



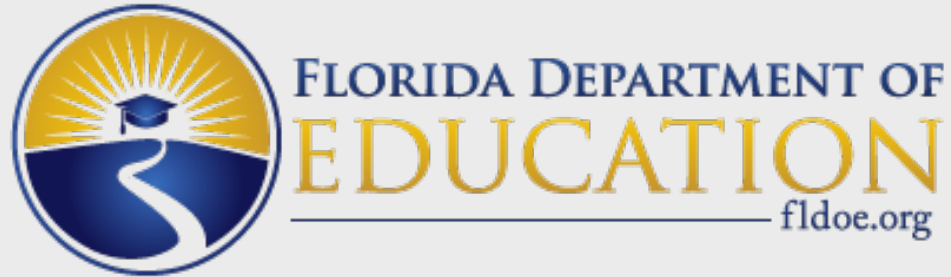
# DJJ Bimonthly Conference Call November 9, 2016

**Dr. Curtis Williams**

**Carla Greene, M.S.**



[www.FLDOE.org](http://www.FLDOE.org)



# Welcome and DJJ Spotlight: Program Recognition

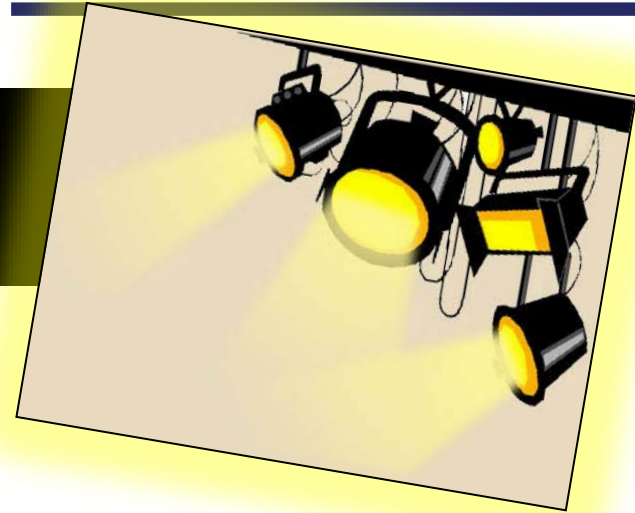
**Dr. Curtis Williams**

## **DJJ Spotlight: Program Recognition**

**Challenge Juvenile Residential Facility/Eckerd Youth  
Challenge Program, Brooksville**

**Education Administrator: Chief Joey Nice**

**[JNice@eckerd.org](mailto:JNice@eckerd.org) 352-799-5621**



- Kicked off the new school year with a Spelling Bee. 46 of the 60 students participated! The top three spellers were treated to lunch at Golden Corral.
- Graduated first 5 students from new C-Tech program. With the addition of the C-tech certification, students are now able to earn up to 4 nationally recognized industry certifications while in the program.
- Since August, 5 students earned a State of Florida Diploma by passing the GED®. Two of those students are now enrolled in college courses.

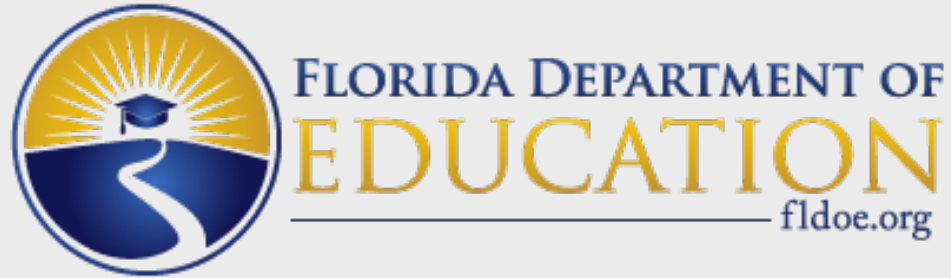
## DJJ Spotlight: Program Recognition



- Based on a previous project in partnership with the Center for Educational Excellence in Alternative Settings (CEEAS) called “Sending Some Love”, the students participated in a book project to record children’s books. The students rehearsed with staff members and then recorded themselves reading the book. The recordings and the books were then wrapped and sent home for their children or family members to enjoy.

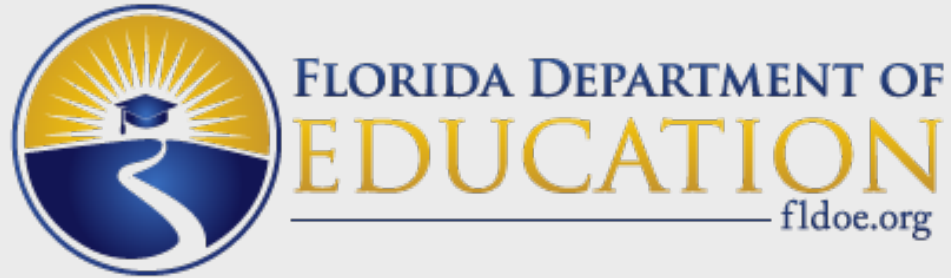


- In conjunction with the Very Special Arts (VSA) organization, 2 groups had a wonderful opportunity to meet with Sidiki Conde. This very inspirational speaker is the star of the film titled “You Don’t Need Feet to Dance.” After sharing his story of losing use of his legs to polio at age 14 and the many obstacles he has overcome, Sidiki taught the boys some dancing and songs from his native country of Guinea (picture to the left).



# Announcements and Reminders

**Carla Greene, M.S.**



# Career-themed Course Registration and CAPE Technical Assistance Paper

# Career-Themed Course Registration Reminder

School districts are annually required to register career-themed courses offered in secondary school as well as high school and middle school career and professional academies. Industry certifications earned in career-themed courses are eligible for additional full-time equivalent (FTE) membership in the Florida Education Finance Program (FEFP) calculation.

## Career-themed Course Registration:

- 2016-2017 Registration is open October 16 – November 30, 2016; registration update windows in February and August 2017.

## Resources:

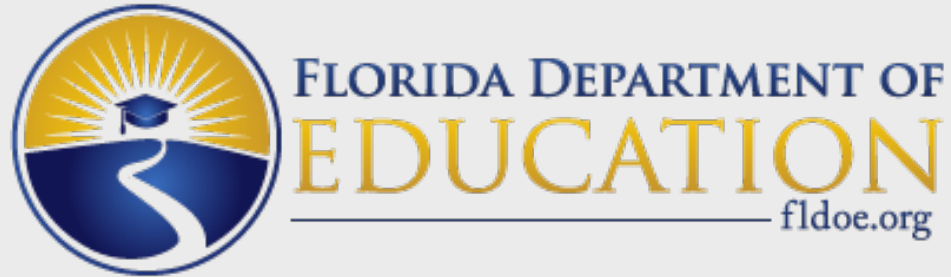
- Cape Monthly Planning Calendar - [http://www.fldoe.org/core/fileparse.php/8904/urlt/CAPE\\_Monthly-Planner.pdf](http://www.fldoe.org/core/fileparse.php/8904/urlt/CAPE_Monthly-Planner.pdf)
- For information about the registration process, please email [industrycertification@fldoe.org](mailto:industrycertification@fldoe.org)
- CAPE Act Technical Assistance Paper - <http://www.fldoe.org/core/fileparse.php/5398/urlt/cape-act-techassist.pdf>

# Technical Assistance Paper

**COMING  
SOON**

## Career and Professional Education (CAPE) Plan – Juvenile Justice Program Types





# Performance Based-Exit Option Model

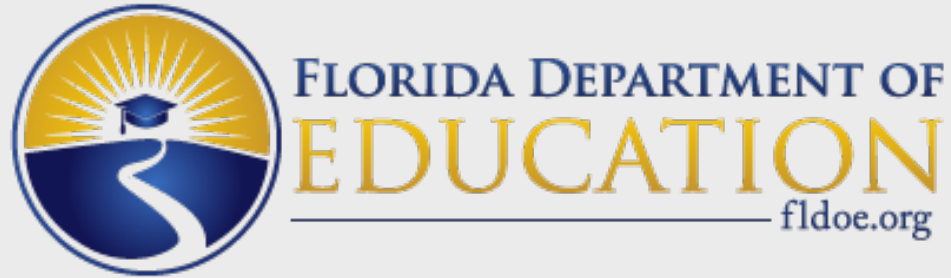
# Performance-Based Exit Option Model Registration

- Formerly known as GED® Exit Option.
- School districts **must apply and be approved** by the Florida Department of Education in order to implement the Performance-Based Exit Option Model at all school sites.
- One application from each school district is due every two years and within this application is a listing of all schools that are utilizing the Performance-Based Exit Option Model. The last submission was in 2014. **The new application will be due in December of this year (2016).**

# Performance-Based Exit Option Model

## Clarification from September 2016 Bimonthly Conference Call. The Performance-Based Exit Option Model was:

- **Not** presented as DOE's **preferred** diploma option for juvenile justice students.
- Presented as an option that must meet all of the requirements of Rule 6A-6.0212, Florida Administrative Code (F.A.C.) in order to offer the option.
- Presented as a mandatory option that must be offered in accordance with Section 1003.52(3)(a), Florida Statutes (F.S.)
- Presented as a reminder that diploma options should be based on each student's individualized educational needs.



# Professional Development Opportunities



PERSONNEL DEVELOPMENT  
**PORTAL**

Independent study courses designed to provide high-quality professional development to Florida educators to increase their ability to respond to the needs of students with disabilities.

[pdportal.florida-ese.org](http://pdportal.florida-ese.org)

- Funded by the Bureau of Exceptional Education and Student Services, Florida Department of Education
- Developed by the Personnel Development Support Project at the Florida Center for Interactive Media at Florida State University

#### ANALYZING DATA FOR GRADUATION SUCCESS

Provides instruction on the use of early warning system (EWS) data to increase the likelihood of on time graduation and post-school success of students, including accessing and using data to determine which students require interventions.

suggested inservice pts. 4

#### ENGLISH LANGUAGE LEARNERS

Provides speech/language pathologists, occupational therapists, and physical therapists information to ensure that ELL students receive appropriate delivery of services per the requirements under the Florida Consent Decree.

suggested inservice pts. 18

#### GRADUATION REQUIREMENTS

Describes the various high school completion options available to public school students in Florida. Specific emphasis is placed on options for students with disabilities.

suggested inservice pts. 3

#### INTRODUCTION TO MTSS

Provides overview of Multi-Tiered System of Supports, describes the critical components of multi-tiered instruction and intervention for academics and behavior, describes the problem-solving process and how it used to make data-based decisions, and discusses how an MTSS relates to special education eligibility and processes.

suggested inservice pts. 5

#### JOB DEVELOPMENT

Introduces transition staff to strategies for developing jobs for students with disabilities.

suggested inservice pts. 3

#### LANGUAGE READING CONNECTION

Provides in-depth information, opportunities for practice and application, and resources to school-based speech/language pathologists.

suggested inservice pts. 5

#### MIDDLE GRADES 5-9 ONLINE CONTENT REVIEW

These four modules that provide educators an overview of the content, competencies and skills tested on the Florida Middle Grades 5-9 English, Mathematics, General Science, and Social Science educator certification exam.

suggested inservice pts. 15 (each)

#### TEACHING STUDENTS WITH DISABILITIES IN THE FINE ARTS

Provides introductory information for educators of music, dance, theatre, and visual arts about the foundations of exceptional student education in Florida, provision of services, and appropriate instructional practices for students with disabilities.

suggested inservice pts. 20

#### UNIVERSAL DESIGN FOR LEARNING K-12

Provides teachers with information about the foundations and essential components of the Universal Design for Learning (UDL) framework, as well as strategies, and tools related to designing lesson plans within a UDL framework.

suggested inservice pts. 5

#### COMING SOON, COURSES RELATED TO:

- School Leadership
- Secondary Transition
- Students with Reading Difficulties
- Deaf/Hard-of-Hearing

Contact your school district's professional development office BEFORE beginning a course to verify the requirements for inservice credit.



## Professional Development Alternatives Online Modules

[www.fl-pda.org](http://www.fl-pda.org)

*High-quality online content and activities. Available statewide and free to Florida educators. Classroom-related assessment tasks. Designed to assist educators with responding to the various instructional and behavioral needs of each individual learner in order to maximize achievement for all students. Facilitated modules provide ongoing collaboration with colleagues and expert facilitators.*

Many of the PDA modules support the recertification requirement of 20 hours in teaching students with disabilities, however, each school district or private school agency determines which modules satisfy the content requirement for their employees. FDLRS reports inservice credits to school districts and private school agencies through their approved Master Inservice Plan (MIP) or its equivalent. It is the responsibility of educators who are not employed to ensure, prior to registration, that a district or agency will submit their inservice credits to FDOE.

<p><b>Facilitated Modules 60 inservice credits</b></p> <ul style="list-style-type: none"> <li>Assessment &amp; Evaluation</li> <li>Foundations of Exceptional Education</li> <li>Instructional Practices</li> <li>Language Development &amp; Communication Skills</li> <li>PBS Understanding Student Behavior</li> <li>Transition</li> <li>Differentiating Reading Instruction for Students <i>(Awards credit for Competency 4 of the FL Reading Endorsement)</i></li> </ul>	<p><b>Facilitated Modules 20 inservice credits</b></p> <ul style="list-style-type: none"> <li>Introduction to Differentiating Instruction</li> <li>Engaging Learners through Informative Assessment</li> <li>Technology for Student Success: An Introduction</li> <li>Technology for Student Success: Assistive Technology</li> </ul> <p><b>Facilitated Modules 10 inservice credits</b></p> <ul style="list-style-type: none"> <li>Technology for Student Success: Tools to Support Reading Comprehension</li> </ul>	<p><b>Independent Study Modules 20 inservice credits</b></p> <ul style="list-style-type: none"> <li>Effective Teaching Practices for Student with Disabilities: Focusing on the Content Areas <b>NEW</b></li> <li>Teaching Students with Disabilities</li> <li>Positive Behavior Intervention Supports <b>NEW</b></li> </ul>
<p><b>Facilitated Modules 30 inservice credits</b></p> <ul style="list-style-type: none"> <li>Differentiating Mathematics Instruction</li> <li>Differentiating Science Instruction</li> <li>Interpersonal Interactions and Participation</li> <li>SIM-EPD Concept Mastery Routine</li> <li>SIM-EPD Unit Organizer Routine</li> </ul>	<p><b>Facilitated Modules 5 inservice credits</b></p> <ul style="list-style-type: none"> <li>Matrix of Services</li> <li>Surrogate Parent</li> </ul>	<p><b>Independent Study Modules 10 inservice credits</b></p> <ul style="list-style-type: none"> <li>Battelle Developmental Inventory - 2<sup>nd</sup> Edition <b>NEW</b></li> <li>Inclusive Practices for the Developmentally Appropriate Pre-K Classroom <b>NEW</b></li> </ul>
		<p><b>Independent Study Modules No inservice credits</b></p> <ul style="list-style-type: none"> <li>Elementary K-6 Online Content Review Module</li> </ul>
		<p><b>Independent Study Modules</b> <a href="http://pdportal.florida-ese.org/">http://pdportal.florida-ese.org/</a> <i>(optional inservice credits available)</i></p> <ul style="list-style-type: none"> <li>Middle Grades 5-9 Online Content Review Module</li> </ul>

Professional Development Alternatives is coordinated through Florida Diagnostic and Learning Resources System (FDLRS) Network and currently provides 26 facilitated and independent virtual professional learning opportunities throughout the state.



# New Opportunity: Florida - Center for Educational Excellence in Alternative Settings (FL-CEEAS) Fellowship

The DJJ Office of Education is partnering with CEEAS to offer a professional development opportunity for DJJ Lead Educators/Principals at residential DJJ programs who are interested in becoming stronger leaders and learning from peers in similar roles across the state. The FL-CEEAS Fellowship:

- Five-month program
- Includes intensive support for Principal Fellows by CEEAS coaches and peer Principals.
- Applications are due by midnight on Friday, November 18, 2016.
- If interested, contact Julie Orange at [julie.orange@djj.state.fl.us](mailto:julie.orange@djj.state.fl.us) for information regarding eligibility, application, selection and timelines .

Contact Information:

Julie Orange

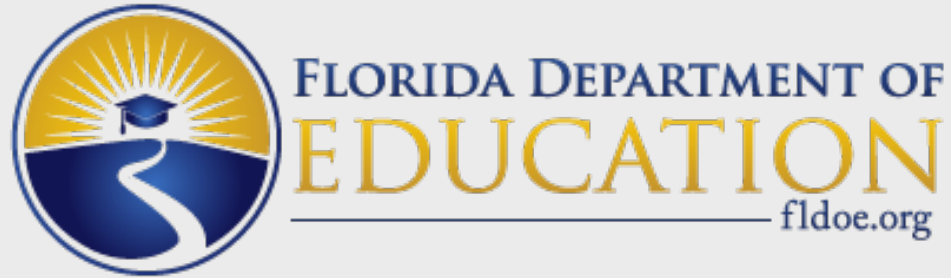
Director of Education

Department of Juvenile Justice

Office: 850-717-2708

[Julie.Orange@djj.state.fl.us](mailto:Julie.Orange@djj.state.fl.us)





# FDOE Juvenile Justice Education Website

[www.FLDOE.org](http://www.FLDOE.org)

# Where to Find Juvenile Justice Education on the FDOE Website



- Assessments
- Career & Adult Education
- College & Career Planning
- Courses
- English Language Learners
- Exceptional Student Education**
- Graduation Requirements
- Standards & Instructional Support



# NOVEMBER

## FAMILY ENGAGEMENT MONTH

# Where to Find Juvenile Justice Education on the FDOE Website

## EXCEPTIONAL STUDENT EDUCATION

BEES Resource & Information

Data & Accountability

Dispute Resolution

Early Education & Pre-Kindergarten

ESE Eligibility

Gifted Education

Grants/Discretionary Projects

Juvenile Justice Education

Military Family Resources

Monitoring/ESE Policies & Procedures

## Exceptional Student Education

The Bureau of Exceptional Education and Student Services administers programs for students with disabilities. Additionally, the bureau coordinates student services throughout the state and participates in multiple inter-agency efforts designed to strengthen the quality and variety of services available to students with special needs.

### Our Mission

The mission of exceptional student education in Florida, a committed alliance for the development of the unique gifts of each exceptional person, is to ensure the achievement of each and every individual's extraordinary purpose by expanding opportunities through collaboration of families, professionals, and communities who guarantee the highest expectations and individual success.

For easier site navigation, please make use of our new [BEES Website Map](#) (PDF).

### Topics of Special Interest

- **New!** [2016-17 Auditory-Oral Education Grant Request for Proposal](#) (PDF)
- **New!** [Annual State Application for IDEA, Part B - FY 2016](#) (PDF): In order to receive a grant under Part B of the Individuals with Disabilities Education Act (IDEA), states must submit an application annually. The public participation requirements relevant to Part B are set forth in the Part B regulations at 34 CFR 300.165 and in section 441(b)(7) of the General Education Provisions Act (GEPA). States are required to make the Part B Application available to the public for a period of at least 30 days. Florida's Part B Application will be available to the public through the Florida Department of Education, Bureau of Exceptional Education and Student Services Web site at <http://www.fldoe.org/academics/exceptional-student-edu/index.html>. Comments will be accepted between March 4, 2016, and April 4, 2016. Comments may be submitted in writing to Leanne Grillot or Heidi Metcalf, Bureau of Exceptional Education and Student Services, 325 West Gaines Street, Suite 614, Tallahassee, Florida 32399; via email at [Leanne.Grillot@fldoe.org](mailto:Leanne.Grillot@fldoe.org) or [heidi.metcalf@fldoe.org](mailto:heidi.metcalf@fldoe.org), or via fax at 850-245-0953.

# Juvenile Justice Education Website Updates

## Juvenile Justice Education

Florida law authorizes educational services in Department of Juvenile Justice (DJJ) programs (s. 1003.52, F.S.) to ensure that all eligible students receive a high-quality education designed to meet their unique needs. The Florida Department of Education (FDOE) acts as the lead agency for the educational component in these programs and sets standards for curriculum and other support services. FDOE is committed to providing leadership to the students in DJJ programs with an overall objective of equipping them with skills necessary for continued education and employment.

### Contacts

- [Dr. Curtis Williams](#), Juvenile Justice Education Program Director
- [Carla Greene](#), M.S., Juvenile Justice Liaison
- [DJJ Transition Representatives](#) (PDF)
- [DCC](#) (PDF)
- [District Contract Manager](#) (PDF)
- [DJJ Program Contact List](#) (PDF)



Contacts: updated monthly. Please notify [carlagreene@usfsp.edu](mailto:carlagreene@usfsp.edu) of any updates.

### DJJ Annual Report

The DJJ Annual Report provides information regarding the progress made toward developing effective educational programs. The report consists of recommendations for system improvement, legislated requirements of DJJ and DOE, profiles of students in DJJ and other dropout prevention programs, student outcomes, and funding of educational programs.

- [Developing Effective Education in the Department of Juvenile Justice, Annual Report 2013-2014](#) (PDF)
- [Developing Effective Educational Programs in Department of Juvenile Justice and Other Dropout Prevention Programs, Annual Report 2012-2013](#) (PDF)
- [Developing Effective Educational Programs in Department of Juvenile Justice and Other Dropout Prevention Programs, Annual Report 2011-2012](#) (PDF)

# Juvenile Justice Education Website Updates

## State Laws and Regulations

The Florida Statutes (F.S.) and Florida Administrative Code (F.A.C.) rule referenced below are specific to DJJ Education.

- [s.1001.31, F.S., Scope of district system](#)
- [s.1003.51, F.S., Other public educational services](#)
- [s. 1003.52, F.S., Educational services in Department of Juvenile Justice programs](#)
- [s. 985.622, F.S., Multiagency plan for career and professional education \(CAPE\)](#)
- [Rule 6A-6.05281, F.A.C., Educational Programs for Students in Department of Juvenile Justice Detention, Prevention, Residential, or Day Treatment Programs](#)

## Resources

- [Frequently Asked Questions on Common Assessment](#) (PDF)
- [July 13, 2012 Juvenile Justice Education Webinar: Common Assessment](#) (PDF)
- [DPS: 2011-03 -- Information on General Educational Development, and Education Programs](#) (PDF)
- [DPS: 2010-157: Technical Assistance for the Performance-Based Exit Option for Students in Department of Juvenile Justice Programs](#) (PDF)
- [DPS: 2010-155: Technical Assistance for Rule 6A-6.05281, Educational Programs for Youth in Department of Juvenile Justice Programs](#) (PDF)
- [DPS: 2010-131: Technical Assistance for Use in Department of Juvenile Justice Programs](#) (PDF)
- [Transition Guidebook for Students in Department of Juvenile Justice Programs](#) (Word)
- [Report to the Legislature: No Child Left Behind in Juvenile Justice Education](#) - February 2005 (PDF)
- [Juvenile Justice Cooperative Agreements and Education Service Contracts](#) (PDF)
- [Florida Virtual School in Juvenile Justice Education Programs](#)(PDF)



# Juvenile Justice Education Website Updates

## DJJ Bimonthly Conference Call

The DJJ Bimonthly Forum is a webinar designed to offer technical assistance to educators, faculty, and staff in DJJ programs. The webinars are co-facilitated by Program Director, and Carla Greene, M.S., Juvenile Justice Liaison. For more information on the Bimonthly Conference Call, please contact [Carla Greene](#)

- **Presentations and Handouts**

Previous presentations and handouts will be available at this link in the future.

## Effective Strategies and Student Engagement Institute Conference

The Effective Strategies and Student Engagement Institute is an annual conference sponsored by the Florida Department of Education. The major goal of the conference is to bring together partners and key stakeholders with Department of Juvenile Justice Education, Dropout Prevention, and School Attendance to help strengthen existing programs, to provide up to date professional development, and to facilitate access to resource development. For information on the dates and location of the next conference, please visit the [Workshops and Conferences](#) page managed by the [Bureau of Family and Community Outreach](#).



# Title 1 Neglected and Delinquent – Survey 9

## **Title 1- Neglected & Delinquent Survey 9 Reminder**

- LEAs have until December 9, 2016 to select the best 30-day count window for each of their delinquent facilities.
- December 9, 2016 is the due date for Survey 9.



## Survey 9

- LEAs should select the best 30-day count window for each facility
- One of the days must be in the month of October

SEPTEMBER

S	M	T	W	T	F	S
		2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29



County Jail



DJJ Detention  
[www.FLDOE.org](http://www.FLDOE.org)



DJJ Commitment

## Survey 9

# The Effects of Hurricanes on the Annual Count Window

Florida has experienced two major hurricanes during the Survey 9 Count Window



- Some DJJ facilities may have had to evacuate to other facilities outside of the LEAs in which they are located.
- LEAs who temporarily lost students as a result of the evacuation should consider selecting count windows outside of the storm date ranges
- LEAs with DJJ facilities that served as shelters should consider the influx of students when selecting their count windows.

# Contact Information for Title 1, Neglected and Delinquent Inquiries

## Melvin Herring

Program Director, Title I, Part D and Title VI  
Bureau of Federal Educational Programs  
Florida Department of Education

[melvin.herring@fldoe.org](mailto:melvin.herring@fldoe.org)

Phone: 850-245-0684

Fax: 850-245-0697

## Alvita Howard

Program Specialist IV, Title I, Part D and Title VI  
Bureau of Federal Educational Programs  
Florida Department of Education

[Alvita.Howard@fldoe.org](mailto:Alvita.Howard@fldoe.org)

Phone: 850-245-9442

Fax: 850-245-0697

# Requesting Feedback for DJJ Bimonthly Calls

**Please email the following to Carla Greene:**

- Program highlights to be recognized for the DJJ Spotlight
- Compliance – areas that need to be clarified
- Hot Topics – areas of interest to be addressed

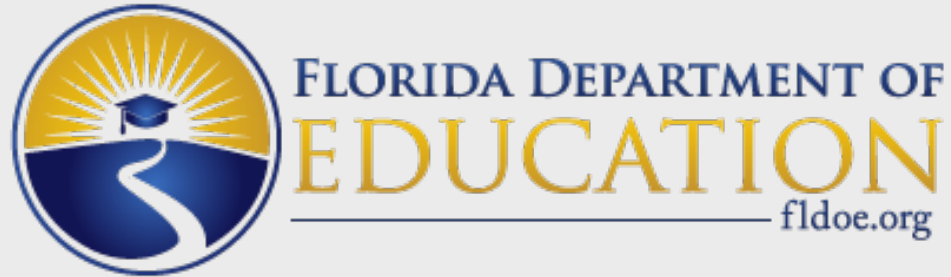
Carla Greene, M.S.

Project 10: Transition Education Network

DOE DJJ Liaison

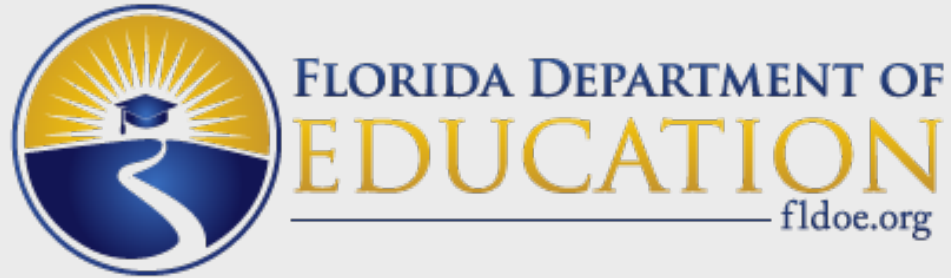
850-528-6720

[carlagreene@usfsp.edu](mailto:carlagreene@usfsp.edu)



# Compliance Reminders

Dr. Curtis Williams



# Progress Monitoring Plan

## Rule 6A-6.05281, F.A.C.

### (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.

## Rule 6A-6.05281, F.A.C.

### (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, F.A.C. (5)(c)

### **Progress Monitoring Plan (PMP):**

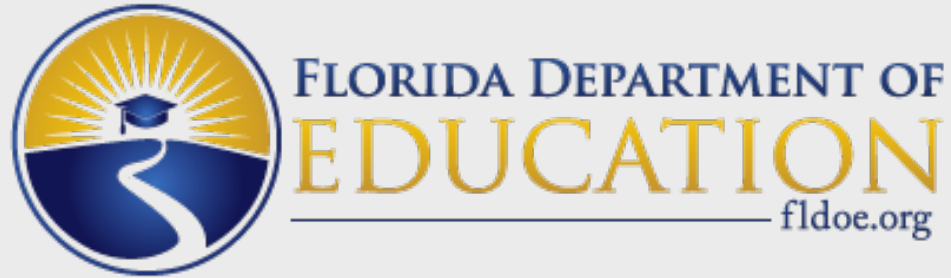
- Developed within 10 school days of a student's entry or no later than 3 schools days after the administration of the entry assessment
- Based upon the student's entry assessments and past educational history
- Include:
  - Specific, individualized academic and career objectives;
  - Remedial strategies, as needed;
  - Progress monitoring evaluation procedures; and
  - An implementation schedule for determining progress.

## PMP Template Developed by Workgroup

A PMP template is available for all DJJ programs; however, it is not a required **template**. Programs can customize the template to meet the needs of their program or develop their own PMP Template. Templates must meet the requirements of Rule 6A-05281 (5)(c), F.A.C.

Contact [carla.greene@usfsp.edu](mailto:carla.greene@usfsp.edu) for copies of the following templates:

1. PMP "Access" Database
2. PMP Face Sheet - PDF for those who do not have "Access"
3. PMP Goals - PDF for those who do not have "Access"



# Timely Transfer of Records

## Timely Transfer of Records

Rule 6A-6.05281, F.A.C.

(3)(c) Transfer of Educational Records. Each school district shall transfer records of students entering or exiting DJJ programs as provided in subsections 6A-1.0955(7) and 6A-1.0014(2), F.A.C. Each school district shall provide students' educational records immediately upon request and no later than five (5) school days after the receipt of the request.

**Recommended Best Practice:**

**Exit portfolio sent to school district transition contact at least 3-5 days prior to student's release.**

# Exit Transition Services

Rule 6A.05281(5)(e), F.A.C

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)

Suggested Items for Students with Disabilities or 504 Plan:

- Vocational Rehabilitation (VR) Eligibility Letter
- Agency for Persons with Disabilities (APD) Eligibility Letter

Curtis Williams, Ph.D.  
DOE Educational Program Director

325 West Gaines Street, suite 614

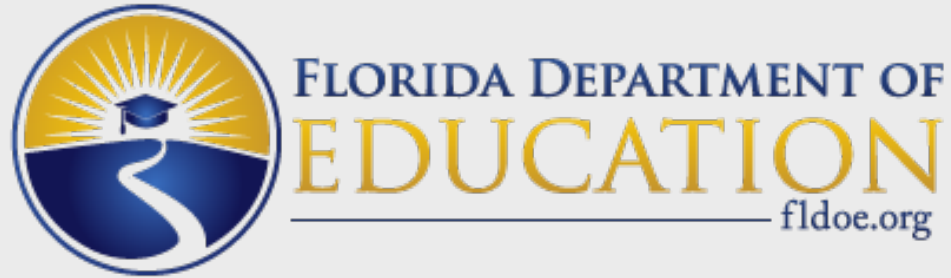
Tallahassee, Florida 32399

850-245-0475

[curtis.williams@fldoe.org](mailto:curtis.williams@fldoe.org)



# DJJ EDUCATION HOT TOPICS



# Common Assessment Frequently Asked Questions

Dr. Curtis Williams  
Carla Greene, M.S.



# Florida Common Assessment New/Final Forms

- The new/final forms of the Florida Common Assessment for Mathematics and the Florida Common Assessment for English Language Arts was released on Tuesday, November 1, 2016.
- No additional user training is required. Proctors and students will continue to access the system and the new forms the same way being used now.

## Transition to the New/Final Forms

- Pursuant to s. 1003.51(2)(g), F.S., all students (DJJ prevention, day treatment, and residential) who are required to take the common assessment must have an entry and exit assessment.
- Programs are not required to re-test all students beginning November 1, 2016; however, any students that do not have an entry and exit assessment with the new/final forms of the common assessment will NOT be included in the data for the accountability measure. This should be a school district decision.

# Frequently Asked Questions on the Juvenile Justice Education Common Assessment

## Definitions:

- **“Common Assessment”** means the assessment required by s. 1003.52 (3)(b), F.S., to be administered to students entering and exiting Department of Juvenile Justice education programs.
- **“New Common Assessment”** means the finalized version of the Florida Common Assessment for Mathematics and the Florida Common Assessment for English Language Arts released on November 1, 2016.
- **“Department of Juvenile Justice (DJJ) education program”** means a program operated by or under contract with the Department of Juvenile Justice that provides educational services to students receiving prevention, day treatment, and residential commitment services.
- **“Student”** means an individual who is required to take the common assessment and who is enrolled in a DJJ program required to administer the common assessment. Each student shall be identified by a unique “DJJ ID”.
- **“CA System”** means the Common Assessment System or the assessment delivery and information management system (<https://floridajjca.com>) managed by WIN Learning, the provider under contract with the Department of Education to support the development and delivery of the common assessment.
- **“JJIS”** means the Juvenile Justice Information System (JJIS) managed by DJJ.

# Frequently Asked Questions on the Juvenile Justice Education Common Assessment

## Which students in DJJ residential programs should be administered the common assessment?

ALL students in DJJ residential programs who have not graduated from school or filed a notice of intent to terminate school enrollment shall be administered the common assessment. The student must first be properly entered in JJIS, assigned a JJIS DJJ identification number and assigned to a program in JJIS.

# Frequently Asked Questions on the Juvenile Justice Education Common Assessment

**Which students in DJJ prevention and day treatment programs should be administered the common assessment?**

All students who have been entered in JJIS, assigned a DJJ identification number and assigned to a program in JJIS.

# Frequently Asked Questions on the Juvenile Justice Education Common Assessment

**Should students in detention centers be administered the common assessment?**

No. Only students in prevention, day treatment and residential programs should be administered the common assessment.

## Frequently Asked Questions on the Juvenile Justice Education Common Assessment

**If a student is placed in a DJJ program having already earned a Standard High School Diploma, State of Florida Diploma (GED<sup>®</sup>), State of Florida High School Performance-Based Diploma or Certificate of Completion, is the common assessment still required?**

No.

## Frequently Asked Questions on the Juvenile Justice Education Common Assessment

**If a student takes the common assessment upon entry, but earns a Standard High School Diploma, State of Florida Diploma (GED<sup>®</sup>), State of Florida High School Performance-Based Diploma or Certificate of Completion while in the program, is the exit common assessment required?**

No.



# Frequently Asked Questions on the Juvenile Justice Education Common Assessment

## How are the students enrolled to take the common assessment?

- All CA System student enrollment information/records originate from JJIS.
- Student enrollment records are electronically created/updated in the CA System automatically the day after a student is entered/updated in a DJJ program in JJIS.
- Students are enrolled / appear in the CA System as the students are entered / appear in JJIS.

# Frequently Asked Questions on the Juvenile Justice Education Common Assessment

## What if the student information (i.e. name or DJJ ID) does not appear in the CA System or is not correct in the CA System?

The DJJ program should **immediately** contact the Provider Case Manager or Juvenile Probation Officer (JPO) to enter and/or correct the student information in JJIS. If not a routine update, it may take several days to research and resolve the change. To help expedite resolution, the DJJ Program should also email WIN customer service ([customerservice@floridajjca.com](mailto:customerservice@floridajjca.com)) with the following: the name of the program, name of the student and brief description of the issue. The update will appear in the CA System one day **after** the change is made in JJIS.

# Frequently Asked Questions on the Juvenile Justice Education Common Assessment

## What are the procedures for administering the common assessment?

- Programs will administer the “new” common assessment to any student who enters the DJJ program beginning on November 1, 2016 who will or should be enrolled in K-12 education.
- Entry assessments shall be administered within 10 days of initial placement into the program.
- Exit assessments are required for all students who have spent at least 40 school days or more in the program. The exit assessment should be administered as close to the student’s exit as possible.

# Frequently Asked Questions on the Juvenile Justice Education Common Assessment

**What if a student exited the program, but still appears in the current list of students in the CA System?**

At this time, students who have exited will still appear in the current list of students in the CA System.

# Frequently Asked Questions on the Juvenile Justice Education Common Assessment

**Do the common assessment results transfer with the student if there is a program change?**

No. The student will need to be administered the common assessment when enrolled in a new DJJ program, even if the student transferred from another DJJ program.

# Frequently Asked Questions on the Juvenile Justice Education Common Assessment

## What are the implications of using the “Exit and Discard” feature?

If the “Exit and Discard” feature is used, the entire assessment is deleted and the dashboard will not indicate a partial score or attempt. No data will be maintained for this assessment and WIN will be unable to retrieve the data if this feature is used. It should only be used in extreme measures. If the “Exit and Discard” feature is used, the program is encouraged to administer the assessment again to meet the assessment requirements.

# Frequently Asked Questions on the Juvenile Justice Education Common Assessment

## How are the assessments aligned to the FSA and Algebra 1 EOC?

The Florida Common Assessment for Mathematics (CA Math) and the Florida Common Assessment for English Language Arts (CA ELA) are designed to benchmark student level learning gains between entry to and exit from a DJJ education program. New common assessment instruments for Math and for ELA were developed and field tested in early 2016 and officially released for use November 1, 2016.

# Frequently Asked Questions on the Juvenile Justice Education Common Assessment

## How are the assessments aligned to the FSA and Algebra 1 EOC? (continued)

The new CA Math is aligned to the *Mathematics Florida Standards (MAFS)* approved by the Florida State Board of Education on February 18, 2014. The CA Math reflects the foundational expectations of what all students should know and be able to do to satisfy current mathematics requirements for high school graduation. As a result, the items are directly aligned to the core foundational Algebra I *MAFS* for grades 6 – 7 – 8 and the grade 9 *MAFS* covered by the Algebra I end of course exam.



# Frequently Asked Questions on the Juvenile Justice Education Common Assessment

## How are the assessments aligned to the FSA? (continued)

The new CA ELA is aligned to the *Language Arts Florida Standards (LAFS)* approved by the Florida State Board of Education on February 18, 2014. The CA ELA reflects the foundational expectations of what all students should know and be able to do to satisfy current language arts informational text requirements for high school graduation. As a result, the items are directly aligned to the core informational text *LAFS* for grades 7 – 8 – 9 /10.

For more information, refer to the Florida Common Assessment Blueprints posted on the CA System. <https://floridajjca.com/Admin/Resources>

# Frequently Asked Questions on the Juvenile Justice Education Common Assessment

## How will student scores be reported?

Student performance will be reported as a raw score including information on how students performed on each content standard. After a sufficient number of students statewide have taken both an entry and exit assessment, data will be analyzed to determine how best to determine and report growth. This process is expected to be completed by early 2017.

# Frequently Asked Questions on the Juvenile Justice Education Common Assessment

## How can a program use the assessment results to determine meaningful growth?

On / about December 2016, the CA System will feature a new diagnostic report to support the development of each student's individualized transition plan and progress monitoring plan upon entry. The report summarizes student-specific assessment results including the number of items the student answered correctly or incorrectly by standard, instead of achievement levels or grade level equivalency. The report automatically updates after each assessment is scored and may be viewed or downloaded as a PDF from the CA System by authorized program administrators and teachers.

# Frequently Asked Questions on the Juvenile Justice Education Common Assessment

**Is there a paper-based version of the computer-based common assessment available?**

No.

# Frequently Asked Questions on the Juvenile Justice Education Common Assessment

## What are the allowable accommodations for the common assessment?

Accommodations for the common assessment should be the same or similar to what the student typically uses to learn and perform tasks in the classroom setting. Testing with accommodations must be documented in the student's IEP or Section 504 plan.

# Frequently Asked Questions on the Juvenile Justice Education Common Assessment

## What are the allowable accommodations for the common assessment? (continued)

Most commonly used allowable accommodations for the common assessment:

- Oral Presentation
  - ✓ Mathematics – Directions, test questions and answer choices presented orally
  - ✓ ELA – Directions, test questions and answers choices only. Reading passages may not be presented orally.
- Extended time must be offered in accordance with the student’s IEP or Section 504 plan. Extended time is not unlimited time. Extended time should align with the accommodation used regularly in the student’s classroom instruction and assessment activities. Extended time must be documented so that the amount of additional time is clear, such as double time, 50% more time, etc.

# Frequently Asked Questions on the Juvenile Justice Education Common Assessment

## What are the allowable accommodations for the common assessment? (continued)

- Refer to the Administrator Guide for instructions on how to extend time, change font sizes, magnify the screen and change color contrast.
- For allowable accommodations questions, contact FDOE Juvenile Justice education staff at 850-245-0475.

# Frequently Asked Questions on the Juvenile Justice Education Common Assessment

## Will students still have an opportunity to earn a Florida Ready to Work Credential?

Florida Ready to Work ([www.floridareadytowork.com](http://www.floridareadytowork.com)) is a state-sponsored career readiness program that is available for DJJ students who are at least 16 years of age and/or in tenth grade or higher. There is no direct cost to participating DJJ programs or students. Students who complete the program earn the Florida Ready to Work Credential, an employer-recognized credential, issued by the State of Florida, which certifies student mastery of core employability communication, reasoning and problem-solving skills. While the new common assessment instruments and the Florida Ready to Work curriculum / assessments / credential are no longer directly aligned, the program has proven to advance DJJ student academic and career readiness skill development. For more information, contact [customerservice@floridareadytowork.com](mailto:customerservice@floridareadytowork.com).



# Frequently Asked Questions on the Juvenile Justice Education Common Assessment

**Is the courseware that is available through the common assessment portal required?**

No. Although the courseware is no longer directly aligned to the new common assessment instrument, the programs are encouraged to benchmark student skills with the entry assessment and the courseware may be used to support student learning and improvement of academic skills during placement.

# Frequently Asked Questions on the Juvenile Justice Education Common Assessment

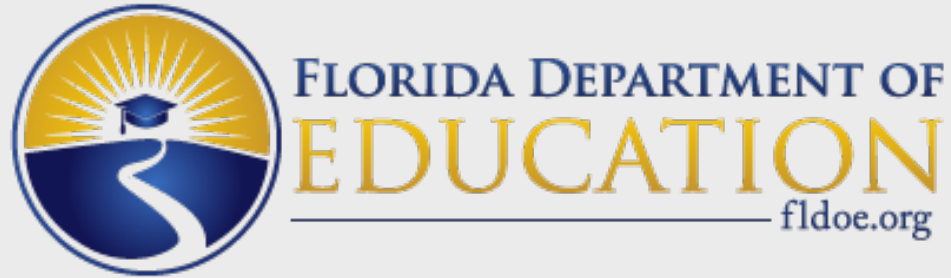
## What is the procedure for adding or disabling administrator / teacher access to the CA System?

- The school district's primary contact of record, the lead educator of record for the program, or designated DJJ or DOE staff may authorize or disable administrator / teacher access to the CA System via email to [customerservice@floridajjca.com](mailto:customerservice@floridajjca.com). The request must include the first and last name, telephone number and email address of the administrator / teacher and the individual submitting the request.
- New administrators / teachers are strongly encouraged to participate in one of the regularly scheduled webinar training sessions prior to receiving system access. To sign up for a training, visit <https://floridajjca.com/Training>
- School districts and programs are encouraged to review and update as appropriate the roster of system credentialed administrators / teachers at least quarterly.

# Frequently Asked Questions on the Juvenile Justice Education Common Assessment

## Who do I contact for questions?

- For **policy and implementation**, contact FDOE Juvenile Justice education staff: Dr. Curtis Williams or Carla Greene at 850-245-0475 or by email at [Curtis.Williams@fldoe.org](mailto:Curtis.Williams@fldoe.org) or [Carla.Greene@fldoe.org](mailto:Carla.Greene@fldoe.org)
- For **information about the accountability formula**, contact the Division of Accountability Research and Measurement (ARM) at 850-245-0411 or by email at [ARM@fldoe.org](mailto:ARM@fldoe.org)
- For **training and technical support**, contact WIN Learning at 888-717-9461 or by email at [customerservice@floridajjca.com](mailto:customerservice@floridajjca.com).



# Common Assessment Forum

## Technical Assistance Expert Panel

- Vince Verges, Assistant Deputy Director, Division of Accountability Research and Measurement (ARM), Department of Education
- Jason Gaintanis, Bureau Chief, Division of Accountability Research and Measurement (ARM), Department of Education
- Greg Hand, DJJ Accountability and VAM Coordinator, Division of Accountability Research and Measurement (ARM), Department of Education
- Colleen Englert, Executive Vice President – Strategic Initiatives, WIN Learning
- Angela Shave, Project Manager, WIN Learning



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