



Educational Services in Juvenile Justice Programs

DJJ Bi-Monthly

Forum

January 20, 2016



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DJJ Common Assessment 2016

- July 1, 2016 - New Common Assessment
- April 1, 2016 – Pilot Programs

Common Assessment 2016 Timeline

⇒ Timeline

- ⇒ **February 18, 2016 – Submit name of program for pilot entry**
- ⇒ **April 1, 2016 – Pilot Study will begin with chosen programs**
- ⇒ **July 1, 2016 – New Common Assessment to be administered to DJJ Programs**
- ⇒ **May/June 2016 – Technical Assistance for New Common Assessment – DJJ Regional Meetings**
- ⇒ **September 2016 – Follow-Up Technical Assistance for New Common Assessment**

Common Assessment 2016

July 1, 2016 – Full Administration:

The new Common Assessment will be ready for use statewide by July 1, 2016, at which point all students receiving educational services via DJJ programs will use the new assessment.



April 1, 2016 - Pilot Testing:

Pilot testing of the new assessment will begin April 1, 2016, in order to collect preliminary data prior to its full operational use. The department is seeking programs to volunteer to participate in the pilot. Programs that elect to participate in the pilot will have the advantage of having the new assessment available earlier for new admissions, thereby ensuring they can be included in the Common Assessment learning gains measure for the program. This is assuming the pilot data indicates the new assessment and systems are functioning as intended.

Common Assessment 2016

July 1, 2016 – New Accountability System:

The new accountability system for DJJ schools is currently undergoing rule development and will include a measure related to learning gains on the new Common Assessment. **Because the new assessment is different than the prior assessment, measuring pre/post learning gains between the current and new assessments would not be appropriate.** Therefore, for students to be included in this measure, programs will need to ensure those students are administered a pre-test using the new version of the Common Assessment prior to calculation of the Common Assessment learning gains measure. This applies to any student in the program as of July 1, 2016, even if they have already taken a pre-test using the previous version of the Common Assessment.





DJJ Rule 6A-6.05281, F.A.C. Transition-Revisit

- February 25, 2015-State Board of Education Meeting DJJ Rule Adopted
- Rule Addresses
ss. 1003.51, 1003.52, F.S.

Rule Sections

⇒ Composition of Rule

⇒ 1) Definitions

⇒ 2) Student Services

⇒ 3) Student Records

⇒ 4) Student Assessments

⇒ 5) Transition Services and Progress Monitoring Plan

⇒ 6) Instructional Program and Academic Expectations

⇒ 7) Qualifications of instructional staff, procedures for the selection of instructional staff, and procedures for consistent instruction and qualified staff year-round

⇒ 8) Funding

⇒ 9) Contracts with Providers



Section 5 – Transition Services and Progress Monitoring Plan

- Provisions for a more effective and streamlined process for students' re-entry into their home school district or post-release district
- Requirement of an exit portfolio to be forwarded to a student's home school district or post-release district

Legislative Highlights

Florida Statute 1003.52 mandates:

Transition Services/Process

(10) School districts and juvenile justice education providers shall develop individualized transition plans during the course of a student's stay in a juvenile justice education program to coordinate academic, career and technical, and secondary and postsecondary services that assist the student in successful community reintegration upon release. Development of the transition plan shall be a collaboration of the personnel in the juvenile justice education program, reentry personnel, personnel from the school district where the student will return, the student, the student's family, and DJJ personnel for committed students.



Legislative Highlights

Florida Statute 1003.52 mandates:

Transition Services/Process

(10)(b) For the purpose of transition planning and reentry services, representatives from the school district and the one stop center where the student will return shall participate as members of the local DJJ reentry teams. The school district, upon return of a student from a juvenile justice education program, must consider the individual needs and circumstances of the student and the transition plan recommendations when reenrolling a student in a public school. **A local school district may not maintain a standardized policy for all students returning from a juvenile justice program but place students based on their needs and their performance in the juvenile justice education program, including any virtual education options.**



Rule 6A-6.05281

⇒ (5) Transition Services and Progress Monitoring Plan

- (a) For each student in DJJ prevention, residential, or day treatment programs, an individual transition plan based on the student's post-release goals shall be developed, beginning upon a student's entry into the DJJ program. Key personnel relating to entry transition activities for students in juvenile justice programs include: the student; the student's parent(s), legal guardian(s), or caretaker(s); instructional personnel in the juvenile justice education program, DJJ personnel for students in residential programs; personnel from the post-release district; a certified school counselor from the program school district or program personnel who are responsible for providing guidance services under the supervision of the school district's guidance counselor; a registrar or a designee of the program district who has access to the district's Management Information System; and reentry personnel.

Entry Transition Services

- Key personnel relating to entry transition activities for students in juvenile justice programs include:
 - Student
 - Student's parent(s), legal guardian(s) or caretaker(s)
 - Instructional personnel in the juvenile justice education program
 - DJJ personnel for students in residential programs
 - Personnel from the post-release district
- Certified school counselor from the program school district or program personnel who are responsible for providing guidance services under the supervision of the school district's guidance counselor
- Registrar or a designee of the program district who has access to the district's Management Information System
- Re-entry personnel (5)(a).

Rule 6A-6.05281

⇒ (5) Transition Services and Progress Monitoring Plan

- (b) The transition plan must include:
 - 1. Services and interventions that are based on the student's assessed educational needs and post-release education plans.
 - 2. Services to be provided during the program stay and services to be implemented upon release, including, but not limited to, continuing education in secondary school, Career and Professional Education (CAPE) programs, postsecondary education, or career opportunities.
 - 3. The recommended educational placement for the student post-release from a juvenile justice program must be based on individual needs and performance in the juvenile justice programs.
 - 4. Specific monitoring responsibilities by individuals who are responsible for the reintegration and coordination of the provision of support services.

Rule 6A-6.05281

⇒ (5) Transition Services and Progress Monitoring Plan

- (c) An individual progress monitoring plan shall be developed within ten (10) school days of a student's entry into a DJJ prevention, residential, or day treatment program or no later than three (3) school days after the administration of the entry assessment. This plan shall be based upon the student's entry assessments and past educational history. The plan shall include:
 - 1. Specific, individualized academic and career objectives;
 - 2. Remedial strategies, as needed;
 - 3. Progress monitoring evaluation procedures; and,
 - 4. An implementation schedule for determining progress toward meeting the goals of academic and career objectives, including specific monitoring responsibilities. An ESE student's progress monitoring plan must be consistent with the student's individual educational plan (IEP).

Rule 6A-6.05281

⇒ (5) Transition Services and Progress Monitoring Plan

DOE Progress Monitoring Workgroup

Elements of monitoring plan

Streamlining of information

Accessibility

Rule 6A-6.05281

⇒ (5) Transition Services and Progress Monitoring Plan

- (d) Key personnel involved in re-entry transition activities for students returning to a school district must include the personnel described in paragraph (5)(a) of this rule, and a representative from the Department of Economic Opportunity Career Center in the post-release district. Re-entry counselors, probation officers, and additional personnel from the post-release district should be involved in transition planning to the extent practicable.

Exit Transition Services

Upon the student's exit from a commitment or day treatment program, the DJJ educational program staff shall forward an exit portfolio to the student's post release district that shall include, at a minimum:

- Transition plan
- Results of district and statewide assessments
- Progress monitoring plan
- 504 plan, English language learner plan, and IEP, if applicable
- Cumulative transcript
- A list of courses in-progress, with grade to date
- Any industry certifications earned
- Common assessment results
- High school equivalency results, if applicable (5)(e)

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Career and Professional Education Act: CAPE Overview

Sean Friend

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Education



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Statutory Framework

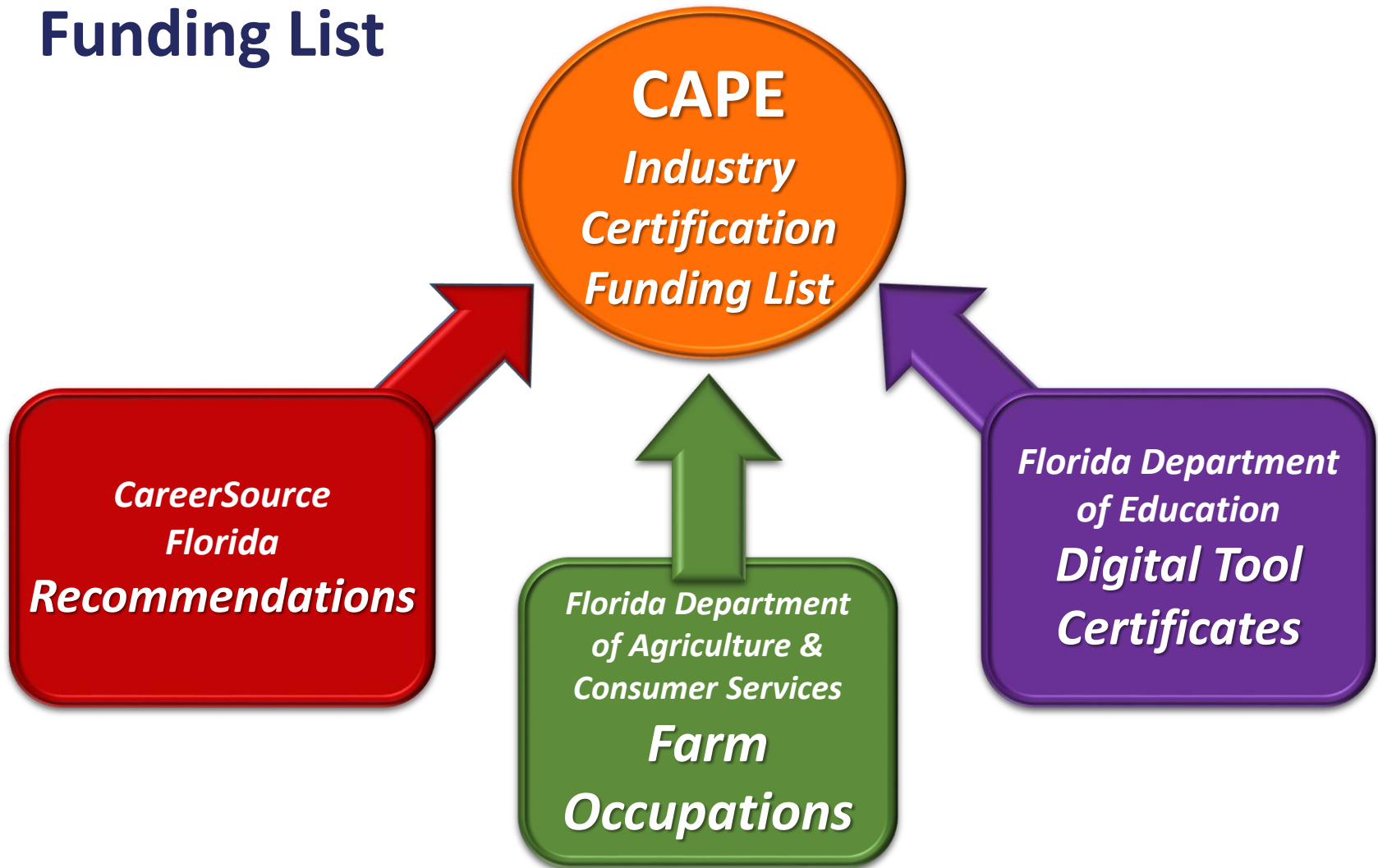
Florida Statutes and Rules

- s. 1003.4203 – Digital materials, CAPE Digital Tool certificates, and technical assistance
- s. 1003.491 – Florida Career and Professional Education Act
- s. 1003.492 – Industry-certified career education programs
- s. 1003.493 – Career and professional academies and career-themed courses
- s. 1003.4935 - Middle grades career and professional academy courses and career-themed courses
- s. 1008.44 – CAPE Industry Certification Funding List and CAPE Postsecondary Industry Certification Funding List
- s. 1011.62(1)(o) – Add-on FTE for industry certification in the FEFP
- [Rule 6A-6.0573 – Industry Certification Process](#)



CAPE Industry Certification Funding List

Pathways to the CAPE Industry Certification Funding List



Types of Certifications/Certificates on the CAPE Industry Certification Funding List

Listing on CAPE ICFL	Statute	Brief description
CAPE Digital Tool Certificates	s. 1003.4203(3) s. 1008.44(b)	<ul style="list-style-type: none"> For elementary and middle grades students Up to 15 certificates in the following areas: word processing; spreadsheets; sound, motion, and color presentations; digital arts; cybersecurity; coding Do not articulate for college credit
CAPE Industry Certifications	s. 1003.4203(4) s. 1008.44(a)	<ul style="list-style-type: none"> For students in Grades 6 through 12
CAPE Acceleration Industry Certifications	s. 1003.4203(5)(b) s. 1008.44(e)	<ul style="list-style-type: none"> Certifications with 15 or more college credit hours

Link to current CAPE Industry Certification Funding List:

<http://fldoe.org/academics/career-adult-edu/cape-secondary/cape-industry-cert-funding-list-current.stml>

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Adoption of the 2015-16 CAPE Industry Certification Funding List

- The 2015-16 CAPE Industry Certification Funding List was posted on August 1 at:
<http://www.fldoe.org/academics/career-adult-edu/cape-secondary/cape-industry-cert-funding-list-current.shtml>
 - Includes CAPE Industry Certifications, CAPE Acceleration Industry Certifications and CAPE Digital Tool Certificates
- Includes version requirements, work experience waivers, and funding weights based upon current articulation agreements
- Was approved by the State Board of Education on August 26 and effective on September 30

CAPE Industry Certification Funding List

- Includes the following information:
 - DOE Code
 - Certification/Credential Title
 - Issuing Organization/Provider
 - Indicator of new certification code
 - Primary Career Cluster
 - Type: CAPE Industry Certification, CAPE Acceleration Industry Certification, CAPE Digital Tool Certificate
 - Certification Version
 - Differentiated Waiver of Certification Requirements
 - Funding Weight

CAPE Digital Tool Certificates

- 2015-16 recommendations include 15 certificates
- The following additions/changes were made:
 - ADOBE801 – Adobe Certified Associate – Photoshop (CS5/CS6 versions)
 - IC3 Digital Literacy Certification (CERTI801) was split into three separate certificates:
 - IC3 - Computing Fundamentals (CERTI803)
 - IC3 - Key Applications (CERTI804)
 - IC3 - Living Online (CERTI805)



Rule 6A-6.0573, Industry Certification Process

Current Test Administration Procedures

- To report industry certifications, the following procedures must be followed for all written examinations:
 - Exam is not proctored by the individual providing the direct instruction for the industry certification or certificate, except under extremely limited conditions.
 - If only one individual is approved by the certifying agency as a proctor, the teacher may proctor the exams and must be independently monitored by a second individual who does not provide direct instruction for the industry certification content to the individuals taking the test(s).
 - Exam questions are delivered in a secure manner and paper-based tests are not available to the proctor for an extended period of time.
 - Exam is scored by certifying agency (cannot be scored by anyone at the district).
 - Exam is administered in accordance with the certifying agency procedures.
 - Exam must not have been administered more than 3 times during the academic year with a minimum of **20** days between test administrations.

Test Administration Procedures

- It is the district's responsibility to track the number of days between test administrations and the total test administrations.
- Certification exams administered that do NOT adhere to the required test administration procedures cannot be reported to the state for funding or any other purpose.
- Requirements apply to all written exams given.
- For non-CAPE Assessments, Licensures and Certifications, districts must adhere to the same test administration requirements in 2015-16.



Additional FTE Calculation in the Florida Education Finance Program (FEFP)

Section 1011.62(1)(o), F.S.

Funding Weights for 2015-16 FEFP

Listing on CAPE ICFL	Funding Weight
CAPE Digital Tool Certificates	<ul style="list-style-type: none"> 0.025 FTE per certificate earned by students in elementary and middle school grades
CAPE Industry Certifications	<ul style="list-style-type: none"> 0.2 FTE for certifications with statewide articulation agreements (up to 15 credits) 0.1 FTE for certifications without statewide articulation agreements
CAPE Acceleration Industry Certifications	<ul style="list-style-type: none"> 0.5 FTE for certifications that articulate for 15 to 29 college credit hours 1.0 FTE for certifications that articulate for 30 or more college credit hours
CAPE Innovation Courses	<ul style="list-style-type: none"> 0.3 FTE for student completion of the courses and the embedded certifications

**Calculation is based on 2014-15 Data Reporting*

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2015-16 FEFP – Estimated Value of Industry Certifications/Certificates/Courses

Type of Outcome	Funding Weight	Estimated Value (Base Student Allocation = \$4,154.45)
CAPE Digital Tool Certificate	0.025	\$103.86
CAPE Industry Certification without articulated credits	0.1	\$415.45
CAPE Industry Certification with up to 14 articulated credits	0.2	\$830.89
CAPE Innovation Course	0.3	\$1,246.34
CAPE Acceleration Industry Certification with 15 to 29 credits	0.5	\$2,077.23
CAPE Acceleration Industry Certification with 30 or more credits	1.0	\$4,154.45

What are the expenditures requirements for the funding?

- Each district must allocate at least 80 percent of the funds provided for industry certification, in accordance with this paragraph, to the program that generated the funds.
- This allocation may not be used to supplant funds provided for basic operation of the program.
- Teacher bonuses are required to be paid from these funds.

What are the requirements for teacher bonuses?

- School districts are required to distribute bonuses to each classroom teacher who provided direct instruction toward the attainment of an industry certification that qualified for additional full-time equivalent membership as follows:
 - \$25 for an industry certification with a weight of 0.1
 - \$50 for an industry certification with a weight of 0.2, 0.3, 0.5, or 1.0
- Teacher bonuses are not required for CAPE Digital Tool Certificates.

What are the requirements for teacher bonuses? (cont.)

- Bonuses must be provided to teachers who are employed by the district in the year in which the additional FTE membership calculation is included in the calculation.
- Any bonus awarded to a teacher may not exceed \$2,000 in any given school year and is in addition to any regular wage or other bonus the teacher received or is scheduled to receive.
- All teachers whose instruction leads to the industry certification attainment must receive the bonus.
 - Bonus is not pro-rated among the eligible teachers.



Registrations for Career-themed Courses and Academies

Rule 6A-6.0573, F.A.C.

Registering Career-themed Courses

- Districts are required to annually register the career-themed courses (CTCs) that meet the requirements of s. 1003.493, F.S.
- Superintendents certify that each CTC meets all of the requirements in statute.
- A list of all registered CTCs are published as **Appendix FF** in the K-12 database dictionary.

Registering Academies

- Superintendents certify that each registered high school and middle school academy meets all of the requirements in statute.
- Registration process creates a 3-digit identifier for the academy
 - This identifier is used to identify students enrolled in the academy and reported in Surveys 2, 3, and 5
- Academies must be re-registered each year.
- A list of all registered academies are published as **Appendix Y** in the K-12 database dictionary.
- **Registration of an academy does not qualify students for funding.**



Resources and Contact Information

Web Resources

DOE Website – CAPE Act

- <http://www.fldoe.org/academics/career-adult-edu/cape-secondary/>
- CAPE Industry Certification Funding List and the Career and Professional Academy/career-themed course registration sites are available here.

CareerSource Florida – CAPE Act Site

- <http://careersourceflorida.com/cape/>

Rule 6A-6.0573, F.A.C.-- Industry Certification Process

- <https://www.flrules.org/gateway/ruleNo.asp?id=6A-6.0573>

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