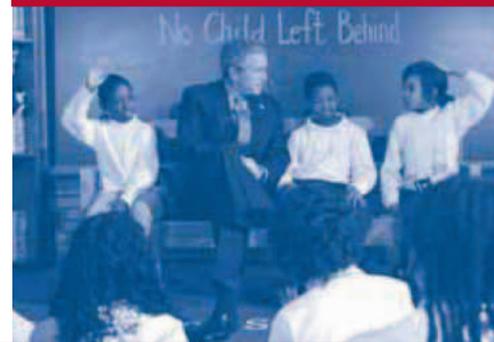


# No Child Left Behind in Juvenile Justice Education

## REPORT to the Legislature

February 2005



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# No Child Left Behind in Juvenile Justice Education

## Report to the Legislature

Florida Department of Education  
Bureau of Exceptional Education and Student Services

February 2005



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## PREFACE

In 2004, the Florida Legislature created a new section of law titled Laws of Florida 2004-333, Section 6. This law calls for the Department of Education (DOE) and the Department of Juvenile Justice (DJJ), in collaboration with the school districts, juvenile justice education providers, and the Florida Juvenile Justice Association, to convene a workgroup to make recommendations for meeting the requirements of the federal *No Child Left Behind Act* and for rewarding juvenile justice education programs for high performance based on positive outcomes. The DOE shall report the findings of the workgroup to the President of the Senate and the Speaker of the House.

## COMMITTEE APPOINTEES

- **Thomas Blomberg**, Principal Investigator, Juvenile Justice Educational Enhancement Program
- **Charlie Chervanik/Joan Wimmer**, Assistant Secretary for Residential Programs, Department of Juvenile Justice
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- **Allan Guyet**, Chief of Staff, Department of Juvenile Justice
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## INTRODUCTION

The *No Child Left Behind* (NCLB) committee was formed to address the issues and challenges of implementing NCLB in juvenile justice education programs and to make a set of recommendations to the Florida Legislature outlining strategies to meet those challenges. Two 2-day meetings were held in Tallahassee, Florida in November of 2004.

A third meeting was convened in December, 2004, to finalize the report to the Legislature. The committee addressed the critical parts of Title I, Parts A and D, including program evaluation requirements, the uniform evaluation model, transition services, highly qualified teachers, and adequate yearly progress. In addition, the committee addressed rewards for high performing juvenile justice education programs.

The report is organized in five sections. The first section, Juvenile Justice Education in Florida, provides a brief overview on the education of youth in juvenile justice programs including quality assurance reviews and a profile of juvenile justice programs. The second section addresses topics under Title 1, Part A including Adequate Yearly Progress and Highly Qualified Teachers. The third section addresses the core requirements of Title I, Part D, as they relate to juvenile justice education programs. Within this section, state and local educational agency plans, program evaluation, and transition issues are discussed. The fourth section addresses the unique issues faced by small Juvenile Justice Education Programs while the final section addresses the committee's thoughts on plans for rewarding programs for high performance.

Juvenile justice educational programs are unique in that they serve a mobile and diverse population. The recommendations contained in this paper for meeting the challenge of NCLB represent a collaborative effort of the committee members to thoroughly address each issue objectively. These recommendations are designed to assist juvenile justice education programs fully comply with requirements of NCLB.

## JUVENILE JUSTICE EDUCATION IN FLORIDA

Youth are court ordered to juvenile justice facilities based on offenses they have committed and delinquency history. During their commitment in a juvenile justice program, these students continue their education. A profile of students in juvenile justice education programs reveals that

- 42,232 students received educational services in juvenile justice programs during the 2002-03 school year
- 76 percent of students were male (47% black, 40% white, 13% other)
- 24 percent were female (43% black, 46% white, 11% other)
- 73 percent were enrolled in grades 8-10, with 41 percent in grade 9

- 70 percent were overage for grade placement
- 61 percent of the overage students successfully graduated
- 69 percent of those students not eligible for graduation were promoted to the next grade
- 38 percent were eligible for exceptional student education (ESE) as compared to 15 percent in the total PK-12 population
- 96 percent of students not eligible to graduate remained in school at the end of the school year; 70 percent were promoted to the next grade
- 96 percent of those taking the General Educational Development Tests passed
- 4.5 percent of juvenile justice education students in grades 9-12 dropped out of school, compared to 3.1 percent of all students in grades 9-12

Juvenile justice programs are located in 46 school districts across the state. A snapshot of juvenile justice education programs indicates that

- the state has a total of 196 juvenile justice education programs
  - 25 detention centers
  - 44 day treatment programs
  - 127 residential programs
- 45 percent of these programs serve a maximum of 45 students
- 43 percent of these programs have a capacity range between 48 and 100
- 12 percent of these programs serve more than a 100 students
- students are committed to programs with either low, moderate, high, or maximum security levels
- moderate risk programs constitute 66 percent of residential facilities and house the majority of youths
- lengths of stay in residential programs range from 30 to 1,095 days

Section 1003.52(1), Florida Statutes (F.S.), supports the Legislative goal to ensure that youth in the juvenile justice system continue to be allowed the opportunity to obtain a high quality education. To this end, section 1003.51(5) F.S., requires the Department of Education to establish and operate a mechanism for providing quality assurance reviews of all juvenile justice education programs. Florida is committed to improving the quality of education for its committed youth. Since 1998, the Juvenile Justice Educational Enhancement Program (JJEED), a discretionary project housed in the School of Criminology and Criminal Justice, Florida State University, has assisted the Department of Education (DOE) in conducting quality assurance reviews (QA) of the educational programs in Florida's juvenile justice facilities.

## **2003 QA REVIEWS**

Results of the 2003 education quality assurance reviews revealed that

- 14 or 8 percent of programs scored in the superior performance range overall mean 7.00-9.00)
- 56 or 31 percent of programs scored in the high satisfactory range (overall mean 6.00-6.99)
- 73 or 40 percent of programs scored in the satisfactory range (overall mean 5.00-5.99)
- 30 or 17 percent of programs scored in the marginal satisfactory range (overall mean 4.00-4.99)
- 7 or 4 percent of programs scored in the below satisfactory performance range (1.00-3.99)
- for 2003, all combined juvenile justice programs had an overall mean score of 5.65, showing an increase from the mean score 5.42 in 2002.
- for the past six years, overall quality assurance scores for juvenile justice education programs have improved.

## **TITLE I, PART A: IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES**

### **ADEQUATE YEARLY PROGRESS**

The federal NCLB Act requires states to evaluate the performance of all students in all public schools in order to determine whether schools, school districts, and the state have made adequate yearly progress (AYP). Each state must utilize a set of high-quality, yearly student academic assessments that include, at a minimum, assessments in mathematics, reading or language arts, and science that will be used as the primary means of determining the yearly performance of the state. Florida has implemented this requirement through the use of the Florida Comprehensive Assessment Test (FCAT) and alternate assessments for students with disabilities and limited English proficient students as the academic assessments used to determine AYP. There is a clear expectation that juvenile justice education programs be included in this evaluation of schools. One critical component of AYP requires schools to insure that at least 95% of their students participate in assessments. A second critical element of AYP is the determination of the percentage of full academic year students (students in attendance in both October and February) who demonstrate proficiency in the academic areas assessed.

Juvenile justice education programs have a highly mobile population. This creates challenges for ensuring accurate reporting of students enrolled at testing time for purposes of calculating participation rates. A large number of juvenile justice programs do not have the same students for a full academic year which eliminates an AYP designation for that program.

## **ISSUES/RECOMMENDATIONS FOR AYP**

### **KEY ISSUE**

Frequent movement of children and youth in, out, and among juvenile justice programs creates challenges for programs and school districts in verifying accurate reporting of students for adequate yearly progress calculations.

### **RECOMMENDATIONS**

- The DOE should develop a process to ensure that accurate data is submitted.
- Juvenile justice schools should be provided an opportunity to validate data.
- Encourage collaboration between juvenile justice education programs and school districts to ensure timelines are met for data submission.

## **HIGHLY QUALIFIED TEACHERS**

Under Title I, Part A, NCLB requires that all teachers in core academic areas (English, reading or language arts, mathematics, science, history, civics and government, geography, economics, the arts, and foreign languages) must be highly qualified by the end of the 2005-06 school year.

To be considered a highly qualified teacher, a teacher must have the following credentials:

- bachelor's degree
- full state certification or licensure
- competency in each subject taught

High, Objective Uniform State Standard of Evaluation (HOUSSE) is an alternative method other than certification or subject testing by which experienced teachers can document subject content competency and knowledge in the core academic subject(s) the teacher is teaching. HOUSSE allows current teachers to demonstrate subject-matter competency and highly qualified teacher requirements through multiple components which may include a teacher's years of experience, high quality professional development success as measured by students' test scores, and continuing education.

The requirements of NCLB create challenges for teachers in juvenile justice education programs. Many of these teachers will have difficulty becoming highly qualified by 2006. In 2003, juvenile justice teachers having less than 5 years of teaching experience accounted for 359, or 48 percent, of the teachers. For teachers who become highly qualified, there may be incentives to move to educational settings outside of juvenile justice education programs.

## ISSUES/RECOMMENDATIONS FOR HIGHLY QUALIFIED TEACHERS

### KEY ISSUE

Juvenile justice education programs have a very high staff turnover. Retention of qualified teachers is problematic, especially in the area of ESE. Teachers assisted by juvenile justice programs in obtaining certification often transfer to other schools once they have attained certification.

### RECOMMENDATION

Implement a retention strategy for teachers hired after 2006 to include:

- Providing teachers the opportunity for professional development hours in juvenile justice education.
- Development of a coaching model which could count towards points under HOUSSE.
- Offering juvenile justice teachers employed by private providers an option to enroll in the Florida retirement system and work under a twelve-month contract with incentives.
- Classify DJJ as a critical teacher shortage area and target a specific portion of these funds for DJJ teachers.
- Encourage colleges and universities to develop juvenile justice education opportunities as part of teacher preparation programs.

### KEY ISSUE

Sustainability of meeting highly qualified teacher requirements in juvenile justice education programs after June 30, 2006 for new hires.

### RECOMMENDATIONS

For teachers hired after June 30, 2006, the HOUSSE plan should include the following modifications to address non-experienced teachers:

- Use a certified, highly qualified teacher to supervise other teachers and provide consultative support.
- Use the juvenile justice education common assessment as an alternative to FCAT for measuring student academic gains.
- Allow DJJ teachers 2 years from date of hire to attain highly qualified status.

Apply the rural district flexibility to all DJJ schools which will allow teachers an additional two years to attain highly qualified teacher status.

### KEY ISSUE

Dropout prevention program teachers are eligible to teach all subjects (State Board of Education Rule 6A-6.0521(7)(a), FAC) which is inconsistent with requirements for attaining highly qualified teacher status.

### RECOMMENDATIONS

Align requirements in State Board of Education Rule with requirements for highly qualified teacher status.

## **TITLE I, PART D: PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK**

The majority of juvenile justice education programs receive funding from Title I, Part D. This federal mandate has specific goals for reaching delinquent youth. The focus of Title I, Part D is:

- to improve educational services for children and youth in local and state institutions for neglected or delinquent children so that such children and youth have the opportunity to meet the same challenging state academic content standards and challenging state student academic achievement standards that all children in the state are expected to meet
- to provide such children and youth with services needed to make a successful transition from institutionalization to further schooling or employment
- to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth with a support system to ensure continued education.

### **STATE AND LOCAL EDUCATIONAL AGENCY PLANS**

Section 1414 under Title I, Part D, requires each state agency that desires to receive a grant to develop and submit a state educational agency plan. The goal of this plan is to describe how the state will meet the educational needs of neglected and delinquent students and assist in the transition of youth from correctional facilities to locally operated programs. The plan shall include a description of the goals, objectives, and performance measures established by the state that will be used to assess the effectiveness of the program in improving the academic, vocational, and technical skills of children in the program. Each local education agency (LEA) must also submit a local plan.

### **ISSUES/RECOMMENDATIONS FOR STATE AND LOCAL PLANS**

#### **KEY ISSUE**

In reviewing Title I, Part D in the Florida Consolidated Plan for 2004, the committee concluded that the state plan does not fully address juvenile justice facilities.

#### **RECOMMENDATION**

Create an addendum to the state educational plan that will clearly address issues specific to juvenile justice programs.

**KEY ISSUE**

Providers are held accountable for assessment results although financial allocations are not being given directly to programs. The Title I, Part D allocation normally goes from the state to the LEA and the LEA determines how the funds will be distributed.

**RECOMMENDATION**

Title I, Part D funds generated by juvenile justice education programs should be allocated directly to the programs through the LEA.

**PROGRAM EVALUATION**

Section 1431 under Title I, Part D requires each state agency under Title I, Part D to evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age not less than once every three years to determine the program's impact on the ability of participants to

- maintain and improve educational achievement
- accrue school credits that meet State requirements for grade promotion and secondary school graduation
- make the transition to a regular program or other education program operated by a local educational agency
- complete secondary school and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth
- participate, as appropriate, in postsecondary education and job training programs.

Each state agency or local educational agency is required to use multiple and appropriate measures of student progress. Additionally, each state agency and local educational agency must submit evaluation results to the state educational agency and use the results of evaluations to plan and improve subsequent programs for participating youth.

While the DOE has a system in place to capture evaluation measures, the challenge lies with data accuracy and how it is reported. Many districts encounter problems accurately reporting the number of diplomas earned, using appropriate withdrawal codes, and correctly entering attendance and transcript information (including information on youth transferred to other DJJ schools). The issues and recommendations identified in this section will assist the school districts in accurate data reporting. The reporting of data for juvenile justice education is critical in meeting the federal requirements of NCLB.

**ISSUES/RECOMMENDATIONS FOR PROGRAM EVALUATION**

**KEY ISSUES RELATING TO MAINTAINING AND IMPROVING EDUCATIONAL ACHIEVEMENT**

- Statutory requirements to assess students within five days of entry into a juvenile justice program are problematic for ensuring reliable and valid entry assessment scores.
- There is an issue with accuracy and consistency of data reporting for entry/exit assessments.

**RECOMMENDATIONS**

- Utilize the common entry/exit assessment to measure student achievement per 1003.51(3)(b), F.S.
- Revise 1003.51(2)(e)4, F.S. to extend the timeframe for administration of an entry assessment to 10 school days.

**KEY ISSUES REGARDING SCHOOL CREDITS**

- Credits are for high school students only. Measures for elementary, middle, and adult students relative to school credits and grade promotion are undefined.
- Grade promotion traditionally occurs at the end of the school year, while DJJ students exit throughout the year.
- Transfer of grades/credits to local school districts is problematic since students enter and exit juvenile justice programs throughout the school year and the length of stay varies widely.

**RECOMMENDATION**

Identify transition contact in each school district to facilitate accurate transfer of credits.

**KEY ISSUES REGARDING RETURN TO SCHOOL FOLLOWING RELEASE**

- Accurate tracking of students released to the community is problematic.

**RECOMMENDATION**

The DOE and JJEEP should develop methods to measure and accurately report individual student outcome measures.

**KEY ISSUES REGARDING HIGH SCHOOL COMPLETION AND EMPLOYMENT**

- High school completion rates for incarcerated youth who obtain employment following release from an institution are difficult to measure. The process may require development of follow-up measures for determining the status of students post release.
- Variation across school districts in graduation requirements creates challenges for evaluating school completion.
- Determining eligibility for graduation is a problem when calculating graduation rates.

**RECOMMENDATION**

Use the state's required number of credits (24) for graduation requirements for students completing high school while enrolled in a juvenile justice education program.

Develop methods and measurement strategies to address indicators of high school completion and employment.

**KEY ISSUES REGARDING PARTICIPATION IN POST-SECONDARY EDUCATION AND JOB TRAINING**

- Current data sources are limited.
- Tracking students into private post-secondary environments are not included in current data sources.

**RECOMMENDATION**

Develop methods and measurement strategies to address indicators of post-secondary education and training such as utilization of One Stop Centers by juvenile justice program completers.

**TRANSITION**

Title I, Part D requires state-operated institutions to reserve not less than 15 percent and not more than 30 percent of Part D funds for

- projects that facilitate the transition of youth from state-operated 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.

Local education agency plans under Title I, Part D, should include the following transition requirements:

- a description of how participating schools will coordinate with juvenile justice programs to ensure that these students are participating in an education program comparable to one operating in the local schools.
- a description of steps the local agency will take to find alternative placements for youth who cannot continue their education in a regular public school.
- a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from juvenile justice programs.
- a description of how programs will involve parents in the education and transition of youth.

Transition is critical to the student's reintegration into the community. Many youth in juvenile justice programs are placed in residential programs that are not in their home county, thus making coordination of transition services between the residential program and agencies in the youth's home county difficult. Many of these youth return to the same environment and circumstances they were in prior to exit from the community.

#### **ISSUES/RECOMMENDATIONS FOR TRANSITION**

##### **KEY ISSUE**

Coordination between juvenile justice programs and school districts can be problematic when students are returning to a school district other than the one they were enrolled in during the program.

##### **RECOMMENDATIONS**

- Transition specialists should be identified for each district and be responsible for facilitating students' reentry to school and the community.
- The juvenile justice program should send a periodic progress report to the youth's home school.

##### **KEY ISSUE**

Initiating a process for pursuing or obtaining employment can be problematic for juvenile justice youth. Many youth who exit juvenile justice facilities are unsure of where to search for jobs.

##### **RECOMMENDATION**

All programs will coordinate with the transition specialist for youth returning to the community.

##### **KEY ISSUE**

There are some DJJ students who earn their diploma while incarcerated and due to a lack of funding are unable to enroll in postsecondary or vocational courses.

##### **RECOMMENDATION**

Fund vocational and post-secondary education programs for students who have earned their GED/high school diploma and remain in DJJ placement.

**KEY ISSUE**

The placement options for DJJ youth returning to local school districts vary widely. Many DJJ youth are released from juvenile justice facilities without being given an opportunity to return to school, other than a placement at Second Chance Schools.

**RECOMMENDATION**

School placement recommendations for youth who are released from juvenile justice facilities should be based on a risk threat assessment and academic progress. The school district should be required to show cause when a youth is not allowed back into the recommended school placement.

**KEY ISSUE**

Students arrive at juvenile justice programs without educational records. This creates a problem with properly placing youth in appropriate courses.

**RECOMMENDATION**

Educational records should be included as a core requirement of the youth's commitment packet.

**OTHER RECOMMENDATIONS**

- Successful transition strategies should be identified and disseminated.
- The district transition plan should be included as an addendum to cooperative agreements/contracts.
- Provide adequate funding to support transition/aftercare services including supervision of conditionally released youth.

## **SMALL JUVENILE JUSTICE EDUCATION PROGRAMS**

For the purposes of this report, the committee defined small programs as programs with fewer than sixty students. According to JJEEP's data, these programs constitute 66% of all juvenile justice education programs. Due to the low number of students, these programs may face unique challenges and issues. The issues, challenges, and recommendations for small programs are an expansion of other issues and recommendations contained in this document.

### **ISSUES/RECOMMENDATIONS FOR SMALL JUVENILE JUSTICE EDUCATION PROGRAMS**

**KEY ISSUE**

There are teachers teaching multiple grade levels, especially in smaller residential facilities and detention centers. This can include instances where elementary through high school students are served by one teacher within one classroom.

**RECOMMENDATION**

Expand use of the middle grades integrated curriculum certification to grades ten through twelve for a limited number of courses.

**KEY ISSUE**

Small DJJ programs often experience difficulty in hiring and retaining teachers, especially those that are certified in ESE.

**RECOMMENDATION**

For teachers who are certified in ESE, apply the dropout prevention rule (State Board of Education Rule 6A-6.0521 (7)(i), FAC) which will allow any certification appropriate for teachers in dropout prevention programs.

**REWARDING PROGRAMS FOR HIGH PERFORMANCE**

The committee considered a program similar to the Florida School Recognition Program to reward high performance. This program was created by the Florida Legislature in 1997 and provides public recognition to schools that have sustained high performance or schools that demonstrate substantial improvement in student performance. Schools that receive an A performance grade or schools improving at least one performance grade category from the previous year are eligible for recognition and financial awards. Juvenile justice schools are ineligible for this program because their schools do not receive grades.

After a lengthy discussion, the committee concluded that additional planning is needed to specifically develop a formula and proposal for rewarding programs for high performance. If authorized, additional planning will be undertaken to identify a system that incorporates the common assessment system required by 1003.52 (3)(b), F.S. and key elements from the program evaluation measures. The development of a rewards program for juvenile justice facilities will include input from the DOE, the DJJ, schools districts, and private providers.

## **APPENDIX: FLORIDA DEPARTMENT OF EDUCATION RESPONSE TO THE JUVENILE JUSTICE NCLB COMMITTEE RECOMMENDATIONS**

In general, the Department considers the work of this committee to be of great benefit in identifying key issues and offering recommendations intended to benefit youth in juvenile justice education programs. The review contained in this appendix restates the recommendations of the committee and identifies Department activities that have been or will be implemented to address the recommendations that are within the Department's capacity to impact.

### **RECOMMENDATIONS FOR IMPLEMENTATION OF TITLE 1, PART A**

#### **COMMITTEE RECOMMENDATIONS FOR ADEQUATE YEARLY PROGRESS**

- The DOE should develop a process to ensure that accurate data is submitted.
- Juvenile justice schools should be provided an opportunity to validate data.
- Encourage collaboration between juvenile justice education programs and school districts to ensure that timelines are met for data submission.

#### **DEPARTMENT RESPONSE**

The Department has a system for verification of data for the purposes of calculating adequate yearly progress. The high mobility rate in juvenile justice education programs makes this verification process challenging for local school districts. Insuring inclusion of juvenile justice education programs in the verification process is considered a critical indicator for school district contract management in the 2005 JJEEP Quality Assurance Standards.

#### **COMMITTEE RECOMMENDATIONS FOR HIGHLY QUALIFIED TEACHERS**

- Implement a retention strategy for teachers hired after 2006 to include:
  - providing teachers the opportunity for professional development hours in juvenile justice education.
  - offering juvenile justice teachers employed by private providers an option to enroll in the Florida retirement system and work under a twelve-month contract with incentives.
  - classifying DJJ as a critical teacher shortage area and target a specific portion of these funds for DJJ teachers.
  - encouraging colleges and universities to develop juvenile justice education opportunities as part of teacher preparation programs.
- For teachers hired after June 30, 2006, the HOUSSE plan should include the following modifications to address non-experienced teachers including:
  - Use of a certified, highly qualified teacher to supervise other teachers and provide consultative support. Development of such a coaching model could count towards points under HOUSSE.

- Use of the juvenile justice education common assessment as an alternative to FCAT for a measuring student academic gains.
  - Allow DJJ teachers 2 years from date of hire to attain highly qualified status.
- 
- Apply the rural district flexibility to all DJJ schools which will allow teachers an additional two years to attain high qualified teacher status..
  - Align requirements in State Board of Education Rule with requirements for highly qualified teacher status.

#### **DEPARTMENT RESPONSE**

The Department recognizes the unique challenges facing juvenile justice education programs in employing and retaining highly qualified teachers. It is not within the purview of the Department to modify requirements set forth in Title 1, Part A. Youth in juvenile justice education programs are entitled to have access to strong academic programs taught by highly qualified teachers as are students in other Florida schools. The requirement for highly qualified teachers in schools by June 30, 2006, is a federal requirement.

Florida's plan for rural district flexibility is still under review by the USDOE. If the plan is approved, juvenile justice education teachers in identified districts will be eligible for that flexibility.

The Department has revised State Board of Education Rule 6A-1.0503, FAC, to be in alignment with high qualified teacher status.

Critical teacher shortage areas are currently determined based on certification areas (F.S. 1009.58). Since juvenile justice education is not a certification area, consideration will be given to revision to statute incorporating teachers located in juvenile justice education programs as a shortage area.

Creating a system whereby teachers employed by private providers of juvenile justice education would be eligible for participation in the Florida retirement system would require legislative action.

#### **RECOMMENDATIONS FOR IMPLEMENTATION OF TITLE 1, PART D**

##### **COMMITTEE RECOMMENDATIONS FOR STATE/LEA PLANS**

- Create an addendum to the state educational plan that will clearly address issues specific to juvenile justice programs.
- Title I, Part D, funds generated by juvenile justice education programs should be allocated directly to the programs through the LEA.

**DEPARTMENT RESPONSE**

Florida Statute 1003.52(12)(e) requires that all federal funds for which juvenile justice education programs are eligible be allocated to those programs. The allocation of Title I, Part D, funds is the responsibility of local school districts.

**COMMITTEE RECOMMENDATIONS FOR PROGRAM EVALUATION**

- Utilize the common entry/exit assessment to measure student achievement per 1003.51(3)(b), F.S.
- Revise 1003.51(2)(e)4, F.S. to extend the time frame for administration of an entry assessment to 10 school days.
- Identify transition contact in each school district to facilitate accurate transfer of credits.
- The DOE and JJEEP should develop methods to measure and accurately report individual student outcome measures.
- Use the state's required number of credits (24) for graduation requirements for students completing high school while enrolled in a juvenile justice education program.
- Develop methods and measurement strategies to address indicators of high school completion and employment
- Develop methods and measurement strategies to address indicators of post-secondary education and training such as utilization of One Stop Centers for juvenile justice program completers.

**DEPARTMENT RESPONSE**

The Department in collaboration with the JJEEP will consult with school districts and private providers to implement the program evaluation requirement of Title I, Part D.

The Department supports the extension of the time frame for administration of an entry assessment to 10 school days.

Each school district is required to establish graduation requirements in their student progression plans that at a minimum meet the state requirements. The Department believes that students juvenile justice education students should be held to the same standards for graduation as other students within the same school district.

The Department currently uses the Florida Education & Training Placement Information Program (FETPIP) to provide information about post-secondary outcomes for Florida students. If information beyond that which is provided through FETPIP is needed, the Department supports efforts to obtain necessary information.

**COMMITTEE RECOMMENDATIONS FOR TRANSITION**

- Transition specialists should be identified for each district and be responsible for facilitating students' reentry to school and the community.

All programs will coordinate with the transition specialist for youth returning to the community.

- The juvenile justice program should send a periodic progress report to the youth's home school.
- Fund vocational and post-secondary education programs for students who have earned their GED/high school diploma and remain in DJJ placement.
- School placement recommendations for youth who are released from juvenile justice facilities should be based on a risk threat assessment and academic progress. The school district should be required to show cause when a youth is not allowed back into the recommended school placement.
- Educational records should be included as a core requirement of the youth's commitment packet.
- Successful transition strategies should be identified and disseminated.
- District transition plans should be included as an addendum to cooperative agreements/contracts.
- Provide adequate funding to support transition/aftercare services including supervision of conditionally released youth.

#### **DEPARTMENT RESPONSE**

The Department has requested that each school district designate a transition contact in order to improve the transition of students exiting juvenile justice education programs and re-entering school in their home district.

Communication to receiving school districts about student academic progress and risk threat assessment should be the responsibility of the juvenile justice program. The Department supports efforts to communicate this information to school districts.

The Department supports the recommendation that educational records should be a part of the core requirements of a youth's commitment packet.

The recommendations regarding vocational and post-secondary activities and funding will be addressed annually by the multiagency plan for career education as required under Florida Statute 1003.52(22).

#### **COMMITTEE RECOMMENDATIONS FOR SMALL JUVENILE JUSTICE EDUCATION PROGRAMS**

- For teachers who are certified in ESE, apply dropout prevention rule (State Board of Education Rule 6A-6.0521 (7)(i), FAC), which allows any certification appropriate for teachers in dropout prevention programs.
- Expand use of the middle grades integrated curriculum certification to grades ten through twelve for a limited number of courses.

**DEPARTMENT RESPONSE**

The Department has issued technical assistance regarding requirements for dropout prevention teachers to meet highly qualified teacher status. This document reflects the requirement that teachers must meet requirements for highly qualified status for each core content area taught. State Board of Education Rule 6A-6.0521(7)(i), FAC), will be revised to reflect alignment with NCLB.

Currently, within the Course Code Directory, there are ninth grade courses that identify middle school integrated curriculum as an acceptable certification area for the teacher. The Department is in the process of reviewing options for expanding the application of the middle school integrated curriculum certification to a limited scope of high school courses beyond ninth grade.

**COMMITTEE RECOMMENDATIONS FOR REWARDING HIGH PERFORMING PROGRAMS**

- The committee concluded that additional planning is needed to specifically develop a formula and proposal for rewarding programs for high performance. If granted, additional planning will be undertaken to identify a system that incorporates the common assessment system required by 1003.52 (3)(b), F.S. and key elements from the program evaluation measures. The development of a rewards program for juvenile justice facilities should include input from the DOE, the DJJ, schools districts, and private providers.

**DEPARTMENT RESPONSE**

The Department supports the development of a formula and process for rewarding high performing juvenile justice education programs.







FLORIDA DEPARTMENT OF EDUCATION

JOHN WINN, COMMISSIONER