program representatives serve as peer reviewers in JJEEP's QA process.

Essentially, JJEEP is developing collaborative partnerships with the demonstration sites in order to increase practitioner input in the program monitoring and evaluating process, and to network with other programs throughout the state in order to raise the overall quality of education services provided to Florida's incarcerated youths. Ultimately, these demonstration sites will inform JJEEP's QA process by suggesting possible revisions to the QA standards and scoring procedures. Moreover, the demonstration sites will provide JJEEP with empirical evidence regarding the

implementation and maintenance of best practices, as well as innovative approaches to establishing best practices.

## A.2 Identification of Demonstration Sites

Over the past several years, JJEEP has identified five residential *demonstration sites* throughout the state of Florida as model programs or lab schools: Washington County School Program at Dozier, the former Pinellas Sheriff's Boot Camp, Avon Park Youth Academy, Stewart/Marchman Oaks Halfway House, and Pensacola Boys Base.

These programs have amply demonstrated a wide range of exemplary and replicable best practices in juvenile justice education, as evidenced by their consistently high QA scores, interviews with JJEEP staff who have reviewed the program, a review of self-report documents, and an on-site visit including observations, interviews, and surveys. (Please refer to the JJEEP Web site at [www.criminologycenter.fsu.edu/jjeep/research-demonstration.php](http://www.criminologycenter.fsu.edu/jjeep/research-demonstration.php) for detailed descriptions of these demonstration sites.)

As presented in JJEEP's 2005 Annual Report (which is also available on the JJEEP Web site), a scoring rubric of best practices was developed on the basis of a review of the research literature on best educational practices for at-risk and delinquent students. Programs needed to exhibit a satisfactory number of best practices in order to be considered as a *high-performing* demonstration site; programs exhibiting an insufficient number of best practices were categorized as *average* or *low-performing* programs. Compared to the average and low-performing programs, the high-performing demonstration sites excel in such best practice areas as business and community partnerships; strong emphasis on reading, writing and speech; teacher qualifications and recruitment and retention strategies; and exit and aftercare services. Moreover, case studies of these programs identified stability as one of the most salient features of Florida's highest-performing residential programs.

Specifically, stability among program providers, administrators, and educational staff decreased as one moved from the high-performing to the average-performing programs and then to the low-performing programs. Stability appears to be strongly related to such best practices as communication and cooperation at the program and the school district levels which, in turn, are associated with consistent and quality services for the students, as well as positive working and learning environments.

JJEEP continued its demonstration sites project in 2007 and conducted a case study visit at Falkenburg Academy in Hillsborough County in January 2008. Based on the above stated criteria, Falkenburg Academy was selected as a demonstration site.

### A.3 Falkenburg Academy



#### **FALKENBURG ACADEMY**

9508 E. Columbus Drive

Tampa, Florida 33619

Maria Tudela, Principal (813-558-1104 ext. 222)

Gregory Harkins, Assistant Principal (813-740-3630 ext. 123)

Vernon Pryer, Superintendent (813-740-3630 ext. 104)

Falkenburg Academy is a moderate risk, 100-bed program for males that is jointly operated by the Department of Juvenile Justice (DJJ) and the Hillsborough County School District. Falkenburg Academy is located in the same complex with three other DJJ programs: Columbus JRF, Hillsborough Academy, and Hillsborough Detention East. These four education programs share administrative and support personnel in the areas of educational leadership, transition, reading, guidance, and exceptional student education (ESE). Administrative and support personnel have a positive and proactive relationship which encourages academic performance and appropriate student behavior. The average student-to-teacher ratio is 14:1 and student's average length of stay is eight months. Of the population, approximately 50% are classified as ESE students and their needs are addressed in various models including co-teaching, support facilitation, consultation, and inclusion.

The overall purpose of the school is to provide quality, relevant, and rewarding education for all students and to prepare students to successfully reenter the community. The program excels at, among other areas, soliciting and obtaining extensive community and business involvement and cooperation and maintaining high quality instructional staff who are committed to meeting individual students' needs. The outstanding support from the school district ensures that teachers at Falkenburg have the same resources available to all teachers in Hillsborough County.

#### **Falkenburg's Best Practices**

**School environment.** Falkenburg Academy was established in 1999, and is designed to teach youth accountability through a restorative justice approach and address thinking errors through Thinking for a Change cognitive behavioral treatment modality. DJJ is responsible for the custody care of the students and the Hillsborough County School system provides on-site education.

Falkenburg buildings and grounds are well maintained and attractive. The classrooms and dorms encircle a sports complex with a basketball court, sand volleyball court, a horseshoe pit, tether ball, and areas for walking or jogging and pull-ups. Students' vocational accomplishments can be seen throughout the grounds - such as a fish pond,

a memorial garden, a wooden bridge, picnic tables, bird houses, a ramp for the disabled, and Adirondack chairs.



All classrooms are neat and attractive, the walls are creatively painted, and student work is displayed. Teachers use the current textbooks used in traditional schools and teachers serve on textbook adoption selection committees through the school district. Each classroom has accommodations for whole and individualized instruction and computer work stations. TV stands in the classrooms were built by students in the building construction class. The science classroom includes computer work stations with headphones for all students and textbook kits that have CDs, videos, and teacher tools to supplement instruction. Aquariums include lizards that students care for. The walls are decorated with motivational and science posters and words of encouragement from Tampa Bay Buccaneer football players who have visited the program. The science teacher receives an annual \$250 supplement for experiments and students complete activities and experiments such as owl pellet dissections and building cars powered by balloons.

Education is a priority at Falkenburg and the emphasis is on student success. The education, custody and treatment staff keep open communication on a daily basis to achieve that goal. Students, who are referred to as cadets, follow a code of conduct that encourages them to give 100% in everything they do at Falkenburg Academy. Rules that cadets must follow include raising their hand for permission to talk, participate in class, take notes, respect others, have homework finished on time, open and close notebooks at teacher's direction, come to class prepared to learn, and only bring materials to class that pertain to school. Students are rewarded for positive behavior and strive to behave as gentlemen. Examples of positive reinforcement include: Student effort attitude and leadership awards, student of the week awards, honor roll pizza parties, cap and gown graduations, and transportation to home NFL games.

The teachers and facility staff collaborate to implement the behavior management system and all receive training on its implementation. Collaboration occurs through daily communication among the teachers and officers, weekly administrative meetings, ongoing discussions between the contract manager and the facility superintendent, and DJJ representation at monthly school improvement plan meetings. The education, custody and treatment staff is very satisfied in their working environment - including safety, workload, administrative support and adequate pay. Teacher salaries rank 30th in the state. Due to the positive atmosphere, the teachers, custody and treatment staff considers themselves to be a close-knit family, and hence there is very little staff transition. Teachers have been at the program for an average of five years.

***Resources and community partnerships.*** Falkenburg Academy receives the standard Florida Educational Finance Program (FEFP) funding and funding for after school tutoring through Title I Neglected and Delinquent monies. A variety of community resources and overlay services are utilized to help meet individual students' needs.

## **Juvenile Justice Educational Enhancement Program**

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Successful completion of the residential program is based on the development of skills necessary to reintegrate with family and the community.

The assistant principal and superintendent of the facility coordinate tours of the program and work together to seek out new services to benefit students. When space became an issue, the school district provided additional portables to alleviate the problem. The assistant principal collaborated with the facility superintendent to secure funding for staff and students to receive OSHA training. Services through the regional workforce board are also being pursued.



Falkenburg Academy has established a variety of partnerships that provide students with vast resources to enhance education. Grants and partnerships are solicited by the administration and the Board of Directors. The program has acquired eight grants for education to include a grant from Learning for Life for a character education program, from Neglected and Delinquent Program to assist below grade level students in reading and math, from the Florida Aquarium to put aquariums in all classrooms, from the Department of Juvenile Justice for post secondary education, from Tune into Reading funded by the University of South Florida to provide computers and software for a computer assisted instruction reading program, and from USA Today and the Tampa Tribune to incorporate newspapers into the curriculum. A grant from DJJ provides funds for each student to leave the program with a book bag, a football, and a gift bag of needed items for reentry into the community. Additionally, the principal and assistant principal are always pursuing grants that will enrich their students' academic experience.

Donations have been received from various other organizations. The program has partnerships with Erwin Technological Center and Hillsborough Community College (HCC) who work collaboratively to provide post secondary opportunities to students with a general education diploma or high school diploma. These postsecondary opportunities were obtained through grants and community partnerships. Additionally, the program receives assistance from the State's Attorney General's office in vocational education and the State's Attorney Office is on the program's advisory counsel. They have partnerships with the Ready to Work program, The Arts Council, Lowery Zoo, The Museum of Science and Industry and Stage works Productions.

Teachers at the program have access to the school district's Youth Services media center and the media specialist and clerk take orders from teachers and bring the materials on-site for program use. The media specialist is available to do internet lessons with the students or assist the teacher with integrating technology into their lessons. Surplus material has also been donated to the program.

Volunteers from a number of different agencies serve as mentors for students. The program has access to mentors through the Hillsborough County School Board, SERVE speakers, the Derrick Brooks Foundation, Purple Hearts, IMPACT, Hillsborough County



Extension Services, and Bell Shoals Baptist Church. One school board member also serves the program as a mentor. Mentors are assigned based on student requests, case management recommendations, and teacher observations. Mentors provide behavioral support and academic enrichment.

Due to the students' inability to leave campus for fieldtrips, the program works to bring field trips to the campus. Visitors include representatives from the Tampa Bay Buccaneers, Jazz musician Alana Darcy, Cartoonist Tim Gibbons, Drumming Instructor Jana Broder, the Aviation School of Clearwater, Buffalo Soldiers, The Museum of Science and Industry and the Lowry Park Zoo. Additionally, the public library provides students access to the bookmobile on a regular basis.

Parents are also resources and partners in the students' rehabilitation process. The program holds family visitation every weekend. Not only can family members offer support to the students at this time, but the weekend visit offers staff an extra opportunity to talk with parents in person concerning student's needs and progress in the program. Parents may sign up to attend parent counseling classes and family counseling offered by the program to assist with transition. The program has a parent liaison who contacts parents by phone for information or to invite them to meetings. She also has a web site so parents can ask her questions and get information about the program and their child during his stay at the program.

**Assessments, diagnostics, and guidance.** Teacher assistants administer the Basic Achievement Skills Inventory (BASIS), Standardized Test for Assessment of Reading (STAR), and an informal writing assessment upon student entry. The teachers work space is utilized for a quiet environment for test administration. Assessment results are reviewed by the guidance counselor for scheduling purposes, teachers receive testing information to develop individual academic plans (IAPs), and the ESE specialist uses assessment results to develop IEP goals.



Students' vocational aptitudes and abilities are assessed with Choices, a career interest inventory, and work place readiness assessments. These assessments are used to identify students' interests and aptitudes and assist in placement within the vocational curriculum (i.e. CAD, carpentry, plumbing, and life skills). The multitude of units offered in the vocational program ensure student interest in at least one area of offerings. Additionally, Military personnel volunteer to administer the ASVAB.

The program is served by an on-site guidance counselor that also serves three additional DJJ sites that are in close proximity. He is professionally certified in psychology, social sciences, and guidance, and has served the program since 2003. He is responsible for interviewing new students, reviewing previous school records, FCAT scores, and then developing a schedule based on student needs and student progression toward graduation. At entry, he is also responsible for advising students regarding their current grade, an analysis of credit history, diploma option, and post-

secondary information. The guidance counselor provides all students with a welcome letter and video, which is specific for either middle or high school students. The video and letter contain graduation requirements, major areas of interest, general promotion policy and requirements, the school grading policy, and the procedures to request ongoing guidance and counseling services. Students are also provided with information about the opportunity to take the GED. They are given the programs referral and screening procedures, and provided with information on the testing process, which is conducted off-site. The guidance counselor provides information and assistance with registration in the Florida Ready to Work Credential for students that are interested in participating.

Students receive ongoing guidance services by teachers who have been trained by the guidance counselor and district level supervisors. Students can also complete a request for guidance services and the guidance counselor will respond to their concerns. Guidance needs are integrated with treatment and are addressed during treatment team meetings on a regular basis.

***Exit and aftercare services.*** The on-site guidance counselor collaborates with the school district transition coordinator for any student that is returning to Hillsborough County. Post-placement services include student referrals to the local Hillsborough Community College, registration for employment with the local one-stop career center, vocational school information, and GED testing information.



The district transition coordinator is professionally certified with coverage in ESE Behavioral Disorders. She has direct access to the district MIS for in-county student transcripts and assessment results. If students are enrolling from out-of-county, a transition assistant calls to verify previous placement and request records. Depending on the student's needs, previous program completion, disabilities, and sometimes, previous felonies, the transition coordinator seeks to find the best and most suitable placement for the student to continue and complete their educational process. Information contained within the IEP and IAP (specifically the transitional statement or career goals) provide suggestions for post-placement services. The school district has in place the following plan for DJJ students returning to the district:

- *If ESE students have only the option to attend their neighborhood school, the transition coordinator sends student information to the ESE contact at the local school.*
- *If ESE students have more than one placement option, the transition coordinator sets-up an ESE re-entry meeting to discuss placement options. In addition, all ESE students assigned to either home based or alternative education instruction must have an ESE re-entry meeting prior to school enrollment.*

- *Non-disabled students that have options for Adult Education Placement* are given information about preparing for the GED and/or information on continuing to earn credits toward graduation, whichever is more appropriate.
- *If non-disabled students have traditional K-12 options*, their previous school information is requested from the DJJ program and sent to the principal. The principal or assistant principal meets with the student prior to enrollment.
- *Non-disabled students who were at a DJJ facility for 6 months or longer and successfully completed the program* will not have to return to alternative education. They can return to their local neighborhood school. If a student's previous charges are considered violent in nature, a Juvenile Justice Placement Panel (includes the Assistant Superintendent for Administration, General Director for Pupil Placement and Support Programs, Manager for School Security Services, Director for Planning and Related Services, Director of Administration, seven area directors and the Juvenile Justice Transition Coordinator) hearing is set up by the transition coordinator, where information is shared and a placement option is made.

The school district transition coordinator also provides a variety of post-placement services including GED testing information, assistance with college enrollment and placement testing, information regarding area vocational schools, employment, and applications for local scholarships.

**Curriculum and instruction.** The purpose of the school is to provide quality relevant and rewarding instruction for all students and to prepare them for successful reintegration into society. Academic instruction includes courses in reading, English/language arts, math, science, and social studies. Elective and vocational courses include health, career education, vocational employability skills for youth, building construction, and team sports. Students working toward a special diploma are provided functional courses and services through a support facilitator as necessary. Additional courses are offered to meet individual students' progression needs. Students can earn a standard, special, GED, or GED Exit Option diploma if they meet the criteria while enrolled at the program. The assistant principal completed the application and received DOE approval for the school to become a GED testing site.

Student successes are celebrated and diplomas adorn the cafeteria. Independent living and character education skills are taught through the Learning for Life curriculum. Substance abuse, anger management, and life skills are also addressed through individual and group counseling provided through the facilities eight certified counselors.



Teachers provide whole group, small group, and individualized instruction based on students needs. Student prompts are written on the whiteboard for students to begin instruction at the beginning of the class period and the whiteboard is sectioned off with various assignments based on the courses students are receiving instruction in.

Students receive one-on-one assistance from the teachers daily and report bonding with teachers, counselors, and officers while at the program. Students feel that teachers and staff take a personal interest in their lives and help them work through issues they are dealing with but also hold them accountable for their performance in the classroom. Whiteboards are used for direct instruction and students complete problems at the board in math. Classroom discussion is integrated into daily instruction and student and teacher laughter was observed while discussing the events in a book students are reading.

Teachers and staff facilitate on-task behavior through proximity control. Instruction builds on students' prior knowledge and challenges students to rise to the high expectations set for them. Students work in pairs or small groups to complete projects and display activities completed throughout the facility. IAPs and IEPs are used to design and implement appropriate instruction for students and a variety of teaching strategies and technology (overhead projector, TV/VCR/DVDs, and computer software) are used to meet students varying learning modalities. The math teacher partners with representatives from the University of South Florida to discuss money matters with students. Students write speeches and poems to recite at various ceremonies including the open mic poetry slam at graduation. Additionally students participate in annual art contests and FCAT pride recognition ceremonies.

Students access the FLVS for courses not regularly offered at the program and computer software available includes STAR reading and math, Mavis Beacon (typing program), Choices, Encarta, FCAT Explorer, My Skills Tutor, A+, Academy of Reading, and Tune into Reading. Teachers enhance the reading curriculum with The Bluford Series and activities from the local Tampa newspaper as well as the USA Today. After school tutoring is also provided through Title I N&D funding.

Students who have earned their high school diploma or its equivalent have post-secondary opportunities and have access to a lap top computer devoted to students use for on-line courses. These students also assist teachers by serving as peer tutors and participate in hands-on training through the vocational program.

Falkenburg Academy is a Type 2 career education program and students are provided access to hands-on career and technical training. Students receive training for specific occupations, such as carpentry, and are provided direct work experiences. After seven months in the building construction course, students can earn a maintenance certificate that allows them to get a job on a construction site. Students also learn health and safety procedures and become OSHA certified while attending the program. Other hands-on training include: relevant projects such as, construction of handicap ramp, design and building of picnic tables, the removal and installation of floor tile, forming of concrete sidewalks and the drawing of the architectural plans as well as building the Falkenburg sports complex.

The program uses the recommended post-secondary curriculum for career and occupational awareness for juvenile offenders. This employability skills training and implementation program includes workstations with eight interactive CD-ROMS (choosing your job, your job search, applying for a job, interviewing for a job, good work habits, getting along, getting ahead, and money matters). Additionally, an aptitude skills inventory, occupational outlook handbooks, and student job search, job changes, and personal finance workbooks are used. Teachers participated in the Ready to Work webinar and plan to implement the program.

**Teachers.** The program has five core academic teachers, two ESE support facilitators, a lead educator, and an assistant principal. All teachers have professional certifications. The social studies teacher is certified in social studies, two other teachers have certification in middle grades integrated curriculum and the science, math and English teachers have Housse coverages in those areas. The reading teacher is professionally certified in elementary education and has a reading endorsement. Additionally, three teachers have ESE certifications and ESOL endorsements. ESE personnel co-teach in all core academics and vocational courses.



Instructional and support personnel indicate that each had to go through an extensive interview and screening process before being selected to work at Falkenburg Academy. The process includes using current teachers, staff members, and administrators to interview candidates and make selections. An ESE vacancy, due to internal promotion, resulted in over 50 applicants for the position. The ESE support facilitator hired for this position has both an ESE and case management background and was excited when a position became open at the program. Teachers state that they stay at Falkenburg because it is a collaborative setting that values teacher professionalism and provides resources to meet students' needs. Teachers feel connected with the school district and attend subject matter curriculum meetings on a regular basis to ensure they are aware of all district policies and expectations.

Teachers appreciate the assistant principal's direct leadership style and the ongoing support he provides them. Teachers stated that his appointment of site based lead teachers and his implementation of an internal mock QA team have been vital to their success and have increased their level of services provided to each student. The assistant principal has been nominated for multiple awards and was recently recognized as Boss of the Year for Hillsborough County. The assistant principal places a strong emphasis on recognition. For instance: he recognizes an outstanding employee every month, provides teacher and staff appreciation luncheons, and nominates teachers/staff for numerous awards to include: Council of Exceptional Children, Youth Services and District Teacher of the Year, Instructional Support and DJJ Teacher of the Year.

Classroom teachers have the opportunity to participate in a facility training program, orientation, and ongoing facility and school district training. Teachers attend student focused learning community meetings monthly. Each teacher has the opportunity to attend one day of the Juvenile Justice Education Institute training hosted by JJEP and DOE. Trainings are relevant to the instructional needs of students and prepare teachers to work with this population.

The program has a very low teacher turnover rate (only one teacher has been hired in the past 4 years) and all teachers and staff interviewed were happy to be working at the program and enjoy helping change lives. Additionally, teachers have over two hours of collaborative planning time each day to prepare for instruction.



Falkenburg Academy has much to offer its students and teachers in regards to a safe and positive environment, opportunities for success, and community involvement. The facility administrators and staff members, the school district administrators and support personnel, and the education program's teachers, paraprofessionals, and support personnel have a positive and proactive relationship that encourages excellence in academic performance and appropriate student behavior.

### **A.4 Conclusion**

JJEEP plans to develop a research design for identifying potential day treatment and detention demonstration sites. The day treatment research design may be a modified version of the residential program research design, based on a supplementary review of available empirical literature addressing best educational practices in day treatment facilities. JJEEP is also hoping to identify exemplary residential and day treatment programs for females as demonstration sites.

As with the day treatment modifications to the residential scoring rubric (if appropriate), a third empirical literature review will be conducted in order to identify best educational practices for juveniles committed for shorter commitment periods. While the residential and day treatment scoring rubrics and research designs are anticipated to be quite similar, it is expected that substantial revisions will be necessary in order to apply the current evaluation instrument to detention programs whose best practices may be necessarily different from those found to be successful in long-term commitment facilities.

## Appendix B Quality Assurance Program Data

Program Name	School District	Indicators													Standards				Mean Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	4	
<b>Residential</b>																			
Gulf Coast Youth Academy	Okaloosa	8	7	8	NA	8	8	8	7	7	NA	NA	8	7	7.67	7.00	6.67	7	<b>7.40</b>
Pensacola Boys Base	Escambia	7	3	7	NA	8	NA	9	7	NA	NA	NA	8	5	5.67	8.00	8.00	5	<b>7.13</b>
Dozier Training School	Washington	8	3	7	NA	8	NA	8	7	NA	NA	NA	8	7	6.00	7.00	8.00	7	<b>7.13</b>
Falkenburg Academy	Hillsborough	7	5	6	NA	7	7	8	8	8	NA	NA	7	7	6.00	7.00	7.67	7	<b>7.10</b>
Okaloosa Youth Academy	Okaloosa	6	7	6	8	8	7	8	7	8	6	8	6	7	6.75	7.50	7.00	7	<b>7.08</b>
Riverside Academy	Hillsborough	8	7	7	7	7	7	7	7	7	7	7	6	7	7.25	7.00	6.75	8	<b>7.00</b>
Hillsborough Intensive Residential Treatment Academy	Hillsborough	7	3	7	NA	8	NA	7	8	NA	NA	NA	7	7	5.66	7.00	8.00	7	<b>7.00</b>
Jackson Juvenile Offender Correctional Center	Washington	8	3	7	NA	8	NA	8	7	NA	NA	NA	8	7	6.00	7.00	7.50	7	<b>7.00</b>
Adolescent Substance Abuse Program	Okaloosa	7	3	7	NA	7	NA	7	7	NA	NA	NA	7	7	5.67	7.00	6.50	7	<b>6.83</b>
Okaloosa Halfway House & Intensive Halfway House	Okaloosa	8	7	6	6	7	7	7	6	6	7	7	7	7	6.75	6.75	6.75	7	<b>6.75</b>
Columbus Juvenile Residential Facility	Hillsborough	7	5	7	NA	7	7	7	7	7	7	7	6	7	6.33	7.00	6.75	7	<b>6.72</b>
Britt Halfway House	Pinellas	7	4	7	NA	7	7	7	7	7	NA	NA	7	7	6.00	7.00	7.00	7	<b>6.70</b>

Program Name	School District	Indicators													Standards				Mean Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	4	
<b>Residential</b>																			
Bay Point Schools - North	Dade	7	7	7	8	5	7	7	7	6	6	6	7	7	7.25	6.50	6.25	7	6.67
Crossroads Wilderness Institute	Charlotte	7	7	6	5	7	6	8	7	8	5	5	8	5	6.25	7.00	6.50	5	6.58
Three Springs Sex Offender Program	Volusia	6	7	7	6	7	7	6	5	7	7	7	7	7	6.50	6.25	7.00	7	6.58
Short Term Education Program (STEP North)	Nassau	7	8	5	7	6	7	7	6	8	6	5	7	5	6.75	6.50	6.50	5	6.58
Bay Point Schools - Kennedy Campus West	Dade	7	7	6	7	6	6	7	8	6	6	7	5	7	6.75	6.75	6.25	7	6.58
Walton Learning Center SHOP and IHH	Walton	7	7	7	NA	7	7	7	7	7	NA	NA	6	4	7.00	7.00	5.33	4	6.50
Stewart Marchman Oaks Juvenile Residential Facility	Volusia	7	6	5	5	5	7	6	8	7	8	7	7	7	5.75	6.50	7.25	7	6.50
Stewart Marchman Pines Juvenile Residential Facility	Volusia	7	6	5	5	5	7	6	8	7	8	7	7	7	5.75	6.50	7.25	7	6.50
Camp E-Nini-Hassee	Pinellas	5	8	7	6	7	4	7	6	7	6	7	8	6	6.50	6.00	7.00	6	6.50
Santa Rosa Juvenile Residential Facility	Santa Rosa	7	7	6	7	7	7	8	4	7	5	5	7	5	6.75	6.50	6.00	5	6.42
Broward Intensive Halfway House	Broward	5	6	6	7	6	6	7	7	8	6	6	6	6	6.00	6.50	6.50	6	6.33
Desoto Correctional Facility	DeSoto	7	7	7	5	6	6	7	5	7	3	7	7	7	6.50	6.00	6.00	7	6.20
West Florida Wilderness Institute	Holmes	6	7	3	5	6	6	7	5	8	5	7	8	5	5.25	6.00	7.00	5	6.08
Impact Halfway House	Duval	5	6	6	5	7	4	8	6	7	5	7	7	5	5.50	6.25	6.50	5	6.08



**Juvenile Justice Educational Enhancement Program**

Program Name	School District	Indicators													Standards				Mean Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	4	
<b>Residential</b>																			
Desoto Dual Diagnosis Facility	DeSoto	7	6	7	5	5	5	7	5	7	6	7	6	6	6.25	5.50	6.50	6	<b>6.08</b>
Dove Academy	Jackson	7	7	5	5	6	4	8	6	7	4	5	7	4	6.00	6.00	5.75	4	<b>5.92</b>
San Antonio Boys Village	Pasco	5	7	5	4	6	5	7	7	7	7	5	5	6	5.25	6.25	6.00	6	<b>5.83</b>
Lighthouse Juvenile Residential Facility	Broward	7	7	4	5	6	6	6	6	5	6	7	5	7	5.75	6.00	5.75	7	<b>5.83</b>
Dade Juvenile Residential Facility	Dade	7	7	3	8	5	6	5	7	5	6	6	5	6	6.25	5.75	5.50	6	<b>5.83</b>
Milton Girls Juvenile Residential Facility	Okaloosa	3	5	3	5	7	4	8	7	7	6	7	6	6	4.00	6.50	6.50	6	<b>5.70</b>
Marion Juvenile Correctional Facility	Marion	4	5	2	8	5	8	5	5	5	7	7	7	7	4.75	5.75	6.50	7	<b>5.67</b>
Adolescent Residential Campus (ARC) Halfway House	Osceola	6	7	3	6	5	5	7	6	6	5	6	6	5	5.50	5.75	5.75	5	<b>5.67</b>
Price Halfway House	Lee	3	7	4	4	6	6	7	3	6	7	7	6	5	4.50	5.50	6.50	5	<b>5.50</b>
Camp E-Ma-Chamee	Pinellas	2	5	6	8	3	6	5	5	7	6	6	7	5	5.25	4.75	6.50	5	<b>5.50</b>
Youth Environmental Services	Hillsborough	7	5	3	7	5	4	4	7	7	5	4	7	5	5.50	5.00	5.75	5	<b>5.42</b>
Kissimmee Juvenile Correctional Facility	Osceola	3	5	3	6	3	7	6	6	6	5	7	7	5	4.25	5.50	6.25	5	<b>5.33</b>
Avon Park Youth Academy	Polk	3	5	4	7	5	3	8	7	7	4	5	6	5	4.75	5.75	5.50	5	<b>5.33</b>
Okeechobee Juvenile Offender Correctional Center	Okeechobee	5	6	4	5	5	4	5	8	7	4	5	6	5	5.00	5.50	5.50	5	<b>5.33</b>

Program Name	School District	Indicators													Standards				Mean Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	4	
<b>Residential</b>																			
Gulf and Lake Academy	Pasco	5	7	2	7	5	5	5	6	5	6	5	6	7	5.25	5.25	5.50	7	5.33
Space Coast Marine Institute	Brevard	6	6	2	7	6	2	4	7	6	6	6	6	4	5.25	4.75	6.00	4	5.33
JUST Liberty	Liberty	5	6	5	7	5	4	7	5	7	3	5	5	1	5.75	5.25	5.00	1	5.33
Dina Thompson Academy (Cannon Point)	Broward	3	4	3	7	3	7	6	7	7	3	8	5	5	4.25	5.75	5.75	5	5.25
Francis Walker Halfway House	Brevard	6	6	2	7	5	2	5	7	5	6	7	5	5	5.25	4.75	5.75	5	5.25
Wilson Youth Academy	Pasco	5	7	5	4	5	5	5	5	5	5	7	5	5	5.25	5.00	5.50	5	5.25
Bristol Youth Academy	Liberty	3	6	4	4	4	5	8	5	7	5	6	5	7	4.25	5.50	5.75	7	5.17
Polk Halfway House	Polk	4	7	2	7	5	4	7	7	6	3	4	5	6	5.00	6.00	4.50	6	5.17
Eckerd Intensive Halfway House	Pinellas	4	7	3	7	3	4	7	4	7	4	6	6	2	5.25	4.50	5.75	2	5.17
Women in Need of Greater Strength (WINGS)	Dade	5	6	3	7	3	4	6	5	6	5	5	7	5	5.25	4.50	5.75	5	5.16
Collier Academy	Collier	5	5	5	4	5	4	6	5	5	7	5	5	5	4.75	5.00	5.50	5	5.08
Camp E-Kel-Etu	Pinellas	3	6	2	7	3	5	5	5	6	6	7	5	2	4.00	4.00	5.00	5	4.33
Eckerd Challenge	Pinellas	4	7	3	7	5	5	7	5	2	5	5	4	5	4.50	4.50	6.00	2	5.00
MATS Sex Offender Program & Halfway House	Manatee	4	6	2	7	3	5	5	5	5	5	6	5	5	5.25	5.50	4.00	5	4.92
Eckerd Academy	Pinellas	5	6	5	4	3	2	6	7	4	5	6	5	5	4.75	4.50	5.25	5	4.83
Leslie Peters Halfway House	Hillsborough	4	5	2	6	5	4	7	5	4	3	6	6	6	5.00	4.50	5.00	5	4.83
Eckerd Youth Development Center	Washington	5	7	2	5	5	5	7	4	4	3	5	5	2	4.25	5.25	4.75	6	4.75

**Juvenile Justice Educational Enhancement Program**

Program Name	School District	Indicators													Standards				Mean Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	4	
<b>Residential</b>																			
Panther Success Center	Hamilton	5	7	3	5	7	4	6	1	6	4	5	4	3	4.75	5.25	4.25	2	<b>4.75</b>
Duval Halfway House	Duval	4	7	5	5	5	4	7	4	6	3	2	5	2	5.00	4.50	4.75	3	<b>4.75</b>
Apalachicola Forest Youth Academy	Liberty	5	5	5	7	5	2	5	4	4	5	5	5	5	5.25	5.00	4.00	2	<b>4.75</b>
Brevard Group Treatment Home	Brevard	4	5	2	7	2	5	5	4	7	5	5	5	3	5.50	4.00	4.75	5	<b>4.75</b>
Blackwater STOP Camp	Santa Rosa	4	5	3	5	3	5	5	5	5	5	5	6	5	4.50	4.00	5.50	3	<b>4.70</b>
Grove Unique Youth Services (GUYS)	Seminole	4	7	5	5	5	5	4	3	5	4	5	5	2	4.25	4.50	5.25	5	<b>4.67</b>
Florida Environmental Institute	Glades	4	7	2	4	5	4	5	7	4	3	5	5	5	5.25	4.25	4.75	2	<b>4.67</b>
Sago Palm Academy	Palm Beach	5	5	3	7	3	3	6	4	6	3	5	5	5	4.25	5.25	4.25	5	<b>4.58</b>
JoAnn Bridges Academy	Madison	5	7	4	5	4	2	4	6	5	4	5	4	5	5.00	4.00	4.75	5	<b>4.58</b>
Cypress Creek Juvenile Correctional Facility	Citrus	7	7	7	6	4	4	5	5	5	1	4	4	5	5.25	4.00	4.50	5	<b>4.58</b>
Bowling Green Youth Academy	Hardee	4	6	5	4	3	3	4	5	5	5	5	5	6	6.75	4.50	3.50	5	<b>4.58</b>
Big Cypress Youth Environmental Services	Collier	4	5	3	4	3	4	5	4	5	5	5	5	5	4.75	3.75	5.00	6	<b>4.50</b>
Sarasota YMCA Character House	Sarasota	3	5	4	5	5	2	6	2	5	5	5	5	2	4.25	3.75	5.00	2	<b>4.33</b>
St. Johns Juvenile Correctional Facility	St. Johns	2	5	1	7	3	2	7	2	5	7	5	4	3	3.75	3.50	5.25	3	<b>4.17</b>

Program Name	School District	Indicators													Standards				Mean Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	4	
<b>Residential</b>																			
Vision Quest - Warrington	Okeechobee	3	6	4	4	5	2	5	5	6	3	3	4	2	4.25	4.25	4.00	2	<b>4.17</b>
Hastings Youth Academy	St. Johns	3	6	3	5	3	5	4	4	4	4	5	4	4	4.25	4.00	4.25	4	<b>4.17</b>
Mandala Adolescent Treatment Center	Pasco	2	4	2	7	3	2	4	5	5	5	5	5	3	3.75	3.50	5.00	3	<b>4.08</b>
Vision Quest - Bluewater	Okeechobee	3	6	3	4	5	2	5	4	5	4	3	4	2	4.00	4.00	4.00	2	<b>4.00</b>
Helping Ourselves Progress Effectively (Hope)	Bay	3	4	4	5	4	4	5	4	2	5	4	3	5	4.25	4.25	3.50	5	<b>4.00</b>
Peace River Outward Bound	DeSoto	4	4	4	4	4	2	4	4	4	3	4	5	4	4.00	3.50	4.00	4	<b>3.83</b>
Palm Beach Juvenile Correctional Facility	Palm Beach	4	5	1	5	5	5	2	3	5	1	5	4	2	3.75	3.75	3.75	2	<b>3.75</b>
Forestry Youth Academy	Levy	5	4	5	5	3	3	5	4	3	3	2	3	3	4.75	3.75	2.75	3	<b>3.75</b>
Nassau Juvenile Residential Facility	Nassau	2	4	2	4	3	3	1	4	5	6	4	4	4	3.00	2.75	4.75	4	<b>3.50</b>
Tiger Serious Habitual Offender Program (SHOP)	Duval	1	5	3	4	4	4	1	2	4	4	5	3	1	3.25	2.75	4.00	1	<b>3.33</b>
Union Juvenile Residential Facility	Union	1	1	1	5	5	2	7	1	3	5	6	1	1	2.25	3.75	3.75	1	<b>3.25</b>
Greenville Hills Academy & (RAMC) & (JUST)	Madison	4	3	2	1	2	1	5	5	3	2	5	4	1	2.50	3.25	3.50	1	<b>3.08</b>
Red Road Academy	Okeechobee	2	5	1	4	2	2	5	3	3	3	1	4	4	3.00	3.00	2.75	4	<b>2.92</b>
Monticello New Life	Jefferson	2	4	1	4	2	2	4	1	1	4	1	4	1	2.75	2.25	2.50	1	<b>2.50</b>

**Juvenile Justice Educational Enhancement Program**

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Program Name	School District	Indicators													Standards				Mean Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	4	
Residential																			
Sawmill Academy for Girls	Leon	0	2	1	0	1	1	2	6	0	4	4	2	3	.75	2.50	2.50	3	1.92

Program Name	School District	Indicators														Standards				Mean Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	1	2	3	4	
<b>Day Treatment</b>																				
PACE - Volusia-Flagler	Volusia	8	7	8	NA	8	7	7	7	8	NA	NA	8	7	7	7.67	7.25	7.25	7	<b>7.36</b>
PACE - Orange	Orange	7	7	7	NA	7	6	7	7	7	NA	NA	7	7	7	7.00	6.75	6.75	7	<b>6.82</b>
PACE - Jacksonville	Duval	7	7	7	NA	7	7	7	7	7	NA	NA	6	7	7	7.00	7.00	6.25	7	<b>6.73</b>
New Port Richey Marine Institute	Pasco	7	7	7	7	6	6	8	6	7	7	6	6	7	5	7.00	6.50	6.60	5	<b>6.69</b>
PACE - Escambia - Santa Rosa	Escambia	7	7	7	7	7	5	7	7	8	4	5	8	7	5	7.00	6.50	6.40	5	<b>6.62</b>
PACE - Alachua	Alachua	8	6	5	NA	5	7	8	3	8	7	5	7	7	7	7.33	5.75	6.80	7	<b>6.58</b>
PACE - Manatee	Manatee	7	7	2	NA	8	7	8	4	8	7	8	6	7	5	5.33	6.75	7.20	5	<b>6.58</b>
PACE - Marion	Marion	8	7	3	NA	8	7	7	5	8	NA	NA	7	7	7	6.00	6.75	6.75	7	<b>6.55</b>
Emerald Coast Marine Institute	Okaloosa	7	7	7	7	6	6	7	6	7	6	6	6	7	6	7.00	6.25	6.40	6	<b>6.54</b>
PACE - Pinellas	Pinellas	3	7	6	6	6	6	7	7	7	6	7	7	7	7	5.50	6.50	6.80	5	<b>6.31</b>
PACE - Immokalee	Collier	5	5	5	8	5	6	8	6	7	6	6	8	7	8	5.75	6.25	6.80	8	<b>6.31</b>
PACE - Broward	Broward	7	7	6	7	7	3	7	7	7	3	6	7	7	5	6.75	6.00	6.00	5	<b>6.23</b>
PACE - Treasure Coast	St. Lucie	8	6	5	7	7	4	7	6	7	5	5	7	6	5	6.50	6.00	6.00	5	<b>6.15</b>
Dade Marine Institute North	Dade	5	6	3	8	6	6	6	7	7	5	5	7	7	5	5.50	6.25	6.20	5	<b>6.00</b>
Tallahassee Marine Institute	Leon	3	5	7	7	7	4	8	7	5	6	7	5	7	2	5.50	6.50	6.00	2	<b>6.00</b>
Boley Young Adult Program	Pinellas	6	6	3	7	6	6	6	6	7	7	7	5	5	5	5.50	6.00	6.20	5	<b>5.92</b>
Tampa Marine Institute	Hillsborough	7	7	5	5	5	6	7	7	7	4	5	5	7	7	6.00	6.25	5.60	7	<b>5.92</b>
PACE - Palm Beach	Palm Beach	5	6	2	7	6	5	7	6	7	5	7	6	7	2	5.00	6.00	6.40	2	<b>5.85</b>
Home Builders - Project Craft - Pinellas	Pinellas	5	7	7	6	3	4	7	6	6	4	5	6	6	5	6.25	5.00	5.40	5	<b>5.54</b>

**Juvenile Justice Educational Enhancement Program**

Program Name	School District	Indicators														Standards				Mean Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	1	2	3	4	
<b>Day Treatment</b>		1	2	3	4	5	6	7	8	9	10	11	12	13	14	1	2	3	4	
Southwest Florida Marine Institute	Lee	5	5	2	7	7	7	4	4	5	5	7	5	7	5	4.75	5.50	5.80	5	<b>5.40</b>
Orlando Marine Institute	Orange	3	5	2	5	3	6	7	6	8	5	6	7	7	7	3.75	5.50	6.60	5	<b>5.38</b>
PACE - Lakeland	Polk	3	4	4	7	6	4	7	5	7	5	5	6	7	5	4.50	5.50	6.00	5	<b>5.38</b>
Jacksonville Marine Institute	Duval	5	5	6	6	5	5	6	5	5	5	7	4	5	5	5.50	5.25	5.20	5	<b>5.31</b>
Home Builders Institute - Orange	Orange	4	5	3	4	3	6	7	5	8	4	5	8	6	5	4.00	5.25	6.20	5	<b>5.23</b>
PACE - Hillsborough	Hillsborough	6	5	5	7	5	2	5	7	5	3	4	7	7	6	5.75	4.75	5.20	6	<b>5.23</b>
Pace - Lee	Lee	5	4	2	5	3	5	5	5	7	6	6	7	7	5	4.00	4.50	6.60	5	<b>5.15</b>
Rainwater Center for Girls	Brevard	5	7	3	6	5	5	5	5	6	5	5	5	5	5	5.25	5.00	5.20	5	<b>5.15</b>
Panama City Marine Institute	Bay	7	5	5	7	5	3	5	5	5	4	5	5	6	4	6.00	4.50	5.00	4	<b>5.15</b>
PACE - Pasco	Pasco	2	5	2	7	5	5	5	4	7	5	5	7	7	3	4.00	4.74	6.20	3	<b>5.08</b>
Dade Marine Institute South	Dade	5	5	4	7	2	2	4	7	6	3	4	7	7	4	5.25	3.75	5.40	4	<b>4.85</b>
Volusia County Marine Institute	Volusia	5	5	5	6	5	3	5	2	6	5	5	5	6	4	5.25	3.75	5.40	4	<b>4.85</b>
PACE - Leon	Leon	2	6	3	7	5	3	7	3	5	2	6	5	7	3	4.50	4.50	5.00	3	<b>4.70</b>
Escambia Bay Marine Institute	Escambia	5	6	2	7	3	3	6	5	5	4	5	5	4	5	5.00	4.25	4.60	5	<b>4.62</b>
Gainesville Wilderness Institute	Alachua	5	5	4	5	4	5	3	5	5	5	4	5	4	5	4.75	4.25	4.60	5	<b>4.54</b>
Gulf Coast Marine Institute - South	Sarasota	5	5	3	7	4	3	4	2	5	5	5	4	7	2	5.00	3.25	5.20	2	<b>4.54</b>
Palm Beach Marine Institute	Palm Beach	5	5	3	5	4	4	5	4	5	4	3	4	5	4	4.50	4.25	4.20	4	<b>4.31</b>
Jacksonville Youth Center	Duval	5	5	1	4	5	2	6	2	5	4	4	5	7	3	3.75	3.75	5.00	3	<b>4.23</b>

Program Name	School District	Indicators														Standards				Mean Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	1	2	3	4	
<b>Day Treatment</b>		1	2	3	4	5	6	7	8	9	10	11	12	13	14	1	2	3	4	
Florida Ocean Science Institute	Broward	1	4	2	7	4	3	5	5	4	6	5	4	4	4	3.50	4.25	4.60	4	<b>4.15</b>
Pinellas Marine Institute	Pinellas	4	4	4	4	3	3	6	5	4	5	5	4	3	5	4.00	4.25	4.20	5	<b>4.15</b>
Eckerd Leadership Program	Pinellas	2	5	5	5	3	2	5	2	5	3	4	4	6	2	4.25	3.00	4.40	2	<b>3.92</b>
Gulf Coast Marine Institute - North	Manatee	1	4	3	4	3	2	2	5	5	6	5	4	5	1	3.00	3.00	5.00	1	<b>3.77</b>



**Juvenile Justice Educational Enhancement Program**

Program	School District	Indicators										Standards				Program Mean
		1	2	3	4	5	6	7	8	9	1	2	3	4		
<b>Detention</b>																
Bay Regional Juvenile Detention Center	Bay	8	7	8	7	NA	NA	NA	8	7	7.50	7.50	8.00	7	<b>7.67</b>	
Hillsborough Regional Juvenile Detention Center - West	Hillsborough	5	7	7	7	8	8	8	7	8	6.00	7.00	7.75	8	<b>7.13</b>	
Collier Regional Juvenile Detention Center	Collier	8	6	7	7	NA	NA	NA	8	7	7.00	7.00	7.00	7	<b>7.00</b>	
Hillsborough Regional Juvenile Detention Center - East	Hillsborough	7	7	7	7	7	8	6	7	7	7.00	7.00	7.00	7	<b>7.00</b>	
Monroe Regional Juvenile Detention Center	Monroe	7	7	7	7	8	NA	NA	8	7	7.00	7.00	7.00	7	<b>7.00</b>	
Okaloosa Regional Juvenile Detention Center	Okaloosa	7	8	8	6	7	6	7	7	7	7.50	7.00	6.75	7	<b>7.00</b>	
Pasco Regional Juvenile Detention Center	Pasco	7	7	7	7	NA	NA	NA	7	7	7.00	7.00	7.00	7	<b>7.00</b>	
Seminole Regional Juvenile Detention Center	Seminole	7	5	6	8	7	NA	NA	7	7	6.00	7.00	7.67	7	<b>7.00</b>	
Brevard Regional Juvenile Detention Center	Brevard	6	7	8	6	8	7	7	6	6	6.50	7.00	7.00	6	<b>6.88</b>	
Miami-Dade Regional Juvenile Detention Center	Dade	7	7	7	8	6	6	7	6	8	7.00	7.50	6.25	8	<b>6.75</b>	
St. Lucie Regional Juvenile Detention Center	St. Lucie	8	7	7	6	7	7	5	7	7	7.50	6.50	6.50	7	<b>6.75</b>	
Polk Regional Juvenile Detention Center	Polk	7	7	7	7	7	NA	NA	7	7	7.00	7.00	6.33	7	<b>6.71</b>	
Volusia Regional Juvenile Detention Center	Volusia	7	7	6	8	6	NA	NA	5	7	7.00	7.00	7.00	6	<b>6.57</b>	
Southwest Florida Regional Juvenile Detention Center	Lee	5	6	6	6	7	8	7	6	7	5.50	6.00	7.00	7	<b>6.38</b>	
Marion Regional Juvenile Detention Center	Marion	5	4	5	7	8	7	7	7	7	4.50	6.00	7.25	7	<b>6.25</b>	

Program	School District	Indicators									Standards				Program Mean
		1	2	3	4	5	6	7	8	9	1	2	3	4	
<b>Detention</b>															
Pinellas Regional Juvenile Detention Center	Pinellas	6	3	6	7	7	7	7	6	7	4.50	6.50	6.75	7	<b>6.13</b>
Manatee Regional Juvenile Detention Center	Manatee	3	4	6	7	6	8	7	7	3	3.50	6.50	7.00	3	<b>6.00</b>
Escambia Regional Juvenile Detention Center	Escambia	6	6	5	7	7	5	5	5	5	6.00	6.00	5.50	5	<b>5.75</b>
Broward Regional Juvenile Detention Center	Broward	2	2	6	8	8	6	6	6	5	2.00	7.00	6.50	5	<b>5.50</b>
Osceola Regional Juvenile Detention Center	Osceola	6	3	5	6	5	5	7	7	6	4.50	5.50	6.00	6	<b>5.50</b>
St. Johns Regional Juvenile Detention Center	St. Johns	7	3	5	3	8	7	5	5	5	5.00	4.00	6.25	5	<b>5.38</b>
Duval Regional Juvenile Detention Center	Duval	5	2	5	7	6	5	6	5	6	3.50	6.00	5.50	6	<b>5.13</b>
Palm Beach Regional Juvenile Detention Center	Palm Beach	4	5	3	7	5	6	5	5	5	4.50	5.00	5.25	5	<b>5.00</b>
Orange Regional Juvenile Detention Center	Orange	5	6	3	5	3	5	6	7	5	5.50	4.00	5.25	5	<b>5.00</b>
Alachua Regional Juvenile Detention Center	Alachua	3	2	4	5	7	3	4	6	4	2.50	4.50	5.00	4	<b>4.25</b>
Leon Regional Juvenile Detention Center	Leon	2	1	5	5	5	5	4	5	5	1.50	5.00	4.75	5	<b>4.00</b>

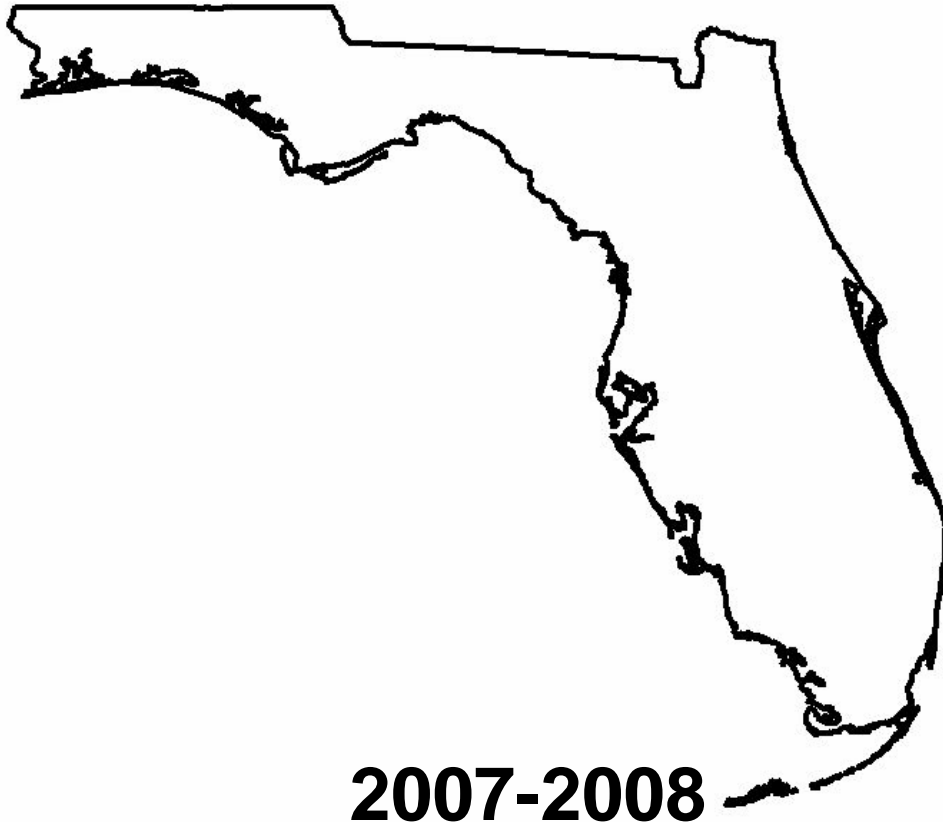
# Educational



# Quality Assurance Standards

# Residential

# Juvenile Justice Commitment Programs



## 2007-2008

Bureau of Exceptional Education and Student Services • Division of K-12 Public Schools  
Florida Department of Education

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Clearinghouse Information Center, Bureau of Exceptional Education and Student Services

Florida Department of Education

Room 622, Turlington Building

Tallahassee, FL 32399-0400

Telephone: (850) 245-0477

Fax: (850) 245-0987

Suncom: 205-0477

E-mail: [cicbiscs@fldoe.org](mailto:cicbiscs@fldoe.org)

Web site: <http://www.fldoe.org>

or the

Juvenile Justice Educational Enhancement Program

Florida State University

325 John Knox Road, Building L, Suite 102

Tallahassee, FL 32303

Telephone: (850) 414-8355

Fax: (850) 414-8357

Web site: <http://www.jjeep.org>

**2007-2008**

**Educational  
Quality Assurance  
Standards**

*for*

**Residential  
Juvenile Justice Commitment Programs**

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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.

### ***Contacts for further information and technical assistance***

Karen Denbroeder  
Florida Department of Education  
325 W. Gaines Street, Room 614  
Tallahassee, FL 32399-0400  
Phone: (850) 245-0475

Tom Blomberg  
Principal Investigator, JJEED  
325 John Knox Road, Bldg L., Suite 102  
Tallahassee, FL 32303  
Phone: (850) 414-8355



## 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. 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.jjeep.org>.

## 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 (JJEED). During that year, JJEED 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 review and input from practitioners, was developed for the 1999 QA review cycle. Early in 1999, JJEED, the Office of Program Policy Analysis and Government Accountability (OPAGA), 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, FAC, 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, JJEED plans to conduct continual research to identify evidence-based best practices in juvenile justice education. Specifically, JJEED 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.

## 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 the workplace skills of Florida's students, 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 students in every classroom have 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 state academic assessments.

*Individuals with Disabilities Education Improvement Act of 2004 (IDEA-2004) (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 post-secondary education, employment, and independent living.

*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 provides a description of alternative education programs and describes the 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, FAC, requires that programs and courses funded through the Florida Education Finance Program and for which students may earn credit toward high school graduation must be listed in the *Course Code Directory*.

*Section 504 of the Rehabilitation Act, Nondiscrimination under Federal Grants and Programs*--Section 504 requires the provision of 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 or she meets the definition of a qualified disabled person, that is, he or 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. The student is not required to need exceptional student education (ESE) in order to receive Section 504 services.

*Rule 6A-6.05281, FAC (Educational Programs for Youth in Department of Juvenile Justice Detention, Commitment, Day Treatment, or Early Delinquency Intervention Programs)*-- This rule defines and requires numerous services for juvenile justice educational programs, including but not limited to student eligibility, ESE, content and transfer of student records, student assessment, individual academic plans (IAPs), transition services, instructional program and academic expectations, qualifications of instructional staff, funding, contracts with private providers, intervention and sanctions, and interagency collaboration. Many of the educational QA standards are derived from this rule.

# Quality Assurance (QA) Review Methods

## QA Review Protocol

The 2007-2008 QA reviews are based on self-reported information and a two- to three-day on-site visit. 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 (JJEED) educational reviews are conducted simultaneously, all of the reviewers discuss their findings.

The on-site review focuses on 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.

Reviewers conduct a formal exit meeting on the final day of the review to present findings and preliminary (*superior, satisfactory, or partial*) ratings. Numerical scores are not assigned at this meeting.

## 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 to the JJEED offices by June 15, 2007.

**Failure to submit self-report information in a timely manner may negatively affect the QA rating of the indicator 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, professional development training records, courses taught by each teacher, qualifications and duties of all educational support personnel, assessment information, program characteristics (i.e., size, location, provider, career education level designated by the DJJ, security level, program type, and age range of students), school names and numbers where diplomas are reported, course offerings, class schedules, bell schedules, school calendars, and sample educational forms.

For complete information on self-reporting requirements and timelines, visit the JJEED Web site at <http://www.jjeep.org> or contact JJEED 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.

**Exemplary programs are required to submit all self-report information** and participate in a review of only the critical benchmarks, which are rated *pass* or *fail*. Deficiencies and recommendations regarding one failed benchmark are addressed in the QA report.

Exemplary programs who fail more than one critical benchmark lose their exemplary status and receive a full on-site QA review the same year, and all exemplary programs participate in a full educational QA review the year following a change in the educational provider.

**Exemplary I--An educational program whose overall average QA score is 7.0 or higher** receives *Exemplary I* status and will not have an on-site QA visit for one year. A JJEED reviewer will call the school district contract manager to confirm the program's self-report information. During the subsequent second and third years, these programs will submit self-reports and receive one-day reviews of only critical benchmarks.

**Exemplary II--An educational program whose overall average QA score is 6.5 or higher** receives *Exemplary II* status and will participate in abbreviated (one-day) reviews of only the critical benchmarks for the next two years.

For state agency and annual reporting purposes, the QA scores for those programs who 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 evidenced 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 information and documents and 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, school district contract manager, and the lead educator.

## Quality Assurance (QA) Rating Guidelines

The educational QA process determines 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 review director reviews each QA report.

Prior to assessing the **overall quality** of an indicator, reviewers determine whether minimum requirements are met in each benchmark. Failure to meet minimum requirements for a single *critical* benchmark (identified by boldfaced type) results in a *Partial* or *Nonperformance* (3-0) rating.

These 11 benchmarks have been identified as **critical** to satisfactory performance:

<b><u>1.1</u> Enrollment</b>	<b><u>8.2</u> Exceptional student education (ESE) process</b>
<b><u>2.1</u> Entry academic assessment</b>	<b><u>9.1</u> Adequate instructional time</b>
<b><u>3.1</u> Individual academic plans (IAPs)</b>	<b><u>10.1</u> Teacher certification</b>
<b><u>3.3</u> Individual educational plans (IEPs)</b>	<b><u>13.2</u> Data management</b>
<b><u>5.2</u> Substantial academic curriculum</b>	<b><u>13.6</u> Contract management oversight</b>
<b><u>6.1</u> Direct reading instruction</b>	

Additionally, an indicator may receive a *Partial* rating (even if all critical benchmarks are met) if the overall quality of the indicator is not satisfactory. Failure to meet minimum requirements for a single *noncritical* benchmark results in an indicator rating of no higher than a *Satisfactory* 5.

## QA Rating Scale

### *Superior Performance – Rating of 7, 8, or 9*

The expected outcome of the indicator is clearly being met with very few, if any, exceptions; the program exceeds the overall requirements of the indicator through an innovative approach, extended services, or demonstrated program-wide dedication to the overall performance of the indicator.

### *Satisfactory Performance – Rating of 4, 5, or 6*

The expected outcome of the indicator is clearly being met; some minor exceptions or inconsistencies in meeting specific benchmarks may be evident.

### *Partial Performance – Rating of 1, 2, or 3*

The expected outcome of the indicator is not being met, and frequent exceptions and inconsistencies in meeting specific benchmarks are evident.

### *Nonperformance – Rating of 0*

The expected outcome of the indicator is clearly not being addressed.

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 Review Director stating specific concerns. JJEPP and DOE staff, as necessary, will address these concerns, and the QA review director will notify the school district contract manager and the educational provider of the outcome.



## System Improvement Process

The purpose of the system improvement process is to reduce the amount of time Juvenile Justice Educational Enhancement Program (JJEPP) staff spend monitoring programs that exceed state standards and 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.

### Procedures to address deficiencies that do not require corrective action

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

- Programs who receive a *partial* (0 to 3) rating in any indicator, but receive *satisfactory* standard ratings, will receive written documentation of educational deficiencies and specific and direct corresponding recommendations in their QA reports from DOE.
- Programs should utilize 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** who receive a *partial* rating in one or more of Standards 1, 2, or 3 will receive a corrective action plan (CAP).

**School districts** who receive a *partial* rating for Standard 4 for two or more consecutive years will receive a CAP.

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 review 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 JJEPP. This form must be submitted within six months of the date of the official notification letter from DOE.

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 who 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.

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

<b>School District CAPs</b>		
<b>QA Review Cycle</b>	<b>Trigger</b>	<b>Action</b>
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 for intervention and/or sanctions
Year 4+	Fail Standard 4 for four (or more) consecutive years	CAP required School district remains on DOE list for intervention and/or sanctions

JJEEP and/or DOE staff will provide 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).

## TA 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 by the QA training director
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, including a written report that the QA training director sends to the Department of Education (DOE)
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 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 whose educational provider changes may receive TA prior to its QA review based on the identified needs of the educational program.

### *Corrective Action Follow-up*

A program who fails one of Standards 1, 2, or 3 and has a passing overall average score (4.00 or higher) 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 who fails Standard 4 for two consecutive years will receive a CAP and follow-up TA.

### *Failing Programs*

A program whose average overall score is less than 4.00 will receive a CAP and a TA visit in which:

1. The JJEED reviewer and a DOE representative (as appropriate) meets with the CAP team to assist with plans to correct the deficiencies identified in the QA report.
2. The reviewer conducts a needs assessment with school district and program administrators, teachers, and students.
3. The reviewer reports needs assessment results to the school district and the program.
4. The reviewer conducts follow up TA as needed.

## **DOE ASSISTANCE**

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

A school district who fails Standard 4 for three consecutive years will receive a CAP and may receive intervention and/or sanctions by the DOE. A school district who 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 an intervention and/or sanctions, Juvenile Justice Educational Enhancement Program (JJEPP) staff may facilitate meetings with all relevant parties, including JJEPP administration, DOE representatives, school district officials, provider personnel, program administration, 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), FAC*, provides for intervention and sanctions.

#### ***Intervention***

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

#### ***Sanctions***

- Public release of unsatisfactory findings, the interventions, and/or corrective actions proposed
- Assignment of a monitor, master, or 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, requirements for specific provider contracts, and/or transfer of responsibility and funding for the educational program to another school district.

## Educational Standard One: Transition

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

### **Indicator 1: On-Site Transition Services**

The expected outcome of this indicator is that the program assists students with reentry into community, school, and/or work settings through guidance and transition services.

### **Indicator 2: Testing and Assessment**

The expected outcome of this indicator is that entry assessments are used to diagnose students' academic and career/technical strengths, weaknesses, and interests in order to address the individual needs of the students and that exit assessments and state assessments are used to evaluate the performance of students in juvenile justice schools.

### **Indicator 3: Student Planning**

The expected outcome of this indicator is that academic and transition planning is designed and implemented to assist students in maximizing academic achievement and experiencing successful transition back to school and the community.

### **Indicator 4: Community Reintegration**

The expected outcome of this indicator is that transition planning activities are designed and implemented to facilitate students' transition from a Department of Juvenile Justice (DJJ) program to the community, which may include school, peer groups, employment, and family reintegration.

## Indicator 1: On-Site Transition Services

## Notes

### Intent

The expected outcome of this indicator is that the juvenile justice school assists students with reentry into community, school, and/or work settings through guidance and transition services.

**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 upon entry into the educational program based on a review of past records, entry assessments, Florida Comprehensive Assessment Test (FCAT) scores, and student progression requirements (Management information system [MIS] enrollment should include elementary, middle, and high school courses that address English/language arts, reading, math, social studies, and science curricula as needed to address individual students' needs for student progression or high school graduation.)
- 1.2 Advising students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, "major" and "minor" areas of interest, and postsecondary opportunities, and communicating to students their educational status and progress
- 1.3 Documenting that an educational representative who is familiar with the students' performance participates in student exit staffings or transition meetings and assists students with successful transition to their next educational or career/technical placements
- 1.4 Documenting transmittal of the educational exit packet to the persons responsible for postplacement services (i.e., receiving school, conditional release, school district transition specialist, appropriate school representative, parent, or juvenile probation officer [JPO]) prior to or by the time of exit (The exit packet shall include, at a minimum, a cumulative transcript reporting credits earned prior to and during commitment, a school district withdrawal form with grades in progress, a current individual educational plan [IEP] and/or individual academic plan [IAP], the exit plan, and any career education certificates and diplomas earned at the program.)

**Benchmark 1.2 and the reading enrollment requirement are not applicable to programs who only serve students for less than 40 calendar days.**

### QA Review Methods

- Review all self-report information
- Review student educational files, closed commitment files, educational exit packets, records requests, MIS enrollment, course schedules, prior records, documented transmittal of records (e.g., fax or mail receipts), progress monitoring plans, IAPs, transition plans, and other appropriate documentation
- Interview transition specialist, registrar, guidance counselors, treatment team members, other appropriate personnel, and students

## Clarification

Documented requests for students' most current educational records (by fax or electronic access) must be made within five school days of student entry unless the program documents that records were received prior to the student's enrollment. (Fax transmittal receipts should be retained.) Electronic files of educational records maintained on site are acceptable. Withdrawal grades should be averaged into current semester grades from the program.

Out-of-county records should be requested through multiple sources such as Florida Automated System for Transferring Educational Records (FASTER), the student's probation officer, detention centers, the previous school district, and/or the student's legal guardian. Records requested should include the most current transcripts, academic plans, withdrawal forms, progress monitoring plans, entry and exit assessments, school district course schedules, Section 504 plans, and exceptional student education (ESE) records. Follow-up requests should be made and documented.

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, and social studies.

Middle and high school students who score Level 1 in reading on the Florida Comprehensive Assessment Test (FCAT) should be placed in an intensive reading course on a continual basis until they score at least a Level 2. *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 in which the teacher has a reading certification or endorsement or has completed the Florida Online Reading Professional Development (FOR-PD) and the Content Area Reading Professional Development (CAR-PD) Academy. For additional guidance, access the *Just Read, Florida!* Student Reading Placement chart 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.**

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. Requirements for high school graduation now include four credits in math and selection of a major and/or minor area of interest beginning with 9th grade students enrolled in 2007.

All students should have easy and frequent access to guidance/advising services aligned with transition and treatment activities and based on the *Course Code Directory*, the school district student progression plan, and state- and districtwide assessments. Students should have knowledge of their credits, 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.

Educational representatives (i.e., a teacher, guidance counselor, etc.) who are familiar with the students' performance should document their participation in exit transition meetings in person or via written input. When necessary, the program should assist in determining students' next educational placements (including contacting the receiving school district's transition coordinator and the student's juvenile probation officer (JPO)).

The program should retain evidence of transmittal of all required information, which may include management information system (MIS) transmittal of transcripts for in-county students, closed commitment files, signatures of receipt by parents and/or JPOs, fax transmittal verifications, and/or certified mail receipts. Academic history screens, handwritten credits, or verbal assurances of grade promotions are not acceptable; cumulative transcripts must be transmitted for all students exiting a program. For students who are transferred to another Department of Juvenile Justice (DJJ) commitment facility, educational exit packets must be transmitted to that facility at the time of exit.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 2: Testing and Assessment

### Notes

### Intent

The expected outcome of this indicator is that entry assessments are used to diagnose students' academic, career, and technical strengths, weaknesses, and interests to address students' individual needs and that exit and state assessments are used to evaluate the performance of students in juvenile justice 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's testing and assessment practices include administering:

- 2.1** The Basic Achievement Skills Inventory (BASI) for reading, writing or language arts, and mathematics within five school days of student entry into the facility
- 2.2 Career and technical aptitude assessments that provide proficiency levels and are used to enhance employability and career/technical instruction within five school days of student entry into the facility
- 2.3 The BASI for reading, writing or language arts, and mathematics to **all exiting students who have been in the program for 45 or more school days** (Scores are provided to the school district for management information system [MIS] reporting.)

**Programs who serve students fewer than 40 school days are not required to administer the BASI but should administer an appropriate entry assessment for reading, writing, and math.**

**Benchmarks 2.2 and 2.3 are not applicable to programs who only serve students fewer than 40 calendar days.**

### QA Review Methods

- Review student educational files, assessments, MIS records, 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

Programs should administer the designated common assessment according to the administrative guidelines to students who enter the facility after July 1, 2006. Programs may use prior assessment results from the same assessment if they are recent (according to the assessment's administrative guidelines) and if the program's instructional personnel determine the scores are accurate. Assessment measures shall be appropriate for the student's age, grade, language proficiency, and program length of stay and shall be nondiscriminatory with respect to culture, disability, and socioeconomic status. All academic assessments must be administered according to the test publisher's guidelines and in an appropriate testing environment.

To diagnose students' needs and accurately measure students' progress, academic and career assessments should be aligned with the program's curriculum. Instructional personnel should have access to assessment results regarding students' needs, abilities, and career interests and aptitudes. Career assessment results should be used to determine student placement in career and technical programming, when appropriate, and to guide students in career decision making.

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. Students who have earned a high school or a General Educational Development (GED) diploma should be administered a career assessment.

The same academic assessments administered at entry should be used to assess all students exiting the program except for students who earn a diploma while at the program. Exit assessments are required for all students who spend 45 or more school days in the program. Students in long-term (for more than one year) commitment programs should be administered an exit test using the common assessment on an annual basis 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 exit test the youth.

If a youth re-offends within 30 days of exit from the program, the youth's exit assessment should be used as the entry assessment in the next placement. Youth who transfer to another Department of Juvenile Justice (DJJ) program after spending at least 45 school days in the program should be administered an exit assessment; in this case, the exit assessment results may be used as the entry assessment scores at the new program. Existing entry assessment scores for youth transferred within 45 school days may be used at the new program. **Unanticipated transfers should be documented to indicate that exit testing was not possible.**

Programs should use the standard score for management information system (MIS) reporting.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 3: Student Planning

## Notes

### Intent

The expected outcome of this indicator is that academic and transition planning is designed and implemented to assist students in maximizing academic achievement and experiencing successful transition back to school and the community.

**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** Developing for all non-exceptional student education (ESE) students written individual academic plans (IAPs) that are age and grade appropriate based on entry assessments, past records, and post-placement goals for academic and career/technical areas; developing plans within 15 school days of entry into the facility that include specific, measurable, and individualized long-term goals and short-term instructional objectives, identified remedial strategies, and a schedule for determining progress for reading, writing, math, and career/technical areas
- 3.2 Reviewing students' IAPs during treatment team meetings or other formal meetings by an educational representative to determine progress toward achieving their goals and objectives and revising IAPs when needed
- 3.3** Developing measurable annual individual educational plan (IEP) goals and objectives that directly relate to special education students' identified academic, behavioral, and/or functional deficiencies and needs
- 3.4 Documenting students' progress toward meeting their IEP goals and objectives and reporting this progress to students' parents as often as progress reports are sent home for all students
- 3.5 Developing an age-appropriate educational exit transition plan (with input from an educational representative at students' final exit staffings) for each student that accurately identifies, at a minimum, desired diploma option, anticipated next educational placement, post-release educational plans, aftercare provider, job or career/technical training plans, and the parties responsible for implementing the plan (Plans are provided to relevant parties.)

**Benchmark 3.2 and the requirement for short-term objectives, remedial strategies, and a schedule for determining progress on students' IAPs do not apply to programs serving students fewer than 40 calendar days.**

### QA Review Methods

- Review student educational files, Section 504 plans, progress monitoring plans, IAPs, IEPs, transition plans, treatment files, and other appropriate documentation
- Interview instructional, guidance, and transition personnel, other appropriate personnel, and students
- Observe students' exit staffings and treatment team meetings, when possible

## Clarification

*Rule 6A-6.05281* requires that all Department of Juvenile Justice (DJJ) commitment, day treatment, or early delinquency intervention programs develop individual academic plans (IAPs) within 15 school days of entry that are based on students' entry assessments and past educational history and address academics, literacy, and life skills. Additionally, the plan should include (1) specific and individualized long-term goals and short-term instructional objectives for academic and career areas; (2) remedial strategies and/or tutorial instruction; (3) evaluation procedures; and (4) a schedule for determining progress toward meeting the goals and instructional and career/technical objectives. Career/technical objectives may address career awareness and exploration, employability skills, and/or hands-on career/technical benchmarks. IAPs should document students' needs and identify strategies to assist them in reaching their potential. A schedule for determining student progress should be based on an accurate assessment, resources, and instructional strategies.

Students who have a high school diploma or the equivalent are not required to have academic plans but must be provided curricular activities that address their individual needs. Career goals should be developed for students who have a high school diploma or the equivalent.

Results of additional entry assessments administered may be used for IAP development instead of Basic Achievement Skills Inventory (BASI) scores if those assessments are age-appropriate and administered according to the administrative guidelines.

Students should participate in the development and the revision of their IAPs. Long-term educational goals and short-term instructional objectives for non-ESE students may be included in students' individual performance contracts, treatment plans, IAPs, progress monitoring plans, or other appropriate documents. IAPs or individual educational plans (IEPs) for ESE students may substitute for progress monitoring plans if they address all of the required components.

IAPs, IEPs, and progress monitoring plans should document at least two objectives per goal. Instructional personnel should use IAPs, IEPs, or progress monitoring plans for instructional planning and for tracking students' progress. Students performing at or above grade level must have appropriate goals and objectives on their IAPs; remedial strategies are not required for these students. IEPs for students assigned to ESE programs should be individualized and include all information required by federal and state laws. IEPs should address academic, behavioral, and/or functional goals and objectives as appropriate. Instructional personnel should have access to their students' IEPs.

The student and an educational representative should participate in treatment team meetings. Written documentation, including students' progress toward achieving their IAP goals, should be submitted to the treatment team members if an educational representative is unable to attend the meeting. Proper tracking and documentation of student progress may assist in offering performance-based education that allows students performing below grade level the opportunity to advance to their age-appropriate placement.

Student progress toward the completion of their IEP goals and objectives should be documented on IEP progress reports and provided to parents on the same schedule as reporting of progress for general education students.

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 exit transition plan may include the student's parents/guardians, juvenile probation officers (JPOs), aftercare/conditional release counselor, zoned school personnel, and/or mentors. Unanticipated transfers should be documented to indicate that exit planning was not possible.

For more information and sample IAPs and exit plans, please refer to the *Transition Guidebook for Educational Personnel in Juvenile Justice Programs* at <http://www.jjeep.org/docs.htm#taps>.

## Performance Rating

- |   |   |   |   |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance     | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance      | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance           |   |   | 0 |

## Indicator 4: Community Reintegration

### Notes

### Intent

The expected outcome of this indicator is that transition-planning activities are designed and implemented to facilitate students' transition from a Department of Juvenile Justice (DJJ) program to the community, which may include school, peer groups, 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 community reintegration activities that include:

- 4.1 Soliciting and documenting participation from parents, families, and representatives from the communities to which students will return that is focused on transition planning and activities
- 4.2 Contacting the transition coordinator/specialist in students' receiving school districts prior to their release from the program and collaborating with other identified support personnel in treatment team and transition meetings to assist students with their community reintegration needs
- 4.3 Implementing documented school district strategies or transition protocols for students transitioning from a DJJ program that include the school district's transition coordinator being actively involved in students' school placement upon return to the district (not rated in the 2007-08 quality assurance [QA] cycle)

**Benchmark 4.1 requirements are not applicable to programs who only serve students fewer than 40 calendar days.**

### QA Review Methods

- Review closed files for in-county students, treatment team/transition team notes, exit packets, school district transition/return to school policies, and enrollment of students who have recently returned to the school district
- Interview transition coordinator, guidance counselors, treatment/transition team members, other appropriate personnel, and students
- Observe students' exit staffings and treatment team meetings, when possible

## Clarification

The student, parents/guardians, juvenile probation officer (JPO), aftercare/conditional release counselor, zoned school personnel, other stakeholders, and an educational representative should participate in treatment/transition team meetings. All stakeholders should be informed about a student's needs before the student returns to home, school, and/or the community. Program personnel should retain evidence of solicitation of family and community participation.

Educational personnel and treatment staff members who solicit parent, family, and community participation in transition activities should retain invitation letters and/or other appropriate documentation of communication.

When the next educational placement for a student has not been determined, the program should make every effort (including contacting the receiving school district's transition coordinator and the student's JPO) to identify the most appropriate setting for the student's continuing educational development, including an alternative educational placement.

School districts should have protocols and procedures in place that outline the reentry services provided to youth who are returning to their counties and identify persons responsible for facilitating these services. Transition services for in county students should include contacting the receiving schools and meeting with school representatives (if possible) to ensure students' successful transition.

Transition services should address postschool activities including postsecondary education, career/technical education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation.

For more information, refer to the *Transition Guidebook for Educational Personnel in Juvenile Justice Programs* at <http://www.jjeep.org/docs.htm#taps>.

**Access school districts' transition contact information at <http://www.jjeep.org/transition contacts>.**

Each school district is responsible for sending transition contact information changes via e-mail to [jjeep@jjeep.org](mailto:jjeep@jjeep.org).

## Performance Rating

- |   |   |   |   |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance     | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance      | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance           |   |   | 0 |



## Educational Standard Two: Service Delivery

The service delivery standard is composed of four indicators that address curriculum, reading, instructional delivery, exceptional student education (ESE), and educational support services. Service delivery activities ensure that students are provided with educational opportunities that will best prepare them for successful reentry into community, school, and/or work settings.

### **Indicator 5: Academic Curriculum and Instruction**

The expected outcome of this indicator is that students have the opportunity to receive an education that focuses on their assessed educational needs and is appropriate to their future educational plans, allowing them to progress toward obtaining high school diplomas or the equivalent.

### **Indicator 6: 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.

### **Indicator 7: Employability and Career Curriculum and Instruction**

The expected outcome of this indicator is that students have the opportunity to acquire the skills necessary to transfer to a career and technical institution after release and/or obtain employment.

### **Indicator 8: ESE and Related Services**

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

## Indicator 5: Academic Curriculum and Instruction

## Notes

### Intent

The expected outcome of this indicator is that students have the opportunity to receive an education that focuses on their assessed educational needs and is appropriate to their future educational plans, allowing them to progress toward obtaining high school diplomas or the equivalent.

**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 academic curriculum and instruction through:

- 5.1 Required diploma options that include but are not limited to standard, special, General Educational Development (GED), and GED Exit Option as appropriate
- 5.2 A substantial year-round curriculum designed to provide students with educational services based on (a) the *Florida Course Code Directory and Instructional Personnel Assignments*, (b) the course descriptions of the courses in which students are receiving instruction, and (c) the Florida Sunshine State Standards (FSSS)
- 5.3 Individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings; instruction that is based on individual academic plans (IAPs) and individual educational plans (IEPs) and students' academic levels in reading, writing, and mathematics in all content areas being taught; and a variety and balance of targeted and appropriate teaching strategies to accommodate students' learning styles (e.g., auditory, visual, kinesthetic, tactile)

**The requirements pertaining to GED, social studies, and science curricula are not applicable to programs who only serve students fewer than 40 calendar days.**

### QA Review Methods

- Review students' educational files, work folders, course schedules, class schedules; curriculum documents and materials; lesson plans; and other appropriate documentation
- Interview instructional personnel, educational administrators, other appropriate personnel, and students
- Observe educational settings, activities, and instruction



## Clarification

Courses and activities should be age appropriate and based on student's individual needs and postplacement goals. Programs should prepare each student so that he or she has the opportunity to obtain a high school diploma through his or her chosen graduation program.

The General Educational Development (GED) and the GED Exit Option diploma options should be offered to students who meet the criteria. GED testing preparation materials should be available to all students who choose these diploma options and may be integrated and/or modified to best meet students' needs.

A substantial curriculum will be used to meet state course descriptions and will not consist only of supplemental materials. The curriculum may be offered through a variety of scheduling options, such as block scheduling, performance-based education, or offering courses at times of the day that are most appropriate for the program's planned activities.

All curriculum must address students' multiple academic levels. Instructional personnel should use long-term goals and short-term instructional objectives in students' individual academic plans (IAPs) and individual educational plans (IEPs) to guide individualized instruction and to provide educational services. Teachers should have knowledge of the content of their students' IEPs and/or IAPs.

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.

## Performance Rating

- |   |   |   |   |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance     | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance      | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance           |   |   | 0 |

## Indicator 6: 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.

**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 reading instruction and services through:

- 6.1** Providing placement testing, explicit reading instruction with progress monitoring, support services, and research-based reading curricula as outlined in the school district comprehensive reading plan to address the reading goals and objectives identified on students' individual academic plans (IAPs), progress monitoring plans, or individual educational plans (IEPs)
- 6.2 Giving students opportunities for leisure reading and enrichment activities during the school day
- 6.3 Administering a diagnostic reading assessment(s) that addresses the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension to students who are not progressing in reading (based on progress monitoring data); modifying initial reading goals, objectives, and remedial strategies to address the specific areas of need identified by the diagnostic assessment(s), as outlined in the school district comprehensive reading plan

**Benchmarks 6.1 and 6.3 are not applicable to programs who only serve students fewer than 40 calendar days.**

### QA Review Methods

- Review the school district comprehensive reading plan, student educational files, assessment tests, MIS records, IAPs, progress monitoring plans, and other appropriate documentation
- Interview personnel responsible for assessments, the reading teacher, other appropriate personnel, and students
- Observe educational settings, activities, and instruction
- Verify that the assessments used are appropriate for the areas to be assessed and for the ages and grade levels of the student

## Clarification

Students who do not have reading deficiencies should be provided opportunities for reading practice and enrichment activities in their regular English/language arts or reading curriculum. These services are evaluated under Indicator 5: Academic Curriculum and Instruction.

Reading goals and objectives are developed to address specific areas of need based on assessment data. These goals should include the intervention strategies, methods, and services to be used to meet students' reading goals.

Reading curricula should be age and grade appropriate, address the five areas of reading, have evidence that it is effective with at-risk populations, and follow the school district comprehensive reading plan. All reading plans must outline how the school district is planning to monitor the reading program. Explicit reading instruction must be provided via a variety of strategies to address the five construct areas.

All students should have frequent access to an abundant supply of leisure reading materials aligned with school district policy.

A reading diagnostic assessment that addresses the five construct areas should be available to assess students who have reading deficiencies and have shown little improvement in reading skill development after reading intervention strategies have been implemented. (Diagnostic assessment of phonemic awareness deficiencies is not necessary for students who score at or above grade level on the phonics portion of the reading diagnostic assessment.)

For more information on reading diagnostic assessment, please refer to *Diagnostic Instruments Appropriate for Primary and Secondary Levels* at <http://www.firn.edu/doe/bin00014/progress/diagnostic.pdf>.

### Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 7: Employability and Career Curriculum and Instruction

Notes

### Intent

The expected outcome of this indicator is that students have the opportunity to acquire the skills necessary to transfer to a career and technical institution after release and/or obtain employment.

**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.

**Type 1 programs** provide curricular activities in educational settings based on students' entry assessments, individual academic plans (IAPs), and individual educational plans (IEPs) that:

- 7.1 Address employability, social, and life skills through courses or curricula that are based on state and school board standards, provide instruction in courses that follow course descriptions, are offered for credit, or are integrated into other courses already offered for credit
- 7.2 Are delivered through individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings
- 7.3 Address employability, social, and life skills instruction and career exploration, or the hands-on technical training needs of every student who has received a high school diploma or its equivalent

**Type 2 programs** provide curricular activities in educational settings based on students' entry assessments, IAPs, and IEPs that:

- 7.4 Provide all students with a broad scope of career exploration and prerequisite skill training based on students' abilities, interests, and aptitudes
- 7.5 Offer instruction and courses for credit and follow course descriptions or career education course requirements

**Type 3 programs** provide curricular activities in educational settings based on students' entry assessments, IAPs, and IEPs that:

- 7.6 Provide access for all students, as appropriate, to hands-on career and technical training, career and technical competencies, and the prerequisites needed for entry into a specific occupation
- 7.7 Offer instruction and courses for credit and follow course descriptions or career education course requirements

### QA Review Methods

- Review students' educational files, work folders, and course schedules; class schedules; curriculum documents and materials; lesson plans, and other appropriate documentation
- Interview instructional personnel, educational administrators, other appropriate personnel, and students
- Observe educational settings, classroom activities, and instruction

## Clarification

This indicator addresses the requirements outlined in the Department of Education (DOE) and the Department of Juvenile Justice (DJJ) *Interagency Plan for Career and Technical Education*.

**Type I programs**--Career curriculum and activities may be offered as specific courses, integrated into one or more core courses offered for credit, and/or provided through thematic approaches. Activities such as employability and social skills instruction appropriate to students' needs; lesson plans, materials, and activities that reflect cultural diversity; character education; health, life skills, and self-determination skills; and 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.

Courses and activities should be age appropriate. Courses in employability, social skills, and life skills include but are not limited to:

- Employability skills for youth
- Personal, career, and school development
- Peer counseling
- Life management skills
- Physical education, health, and fine arts

**Type 2 programs**--Career curriculum includes **Type 1 program course content** in addition to the areas described in these benchmarks. Exploring and gaining knowledge of a wide variety of occupational options and the level of effort required to achieve them are essential. Prerequisite skill training refers to students understanding the particular skills needed to be successful in specific careers.

**Type 3 programs**--Career curriculum includes **Type 1 program course content** in addition to the areas described in these benchmarks, but does not include Type 2 requirements. Students in Type 3 career education programs should have access to direct work experiences, job shadowing, and youth apprenticeship programs, as appropriate. Type 3 career education programs should have evidence of career and technical curriculum that offer hands-on courses and training in which students may earn certificates of completion.

**All students in Type 3 programs should have appropriate access to hands-on career and technical programs.** (Appropriateness is determined by behavior and age.)

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.

Online courses can be found at [Floridaworks.org](http://Floridaworks.org). Students may also be able to participate in community college courses via an articulation agreement.

### Performance Rating

- |   |   |   |   |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance     | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance      | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance           |   |   | 0 |

## Indicator 8: ESE and Related Services

### Notes

### Intent

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

**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 educational support services to all students as needed, including:

8.1 Documenting the initiation of the exceptional student education (ESE) process

**8.2** Completing the ESE process:

- Reviewing current individual educational plans (IEPs) and determining whether the IEP is appropriate
- Convening an IEP meeting as soon as possible when the IEP services are not appropriate to meet the students' goals and objectives as written
- Soliciting and documenting participation from parents in ESE staffings and IEP development; mailing copies of IEPs to parents when they do not attend the meetings
- Completing transition statements/transition plans in IEPs that address career plans for special education students who are 14 years or older
- Providing an educational representative acting as the local educational agency (LEA) representative who is knowledgeable of the educational resources within the local school district; ensuring that the LEA meets the requirements under *Section 300.344 of Title 34 of the Code of Federal Regulations and Rule 6A-6.03028, FAC*, for an LEA representative and is an employee of the school district or has documented authorization by the school district to act as the LEA representative

8.3 Implementing ESE and related services that are outlined in students' IEPs

8.4 Providing English for speakers of other languages (ESOL), Section 504, gifted, educational psychological services, and mental and physical health services as outlined in the students' plans (i.e., 504, educational plans (EPs), and limited English proficiency (LEP) plans)

### QA Review Methods

- Review IEPs, EPs, Section 504 plans, LEP plans, cooperative agreement and/or contract, student files, records requests, support services consultation logs, and other appropriate documentation
- Interview ESE personnel, educational administrators, instructional and support personnel, other appropriate personnel, and students

## Clarification

Students participating in exceptional student education (ESE) programs should be provided all corresponding services and documentation (i.e., written parental notification and procedural safeguards) required by federal and state laws. Initiation of the ESE process may include continuing ESE services for in-county students, developing appropriate student course schedules based on current and appropriate individual educational plans (IEPs), enrolling students, recording class attendance, notifying appropriate personnel of students who require ESE services, and notifying parents regarding IEP review meetings.

The program must document solicitation of parent involvement in the IEP development process. Students' parents should be provided reasonable notice (10–14 days) to attend IEP meetings. Students, a general education teacher, an ESE teacher, an evaluation interpreter (who may serve in other roles well), and a local educational agency (LEA) representative should be present at all IEP meetings. The LEA representative cannot be excused from any IEP meeting. Because parents must receive a copy of their student's IEP, programs should document with dates when IEPs are mailed to parents who do not attend the staffings.

According to *Rule 6A-6.03028, FAC*, development of IEPs for students with disabilities must include planning for transition services on or before their 14th birthday; the IEP should include a statement of transition service needs. By age 16 (or earlier as appropriate), an IEP should be developed for students that includes a transition plan that addresses their transition needs in the areas of instruction, community experiences, employment, and postschool adult living.

Persons invited to transition IEP meetings must include the students, parents, appropriate school personnel, and representatives of any agencies that may be responsible for providing or paying for agency services. Transition planning before age 14 may be necessary for some students, particularly those at risk of dropping out of school or who have significant disabilities or complex needs. The transition statement and/or plan written in students' IEPs cannot be used in place of exit transition plans.

According to *Rule 6A-6.03028, FAC*, and *Section 300.344 of Title 34 of the Code of Federal Regulations*, an LEA representative is a "representative of the school district who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities, is knowledgeable about the general curriculum, and is knowledgeable about the availability of resources of the school district."

At the discretion of the school district, the student's ESE teacher may also serve as the LEA representative if he/she meets these requirements: LEA participation must be provided by an educational representative who is knowledgeable of the educational resources within the local school district where the student is receiving services and is either an employee of the school district or has written approval from the school district ESE director to serve as the LEA representative.

Students participating in English for speakers of other languages (ESOL), Section 504, gifted, and/or related services should be provided all corresponding services according to students' plans, including mental and physical health services. Students' support and educational services should be integrated. Related services, accommodations, and modifications for appropriate students should be documented. ESOL students should have current limited English proficiency (LEP) plans to address their language needs as appropriate. Consultative services may include services to instructional personnel serving students assigned to ESE programs or services provided directly to students in accordance with their IEPs. Consultative logs should document specifically how the student is progressing and what strategies will be used to assist the student.

The decision to discontinue services must be addressed during an IEP team meeting and be based upon current, documented information regarding the student's progress and the continued need for special education and/or related services. The parent must be provided prior written notice of a proposed change in services before services cease, and the IEP team must revise the student's IEP, as appropriate.

## Performance Rating

- |   |   |   |   |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance     | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance      | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance           |   |   | 0 |





## **Educational Standard Three: Educational Resources**

The educational resources standard is composed of four indicators that are designed to ensure that students in juvenile justice educational programs are provided with educational personnel, services, materials, and the environment necessary to successfully accomplish their educational goals and to ensure collaboration and effective communication among all parties involved in the educational programs of juvenile justice facilities.

### **Indicator 9: Collaboration**

The expected outcome of this indicator is that facility staff and school district personnel collaborate to ensure that high quality educational services are provided to at-risk students.

### **Indicator 10: Educational Personnel Qualifications**

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in juvenile justice schools.

### **Indicator 11: Professional Development and Teacher Retention**

The expected outcome of this indicator is that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students and that strategies are in place to retain highly qualified instructional personnel.

### **Indicator 12: Learning Environment and Resources**

The expected outcome of this indicator is that funding provides for substantial educational services and that students have access to high-quality materials, resources, and an environment that enhances their academic achievement and prepares them for a successful return to school and the community.

## Indicator 9: Collaboration

### Notes

### Intent

The expected outcome of this indicator is that facility staff and school district personnel collaborate to ensure high-quality educational services are provided to at-risk students.

**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 facilitates collaboration to provide:

- 9.1** A minimum of 300 minutes of daily instruction or its weekly equivalent
- 9.2 Demonstrated and documented communication among school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis
- 9.3 Varied community involvement that is solicited, documented, and focused on educational and transition activities
- 9.4 Classroom behavioral management procedures that are followed by educational personnel and facility staff, are understood by all students, and include consistent use of reinforcement for positive student behavior

**Benchmark 9.3 requirements are not applicable to programs who only serve students fewer than 40 calendar days.**

**Student participation in off-site community activities is not required for high-risk and maximum-risk programs.**

### QA Review Methods

- Review the annual school calendar, bell schedule, faculty meeting agendas, management meeting minutes, educational written procedures, volunteer participation documentation, behavior management plan, and other appropriate documentation
- Interview school district administrators, on-site administrators, instructional personnel, students, and other appropriate personnel
- Observe educational settings and faculty meetings, when possible

## Clarification

Programs must provide a minimum of 240 days per year of 300 minutes daily instruction (or the weekly equivalent). Time for student movement is not included in the 300 minutes and should be reflected on the 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 are not transitioning students according to the bell schedule.

Programs must have and follow a plan to provide continued access to instruction for students who are removed from class for an extensive amount of time due to behavior problems. Exceptional student education (ESE) students who are removed from class must be able to participate in the general educational curriculum and work toward meeting their individual educational plan (IEP) goals and objectives.

It is the responsibility of the on-site educational administrators to ensure that all educational staff are informed about the program and the school district's purpose, policies, expected student outcomes, and school improvement initiatives. Communication among relevant parties (the school district, the Department of Juvenile Justice [DJJ], providers, and educational and program staff) should be ongoing to facilitate smooth operation of the educational program.

Community involvement activities should be integrated into the educational program's curriculum and can be aligned with school-to-work initiatives. Parent involvement should be evident; parents should be involved in successful transition of their student to school and/or employment. School advisory councils (SACs) should include members from the community and parents when possible.

Community involvement activities should be documented with dates and should be from a variety of sources such as tutors, mentors, clerical and/or classroom volunteers, career days, guest speakers, and business partners to enhance the educational program and student involvement in the community. Student volunteerism within the program and mentoring/role modeling experiences are also examples of community involvement.

Classroom management should be incorporated into the program's behavior management plan. The term "classroom" refers to any setting or location that is utilized by the program for instructional purposes. Equitable behavior/classroom management includes treating all students fairly, humanely, and according to their individual behavioral needs. Behavior and classroom management policies should be developed and implemented collaboratively by educational personnel and facility staff during instructional delivery activities.

Classroom management procedures should be designed to empower students to become independent learners and to promote positive self-esteem. Instructional personnel and facility staff members should provide positive reinforcement for appropriate student behavior. Where appropriate, individual functional behavior assessment and behavior intervention plans should be used.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 10: Educational Personnel Qualifications

### Notes

#### Intent

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in juvenile justice 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.

All instructional personnel:

- 10.1** In core academic areas have professional or temporary Florida teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification
- 10.2 In noncore academic areas (including social, employability, and career education courses) have teaching certification or be approved to teach through the school board policy for the use of noncertified instructional personnel based on documented expert knowledge or skill

#### QA Review Methods

- Review educational personnel files, teaching certificates, statements of eligibility, and other appropriate documentation
- Interview instructional personnel, educational administrators, and other appropriate personnel

## Clarification

Instructional personnel are persons who are delivering instruction in the classroom; a *teacher of record* should be the full-time classroom teacher who delivers the instruction. Schools should hire and assign teachers in core academic areas according to their areas of certification. 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).

A statement of eligibility and/or an application that confirms the applicant is *not eligible* for certification will not fulfill the requirements of this indicator.

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. The program should retain documentation that parents have been notified by letter if their child’s teacher teaches out-of-field for more than four weeks.

According to the HQT requirements, exceptional student education (ESE) teachers cannot serve in dual roles (as both the ESE teacher and the general education teacher) during the same class period. Students working toward a special diploma should be served in either a co-teaching model, an ESE support facilitation model, or in a separate class.

Reading teachers must have reading certification or reading endorsement.

Teachers who pass the middle grades integrated curriculum exam may become certified to teach over 100 core courses (*excluding* reading).

Any teacher hired after the beginning of the 2006-2007 school year will not be able to use the high objective uniform state standard of evaluation (HOUSSE) option to meet HQT requirements. However, teachers who completed all HOUSSE requirements prior to the end of the 2006-2007 school year maintain their highly qualified status.

Programs 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 comply with the requirements in 10.1 for core academic subject areas if they fill a teacher vacancy at a program for four consecutive weeks or longer. Substitute teachers must be approved by the school district.

Postsecondary instructors of dual enrollment students are not required to have K-12 teaching certifications.

The use and approval of noncertified personnel to teach noncore academic subjects must be documented and based on local school board policy.

Both the program provider and the school district should have input into hiring all instructional personnel through the hiring process or through the cooperative agreement and/or the contract. Teachers in school district-operated programs and teachers who are contracted with a private provider must meet the requirements of this indicator.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 11: Professional Development and Teacher Retention

### Notes

#### Intent

The expected outcome of this indicator is that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students and that strategies are in place to retain highly qualified instructional personnel.

**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.

All instructional personnel:

- 11.1 Have and use written professional development plans that incorporate school improvement plan (SIP) initiatives and participate in a beginning teacher program, when appropriate to foster professional growth
- 11.2 Receive continual annual professional development training or continuing education (including college course work) based on educational program needs, actual instructional assignments, professional development plans and/or annual teacher evaluations, and quality assurance (QA) review findings (Professional development training must be from a variety of sources on such topics as instructional techniques, reading and literacy skills development, content-related skills and knowledge, working with delinquent and at-risk youths, and exceptional student education (ESE) and English for speakers of other languages (ESOL) programs.)

The educational administration:

- 11.3 Has strategies in place to recruit and retain highly qualified instructional personnel

#### QA Review Methods

- Review educational personnel files, training records, professional development plans, SIPs, and other appropriate documentation
- Interview instructional personnel, educational administrators, and other appropriate personnel

## Clarification

A++ legislation requires that professional development plans be established by district school boards and incorporate school improvement plans.

Professional development plans are developed by the school district to lead teachers toward professional growth or development. Instructional personnel should have input into creating their individual plans to address their strengths and weaknesses. Professional development plans should be used as a working document and an evaluation tool based on the school district's policy for human resource development.

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 content of courses that instructional personnel are assigned to teach.

All instructional personnel (including noncertified personnel) should have access and opportunity to participate in school district professional development training on an annual basis. Professional development should qualify for inservice points for certification renewal.

Strategies to help retain highly qualified instructional personnel may include establishing a teacher mentor program, assigning teachers to teach in their certification areas, allowing time for teachers to collaborate with their colleagues, and creating positive work conditions or incentives for teachers to work in juvenile justice facilities.

## Performance Rating

- |   |   |   |   |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance     | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance      | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance           |   |   | 0 |

## Indicator 12: Learning Environment and Resources

Notes

### Intent

The expected outcome of this indicator is that funding provides for substantial educational services and that students have access to high-quality materials, resources, and an environment that enhances their academic achievement and prepares them for a successful return to school and the community.

**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's educational environment and resources include:

- 12.1 An adequate number of instructional personnel and educational support personnel
- 12.2 Instructional materials that are appropriate to students' ages and ability levels, including a variety of diverse instructional texts for core content areas and high-interest leisure reading materials available to students (including fiction and nonfiction materials that address the characteristics and interests of adolescent readers)
- 12.3 Educational supplies, media materials, equipment, and technology for use by instructional personnel and students
- 12.4 An environment that is conducive to learning
- 12.5 Access to the Florida Virtual School for instructional purposes when appropriate
- 12.6 Access to resources such as grant development, scholarship programs, and business and/or community partnerships

**The reading material requirements are not applicable to programs who only serve students fewer than 40 calendar days.**

### QA Review Methods

- Review the cooperative agreement and/or contract, available media resources and technology, student-to-teacher ratio, curricula and instruction materials, Internet policy, and other appropriate documentation
- Interview school district administrators, on-site administrators, instructional personnel, other appropriate personnel, and students
- Observe educational settings
- Discuss findings with the Department of Juvenile Justice (DJJ) quality assurance reviewer when possible



## Clarification

Depending on the type and the size of the program, 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, transition specialists, or others. 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.

Components that impact whether the environment is conducive to learning include but are not limited to facilities, school climate, organization and behavior management, and appropriate materials, supplies, and technology.

All students should have access to computer technology in order to progress toward achieving career and/or educational goals, including access to the Florida Virtual School as appropriate. Additionally, programs should have a policy regarding students' Internet use.

School districts and programs should collaborate to secure additional resources such as workforce development grants, on-the-job training opportunities for students, and facility, business, and community partnerships.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0



## **Educational Standard Four: Contract Management**

The contract management standard consists of a single indicator that addresses the role and responsibility of school districts who serve juvenile justice students to ensure local oversight of juvenile justice educational programs.

### **Indicator 13: School District Monitoring, Accountability, and Evaluation**

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

## Indicator 13: School District Monitoring, Accountability, and Evaluation

Notes

### Intent

The expected outcome of this indicator is that the school district monitors and assists programs in providing high quality educational services and accurately reports 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:

- 13.1 The program submits all self-report information to Juvenile Justice Educational Enhancement Program (JJEPP) offices in a timely manner
- 13.2** The program is assigned an individual school number and accurately reports all management information system (MIS) data (grades, credits, student progression, certificates, entry and withdrawal dates, valid withdrawal codes, entry/exit assessment scores, and diplomas earned)
- 13.3 Accurate attendance records document daily student attendance and are maintained in the MIS
- 13.4 The program participates in the Adequate Yearly Progress (AYP) process and that the data accurately reflect the program's statewide assessment (Florida Comprehensive Assessment Test [FCAT] or alternate assessment for students with disabilities or limited English proficiency) participation rate. (The program must have at least a 95% participation rate according to state AYP calculation.)
- 13.5 There is a current and approved (by the Department of Education [DOE] and the Department of Juvenile Justice [DJJ]) cooperative agreement with DJJ and a contract with the educational provider when educational services are not operated by the school district; the terms of the contract and/or the cooperative agreement are being followed
- 13.6** The contract manager or designee documents provision of appropriate oversight and assistance to the educational program
- 13.7 The contract manager or designee monitors and documents quarterly the expenditures of all state and federal educational funds provided through the school district
- 13.8 The contract manager or designee conducts and documents annual evaluations of the program's educational component

**Benchmark 13.8 is not applicable to charter school programs. The remainder of the indicators will be rated based on the program's charter.**

### QA Review Methods

- Review the cooperative agreement and/or the contract, educational evaluations, expenditure reports, MIS 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

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. Adult county jail students should be reported under separate school numbers. All students' information contained in Survey One through Survey Five should be reported under the same school number. Students who graduate while in a program should be withdrawn using the appropriate diploma withdrawal code.

To ensure that outcomes associated with a program's performance are valid, quality assurance (QA) reviewers verify that information is accurately reported for all students through 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. The program and the school district determine how access to the school district MIS is provided. 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 score.

The contract manager should oversee administration of the statewide (Florida Comprehensive Assessment Test [FCAT] or alternate) 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 the 2006-2007 enrollment and testing data reported to the DOE.** Participation of at least 95% for reading and math is critical, not only to the current QA review, but also (potentially) to the following year's QA review.

*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. School districts must submit cooperative agreements between the district and the DJJ and education service contracts with private providers to the DOE.

In the case of a direct service (district-operated) educational program, the contract manager is usually the alternative education or dropout prevention principal or the school district administrator. The school district principal may assign a representative as a contract manager for contracted (private-operated) educational programs and for direct service (district-operated) educational programs.

School district contract managers and/or their designees are expected to oversee and assist the educational program to ensure that appropriate educational services are provided as required by the contract and/or the cooperative agreement and all applicable local, state, and federal education guidelines. School districts should ensure that issues documented in QA reports are addressed in a timely manner.

**School district contract managers are responsible for notifying the Juvenile Justice Educational Enhancement Program (JJEPP) within 30 days of notification that a new DJJ program will be placed in their school districts. Additionally, contract managers are responsible for notifying JJEPP at least 30 days prior to a change in a DJJ program's educational provider.**

Frequency of site visits depends on program needs. Other documented contacts may include telephone calls, e-mails, district meetings, and faxes.

If school districts contract with private providers for the educational services, an accounting of the expenditures identified in *SBR 6A-6.05281 (FAC)* shall be required by the local school board. Annual program evaluations may include analysis of entry and exit scores and progress toward implementing the school district's reading plan, mock QA reviews, site-specific school improvement plans (SIPs), outcome evaluations, etc. Documentation of these evaluations should be available.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0







**FLORIDA DEPARTMENT OF EDUCATION**

**Jeanine Blomberg, Commissioner**

**10209**



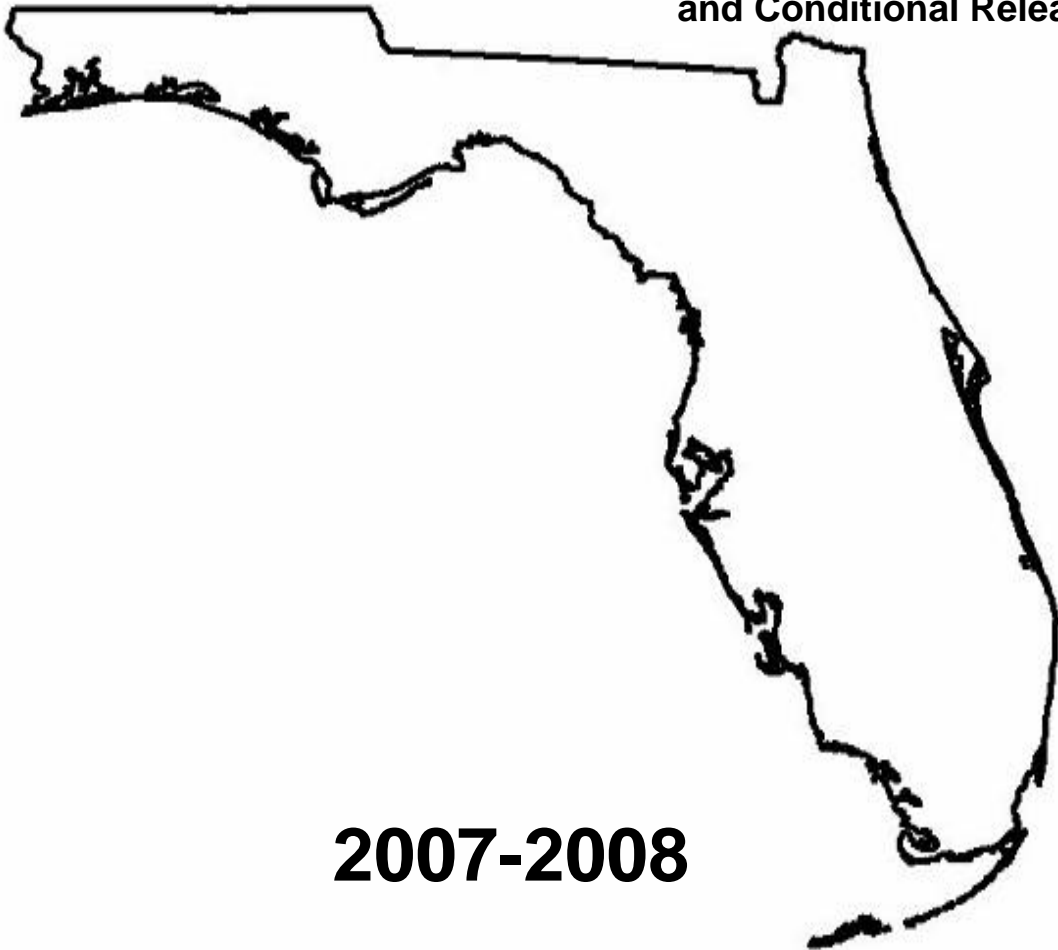
# Educational



# Quality Assurance Standards

## Day Treatment Programs

Juvenile Justice Prevention, Intensive Probation,  
and Conditional Release



### 2007-2008

Bureau of Exceptional Education and Student Services • Division of K-12 Public Schools  
Florida Department of Education

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:

Clearinghouse Information Center, Bureau of Exceptional Education and Student Services

Florida Department of Education

Room 622, Turlington Building

Tallahassee, FL 32399-0400

Telephone: (850) 245-0477

Fax: (850) 245-0987

Suncom: 205-0477

E-mail: [cicbiscs@fldoe.org](mailto:cicbiscs@fldoe.org)

Web site: <http://www.fldoe.org>

or the

Juvenile Justice Educational Enhancement Program

Florida State University

325 John Knox Road, Building L, Suite 102

Tallahassee, FL 32303

Telephone: (850) 414-8355

Fax: (850) 414-8357

Web site: <http://www.jjeep.org>

**2007-2008**

**Educational  
Quality Assurance  
Standards**

*for*

**Day Treatment Programs**  
Juvenile Justice Prevention, Intensive Probation,  
and Conditional Release

This product was developed by the Juvenile Justice Educational Enhancement Program (JJEPP), 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 I, Part D 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 (JJEPP) conducts annual quality assurance (QA) reviews of educational programs in Florida's juvenile justice facilities. JJEPP 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.

### JJEPP Mission Statement

JJEPP'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.

JJEPP'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

### JJEPP Vision Statement

The vision of the DOE and the JJEPP 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.

### ***Contacts for further information and technical assistance***

Karen Denbroeder  
Florida Department of Education  
325 W. Gaines Street, Room 614  
Tallahassee, FL 32399-0400  
Phone: (850) 245-0475

Tom Blomberg  
Principal Investigator, JJEPP  
325 John Knox Road, Bldg L., Suite 102  
Tallahassee, FL 32303  
Phone: (850) 414-8355





## 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. Each year at statewide conferences and meetings, Juvenile Justice Educational Enhancement Program (JJEPP) 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 JJEPP 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 the educational programs in day treatment programs.** Day treatment programs are nonresidential programs operated by or under contract with the Florida Department of Juvenile Justice (DJJ) that include prevention, intensive probation, and conditional release programs that provide on-site educational services.

All day treatment programs who serve students who are under the responsibility or supervision of the DJJ are subject to educational QA reviews. If the conditional release program is the only school a student attends, all requirements within the day treatment standards should be met.

To obtain the publications detailing the standards for *residential* juvenile justice commitment programs and *detention* centers, contact the entities listed on the inside front cover of this publication or download them from the JJEPP Web site at <http://www.jjeep.org>.

## 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 (JJEED). During that year, JJEED 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 review and input from practitioners, was developed for the 1999 QA review cycle. Early in 1999, JJEED, the Office of Program Policy Analysis and Government Accountability (OPAGA), 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, FAC, 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, JJEED plans to conduct continual research to identify evidence-based best practices in juvenile justice education. Specifically, JJEED 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.

## 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 the workplace skills of Florida's students, 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 students in every classroom have 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 state academic assessments.

*Individuals with Disabilities Education Improvement Act of 2004 (IDEA-2004) (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 post-secondary education, employment, and independent living.

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

*Section 1003.53, Florida Statutes (Dropout Prevention and Academic Intervention)*--This statute provides a description of alternative education programs and describes the 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, FAC, requires that programs and courses funded through the Florida Education Finance Program and for which students may earn credit toward high school graduation must be listed in the *Course Code Directory*.

*Section 504 of the Rehabilitation Act, Nondiscrimination under Federal Grants and Programs*--Section 504 requires the provision of 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 or she meets the definition of a qualified disabled person, that is, he or 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. The student is not required to need exceptional student education (ESE) in order to receive Section 504 services.

*Rule 6A-6.05281, FAC (Educational Programs for Youth in Department of Juvenile Justice Detention, Commitment, Day Treatment, or Early Delinquency Intervention Programs)*--This rule defines and requires numerous services for juvenile justice educational programs, including but not limited to student eligibility, ESE, content and transfer of student records, student assessment, individual academic plans (IAPs), transition services, instructional program and academic expectations, qualifications of instructional staff, funding, contracts with private providers, intervention and sanctions, and interagency collaboration. Many of the educational QA standards are derived from this rule.

## QA Review Methods

### QA Review Protocol

The 2007-2008 quality assurance (QA) reviews are based on self-reported information and a two- to three-day on-site visit. Larger programs may require a longer review with a team of reviewers, including peer reviewers as needed. When Department of Juvenile Justice (DJJ) and Juvenile Justice Educational Enhancement Program (JJEPP) educational reviews are conducted simultaneously, all of the reviewers discuss their findings.

The on-site review focuses on 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.

Reviewers conduct a formal exit meeting on the final day of the review to present findings and preliminary (*superior, satisfactory, or partial*) ratings. Numerical scores are not assigned at this meeting.

### 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 to the JJEPP offices by June 15, 2007.

**Failure to submit self-report information in a timely manner may negatively affect the QA rating of the indicator 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, professional development training records, courses taught by each teacher, qualifications and duties of all educational support personnel, assessment information, program characteristics (i.e., size, location, provider, career education level designated by the DJJ, security level, program type, and age range of students), school names and numbers where diplomas are reported, course offerings, class schedules, bell schedules, school calendars, and sample educational forms.

For complete information on self-reporting requirements and timelines, visit the JJEPP Web site at <http://www.jjeep.org> 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

**Exemplary programs are required to submit all self-report information** and participate in a review of only the critical benchmarks, which are rated *pass* or *fail*. Deficiencies and recommendations regarding one failed benchmark are addressed in the QA report.

Exemplary programs who fail more than one critical benchmark lose their exemplary status and receive a full on-site QA review the same year, and all exemplary programs participate in a full educational QA review the year following a change in the educational provider.

**Exemplary I--An educational program whose overall average QA score is 7.0 or higher** receives *Exemplary I* status and will not have an on-site QA visit for one year. A JJEED reviewer will call the school district contract manager to confirm the program's self-report information. During the subsequent second and third years, these programs will submit self-reports and receive one-day reviews of only critical benchmarks.

**Exemplary II--An educational program whose overall average QA score is 6.5 or higher** receives *Exemplary II* status and will participate in abbreviated (one-day) reviews of only the critical benchmarks for the next two years.

For state agency and annual reporting purposes, the QA scores for those programs who 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 evidenced 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 information and documents and 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, school district contract manager, and the lead educator.

## QA Rating Guidelines

The educational quality assurance (QA) process determines 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 (JJEEP) staff and Department of Education (DOE) personnel. To ensure consistency among reviewers, at least two other JJEEP reviewers and the Director of QA review each QA report.

Prior to assessing the **overall quality** of an indicator, reviewers determine whether minimum requirements are met in each benchmark. Failure to meet minimum requirements for a single **critical** benchmark (identified by boldfaced type) results in a *Partial* or *Nonperformance* (3-0) rating.

These 12 benchmarks have been identified as **critical** to satisfactory performance:

- |   |   |
|---|---|
| <b><u>1.1</u> Enrollment</b>                          | <b><u>8.2</u> Exceptional student education (ESE) process</b> |
| <b><u>2.1</u> Entry academic assessment</b>           | <b><u>9.1</u> Adequate instructional time</b>                 |
| <b><u>3.1</u> Individual academic plans (IAPs)</b>    | <b><u>9.3</u> Community involvement</b>                       |
| <b><u>3.3</u> Individual educational plans (IEPs)</b> | <b><u>10.1</u> Teacher certification</b>                      |
| <b><u>5.2</u> Substantial academic curriculum</b>     | <b><u>14.2</u> Data management</b>                            |
| <b><u>6.1</u> Direct reading instruction</b>          | <b><u>14.5</u> Contract management oversight</b>              |

Additionally, an indicator may receive a *Partial* rating (even if all critical benchmarks are met) if the overall quality of the indicator is not satisfactory. Failure to meet minimum requirements for a single *noncritical* benchmark results in an indicator rating of no higher than a *Satisfactory 5*.

## QA Rating Scale

### ***Superior Performance – Rating of 7, 8, or 9***

The expected outcome of the indicator is clearly being met with very few, if any, exceptions; the program exceeds the overall requirements of the indicator through an innovative approach, extended services, or demonstrated program-wide dedication to the overall performance of the indicator.

### ***Satisfactory Performance – Rating of 4, 5, or 6***

The expected outcome of the indicator is clearly being met; some minor exceptions or inconsistencies in meeting specific benchmarks may be evident.

### ***Partial Performance – Rating of 1, 2, or 3***

The expected outcome of the indicator is not being met, and frequent exceptions and inconsistencies in meeting specific benchmarks are evident.

### ***Nonperformance – Rating of 0***

The expected outcome of the indicator is clearly not being addressed.

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 JJEEP Director of QA stating specific concerns. JJEEP and DOE staff, as necessary, will address these concerns, and the Director of QA will notify the school district contract manager and the educational provider of the outcome.

## System Improvement Process

The purpose of the system improvement process is to reduce the amount of time Juvenile Justice Educational Enhancement Program (JJEPP) staff spend monitoring programs that exceed state standards and 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.

### Procedures to address deficiencies that do not require corrective action

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

- Programs who receive a *partial* (0 to 3) rating in any indicator, but receive *satisfactory* standard ratings, will receive written documentation of educational deficiencies and specific and direct corresponding recommendations in their QA reports from DOE.
- Programs should utilize 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** who receive a *partial* rating in one or more of Standards 1, 2, or 3 will receive a corrective action plan (CAP).

**School districts** who receive a *partial* rating for Standard 4 for two or more consecutive years will receive a CAP.

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 review 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 JJEPP. This form must be submitted within six months of the date of the official notification letter from DOE.

Juvenile Justice Educational Enhancement Program (JEEP) 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 who 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.

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

<b>School District CAPs</b>		
<b>QA Review Cycle</b>	<b>Trigger</b>	<b>Action</b>
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 for intervention and/or sanctions
Year 4+	Fail Standard 4 for four (or more) consecutive years	CAP required School district remains on DOE list for 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).



## **TA CRITERIA**

### *New Programs*

**School district contract managers are responsible for notifying the Juvenile Justice Educational Enhancement Program (JJEEP) 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 JJEEP reviewer may:

1. Be assigned to a new program by the QA training director
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, including 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 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 JJEEP within two weeks of notification of an educational provider change.**

A program whose educational provider changes may receive TA prior to its QA review based on the identified needs of the educational program.

### *Corrective Action Follow-up*

A program who fails a single standard (of Standards 1, 2, or 3) has a passing overall average score (4.00 or higher) 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 who fails Standard 4 for two consecutive years will receive a CAP and follow-up TA.

### *Failing Programs*

A program whose average overall score is less than 4.00 will receive a CAP and a TA visit in which:

1. The JJEEP reviewer and a Department of Education (DOE) representative (as appropriate) meets with the CAP team to assist with plans to correct the deficiencies identified in the QA report.
2. The reviewer conducts a needs assessment with school district and program administrators, teachers, and students.
3. The reviewer reports needs assessment results to the school district and the program.
4. The reviewer conducts follow up TA as needed.

## **DOE ASSISTANCE**

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

A school district who fails Standard 4 for three consecutive years will receive a CAP and may receive intervention and/or sanctions by the DOE. A school district who 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 an intervention and/or sanctions, Juvenile Justice Educational Enhancement Program (JJEEP) staff may facilitate meetings with all relevant parties, including JJEEP administration, DOE representatives, school district officials, provider personnel, program administration, 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), FAC*, provides for intervention and sanctions.

#### ***Intervention***

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

#### ***Sanctions***

- Public release of unsatisfactory findings, the interventions, and/or corrective actions proposed
- Assignment of a monitor, master, or 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, requirements for specific provider contracts, and/or transfer of responsibility and funding for the educational program to another school district.

## **Educational Standard One: Transition**

The transition standard is comprised of four indicators that address entry, on-site, and exit transition activities. Transition activities ensure that students are placed in appropriate educational programs that prepare them for successful reentry into community, school, and/or work settings.

### **Indicator 1: On-Site Transition Services**

The expected outcome of this indicator is that the program assists students with reentry into community, school, and/or work settings through guidance and transition services.

### **Indicator 2: Testing and Assessment**

The expected outcome of this indicator is that entry assessments are used to diagnose students' academic and career and technical strengths, weaknesses, and interests to address the individual needs of the students and that exit assessments and state assessments are used to evaluate the performance of students in juvenile justice schools.

### **Indicator 3: Student Planning**

The expected outcome of this indicator is that academic and transition planning is designed and implemented to assist students in maximizing academic achievement and experiencing successful transition back to school and the community.

### **Indicator 4: Community Reintegration**

The expected outcome of this indicator is that transition planning activities are designed and implemented to facilitate students' transition from a Department of Juvenile Justice (DJJ) program to the community, which may include school, peer groups, employment, and family reintegration.

## Indicator 1: On-Site Transition Services

### Notes

### Intent

The expected outcome of this indicator is that the juvenile justice school assists students with reentry into community, school, and/or work settings through guidance and transition services.

**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 upon entry into the educational program based on a review of past records, entry assessments, Florida Comprehensive Assessment Test (FCAT) scores, and student progression requirements (Management information system [MIS] enrollment should include elementary, middle, and high school courses that address English/language arts, reading, math, social studies, and science curricula as needed to address individual students' needs for student progression or high school graduation.)
- 1.2 Advising students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, "major" and "minor" areas of interest, and postsecondary opportunities, and communicating to students their educational status and progress
- 1.3 Documenting that an educational representative who is familiar with the students' performance participates in student exit staffings or transition meetings and assists students with successful transition to their next educational or career/technical placements
- 1.4 Documenting transmittal of the educational exit packet to the persons responsible for postplacement services (i.e., receiving school, conditional release, school district transition specialist, appropriate school representative, parent, or juvenile probation officer [JPO]) prior to or by the time of exit (The exit packet shall include, at a minimum, a cumulative transcript reporting credits earned prior to and during commitment, a school district withdrawal form with grades in progress, a current individual educational plan [IEP] and/or individual academic plan [IAP], the exit plan, and career education certificates and diplomas earned at the program.)

### QA Review Methods

- Review all self-report information
- Review student educational files, closed commitment files, educational exit packets, records requests, MIS enrollment, course schedules, prior records, documented transmittal of records (e.g., fax or mail receipts), progress monitoring plans, IAPs, transition plans, and other appropriate documentation
- Interview transition specialist, registrar, guidance counselors, treatment team members, other appropriate personnel, and students

## Clarification

Documented requests for students' most current educational records (by fax or electronic access) must be made within five school days of student entry unless the program documents that records were received prior to the student's enrollment. (Fax transmittal receipts should be retained.) Electronic files of educational records maintained on site are acceptable. Withdrawal grades should be averaged into current semester grades from the program.

Out-of-county records should be requested through multiple sources such as Florida Automated System for Transferring Educational Records (FASTER), the student's probation officer, detention centers, the previous school district, and/or the student's legal guardian. Records requested should include the most current transcripts, academic plans, withdrawal forms, progress monitoring plans, entry and exit assessments, school district course schedules, Section 504 plans, and exceptional student education (ESE) records. Follow-up requests should be made and documented.

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, and social studies.

Middle and high school students who score Level 1 in reading on the Florida Comprehensive Assessment Test (FCAT) should be placed in an intensive reading course on a continual basis until they score at least a Level 2. *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 in which the teacher has a reading certification or endorsement or has completed the Florida Online Reading Professional Development (FOR-PD) and the Content Area Reading Professional Development (CAR-PD) Academy. For additional guidance, access the *Just Read, Florida!* Student Reading Placement chart 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.**

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. Requirements for high school graduation now include four credits in math and selection of a major and/or minor area of interest beginning with 9th grade students enrolled in 2007.

All students should have easy and frequent access to guidance/advising services aligned with transition and treatment activities and based on the *Course Code Directory*, the school district student progression plan, and state- and districtwide assessments. Students should have knowledge of their credits, 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.

Educational representatives (i.e., a teacher, instructional assistant, guidance counselor, etc.) who are familiar with the students' performance should document their participation in exit transition meetings in person or via written input. When necessary, the program should assist in determining students' next educational placements (including contacting the receiving school district's transition coordinator and the student's juvenile probation officer [JPO]).

The program should retain evidence of transmittal of all required information, which may include management information system (MIS) transmittal of transcripts for in-county students, closed commitment files, signatures of receipt by parents and/or JPOs, fax transmittal verifications, and/or certified mail receipts. Academic history screens, handwritten credits, or verbal assurances of grade promotions are not acceptable; cumulative transcripts must be transmitted for all students exiting a program. For students who are transferred to another Department of Juvenile Justice (DJJ) commitment facility, educational exit packets must be transmitted to that facility at the time of exit.

### **Performance Rating**

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 2: Testing and Assessment

### Notes

### Intent

The expected outcome of this indicator is that entry assessments are used to diagnose students' academic, career, and technical strengths, weaknesses, and interests to address students' individual needs and that exit and state assessments are used to evaluate the performance of students in juvenile justice 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's testing and assessment practices include administering:

- 2.1** The Basic Achievement Skills Inventory (BASI) for reading, writing or language arts, and mathematics within five school days of student entry into the facility
- 2.2 Career and technical aptitude assessments that provide proficiency levels and are used to enhance employability and career/technical instruction within five school days of student entry into the facility
- 2.3 The BASI for reading, writing or language arts, and mathematics to **all exiting students who have been in the program for 45 or more school days** (Scores are provided to the school district for management information system [MIS] reporting.)

### QA Review Methods

- Review student educational files, assessments, MIS records, 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

**Entry assessments should be administered within the fifth day of students' attendance in the program.**

Programs should administer the designated common assessment according to the administrative guidelines to students who enter the facility after July 1, 2006. Programs may use prior assessment results from the same assessment if they are recent (according to the assessment's administrative guidelines) and if the program's instructional personnel determine the scores are accurate. Assessment measures shall be appropriate for the student's age, grade, language proficiency, and program length of stay and shall be nondiscriminatory with respect to culture, disability, and socioeconomic status. All academic assessments must be administered according to the test publisher's guidelines and in an appropriate testing environment.

To diagnose students' needs and accurately measure students' progress, academic and career assessments should be aligned with the program's curriculum. Instructional personnel should have access to assessment results regarding students' needs, abilities, and career interests and aptitudes. Career assessment results should be used to determine student placement in career and technical programming, when appropriate, and to guide students in career decision making.

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. Students who have earned a high school or a General Educational Development (GED) diploma should be administered a career assessment.

The same academic assessments administered at entry should be used to assess all students exiting the program except for students who earn a diploma while at the program. Exit assessments are required for all students who spend 45 or more school days in the program. Students in long-term (for more than one year) commitment programs should be administered an exit test using the common assessment on an annual basis 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 exit test the youth.

If a youth re-offends within 30 days of exit from the program, the youth's exit assessment should be used as the entry assessment in the next placement. Youth who transfer to another Department of Juvenile Justice (DJJ) program after spending at least 45 school days in the program should be administered an exit assessment; in this case, the exit assessment results may be used as the entry assessment scores at the new program. Existing entry assessment scores for youth transferred within 45 school days may be used at the new program. **Unanticipated transfers should be documented to indicate that exit testing was not possible.**

Programs should use the standard score for management information system (MIS) reporting.

### Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 3: Student Planning

## Notes

### Intent

The expected outcome of this indicator is that academic and transition planning is designed and implemented to assist students in maximizing academic achievement and experiencing successful transition back to school and the community.

**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** Developing for all non-exceptional student education (ESE) students written individual academic plans (IAPs) that are age and grade appropriate based on entry assessments, past records, and post-placement goals for academic and career/technical areas; developing plans within 15 school days of entry into the facility that include specific, measurable, and individualized long-term goals and short-term instructional objectives, identified remedial strategies, and a schedule for determining progress for reading, writing, math, and career/technical areas
- 3.2 Reviewing students' IAPs during treatment team meetings or other formal meetings by an educational representative to determine progress toward achieving their goals and objectives and revising IAPs when needed
- 3.3** Developing measurable annual individual educational plan (IEP) goals and objectives that directly relate to special education students' identified academic, behavioral, and/or functional deficiencies and needs
- 3.4 Documenting students' progress toward meeting their IEP goals and objectives and reporting this progress to students' parents as often as progress reports are sent home for all students
- 3.5 Developing an age-appropriate educational exit transition plan (with input from an educational representative at students' final exit staffings for each student that accurately identifies, at a minimum, desired diploma option, anticipated next educational placement, post-release educational plans, aftercare provider, job or career/technical training plans, and the parties responsible for implementing the plan (Copies of the plan are provided to the responsible parties.)
- 3.6 Requesting and implementing the exit transition plan and the educational portfolio from the residential commitment program for conditional release students. Transition goals are modified as needed, and the student is assisted with implementing the transition plan.

### QA Review Methods

- Review student educational files, Section 504 plans, progress monitoring plans, IAPs, IEPs, transition plans, treatment files, and other appropriate documentation
- Interview instructional, guidance, and transition personnel, other appropriate personnel, and students
- Observe students' exit staffings and treatment team meetings, when possible



## Clarification

*Rule 6A-6.05281* requires that all Department of Juvenile Justice (DJJ) commitment, day treatment, or early delinquency intervention programs develop individual academic plans (IAPs) within 15 school days of entry that are based on students' entry assessments and past educational history and address academics, literacy, and life skills. Additionally, the plan should include (1) specific and individualized long-term goals and short-term instructional objectives for academic and career areas; (2) remedial strategies and/or tutorial instruction; (3) evaluation procedures; and (4) a schedule for determining progress toward meeting the goals and instructional and career/technical objectives. Career/technical objectives may address career awareness and exploration, employability skills, and/or hands-on career/technical benchmarks. IAPs should document students' needs and identify strategies to assist them in reaching their potential. A schedule for determining student progress should be based on an accurate assessment, resources, and instructional strategies.

Students who have a high school diploma or the equivalent are not required to have academic plans but must be provided curricular activities that address their individual needs. Career goals should be developed for students who have a high school diploma or the equivalent.

Results of additional entry assessments administered may be used for IAP development instead of Basic Achievement Skills Inventory (BASI) scores if those assessments are age-appropriate and administered according to the administrative guidelines. Students should participate in the development and the revision of their IAPs. Long-term educational goals and short-term instructional objectives for non-exceptional student education (ESE) students may be included in students' individual performance contracts, treatment plans, IAPs, progress monitoring plans, or other appropriate documents. IAPs or individual educational plans (IEPs) for ESE students may substitute for progress monitoring plans if they address all of the required components.

IAPs, IEPs, and progress monitoring plans should document at least two objectives per goal. Instructional personnel should use IAPs, IEPs, or progress monitoring plans for instructional planning and for tracking students' progress. Students performing at or above grade level must have appropriate goals and objectives on their IAPs; remedial strategies are not required for these students. IEPs for students assigned to ESE programs should be individualized and include all information required by federal and state laws. IEPs should address academic, behavioral, and/or functional goals and objectives as appropriate. Instructional personnel should have access to their students' IEPs.

The student and an educational representative should participate in treatment team meetings. Written documentation, including students' progress toward achieving their IAP goals, should be submitted to the treatment team members if an educational representative is unable to attend the meeting. Proper tracking and documentation of student progress may assist in offering performance-based education that allows students performing below grade level the opportunity to advance to their age-appropriate placement. Student progress toward the completion of their IEP goals and objectives should be documented on IEP progress reports provided to parents on the same schedule as reporting of progress for general education students.

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 exit transition plan may include the student's parents/guardians, juvenile probation officers (JPOs), aftercare/conditional release counselor, zoned school personnel, and/or mentors. Unanticipated transfers should be documented to indicate that exit planning was not possible.

**If the conditional release program is the only school a student attends, all requirements within the day treatment standards should be met.**

For more information and sample IAPs and exit plans, please refer to the *Transition Guidebook for Educational Personnel in Juvenile Justice Programs* at <http://www.jjeep.org/docs.htm#taps>.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 4: Community Reintegration

## Notes

### Intent

The expected outcome of this indicator is that transition-planning activities are designed and implemented to facilitate students' transition from a Department of Juvenile Justice (DJJ) program to the community, which may include school, peer groups, 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 community reintegration activities that include:

- 4.1 Soliciting and documenting participation from parents, families, and representatives from the communities to which students will return that is focused on transition planning and activities
- 4.2 Contacting the transition coordinator/specialist in students' receiving school districts prior to their release from the program and collaborating with other identified support personnel in treatment team and transition meetings to assist students with their community reintegration needs
- 4.3 Implementing documented school district strategies or transition protocols for students transitioning from a DJJ program that include the school district's transition coordinator being actively involved in students' school placement upon return to the district (not rated in the 2007-08 quality assurance [QA] cycle)

### QA Review Methods

- Review closed files for in-county students, treatment team/transition team notes, exit packets, school district transition/return to school policies, and enrollment of students who have recently returned to the school district
- Interview guidance counselors, treatment/transition team members, other appropriate personnel, and students
- Observe students' exit staffings and treatment team meetings, when possible

## Clarification

The student, parents/guardians, juvenile probation officer (JPO), aftercare/conditional release counselor, zoned school personnel, other stakeholders, and an educational representative should participate in treatment/transition team meetings. All stakeholders should be informed about a student's needs before the student returns to home, school, and/or the community. Program personnel should retain evidence of solicitation of family and community participation.

Educational personnel and treatment staff members who solicit parent, family, and community participation in transition activities should retain invitation letters and/or other appropriate documentation of communication.

When the next educational placement for a student has not been determined, the program should make every effort (including contacting the receiving school district's transition coordinator and the student's JPO) to identify the most appropriate setting for the student's continuing educational development, including an alternative educational placement.

School districts should have protocols and procedures in place that outline the reentry services provided to youth who are returning to their counties and identify persons responsible for facilitating these services. Transition services for in county students should include contacting the receiving schools and meeting with school representatives (if possible) to ensure students' successful transition.

Transition services should address postschool activities including postsecondary education, career/technical education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation.

For more information, refer to the *Transition Guidebook for Educational Personnel in Juvenile Justice Programs* at <http://www.jjeep.org/docs.htm#taps>.

**Access school districts' transition contact information at <http://www.jjeep.org/transition contacts>.**

Each school district is responsible for sending transition contact information changes via e-mail to [http://jjeeep@jjeep.org](mailto:jjeeep@jjeep.org).

## Performance Rating

- |   |   |   |   |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance     | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance      | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance           |   |   | 0 |



## **Educational Standard Two: Service Delivery**

The service delivery standard is composed of four indicators that address curriculum, reading, instructional delivery, exceptional student education (ESE), and educational support services. Service delivery activities ensure that students are provided with educational opportunities that will best prepare them for successful reentry into community, school, and/or work settings.

### **Indicator 5: Academic Curriculum and Instruction**

The expected outcome of this indicator is that students have the opportunity to receive an education that focuses on their assessed educational needs and is appropriate to their future educational plans, allowing them to progress toward obtaining high school diplomas or the equivalent.

### **Indicator 6: 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.

### **Indicator 7: Employability and Career Curriculum and Instruction**

The expected outcome of this indicator is that students have the opportunity to acquire the skills necessary to transfer to a career and technical institution after release and/or obtain employment.

### **Indicator 8: ESE and Related Services**

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

## Indicator 5: Academic Curriculum and Instruction

### Notes

#### Intent

The expected outcome of this indicator is that students have the opportunity to receive an education that focuses on their assessed educational needs and is appropriate to their future educational plans, allowing them to progress toward obtaining high school diplomas or the equivalent.

**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 academic curriculum and instruction through:

- 5.1 Required diploma options that include but are not limited to standard, special, General Educational Development (GED), and GED Exit Option as appropriate
- 5.2 A substantial year-round curriculum designed to provide students with educational services based on (a) the *Florida Course Code Directory and Instructional Personnel Assignments*, (b) the course descriptions of the courses in which students are receiving instruction, and (c) the Florida Sunshine State Standards (FSSS)
- 5.3 Individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings; instruction that is based on individual academic plans (IAPs) and individual educational plans (IEPs) and students' academic levels in reading, writing, and mathematics in all content areas being taught; and a variety and balance of targeted and appropriate teaching strategies to accommodate students' learning styles (e.g., auditory, visual, kinesthetic, tactile)

#### QA Review Methods

- Review students' educational files, work folders, course schedules, class schedules; curriculum documents and materials; lesson plans; and other appropriate documentation
- Interview instructional personnel, educational administrators, other appropriate personnel, and students
- Observe educational settings, activities, and instruction

## Clarification

Courses and activities should be age appropriate and based on student's individual needs and postplacement goals. Programs should prepare each student so that he or she has the opportunity to obtain a high school diploma through his or her chosen graduation program.

The General Educational Development (GED) and the GED Exit Option diploma options should be offered to students who meet the criteria. GED testing preparation materials should be available to all students who choose these diploma options and may be integrated and/or modified to best meet students' needs.

A substantial curriculum will be used to meet state course descriptions and will not consist only of supplemental materials. The curriculum may be offered through a variety of scheduling options, such as block scheduling, performance-based education, or offering courses at times of the day that are most appropriate for the program's planned activities.

All curriculum must address students' multiple academic levels. Instructional personnel should use long-term goals and short-term instructional objectives in students' individual academic plans (IAPs) and individual educational plans (IEPs) to guide individualized instruction and to provide educational services. Teachers should have knowledge of the content of their students' IEPs and/or IAPs.

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.

## Performance Rating

<input type="checkbox"/> Superior Performan	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 6: 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.

**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 reading instruction and services through:

- 6.1** Providing placement testing, explicit reading instruction with progress monitoring, support services, and research-based reading curricula as outlined in the school district comprehensive reading plan to address the reading goals and objectives identified on students' individual academic plans (IAPs), progress monitoring plans, or individual educational plans (IEPs)
- 6.2 Giving students opportunities for leisure reading and enrichment activities during the school day
- 6.3 Administering a diagnostic reading assessment(s) that addresses the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension to students who are not progressing in reading (based on progress monitoring data); modifying initial reading goals, objectives, and remedial strategies to address the specific areas of need identified by the diagnostic assessment(s), as outlined in the school district comprehensive reading plan

#### QA Review Methods

- Review the school district comprehensive reading plan, student educational files, assessment tests, management information system (MIS) records, IAPs, progress monitoring plans, and other appropriate documentation
- Interview personnel responsible for assessments, the reading teacher, other appropriate personnel, and students
- Observe educational settings, activities, and instruction
- Verify that the assessments used are appropriate for the areas to be assessed and for the ages and grade levels of the student



## Clarification

Students who do not have reading deficiencies should be provided opportunities for reading practice and enrichment activities in their regular English/language arts or reading curriculum. These services are evaluated under Indicator 5: Academic Curriculum and Instruction.

Reading goals and objectives are developed to address specific areas of need based on assessment data. These goals should include the intervention strategies, methods, and services to be used to meet students' reading goals.

Reading curricula should be age and grade appropriate, address the five areas of reading, have evidence that it is effective with at-risk populations, and follow the school district comprehensive reading plan. All reading plans must outline how the school district is planning to monitor the reading program. Explicit reading instruction must be provided via a variety of strategies to address the five construct areas.

All students should have frequent access to an abundant supply of leisure reading materials aligned with school district policy.

A reading diagnostic assessment that addresses the five construct areas should be available to assess students who have reading deficiencies and have shown little improvement in reading skill development after reading intervention strategies have been implemented. (Diagnostic assessment of phonemic awareness deficiencies is not necessary for students who score at or above grade level on the phonics portion of the reading diagnostic assessment.)

For more information on reading diagnostic assessment, please refer to *Diagnostic Instruments Appropriate for Primary and Secondary Levels* at <http://www.firn.edu/doe/bin00014/progress/diagnostic.pdf>.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 7: Employability and Career Curriculum and Instruction

Notes

### Intent

The expected outcome of this indicator is that students have the opportunity to acquire the skills necessary to transfer to a career and technical institution after release and/or obtain employment.

**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.

Curricular activities are demonstrated in educational settings, are based on students' individual academic plans (IAPs) and individual educational plans (IEPs), and

- 7.1 Address employability, social, and life skills through courses or curricula that are based on state and school board standards for practical arts courses
- 7.2 Provide all students with a broad scope of career exploration and prerequisite skill training based on students' abilities, interests, and aptitudes
- 7.3 Enhance instruction provided in courses offered for credit and that follow course descriptions or that is integrated into other courses already offered for credit
- 7.4 Address the employability, social, career, and life skills of every student who has received a high school diploma or its equivalent.

### QA Review Methods

- Review students' educational files, work folders, and course schedules; class schedules; curriculum documents and materials; lesson plans, and other appropriate documentation
- Interview instructional personnel, educational administrators, other appropriate personnel, and students
- Observe educational settings, classroom activities, and instruction

## Clarification

The following activities may be offered as specific courses, integrated into one or more core courses offered for credit, and/or provided through thematic approaches: employability skills instruction, career awareness, and social skills instruction that are appropriate to students' needs; lesson plans, materials, and activities that reflect cultural diversity; character education; health; life skills; self-determination skills; and fine or performing arts.

Courses and activities should be age appropriate. Social skills can include a broad range of skills that will assist students in successfully reintegrating into the community, school, and/or work settings. Courses in employability, social skills, and life skills include but are not limited to employability skills for youths; personal, career, and school development; peer counseling; life management skills; physical education; health; and fine arts courses.

Elementary age students are not required to participate in employability skills or hands-on career/technical and instruction. They should, however, participate in career awareness activities. Students who have obtained high school diplomas or the equivalent should participate in the educational program's employability, social skills, and life skills classes and activities. Online courses can be found at [Floridaworks.org](http://Floridaworks.org).

### Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 8: ESE and Related Services

### Notes

#### Intent

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

**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 educational support services to all students as needed, including:

8.1 Documenting the initiation of the exceptional student education (ESE) process

**8.2** Completing the ESE process:

- Reviewing current individual educational plans (IEPs) and determining whether the IEP is appropriate
- Convening an IEP meeting as soon as possible when the IEP services are not appropriate to meet the students' goals and objectives as written
- Soliciting and documenting participation from parents in ESE staffings and IEP development; mailing copies of IEPs to parents when they do not attend the meetings
- Completing transition statements/transition plans in IEPs that address career plans for special education students who are 14 years or older
- Providing an educational representative acting as the local educational agency (LEA) representative who is knowledgeable of the educational resources within the local school district; ensuring that the LEA meets the requirements under *Section 300.344 of Title 34 of the Code of Federal Regulations and Rule 6A-6.03028, FAC*, for an LEA representative and is an employee of the school district or has documented authorization by the school district to act as the LEA representative

8.3 Implementing ESE and related services that are outlined in students' IEPs

8.4 Providing English for speakers of other languages (ESOL), Section 504, gifted, educational psychological services, and mental and physical health services as outlined in the students' plans (i.e., 504, educational plans [EPs], and limited English proficiency [LEP] plans)

#### QA Review Methods

- Review IEPs, EPs, Section 504 plans, LEP plans, cooperative agreement and/or contract, student files, records requests, support services consultation logs, and other appropriate documentation
- Interview ESE personnel, educational administrators, instructional and support personnel, other appropriate personnel, and students

## Clarification

Students participating in exceptional student education (ESE) programs should be provided all corresponding services and documentation (i.e., written parental notification and procedural safeguards) required by federal and state laws. Initiation of the ESE process may include continuing ESE services for in-county students, developing appropriate student course schedules based on current and appropriate IEPs, enrolling students, recording class attendance, notifying appropriate personnel of students who require ESE services, and notifying parents regarding individual educational plan (IEP) review meetings.

The program must document solicitation of parent involvement in the IEP development process. Students' parents should be provided reasonable notice (10–14 days) to attend IEP meetings. Students, a general education teacher, an ESE teacher, an evaluation interpreter (who may serve in other roles as well), and a local educational agency (LEA) representative should be present at all IEP meetings. The LEA representative cannot be excused from any IEP meeting. Because parents must receive a copy of their student's IEP, programs should document with dates when IEPs are mailed to parents who do not attend the staffings.

According to *Rule 6A-6.03028, FAC*, development of IEPs for students with disabilities must include planning for transition services on or before their 14th birthday; the IEP should include a statement of transition service needs. By age 16 (or earlier as appropriate), an IEP should be developed for students that includes a transition plan that addresses their transition needs in the areas of instruction, community experiences, employment, and postschool adult living.

Persons invited to transition IEP meetings must include the students, parents, appropriate school personnel, and representatives of any agencies that may be responsible for providing or paying for agency services. Transition planning before age 14 may be necessary for some students, particularly those at risk of dropping out of school or who have significant disabilities or complex needs. The transition statement and/or plan written in students' IEPs cannot be used in place of exit transition plans.

According to *Rule 6A-6.03028, FAC*, and *Section 300.344 of Title 34 of the Code of Federal Regulations*, an LEA representative is a "representative of the school district who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities, is knowledgeable about the general curriculum, and is knowledgeable about the availability of resources of the school district."

At the discretion of the school district, the student's ESE teacher may also serve as the LEA representative if he/she meets these requirements: LEA participation must be provided by an educational representative who is knowledgeable of the educational resources within the local school district where the student is receiving services and is either an employee of the school district or has written approval from the school district ESE director to serve as the LEA representative.

Students participating in English speakers of other languages (ESOL), Section 504, gifted, and/or related services should be provided all corresponding services according to students' plans, including mental and physical health services. Students' support and educational services should be integrated. Related services, accommodations, and modifications for appropriate students should be documented. ESOL students should have current limited English proficiency (LEP) plans to address their language needs as appropriate. Consultative services may include services to instructional personnel serving students assigned to ESE programs or services provided directly to students in accordance with their IEPs. Consultative logs should document specifically how the student is progressing and what strategies will be used to assist the student.

The decision to discontinue services must be addressed during an IEP team meeting and be based upon current, documented information regarding the student's progress and the continued need for special education and/or related services. The parent must be provided prior written notice of a proposed change in services before services cease, and the IEP team must revise the student's IEP, as appropriate.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0



## **Educational Standard Three: Educational Resources**

The educational resources standard is composed of five indicators that are designed to ensure that students in juvenile justice educational programs are provided with educational personnel, services, materials, and the environment necessary to successfully accomplish their educational goals and to ensure collaboration and effective communication among all parties involved in the educational programs of juvenile justice facilities.

### **Indicator 9: Collaboration**

The expected outcome of this indicator is that facility staff and school district personnel collaborate to ensure that high quality educational services are provided to at-risk students.

### **Indicator 10: Educational Personnel Qualifications**

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in juvenile justice schools.

### **Indicator 11: Professional Development and Teacher Retention**

The expected outcome of this indicator is that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students and that strategies are in place to retain highly qualified instructional personnel.

### **Indicator 12: Learning Environment and Resources**

The expected outcome of this indicator is that funding provides for substantial educational services and that students have access to high-quality materials, resources, and an environment that enhances their academic achievement and prepares them for a successful return to school and the community.

### **Indicator 13: Student Attendance**

The expected outcome of this indicator is that students maintain regular school attendance, which ensures that they receive ongoing and consistent educational services.

## Indicator 9: Collaboration

### Notes

### Intent

The expected outcome of this indicator is that facility staff and school district personnel collaborate to ensure high-quality educational services are provided to at-risk students.

**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 facilitates collaboration to provide:

- 9.1** A minimum of 300 minutes of daily instruction or its weekly equivalent
- 9.2 Demonstrated and documented communication among school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis
- 9.3** Varied community involvement that is solicited, documented, and focused on educational and transition activities
- 9.4 Classroom behavioral management procedures that are followed by educational personnel and facility staff, are understood by all students, and include consistent use of reinforcement for positive student behavior

### QA Review Methods

- Review the annual school calendar, bell schedule, faculty meeting agendas, management meeting minutes, educational written procedures, volunteer participation documentation, behavior management plan, and other appropriate documentation
- Interview school district administrators, on-site administrators, instructional personnel, students, and other appropriate personnel
- Observe educational settings and faculty meetings, when possible



## Clarification

Day treatment programs may reduce the number of days of annual instruction to 230 with documented approval from the local school district, the Department of Education (DOE), and the Department of Juvenile Justice (DJJ). Programs must provide a minimum of 300 minutes daily instruction (or the weekly equivalent). Time for student movement is not included in the 300 minutes and should be reflected on the 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 are not transitioning students according to the bell schedule.

Programs must have and follow a plan to provide continued access to instruction for students who are removed from class for an extensive amount of time due to behavior problems. Exceptional student education (ESE) students who are removed from class must be able to participate in the general educational curriculum and work toward meeting their individual educational plan (IEP) goals and objectives.

It is the responsibility of the on-site educational administrators to ensure that all educational staff are informed about the program and the school district’s purpose, policies, expected student outcomes, and school improvement initiatives. Communication among relevant parties (the school district, the DJJ, providers, and educational and program staff) should be ongoing to facilitate smooth operation of the educational program.

Community involvement activities should be integrated into the educational program’s curriculum and can be aligned with school-to-work initiatives. Parent involvement should be evident; parents should be involved in successful transition of their student to school and/or employment. School advisory councils (SACs) should include members from the community and parents when possible.

Community involvement activities should be documented with dates and should be from a variety of sources such as tutors, mentors, clerical and/or classroom volunteers, career days, guest speakers, and business partners to enhance the educational program and student involvement in the community. Student volunteerism within the program and mentoring/role modeling experiences are also examples of community involvement.

Classroom management should be incorporated into the program’s behavior management plan. The term “classroom” refers to any setting or location that is utilized by the program for instructional purposes. Equitable behavior/classroom management includes treating all students fairly, humanely, and according to their individual behavioral needs. Behavior and classroom management policies should be developed and implemented collaboratively by educational personnel and facility staff during instructional delivery activities.

Classroom management procedures should be designed to empower students to become independent learners and to promote positive self-esteem. Instructional personnel and facility staff members should provide positive reinforcement for appropriate student behavior. Where appropriate, individual functional behavior assessment and behavior intervention plans should be used.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 10: Educational Personnel Qualifications

### Notes

#### Intent

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in juvenile justice 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.

All instructional personnel:

- 10.1** In core academic areas have professional or temporary Florida teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification
- 10.2 In noncore academic areas (including social, employability, and career education courses) have teaching certification or be approved to teach through the school board policy for the use of noncertified instructional personnel based on documented expert knowledge or skill

#### QA Review Methods

- Review educational personnel files, teaching certificates, statements of eligibility, and other appropriate documentation
- Interview instructional personnel, educational administrators, and other appropriate personnel

## Clarification

Instructional personnel are persons who are delivering instruction in the classroom; a *teacher of record* should be the full-time classroom teacher who delivers the instruction. Schools should hire and assign teachers in core academic areas according to their areas of certification. 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).

A statement of eligibility and/or an application that confirms the applicant is *not eligible* for certification will not fulfill the requirements of this indicator.

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. The program should retain documentation that parents have been notified by letter if their child’s teacher teaches out-of-field for more than four weeks.

According to the HQT requirements, exceptional student education (ESE) teachers cannot serve in dual roles (as both the ESE teacher and the general education teacher) during the same class period. Students working toward a special diploma should be served in either a co-teaching model, an ESE support facilitation model, or in a separate class.

Reading teachers must have reading certification or reading endorsement.

Teachers who pass the middle grades integrated curriculum exam may become certified to teach over 100 core courses (*excluding* reading).

Any teacher hired after the beginning of the 2006-2007 school year will not be able to use the high objective uniform state standard of evaluation (HOUSSE) option to meet HQT requirements. However, teachers who completed all HOUSSE requirements prior to the end of the 2006-2007 school year maintain their highly qualified status.

Programs 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 comply with the requirements in 10.1 for core academic subject areas if they fill a teacher vacancy at a program for four consecutive weeks or longer. Substitute teachers must be approved by the school district.

Postsecondary instructors of dual enrollment students are not required to have K-12 teaching certifications.

The use and approval of noncertified personnel to teach noncore academic subjects must be documented and based on local school board policy.

Both the program provider and the school district should have input into hiring all instructional personnel through the hiring process or through the cooperative agreement and/or the contract. Teachers in school district-operated programs and teachers who are contracted with a private provider must meet the requirements of this indicator.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 11: Professional Development and Teacher Retention

### Notes

### Intent

The expected outcome of this indicator is that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students and that strategies are in place to retain highly qualified instructional personnel.

**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.

All instructional personnel:

- 11.1 Have and use written professional development plans that incorporate school improvement plan (SIP) initiatives and participate in a beginning teacher program, when appropriate to foster professional growth
- 11.2 Receive continual annual professional development training or continuing education (including college course work) based on educational program needs, actual instructional assignments, professional development plans and/or annual teacher evaluations, and quality assurance (QA) findings (Professional development training must be from a variety of sources on such topics as instructional techniques, reading and literacy skills development, content-related skills and knowledge, working with delinquent and at-risk youths, and exceptional student education [ESE] and English for speakers of other languages [ESOL] programs.)

The educational administration:

- 11.3 Has strategies in place to recruit and retain highly qualified instructional personnel

### QA Review Methods

- Review educational personnel files, training records, professional development plans, SIPs, and other appropriate documentation
- Interview instructional personnel, educational administrators, and other appropriate personnel

## Clarification

A++ legislation requires that professional development plans be established by district school boards and incorporate school improvement plans.

Professional development plans are developed by the school district to lead teachers toward professional growth or development. Instructional personnel should have input into creating their individual plans to address their strengths and weaknesses. Professional development plans should be used as a working document and an evaluation tool based on the school district's policy for human resource development.

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 content of courses that instructional personnel are assigned to teach.

All instructional personnel (including noncertified personnel) should have access and opportunity to participate in school district professional development training on an annual basis. Professional development should qualify for inservice points for certification renewal.

Strategies to help retain highly qualified instructional personnel may include establishing a teacher mentor program, assigning teachers to teach in their certification areas, allowing time for teachers to collaborate with their colleagues, and creating positive work conditions or incentives for teachers to work in juvenile justice facilities.

### Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 12: Learning Environment and Resources

### Notes

#### Intent

The expected outcome of this indicator is that funding provides for substantial educational services and that students have access to high-quality materials, resources, and an environment that enhances their academic achievement and prepares them for a successful return to school and the community.

**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's educational environment and resources include:

- 12.1 An adequate number of instructional personnel and educational support personnel
- 12.2 Instructional materials that are appropriate to students' ages and ability levels, including a variety of diverse instructional texts for core content areas and high-interest leisure reading materials available to students (including fiction and nonfiction materials that address the characteristics and interests of adolescent readers)
- 12.3 Educational supplies, media materials, equipment, and technology for use by instructional personnel and students
- 12.4 An environment that is conducive to learning
- 12.5 Access to the Florida Virtual School for instructional purposes when appropriate
- 12.6 Access to resources such as grant development, scholarship programs, and business and/or community partnerships

#### QA Review Methods

- Review the cooperative agreement and/or contract, available media resources and technology, student-to-teacher ratio, curricula and instruction materials, Internet policy, and other appropriate documentation
- Interview school district administrators, on-site administrators, instructional personnel, other appropriate personnel, and students
- Observe educational settings
- Discuss findings with Department of Juvenile Justice (DJJ) quality assurance reviewer when possible

## Clarification

Depending on the type and the size of the program, support personnel may include principals, assistant principals, school district administrators who oversee program operations, curriculum coordinators, ESE personnel, guidance counselors, lead educators, registrars, transition specialists, or others. 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.

Components that impact whether the environment is conducive to learning include but are not limited to facilities, school climate, organization and behavior management, and appropriate materials, supplies, and technology.

All students should have access to computer technology in order to progress toward achieving career and/or educational goals, including access to the Florida Virtual School as appropriate. Additionally, programs should have a policy regarding students' Internet use.

School districts and programs should collaborate to secure additional resources such as workforce development grants, on-the-job training opportunities for students, and facility, business, and community partnerships.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 13: Student Attendance

### Notes

### Intent

The expected outcome of this indicator is that students maintain regular school attendance, which ensures that they receive ongoing and consistent educational services.

**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 and uses procedures and practices that ensure regular student attendance in the educational program and accurate reporting of student membership by:

- 13.1 Maintaining accurate attendance records in the program and current school membership as evidenced by enrollment in the school district management information system (MIS), including documentation of daily student attendance
- 13.2 Documenting effective efforts to maintain student attendance and utilizing a plan of action for nonattending students

### QA Review Methods

- Review procedures related to attendance policies, grade books, attendance registries, work portfolios, school district MIS attendance records, and other appropriate documentation related to reporting attendance and providing interventions for nonattendance
- Interview on-site administrators, instructional personnel, other appropriate personnel, and students



## Clarification

The program should follow and implement state law and school district policies and procedures for membership, attendance, truancy reporting, and providing interventions. Students who have absconded from the program should be withdrawn from school according to the school district's policies related to attendance and withdrawal of truant students. Schools should use the withdrawal code of W22 or W15 (whereabouts unknown or nonattendance) for students who have absconded.

Major discrepancies found in attendance and full-time equivalent (FTE) membership will be reported to the Department of Education (DOE). Programs with verified discrepancies affecting FTE will be required to make the appropriate FTE adjustments. School district administrators and lead educators should communicate all attendance procedures and strategies to instructional personnel and staff. The program should document efforts to maintain student attendance.

Students who miss school should be provided time to make up work. This should be documented in student work portfolios.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0



## Educational Standard Four: Contract Management

The contract management standard consists of a single indicator that addresses the role and responsibility of school districts who serve juvenile justice students to ensure local oversight of juvenile justice educational programs.

### **Indicator 14: School District Monitoring, Accountability, and Evaluation**

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

## Indicator 14: School District Monitoring, Accountability, and Evaluation

Notes

### Intent

The expected outcome of this indicator is that the school district monitors and assists programs in providing high quality educational services and accurately reports 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:

14.1 The program submits all self-report information and documents to the Juvenile Justice Educational Program (JJEPP) offices in a timely manner

14.2 The program is assigned an individual school number and accurately reports all management information system (MIS) data (grades, credits, student progression, certificates, entry and withdrawal dates, valid withdrawal codes, entry/exit assessment scores, and diplomas earned)

14.3 The program participates in the Adequate Yearly Progress (AYP) process and that the data accurately reflect the program's statewide assessment (Florida Comprehensive Assessment Test [FCAT] or alternate assessment for students with disabilities or limited English proficiency) participation rate (The program must have at least a 95% participation rate according to state AYP calculation.)

14.4 There is a current and approved (by the Department of Education [DOE] and the Department of Juvenile Justice [DJJ]) cooperative agreement with DJJ and a contract with the educational provider when educational services are not operated by the school district; the terms of the contract and/or the cooperative agreement are being followed

14.5 The contract manager or designee documents provision of appropriate oversight and assistance to the educational program

14.6 The contract manager or designee monitors and documents quarterly the expenditures of all state and federal educational funds provided through the school district

14.7 The contract manager or designee conducts and documents annual evaluations of the program's educational component

### QA Review Methods

- Review the cooperative agreement and/or the contract, educational evaluations, expenditure reports, MIS 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

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. Adult county jail students should be reported under separate school numbers. All students' information contained in Survey One through Survey Five should be reported under the same school number. Students who graduate while in a program should be withdrawn using the appropriate diploma withdrawal codes.

To ensure that outcomes associated with a program's performance are valid, quality assurance (QA) reviewers verify that information is accurately reported for all students through 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. The program and the school district determine how access to the school district MIS is provided. 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 score.

The contract manager should oversee administration of the statewide (Florida Comprehensive Assessment Test [FCAT] or alternate) 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 adjusting and correcting the 2006-2007 enrollment and testing data reported to the DOE.** Participation of at least 95% for reading and math is critical, not only to the current QA review, but also (potentially) to the following year's QA review.

*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. School districts must submit cooperative agreements between the district and the DJJ and education service contracts with private providers to the DOE.

In the case of a direct service (district-operated) educational program, the contract manager is usually the alternative education or dropout prevention principal or the school district administrator. The school district principal may assign a representative as a contract manager for contracted (private-operated) educational programs and for direct service (district-operated) educational programs. School district contract managers and/or their designees are expected to oversee and assist the educational program to ensure that appropriate educational services are provided as required by the contract and/or the cooperative agreement and all applicable local, state, and federal education guidelines. Frequency of site visits depends on program needs. Other documented contacts may include telephone calls, e-mails, district meetings, and faxes. School districts should ensure that issues documented in QA reports are addressed in a timely manner.

**School district contract managers are responsible for notifying the Juvenile Justice Educational Enhancement Program (JJEED) within 30 days of notification that a new DJJ program will be placed in their school districts. Additionally, contract managers are responsible for notifying JJEED at least 30 days prior to a change in a DJJ program's educational provider.**

If school districts contract with private providers for the educational services, an accounting of the expenditures identified in *SBR 6A-6.05281 (FAC)* shall be required by the local school board. Annual program evaluations may include analysis of entry and exit scores and progress toward implementing the school district's reading plan, mock QA reviews, site-specific school improvement plans (SIPs), outcome evaluations, etc. Documentation of these evaluations should be available.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0







**FLORIDA DEPARTMENT OF EDUCATION**

**Jeanine Blomberg, Commissioner**

**10209**

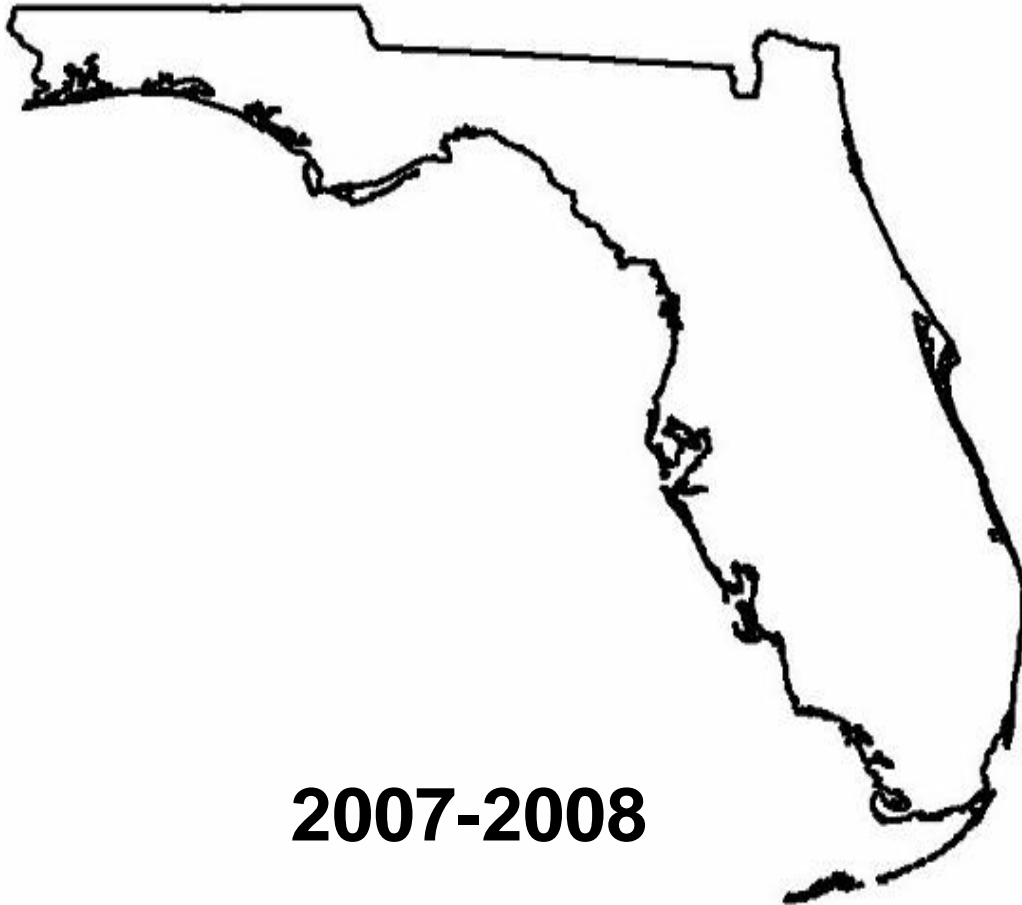


# Educational



# Quality Assurance Standards

## Juvenile Justice Detention Centers



**2007-2008**

Bureau of Exceptional Education and Student Services • Division of K-12 Public Schools  
Florida Department of Education

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:

Clearinghouse Information Center, Bureau of Exceptional Education and Student Services

Florida Department of Education

Room 622, Turlington Building

Tallahassee, FL 32399-0400

Telephone: (850) 245-0477

Fax: (850) 245-0987

Suncom: 205-0477

E-mail: [cicbiscs@fldoe.org](mailto:cicbiscs@fldoe.org)

Web site: <http://www.fldoe.org>

or the

Juvenile Justice Educational Enhancement Program

Florida State University

325 John Knox Road, Building L, Suite 102

Tallahassee, FL 32303

Telephone: (850) 414-8355

Fax: (850) 414-8357

Web site: <http://www.jjeep.org>

**2007-2008**

**Educational  
Quality Assurance  
Standards**

*for*

**Juvenile Justice  
Detention Centers**

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 I, Part D 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 (JJEPP) conducts annual quality assurance (QA) reviews of educational programs in Florida's juvenile justice facilities. JJEPP 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.

### JJEPP Mission Statement

JJEPP'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.

JJEPP'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

### JJEPP Vision Statement

The vision of the DOE and the JJEPP 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.

### ***Contacts for further information and technical assistance***

Karen Denbroeder  
Florida Department of Education  
325 W. Gaines Street, Room 614  
Tallahassee, FL 32399-0400  
Phone: (850) 245-0475

Tom Blomberg  
Principal Investigator, JJEPP  
325 John Knox Road, Bldg L., Suite 102  
Tallahassee, FL 32303  
Phone: (850) 414-8355





## 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. Each year at statewide conferences and meetings, Juvenile Justice Educational Enhancement Program (JJEPP) 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 JJEPP 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 juvenile justice detention centers.** Detention centers are operated by the Florida Department of Juvenile Justice (DJJ) that detain students while they are awaiting their court appearances or awaiting placement in a commitment facility.

To obtain the publications detailing the standards for *day treatment* programs and *residential* juvenile justice commitment programs, contact the entities listed on the inside front cover of this publication or download them from the JJEPP Web site at <http://www.jjeep.org>.

## 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 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, FAC, 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.

## 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 the workplace skills of Florida's students, 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 students in every classroom have 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 state academic assessments.

*Individuals with Disabilities Education Improvement Act of 2004 (IDEA-2004) (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 post-secondary education, employment, and independent living.

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

*Section 1003.53, Florida Statutes (Dropout Prevention and Academic Intervention)*--This statute provides a description of alternative education programs and describes the 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, FAC, requires that programs and courses funded through the Florida Education Finance Program and for which students may earn credit toward high school graduation must be listed in the *Course Code Directory*.

*Section 504 of the Rehabilitation Act, Nondiscrimination under Federal Grants and Programs*--Section 504 requires the provision of 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 or she meets the definition of a qualified disabled person, that is, he or 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. The student is not required to need exceptional student education (ESE) in order to receive Section 504 services.

*Rule 6A-6.05281, FAC (Educational Programs for Youth in Department of Juvenile Justice Detention, Commitment, Day Treatment, or Early Delinquency Intervention Programs)*--This rule defines and requires numerous services for juvenile justice educational programs, including but not limited to student eligibility, ESE, content and transfer of student records, student assessment, individual academic plans (IAPs), transition services, instructional program and academic expectations, qualifications of instructional staff, funding, contracts with private providers, intervention and sanctions, and interagency collaboration. Many of the educational QA standards are derived from this rule.

## QA Review Methods

### QA Review Protocol

The 2007-2008 quality assurance (QA) reviews are based on self-reported information and a two- to three-day on-site visit. Larger programs may require a longer review with a team of reviewers, including peer reviewers as needed. When Department of Juvenile Justice (DJJ) and Juvenile Justice Educational Enhancement Program (JJEPP) educational reviews are conducted simultaneously, all of the reviewers discuss their findings.

The on-site review focuses on 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.

Reviewers conduct a formal exit meeting on the final day of the review to present findings and preliminary (*superior, satisfactory, or partial*) ratings. Numerical scores are not assigned at this meeting.

### 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 to the JJEPP offices by June 15, 2007.

**Failure to submit self-report information in a timely manner may negatively affect the QA rating of the indicator 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, professional development training records, courses taught by each teacher, qualifications and duties of all educational support personnel, assessment information, program characteristics (i.e., size, location, provider, career education level designated by the DJJ, security level, program type, and age range of students), school names and numbers where diplomas are reported, course offerings, class schedules, bell schedules, school calendars, and sample educational forms.

For complete information on self-reporting requirements and timelines, visit the JJEPP Web site at <http://www.jjeep.org> 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 and allow for the provision of more technical assistance and intervention to lower performing programs.

**Exemplary programs are required to submit all self-report information** and participate in one-day on-site reviews of only the critical benchmarks, which are rated *pass* or *fail*. Deficiencies and recommendations regarding one failed benchmark are addressed in the QA report.

Exemplary programs who fail more than one critical benchmark lose their exemplary status and receive a full on-site QA review the same year, and all exemplary programs participate in a full educational QA review the year following a change in the educational provider.

**Exemplary I--An educational program whose overall average QA score is 7.0 or higher** receives *Exemplary I* status and will not have an on-site QA visit for one year. A JJEED reviewer will call the school district contract manager to confirm the program's self-report information. During the subsequent second and third years, these programs will submit self-reports and receive one-day reviews of only critical benchmarks.

**Exemplary II--An educational program whose overall average QA score is 6.5 or higher** receives *Exemplary II* status and will participate in abbreviated (one-day) reviews of only the critical benchmarks for the next two years.

For state agency and annual reporting purposes, the QA scores for those programs who 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 evidenced 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 information and documents and 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, school district contract manager, and the lead educator.

## QA Rating Guidelines

The educational quality assurance (QA) process determines 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 (JJEEP) staff and Department of Education (DOE) personnel. To ensure consistency among reviewers, at least two other JJEEP reviewers and the Director of QA review each QA report.

Prior to assessing the **overall quality** of an indicator, reviewers determine whether minimum requirements are met in each benchmark. Failure to meet minimum requirements for a single *critical* benchmark (identified by boldfaced type) results in a *Partial* or *Nonperformance* (3-0) rating.

These 10 benchmarks have been identified as **critical** to satisfactory performance:

- |   |   |
|---|---|
| <b><u>1.1</u> Enrollment</b>                          | <b><u>4.2</u> Exceptional student education (ESE) process</b> |
| <b><u>2.1</u> Entry academic assessment</b>           | <b><u>5.1</u> Adequate instructional time</b>                 |
| <b><u>2.3</u> Individual academic plans (IAPs)</b>    | <b><u>6.1</u> Teacher certification</b>                       |
| <b><u>2.4</u> Individual educational plans (IEPs)</b> | <b><u>9.2</u> Data management</b>                             |
| <b><u>3.1</u> Substantial academic curriculum</b>     | <b><u>9.5</u> Contract management oversight</b>               |

Additionally, an indicator may receive a *Partial* rating (even if all critical benchmarks are met) if the overall quality of the indicator is not satisfactory. Failure to meet minimum requirements for a single *noncritical* benchmark results in an indicator rating of no higher than a *Satisfactory 5*.

## QA Rating Scale

### ***Superior Performance – Rating of 7, 8, or 9***

The expected outcome of the indicator is clearly being met with very few, if any, exceptions; the program exceeds the overall requirements of the indicator through an innovative approach, extended services, or demonstrated program-wide dedication to the overall performance of the indicator.

### ***Satisfactory Performance – Rating of 4, 5, or 6***

The expected outcome of the indicator is clearly being met; some minor exceptions or inconsistencies in meeting specific benchmarks may be evident.

### ***Partial Performance – Rating of 1, 2, or 3***

The expected outcome of the indicator is not being met, and frequent exceptions and inconsistencies in meeting specific benchmarks are evident.

### ***Nonperformance – Rating of 0***

The expected outcome of the indicator is clearly not being addressed.

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 JJEEP Director of QA stating specific concerns.

JJEEP and DOE staff, as necessary, will address these concerns, and the Director of QA will notify the school district contract manager and the educational provider of the outcome.

## System Improvement Process

The purpose of the system improvement process is to reduce the amount of time Juvenile Justice Educational Enhancement Program (JJEPP) staff spend monitoring programs that exceed state standards and 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.

### Procedures to address deficiencies that do not require corrective action

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

- Programs who receive a *partial* (0 to 3) rating in any indicator, but receive *satisfactory* standard ratings, will receive written documentation of educational deficiencies and specific and direct corresponding recommendations in their QA reports from DOE.
- Programs should utilize 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** who receive a *partial* rating in one or more of Standards 1, 2, or 3 will receive a corrective action plan (CAP).

**School districts** who receive a *partial* rating for Standard 4 for two or more consecutive years will receive a CAP.

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 review 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 JJEPP. This form must be submitted within six months of the date of the official notification letter from DOE.

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 corrective action plans.

Programs who 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 two consecutive years	CAP required DOE notified for intervention and/or sanctions
Year 3+	Fail the same standard for three (or more) consecutive years	CAP required Program remains on DOE list for 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 for intervention and/or sanctions
Year 4+	Fail Standard 4 for four (or more) consecutive years	CAP required School district remains on DOE list for intervention and/or sanctions

JJEEP and/or DOE staff will provide technical assistance (TA) to a program and 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).



## **TA CRITERIA**

### *New Programs*

**School district contract managers are responsible for notifying the Juvenile Justice Educational Enhancement Program (JJEPP) 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 JJEPP reviewer may:

1. Be assigned to a new program by the QA training director
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, including 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 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 JJEPP within two weeks of notification of an educational provider change.**

A program whose educational provider changes may receive TA prior to its QA review based on the identified needs of the educational program.

### **Corrective Action Follow-up**

A program who fails a single standard (of Standards 1, 2, or 3) and has a passing overall average score (4.00 or higher) 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 who fails Standard 4 for two consecutive years will receive a CAP and follow-up TA.

### *Failing Programs*

A program whose average overall score is less than 4.00 will receive a CAP and a TA visit in which:

1. The JJEPP reviewer and a Department of Education (DOE) representative (as appropriate) meets with the CAP team to assist with plans to correct the deficiencies identified in the QA report.
2. The reviewer conducts a needs assessment with school district and program administrators, teachers, and students.
3. The reviewer reports needs assessment results to the school district and the program.
4. The reviewer conducts follow up TA as needed.

## **DOE ASSISTANCE**

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

A school district who fails Standard 4 for three consecutive years will receive a CAP and may receive intervention and/or sanctions by the DOE. A school district who 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 an intervention and/or sanctions, JJEEP staff may facilitate meetings with all relevant parties, including Juvenile Justice Educational Enhancement Program (JJEEP) administration, DOE representatives, school district officials, provider personnel, program administration, 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), FAC*, provides for intervention and sanctions.

#### ***Intervention***

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

#### ***Sanctions***

- Public release of unsatisfactory findings, the interventions, and/or corrective actions proposed
- Assignment of a monitor, master, or 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, requirements for specific provider contracts, and/or transfer of responsibility and funding for the educational program to another school district.

## **Educational Standard One: Transition**

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

### **Indicator 1: Transition Services**

The expected outcome of this indicator is that the program assists students with reentry into community, school, and/or work settings through guidance and transition services.

### **Indicator 2: Assessment and Planning**

The expected outcome of this indicator is that assessments are used to identify students' academic and career and technical strengths, weaknesses, and interests in order to address the individual needs of the students and that academic and transition planning is designed and implemented to assist students in maximizing academic achievement.

## Indicator 1: Transition Services

## Notes

### Intent

The expected outcome of this indicator is that the juvenile justice school assists students with reentry into community, school, and/or work settings through guidance and transition services.

**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 a temporary schedule upon entry; changing students' enrollment to permanent status by their 22nd school day in the program; enrolling students in appropriate courses based on a review of past records, entry assessments, Florida Comprehensive Assessment Test (FCAT) scores, and student progression requirements (Management information system [MIS] enrollment should include elementary, middle, and high school courses that address English/language arts, math, social studies, and science curricula as needed to address individual students' needs for student progression or high school graduation.)
- 1.2 Providing daily Department of Juvenile Justice (DJJ) population reports to the lead educator, teachers, school registrar, and other educational support staff; making educational staff aware of each student's status (i.e., awaiting placement into commitment programs or awaiting release to their respective communities) and, when known, each student's expected release date
- 1.3 Documenting participation of an educational representative who is familiar with the students' performance in detention hearings or staffings to determine the status of students in the detention center and to assist students with successful transition to their next educational or career/technical placements
- 1.4 Documenting transmittal of educational records for students who are returning to the public schools that include students' days in attendance, current transcripts, and school district withdrawal forms with numerical grades in progress to the next educational placement at the time of exit
- 1.5 Documenting the transmittal of educational records to students' next educational placements or to the transition coordinator for the receiving school districts at the time of exit for students transferring to commitment programs (These records should include students' cumulative transcripts, individual educational plans (IEPs), individual academic plans (IAPs), and/or progress monitoring plans, assessment information, and school district withdrawal forms with numerical grades in progress.)

### QA Review Methods

- Review student educational files, closed commitment files, educational exit packets, records requests, MIS enrollment, course schedules, prior records, documented transmittal of records (e.g., fax or mail receipts), progress monitoring plans, IAPs, transition plans, and other appropriate documentation
- Interview transition specialist, registrar, guidance counselors, treatment team members, other appropriate personnel, and students
- Observe detention hearings or staffings, when possible

## Clarification

Documented requests for students' most current educational records (by fax or electronic access) must be made within five school days of student entry unless the program documents that records were received prior to the student's enrollment. (Fax transmittal receipts should be retained.) Electronic files of educational records maintained on site are acceptable. Withdrawal grades should be averaged into current semester grades from the program.

Out-of-county records should be requested through multiple sources such as Florida Automated System for Transferring Educational Records (FASTER), the student's probation officer, detention centers, the previous school district, and/or the student's legal guardian.

Records requested should include the most current transcripts, academic plans, withdrawal forms, progress monitoring plans, entry assessments, school district course schedules, Section 504 plans, and exceptional student education (ESE) records. Follow-up requests should be made and documented.

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, and social studies. Requirements for high school graduation now include four credits in math and selection of a major and/or minor area of interest beginning with 9th grade students enrolled in 2007.

Students in detention centers should earn grades for every day they are enrolled in school. The program should maintain documentation indicating that student records were transmitted directly to the next educational program at the time of exit. This will help ensure that a continuum of educational services is provided throughout the students' educational placement in the juvenile justice system.

When the next educational placement for a student has not been determined, the program should make every effort (including contacting the receiving school district's transition coordinator or the student's juvenile probation officer [JPO]) to identify the most appropriate setting for the student's continuing educational development, including an alternative educational placement.

Parent involvement should be solicited, and parents should be informed about their child's needs before the student exits back to the home, school, and community. For more information, refer to the *Transition Guidebook for Educational Personnel in Juvenile Justice Programs* (<http://www.jjeep.org/docs.htm#taps>).

**Access school districts' transition contact information at [http://www.jjeep.org/transition contacts](http://www.jjeep.org/transition%20contacts).**

Each school district is responsible for sending transition contact information changes via e-mail to [jjeep@jjeep.org](mailto:jjeep@jjeep.org).

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 2: Assessment and Planning

### Notes

#### Intent

The expected outcome of this indicator is that entry assessments are used to identify students' academic, career, and technical strengths, weaknesses, and interests to address the individual needs of the students and that academic and transition planning is designed and implemented to assist students in maximizing academic achievements.

**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's assessment and planning practices include:

- 2.1** Administering an academic assessment for reading, writing or language arts, and mathematics within five school days of student entry into the facility and is used to guide instruction
- 2.2** Administering career and technical aptitude assessments and/or career interest surveys within 22 school days of student entry into the facility and are used to enhance employability, career, and technical instruction
- 2.3** Developing written individual academic plans (IAPs) for all non-exceptional student education (ESE) students within 22 school days of entry into the facility that include specific, measurable, and individualized long-term goals and short-term instructional objectives, identified remedial strategies, and a schedule for determining progress for reading, writing, and math (IAPs should be age and grade appropriate based on entry assessments and past records.)
- 2.4** Developing measurable individual educational plan (IEP) goals and objectives that directly relate to the student's identified academic, behavioral, and/or functional deficiencies and needs
- 2.5** Reviewing students' academic progress toward achieving the content of their IAP and/or IEP goals and objectives, revising IAPs when appropriate, and reporting students' progress toward meeting their IEP goals and objectives
- 2.6** Advising students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, and postsecondary opportunities and communicating to students their educational status and progress.

#### QA Review Methods

- Review student educational files, assessment tests, management information system (MIS) records, and other appropriate documentation
- Interview personnel responsible for testing procedures, other appropriate personnel, and students
- Review student educational files, IAPs, IEPs, treatment files, and other appropriate documentation
- Interview instructional, guidance, and transition personnel, other appropriate personnel, and students

## Clarification

Detention centers may administer any entry academic assessments for reading, writing/language arts, and math and are not required to report the results through the management information system (MIS). Assessment results should be used to create the foundation for developing the student’s educational program. **Detention centers should not administer the Basic Achievement Skills Inventory (BASI) at any time, to any students.**

Entry assessments should be re-administered when results do not appear to be consistent with the students’ reported performance levels. Instructional personnel should have access to assessment results and records in student files and be well informed about students’ needs and abilities. Career and technical assessments are used to determine students’ career interests and assess their career and technical aptitudes. These assessments also should be used to guide students in future career decision-making. Students under the age of 12 are not required to complete a career assessment.

Individual academic plans (IAPs) should document students’ needs and identify strategies to assist them in reaching their potential. Students should participate in the development and the revision of their IAPs. Long-term educational goals and short-term instructional objectives for non-exceptional student education (ESE) students may be found in each student’s performance contract, treatment plan, IAP, or other appropriate documents.

Students performing at or above grade level must have appropriate goals and objectives on their IAPs; remedial strategies are not required for these students. Students who have high school diplomas or the equivalent are not required to have academic plans; however, these students’ curricular activities must address their individual needs.

Individual educational plans (IEPs) for students assigned to ESE programs should be individualized and include all information required by federal and state laws. IEPs should address academic, behavioral, and/or functional goals and objectives as appropriate. Instructional personnel should have access to their students’ IEPs.

IAPs, IEPs, and progress monitoring plans should document at least two objectives per goal. Instructional personnel should use IAPs, IEPs, or progress monitoring plans for instructional planning and for tracking students’ progress.

Student progress toward the completion of their IEP goals and objectives should be documented on IEP progress reports and provided to parents on the same schedule as reporting of progress for general education students.

Proper tracking and documentation of student progress may also assist in offering performance-based education that will allow students who are performing below grade level the opportunity to advance to their age-appropriate placement.

All students should have easy and frequent access to guidance/advising services, and these services should be aligned with transition and treatment activities. Guidance activities should be based on the *Florida Course Code Directory and Instructional Personnel Assignments*, the school district’s student progression plan, state- and district-wide assessments, and requirements for high school graduation, including all diploma options and post-commitment career and technical educational options. Students will be expected to have knowledge of their credits, grade levels, and diploma options to verify that individuals who are delivering guidance services are communicating this information to students.

### Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0





## Educational Standard Two: Service Delivery

The service delivery standard is comprised of two indicators that address curriculum, instructional delivery, exceptional student education (ESE), and educational support services. Service delivery activities ensure that students are provided with educational opportunities that will best prepare them for successful reentry into community, school, post-commitment programs, and/or work settings.

### **Indicator 3: Curriculum and Instruction**

The expected outcome of this indicator is that students have the opportunity to receive an education that focuses on their assessed educational needs and is appropriate to their future educational plans, allowing them to progress toward obtaining a high school diploma or the equivalent.

### **Indicator 4: ESE and Related Services**

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

## Indicator 3: Curriculum and Instruction

## Notes

### Intent

The expected outcome of this indicator is that students have the opportunity to receive an education that focuses on their assessed educational needs and is appropriate to their future educational plans, allowing them to progress toward obtaining high school diplomas or the equivalent.

**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 academic curriculum and instruction through:

- 3.1** A substantial year-round curriculum designed to provide students with educational services based on (a) the *Florida Course Code Directory and Instructional Personnel Assignments*, (b) the course descriptions of the courses in which students are receiving instruction, and (c) the Florida Sunshine State Standards (FSSS)
- 3.2 Literacy skills activities, tutorial and remedial strategies, and social skills programs **for students in the detention center 21 school days or less**
- 3.3 Individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings **for students in the detention center 22 school days or more** (Such strategies should address instruction that is aligned with individual academic plans (IAPs) and individual educational plans (IEPs) and students' academic levels in reading, writing, and mathematics in all content areas being taught and provide a variety and balance of targeted and appropriate teaching strategies to accommodate students' learning styles (e.g., auditory, visual, kinesthetic, tactile).

### QA Review Methods

- Review students' educational files, work folders, course schedules, and class schedules, curriculum documents and materials, lesson plans, IAPs, IEPs, Section 504 plans, and other appropriate documentation
- Interview instructional personnel, educational administrators, other appropriate personnel, and students
- Observe educational settings, activities, and instruction

## Clarification

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

A substantial curriculum will be used to meet state course descriptions and will not consist only of supplemental materials. The curriculum may be offered through a variety of scheduling options, such as block scheduling, performance-based education, or offering courses at times of the day that are most appropriate for the program's planned activities. Programs must provide course credits or student progression leading toward high school graduation throughout the 250-day school year.

All curriculum must address students' multiple academic levels. Instructional personnel should use long-term goals and short-term instructional objectives in students' individual academic plans (IAPs) and individual educational plans (IEPs) to guide individualized instruction and to provide educational services. Teachers should have knowledge of the content of their students' IEPs and/or IAPs.

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.

### Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 4: ESE and Related Services

### Notes

### Intent

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

**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 educational support services to all students as needed, including:

4.1 Documenting the initiation of the exceptional student education (ESE) process

**4.2** Completing the ESE process:

- Reviewing current individual educational plans (IEPs) and determining whether the IEP is appropriate
- Convening an IEP meeting as soon as possible when the IEP services are not appropriate to meet the students' goals and objectives as written
- Soliciting and documenting participation from parents in ESE staffings and IEP development; mailing copies of IEPs to parents when they do not attend the meetings
- Completing transition statements/transition plans in IEPs that address career plans for special education students who are 14 years or older
- Providing an educational representative acting as the local educational agency (LEA) representative who is knowledgeable of the educational resources within the local school district; ensuring that the LEA meets the requirements under *Section 300.344 of Title 34 of the Code of Federal Regulations and Rule 6A-6.03028, FAC*, for an LEA representative and is an employee of the school district or has documented authorization by the school district to act as the LEA representative

4.3 Implementing ESE and related services that are outlined in students' IEPs

4.4 Providing English for speakers of other languages (ESOL), Section 504, gifted, educational psychological services, and mental and physical health services as outlined in the students' plans (i.e., 504, educational plans [EPs], and limited English proficiency [LEP] plans)

### QA Review Methods

- Review IEPs, EPs, Section 504 plans, LEP plans, cooperative agreement and/or contract, student files, records requests, support services consultation logs, and other appropriate documentation
- Interview ESE personnel, educational administrators, instructional and support personnel, other appropriate personnel, and students

**Clarification**

Students participating in exceptional student education (ESE) programs should be provided all corresponding services and documentation (i.e., written parental notification and procedural safeguards) required by federal and state laws. Initiation of the ESE process may include continuing ESE services for in-county students, developing appropriate student course schedules based on current and appropriate individual educational plans (IEPs), enrolling students, recording class attendance, notifying appropriate personnel of students who require ESE services, and notifying parents regarding IEP review meetings.

The program must document solicitation of parent involvement in the IEP development process. Students’ parents should be provided reasonable notice (10–14 days) to attend IEP meetings. Students, a general education teacher, an ESE teacher, an evaluation interpreter (who may serve in other roles as well), and a local educational agency (LEA) representative should be present at all IEP meetings. The LEA representative cannot be excused from any IEP meeting. Because parents must receive a copy of their student’s IEP, programs should document with dates when IEPs are mailed to parents who do not attend the staffings.

According to *Rule 6A-6.03028, FAC*, development of IEPs for students with disabilities must include planning for transition services on or before their 14th birthday; the IEP should include a statement of transition service needs. By age 16 (or earlier as appropriate), an IEP should be developed for students that includes a transition plan that addresses their transition needs in the areas of instruction, community experiences, employment, and postschool adult living.

Persons invited to transition IEP meetings must include the students, parents, appropriate school personnel, and representatives of any agencies that may be responsible for providing or paying for agency services. Transition planning before age 14 may be necessary for some students, particularly those at risk of dropping out of school or who have significant disabilities or complex needs. The transition statement and/or plan written in students’ IEPs cannot be used in place of exit transition plans.

According to *Rule 6A-6.03028, FAC*, and *Section 300.344 of Title 34 of the Code of Federal Regulations*, an LEA representative is a “representative of the school district who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities, is knowledgeable about the general curriculum, and is knowledgeable about the availability of resources of the school district.”

At the discretion of the school district, the student’s ESE teacher may also serve as the LEA representative if he/she meets these requirements: LEA participation must be provided by an educational representative who is knowledgeable of the educational resources within the local school district where the student is receiving services and is either an employee of the school district or has written approval from the school district ESE director to serve as the LEA representative.

Students participating in English for speakers of other languages (ESOL), Section 504, gifted, and/or related services should be provided all corresponding services according to students’ plans, including mental and physical health services. Students’ support and educational services should be integrated. Related services, accommodations, and modifications for appropriate students should be documented. ESOL students should have current limited English proficiency (LEP) plans to address their language needs as appropriate. Consultative services may include services to instructional personnel serving students assigned to ESE programs or services provided directly to students in accordance with their IEPs. Consultative logs should document specifically how the student is progressing and what strategies will be used to assist the student.

The decision to discontinue services must be addressed during an IEP team meeting and be based upon current, documented information regarding the student’s progress and the continued need for special education and/or related services. The parent must be provided prior written notice of a proposed change in services before services cease, and the IEP team must revise the student’s IEP, as appropriate.

**Performance Rating**

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0



## **Educational Standard Three: Educational Resources**

The educational resources standard is comprised of four indicators that are designed to ensure that students in juvenile justice educational programs are provided with educational personnel, services, materials, and environment necessary to successfully accomplish their educational goals and to ensure collaboration and effective communication among all parties involved in the educational programs of juvenile justice facilities.

### **Indicator 5: Collaboration**

The expected outcome of this indicator is that facility staff and school district personnel collaborate to ensure that high quality educational services are provided to at-risk students.

### **Indicator 6: Educational Personnel Qualifications**

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in juvenile justice schools.

### **Indicator 7: Professional Development and Teacher Retention**

The expected outcome of this indicator is that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students and that strategies are in place to retain highly qualified instructional personnel.

### **Indicator 8: Learning Environment and Resources**

The expected outcome of this indicator is that funding provides for substantial educational services and that students have access to high-quality materials and resources in order to maximize their academic achievement and prepare them for a successful return to school and the community.

## Indicator 5: Collaboration

### Notes

### Intent

The expected outcome of this indicator is that facility staff and school district personnel collaborate to ensure high-quality educational services are provided to at-risk students.

**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 facilitates collaboration to provide:

- 5.1** A minimum of 300 minutes of daily instruction or its weekly equivalent
- 5.2 Demonstrated and documented communication among school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis
- 5.3 Varied community involvement that is solicited, documented, and focused on educational and transition activities
- 5.4 Classroom behavioral management procedures that are followed by educational personnel and facility staff, are understood by all students, and include consistent use of reinforcement for positive student behavior

**Student participation in off-site community activities is not required for detention centers.**

### QA Review Methods

- Review the annual school calendar, bell schedule, faculty meeting agendas, management meeting minutes, educational written procedures, volunteer participation documentation, behavior management plan, and other appropriate documentation
- Interview school district administrators, on-site administrators, instructional personnel, students, and other appropriate personnel
- Observe educational settings and faculty meetings, when possible



## Clarification

Programs must provide a minimum of 240 days per year of 300 minutes daily instruction (or the weekly equivalent). Time for student movement is not included in the 300 minutes and should be reflected on the 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 are not transitioning students according to the bell schedule.

Programs must have and follow a plan to provide continued access to instruction for students who are removed from class for an extensive amount of time due to behavior problems. Exceptional student education (ESE) students who are removed from class must be able to participate in the general educational curriculum and work toward meeting their individual educational plan (IEP) goals and objectives.

It is the responsibility of the on-site educational administrators to ensure that all educational staff are informed about the program and the school district’s purpose, policies, expected student outcomes, and school improvement initiatives. Communication among relevant parties (the school district, the Department of Juvenile Justice [DJJ], providers, and educational and program staff) should be ongoing to facilitate smooth operation of the educational program.

Community involvement activities should be integrated into the educational program’s curriculum and can be aligned with school-to-work initiatives. Parent involvement should be evident; parents should be involved in successful transition of their student to school and/or employment. School advisory councils (SACs) should include members from the community and parents when possible.

Community involvement activities should be documented with dates and should be from a variety of sources such as tutors, mentors, clerical and/or classroom volunteers, career days, guest speakers, and business partners to enhance the educational program and student involvement in the community. Student volunteerism within the program and mentoring/role modeling experiences are also examples of community involvement.

Classroom management should be incorporated into the program’s behavior management plan. The term “classroom” refers to any setting or location that is utilized by the program for instructional purposes. Equitable behavior/classroom management includes treating all students fairly, humanely, and according to their individual behavioral needs. Behavior and classroom management policies should be developed and implemented collaboratively by educational personnel and facility staff during instructional delivery activities.

Classroom management procedures should be designed to empower students to become independent learners and to promote positive self-esteem. Instructional personnel and facility staff members should provide positive reinforcement for appropriate student behavior. Where appropriate, individual functional behavior assessment and behavior intervention plans should be used.

### Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 6: Educational Personnel Qualifications

### Notes

#### Intent

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in juvenile justice 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.

All instructional personnel:

- 6.1** In core academic areas have professional or temporary Florida teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification
- 6.2 In noncore academic areas (including social, employability, and career education courses) have teaching certification or be approved to teach through the school board policy for the use of noncertified instructional personnel based on documented expert knowledge or skill

#### QA Review Methods

- Review educational personnel files, teaching certificates, statements of eligibility, and other appropriate documentation
- Interview instructional personnel, educational administrators, and other appropriate personnel

## Clarification

Instructional personnel are persons who are delivering instruction in the classroom; a *teacher of record* should be the full-time classroom teacher who delivers the instruction. Schools should hire and assign teachers in core academic areas according to their areas of certification. 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).

A statement of eligibility and/or an application that confirms the applicant is *not eligible* for certification will not fulfill the requirements of this indicator.

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. The program should retain documentation that parents have been notified by letter if their child’s teacher teaches out-of-field for more than four weeks.

According to the HQT requirements, exceptional student education (ESE) teachers cannot serve in dual roles (as both the ESE teacher and the general education teacher) during the same class period. Students working toward a special diploma should be served in either a co-teaching model, an ESE support facilitation model, or in a separate class.

Reading teachers must have reading certification or reading endorsement.

Teachers who pass the middle grades integrated curriculum exam may become certified to teach over 100 core courses (*excluding* reading).

Any teacher hired after the beginning of the 2006-2007 school year will not be able to use the high objective uniform state standard of evaluation (HOUSSE) option to meet HQT requirements. However, teachers who completed all HOUSSE requirements prior to the end of the 2006-2007 school year maintain their highly qualified status.

Programs 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 comply with the requirements in 6.1 for core academic subject areas if they fill a teacher vacancy at a program for four consecutive weeks or longer. Substitute teachers must be approved by the school district.

Postsecondary instructors of dual enrollment students are not required to have K-12 teaching certifications.

The use and approval of noncertified personnel to teach non-core academic subjects must be documented and based on local school board policy.

Both the program provider and the school district should have input into hiring all instructional personnel through the hiring process or through the cooperative agreement and/or the contract. Teachers in school district-operated programs and teachers who are contracted with a private provider must meet the requirements of this indicator.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 7: Professional Development and Teacher Retention

### Notes

#### Intent

The expected outcome of this indicator is that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students and that strategies are in place to retain highly qualified instructional personnel.

**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.

All instructional personnel:

- 7.1 Have and use written professional development plans that incorporate school improvement plan (SIP) initiatives and participate in a beginning teacher program, when appropriate to foster professional growth
- 7.2 Receive continual annual professional development training or continuing education (including college course work) based on educational program needs, actual instructional assignments, professional development plans and/or annual teacher evaluations, and quality assurance (QA) review findings (Professional development training must be from a variety of sources on such topics as instructional techniques, reading and literacy skills development, content-related skills and knowledge, working with delinquent and at-risk youths, and exceptional student education [ESE] and English for speakers of other languages [ESOL] programs.)

The educational administration:

- 7.3 Has strategies in place to recruit and retain highly qualified instructional personnel

#### QA Review Methods

- Review educational personnel files, training records, professional development plans, SIPs, and other appropriate documentation
- Interview instructional personnel, educational administrators, and other appropriate personnel

## Clarification

A++ legislation requires that professional development plans be established by district school boards and incorporate school improvement plans.

Professional development plans are developed by the school district to lead teachers toward professional growth or development. Instructional personnel should have input into creating their individual plans to address their strengths and weaknesses. Professional development plans should be used as a working document and an evaluation tool based on the school district's policy for human resource development.

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 content of courses that instructional personnel are assigned to teach.

All instructional personnel (including noncertified personnel) should have access and opportunity to participate in school district professional development training on an annual basis. Professional development should qualify for inservice points for certification renewal.

Strategies to help retain highly qualified instructional personnel may include establishing a teacher mentor program, assigning teachers to teach in their certification areas, allowing time for teachers to collaborate with their colleagues, and creating positive work conditions or incentives for teachers to work in juvenile justice facilities.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 8: Learning Environment and Resources

Notes

### Intent

The expected outcome of this indicator is that funding provides for substantial educational services and that students have access to high-quality materials, resources, and an environment that enhances their academic achievement and prepares them for a successful return to school and the community.

**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's educational environment and resources include:

- 8.1 An adequate number of instructional personnel and educational support personnel
- 8.2 Instructional materials that are appropriate to students' ages and ability levels, including a variety of diverse instructional texts for core content areas and high-interest leisure reading materials available to students (including fiction and nonfiction materials that address the characteristics and interests of adolescent readers)
- 8.3 Educational supplies, media materials, equipment, and technology for use by instructional personnel and students
- 8.4 An environment that is conducive to learning
- 8.5 Access to the Florida Virtual School for instructional purposes when appropriate

### QA Review Methods

- Review the cooperative agreement and/or contract, available media resources and technology, student-to-teacher ratio, curricula and instruction materials, Internet policy, and other appropriate documentation
- Interview school district administrators, on-site administrators, instructional personnel, other appropriate personnel, and students
- Observe educational settings
- Discuss findings with Department of Juvenile Justice (DJJ) quality assurance reviewer when possible

## Clarification

Depending on the type and the size of the program, 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, transition specialists, or others. 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.

Components that impact whether the environment is conducive to learning include but are not limited to facilities, school climate, organization and behavior management, and appropriate materials, supplies, and technology.

All students should have access to computer technology in order to progress toward achieving career and/or educational goals, including access to the Florida Virtual School as appropriate. Additionally, programs should have a policy regarding students' Internet use.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0





## **Educational Standard Four: Contract Management**

The contract management standard consists of a single indicator that addresses the role and responsibility of school districts who serve juvenile justice students to ensure local oversight of juvenile justice educational programs.

### **Indicator 9: School District Monitoring, Accountability, and Evaluation**

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

## Indicator 9: School District Monitoring, Accountability, and Evaluation

Notes

### Intent

The expected outcome of this indicator is that the school district monitors and assists programs in providing high quality educational services and accurately reports 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:

- 9.1 The program submits all self-report information and documents to Juvenile Justice Educational Enhancement Program (JJEPP) offices in a timely manner
- 9.2 The program is assigned an individual school number and accurately reports all management information system (MIS) data (grades, credits, student progression, certificates, entry and withdrawal dates, valid withdrawal codes, and diplomas earned)
- 9.3 Accurate attendance records are maintained and current school membership is evidenced by enrollment in the school district MIS, including documentation of students' daily attendance
- 9.4 There is a current and approved (by the Department of Education [DOE] and the Department of Juvenile Justice [DJJ]) cooperative agreement with DJJ and a contract with the educational provider when educational services are not operated by the school district; the terms of the contract and/or the cooperative agreement are being followed
- 9.5 The contract manager or designee documents provision of appropriate oversight and assistance to the educational program
- 9.6 The contract manager or designee monitors and documents quarterly expenditures of all state and federal educational funds provided through the school district
- 9.7 The contract manager or designee conducts and documents annual evaluations of the program's educational component

### QA Review Methods

- Review the cooperative agreement and/or the contract, educational evaluations, expenditure reports, MIS 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

## Clarification

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. Adult county jail students should be reported under separate school numbers. All students’ information contained in Survey One through Survey Five should be reported under the same school number.

To ensure that outcomes associated with a program’s performance are valid, quality assurance (QA) reviewers verify that information is accurately reported for all students through 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. The program and the school district determine how access to the school district MIS is provided. 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 score.

*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. School districts must submit cooperative agreements between the district and the DJJ and education service contracts with private providers to the DOE.

In the case of a direct service (district-operated) educational program, the contract manager is usually the alternative education or dropout prevention principal or the school district administrator. The school district principal may assign a representative as a contract manager for contracted (private-operated) educational programs and for direct service (district-operated) educational programs.

School district contract managers and/or their designees are expected to oversee and assist the educational program to ensure that appropriate educational services are provided as required by the contract and/or the cooperative agreement and all applicable local, state, and federal education guidelines. School districts should ensure that issues documented in QA reports are addressed in a timely manner.

**School district contract managers are responsible for notifying the Juvenile Justice Educational Enhancement Program (JJEEP) within 30 days of notification that a new DJJ program will be placed in their school districts. Additionally, contract managers are responsible for notifying JJEEP at least 30 days prior to a change in a DJJ program’s educational provider.**

Frequency of site visits depends on program needs. Other documented contacts may include telephone calls, e-mails, district meetings, and faxes.

If school districts contract with private providers for the educational services, an accounting of the expenditures identified in *SBR 6A-6.05281 (FAC)* shall be required by the local school board.

Annual program evaluations may include mock QA reviews, site-specific school improvement plans (SIPs), outcome evaluations, etc. Documentation of these evaluations should be available.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0







**FLORIDA DEPARTMENT OF EDUCATION**

**Jeanine Blomberg, Commissioner**

**10209**

## Appendix D

### 2007–2008 Programs by Security Level

Program Name
<b>Detention</b>
Alachua Regional Juvenile Detention Center
Bay Regional Juvenile Detention Center
Brevard Regional Juvenile Detention Center
Broward Regional Juvenile Detention Center
Collier Regional Juvenile Detention Center
Miami-Dade Regional Juvenile Detention Center
Duval Regional Juvenile Detention Center
Escambia Regional Juvenile Detention Center
Hillsborough Regional Juvenile Detention Center - East
Hillsborough Regional Juvenile Detention Center - West
Southwest Florida Regional Juvenile Detention Center
Leon Regional Juvenile Detention Center
Manatee Regional Juvenile Detention Center
Marion Regional Juvenile Detention Center
Monroe Regional Juvenile Detention Center
Okaloosa Regional Juvenile Detention Center
Orange Regional Juvenile Detention Center
Osceola Regional Juvenile Detention Center
Palm Beach Regional Juvenile Detention Center
Pasco Regional Juvenile Detention Center
Pinellas Regional Juvenile Detention Center
Polk Regional Juvenile Detention Center
St. Johns Regional Juvenile Detention Center
St. Lucie Regional Juvenile Detention Center
Seminole Regional Juvenile Detention Center
Volusia Regional Juvenile Detention Center

**Day Treatment**

PACE - Alachua  
Gainesville Wilderness Institute  
Panama City Marine Institute  
Rainwater Center for Girls  
Florida Ocean Science Institute  
PACE - Broward  
PACE - Immokalee  
Dade Marine Institute North  
Dade Marine Institute South  
PACE - Jacksonville  
Jacksonville Marine Institute  
Jacksonville Youth Center  
Escambia Bay Marine Institute  
PACE - Escambia - Santa Rosa  
PACE - Hillsborough  
Tampa Marine Institute  
Pace - Lee  
Southwest Florida Marine Institute  
PACE - Leon  
Tallahassee Marine Institute  
PACE - Manatee  
Gulf Coast Marine Institute - North  
PACE - Marion  
Emerald Coast Marine Institute  
PACE - Orange  
Home Builders Institute - Orange  
Orlando Marine Institute  
PACE - Palm Beach  
Palm Beach Marine Institute  
New Port Richey Marine Institute  
PACE - Pasco  
Boley Young Adult Program  
Eckerd Leadership Program  
Home Builders-Project Craft - Pinellas  
PACE - Pinellas  
Pinellas Marine Institute  
PACE - Lakeland



PACE - Treasure Coast Gulf Coast Marine Institute - South PACE - Volusia-Flagler Volusia County Marine Institute
<b>Residential</b>
<b><i>Low risk</i></b>
Brevard Group Treatment Home Peace River Outward Bound Forestry Youth Academy Short Term Education Program (STEP North) Eckerd Academy
<b><i>Mixed low/moderate</i></b>
Helping Ourselves Progress Effectively (Hope)
<b><i>Moderate risk</i></b>
Francis Walker Halfway House Space Coast Marine Institute Dina Thompson Academy (Cannon Point) Lighthouse Juvenile Residential Facility Crossroads Wilderness Institute Big Cypress Youth Environmental Services Collier Academy Bay Point Schools - Kennedy Campus West Bay Point Schools - North Dade Juvenile Residential Facility Women in Need of Greater Strength (WINGS) Duval Halfway House Impact Halfway House Pensacola Boys Base Florida Environmental Institute Panther Success Center Bowling Green Youth Academy Columbus Juvenile Residential Facility Falkenburg Academy Leslie Peters Halfway House

## Juvenile Justice Educational Enhancement Program

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Riverside Academy  
Youth Environmental Services  
West Florida Wilderness Institute  
Dove Academy  
Price Halfway House  
Sawmill Academy for Girls  
Bristol Youth Academy  
JUST Liberty  
Greenville Hills Academy & (RAMC) & (JUST)  
JoAnn Bridges Academy  
MATS Sex Offender Program & Halfway House  
Nassau Juvenile Residential Facility  
Adolescent Substance Abuse Program  
Gulf Coast Youth Academy  
Milton Girls Juvenile Residential Facility  
Okaloosa Youth Academy  
Red Road Academy  
Vision Quest - Bluewater  
Vision Quest - Warrington  
Gulf and Lake Academy  
Mandala Adolescent Treatment Center  
San Antonio Boys Village  
Wilson Youth Academy  
Britt Halfway House  
Camp E-Kel-Etu  
Camp E-Ma-Chamee  
Camp E-Nini-Hassee  
Eckerd Challenge  
Eckerd Intensive Halfway House  
Avon Park Youth Academy  
Polk Halfway House  
Blackwater STOP Camp  
Santa Rosa Juvenile Residential Facility  
Sarasota YMCA Character House  
Grove Unique Youth Services (GUYS)  
Union Juvenile Residential Facility  
Stewart Marchman Oaks Juvenile Residential Facility  
Stewart Marchman Pines Juvenile Residential Facility

<b><i>Mixed moderate/high</i></b>
Desoto Correctional Facility Desoto Dual Diagnosis Facility Okaloosa Halfway House & Intensive Halfway House Adolescent Residential Campus (ARC) Halfway House Hastings Youth Academy
<b><i>High risk</i></b>
Broward Intensive Halfway House Tiger Serious Habitual Offender Program (SHOP) Hillsborough Intensive Residential Treatment Academy Monticello New Life Kissimmee Juvenile Correctional Facility Palm Beach Juvenile Correctional Facility Sago Palm Academy St. Johns Juvenile Correctional Facility Three Springs Sex Offender Program Walton Learning Center SHOP & IHH Dozier Training School Eckerd Youth Development Center
<b><i>Mixed high/maximum</i></b>
Cypress Creek Juvenile Correctional Facility Marion Juvenile Correctional Facility Okeechobee Juvenile Offender Correctional Center Jackson Juvenile Offender Correctional Center

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