



# DJJ Bimonthly Conference Call March 15, 2017

**This Conference Call is  
being recorded!!!**

**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

**Central Pasco Girls Academy**

**Lead Teacher: Timothy Guy**

[tguy@pasco.k12.fl.us](mailto:tguy@pasco.k12.fl.us)

**College Now Site Coordinator: Jessica Williams**

[jeawilli@pasco.k12.fl.us](mailto:jeawilli@pasco.k12.fl.us)

Central Pasco Girls Academy was chosen to participate in the College Now program where students can earn college credit while in residential programs. The 8-week course began on March 1<sup>st</sup> as 26 students from juvenile justice facilities around the country participated in a live, online virtual college class. This groundbreaking class included students from ten facilities located in Massachusetts, Kentucky, Arizona, Utah and our very own Central Pasco Girls Academy in Florida.



## DJJ Spotlight: Program Recognition

**Central Pasco Girls Academy**

**Lead Teacher: Timothy Guy**

[tguy@pasco.k12.fl.us](mailto:tguy@pasco.k12.fl.us)

**College Now Site Coordinator: Jessica Williams**

[jeawilli@pasco.k12.fl.us](mailto:jeawilli@pasco.k12.fl.us)

In October 2016, a graduation ceremony was held for 5 graduates, who all earned a High School Equivalency Diploma.

In January 2017, 1 student graduated with a High School Diploma and two students graduated with a High School Equivalency Diploma. They participated in Pasco County's graduation ceremony on January 26<sup>th</sup>.



# Announcements and Reminders

**Dr. Curtis Williams**



## 2 Technical Assistance Papers (TAP)

1. Information on the Common Assessment for Use in Department of Juvenile Justice Education Programs
2. Career and Professional Education (CAPE) in Juvenile Justice Programs to include the following:
  - Requirements of career and technical educational programming in DJJ facilities
  - Career education programs that may be offered at each type of DJJ facility
  - Career-themed courses and industry certifications information

Email notification will be sent to all DJJ contacts upon completion. TAPs will be located under Resources on the FDOE's Juvenile Justice Education webpage:

<http://www.fldoe.org/academics/exceptional-student-edu/juvenile-justice-edu.shtml>



CAPE TAP for ALL schools and  
not just specific to DJJ schools.

## *Florida Career and Professional Education Act (CAPE)*

### **TECHNICAL ASSISTANCE PAPER**



**JANUARY 2017**

Updated version includes the  
following information:

- Program requirements
- Funding for industry  
certifications
- Data collection and  
reporting
- Test administration  
procedures

If you have any questions,  
please contact Sean Friend at  
[sean.friend@fldoe.org](mailto:sean.friend@fldoe.org) or  
850-245-9030

<http://www.fldoe.org/core/fileparse.php/5398/urlt/cape-act-techassist.pdf>

# Developing Effective Educational Programs in the Department of Juvenile Justice Annual Report for School Year 2015-2016

- Will be available on FDOE's Juvenile Justice Webpage soon
- Will be emailed to all contacts after the DJJ Bimonthly Conference Call
- Will be discussed in detail at the Annual DJJ Regional Meetings





# Discretionary Project Spotlight with Professional Development Opportunities

Carla Greene, M.S.



## Partnership with Juvenile Justice

Data from the Developing Effective Education in the DJJ Annual Report School Year 2015-2016 indicates:

- 18,382 students in juvenile justice education programs in 2015-2016
- 4,877 (26.5%) were identified as receiving exceptional student education (ESE) services. Of those students:
  - 1,778 or 36.5% were students with emotional and/or behavioral disabilities
  - Or
  - 9.7% of all students in juvenile justice education programs were students with emotional and/or behavioral disabilities



## Partnership with Juvenile Justice

- ❖ **The Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET)** creates and facilitates a network of key stakeholders committed to assisting in the provision of a quality system of care for students with or at-risk of emotional and/or behavioral challenges.
- ❖ SEDNET is a discretionary project of FDOE that partners with juvenile justice schools to ensure that children with and at risk of emotional and/or behavioral disabilities, and their families, have access to the services and supports they need to be successful.
- ❖ The 19 SEDNET regions are aligned with the Florida Judicial Circuits and provide support to the local school districts and DJJ schools within the regions.



## How SEDNET Regional Project Managers Can Support DJJ Schools

- Provide consultation, data review and recommendations for evidenced based interventions
- Provide technical assistance, data review and positive alternatives to the use of seclusion and restraint
- Participate, review data and make recommendations in IEP meetings and DJJ Community Re-entry Team (CRT) Meetings
- Provide professional development and training to staff (3 of several trainings mentioned below):
  - ❖ Youth Mental Health First Aid (10 people minimum or 30 maximum required for certified training – 1-day/8-hour course or 2-day/4-hour course)
  - ❖ Restorative Practices, Mindfulness and Classroom Interventions
  - ❖ Trauma-informed Care



The Multiagency Network for Students  
with Emotional/Behavioral Disabilities

## Partnership with Juvenile Justice

Find your Regional Project Manager on the SEDNET Website.

[www.SEDNETfl.info](http://www.SEDNETfl.info)

Or contact the SEDNET Statewide Director

Nickie Zenn

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

727-873-4661



# Compliance Reminders

Carla Greene, M.S.



# School District and Lead Educator Spring Activities



## School District and Lead Educator Spring Activities

- 2017-2018 Application, K-12 Comprehensive Research-Based Reading Plan Application
- 2017-2018 Grant Year Application, Title I, Neglected and Delinquent
- 2017-2018 School District Cooperative Agreements
- 2017-2018 School District Educational Services Contracts
- 2017-2018 DJJ School Year Calendar approved by school district

# **K-12 Comprehensive Research-Based Reading Plan**

## **Section 1011.62, Florida Statute (F.S.)**

### **2017-2018 Application**

- 2017-2018 applications will open soon. K-12 Comprehensive Research-Based Reading Plan Guidance Document was emailed to district contacts on March 3, 2017.
- Since DJJ schools are required to implement the K-12 Comprehensive Research-Based Reading Plan, input by DJJ educational personnel is **HIGHLY** encouraged. Input should include diagnostic assessments, curriculum, resources, intervention options and access to professional development.

## K-12 Comprehensive Research-Based Reading Plan

- To view a current district K-12 Comprehensive Research-Based Reading Plan, go to the following link:

[https://app1.fldoe.org/Reading\\_Plans/](https://app1.fldoe.org/Reading_Plans/)

District Contact will be located at the top of the document.

- Questions. Please contact:

Heather Willis-Doxsee

Program Specialist

Just Read! Florida

[Heather.willis-doxsee@fldoe.org](mailto:Heather.willis-doxsee@fldoe.org)

## Title I, Neglected and Delinquent

- 2017-2018 grant year applications opening in May.
- School districts and educational providers should be collaborating and planning for expenditures.

## **Title I, Neglected and Delinquent**

### **2017-18 Application Development - Required Program Objectives**

- LEAs will be required to address each of the major focus areas of Florida's Title I Part D Program.
  - ☐ **Educational Achievement** of students in Neglected Delinquent and At-risk programs
  - ☐ **Transition** of students to and from delinquent institutions
  - ☐ **Dropout Prevention** of students in danger of not completing high school
  - ☐ **Educator Quality Goal** of ensuring that students in neglected, delinquent and at-risk programs receive quality instruction from teachers who are as good as or better than those in traditional school settings

# **Title I, Neglected and Delinquent**

## **2017-18 Application Development - Required Program Objectives**

- LEAs will be required to use Title I, Part D dollars to address the major focus areas or demonstrate how state and local dollars are being used to do so.
- Proposed activities outside of these categories will be heavily scrutinized and are subject to disapproval.

# Title I, Neglected and Delinquent Questions Contacts:

## **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



# School District Cooperative Agreements with DJJ Reminders

## S. 1003.52, F. S.

(14) Each district school board shall negotiate a cooperative agreement with the Department of Juvenile Justice on the delivery of educational services to students under the jurisdiction of the Department of Juvenile Justice. Such agreements must include, but are not limited to:

- a) Roles and responsibilities of each agency, including the roles and responsibilities of contract providers.
- b) Administrative issues including procedures for sharing information.
- c) Allocation of resources including maximization of local, state and federal funding.
- d) Procedures for educational evaluation for educational exceptionalities and special needs.
- e) Curriculum and delivery of instruction.
- f) Classroom management procedures and attendance policies.

## School District Cooperative Agreements with DJJ Reminders – continued

### S. 1003.52 (14), F. S.

- g) Procedures for provision of qualified instructional personnel, whether supplied by the district school board or provided under contract by the provider, and for performance of duties while in a juvenile justice setting.
- h) Provisions for improving skills in teaching and working with students referred to juvenile justice education programs.
- i) Transition plans for students moving into and out of juvenile justice education programs.
- j) Procedures and timelines for the timely documentation of credits earned and transfer of student records.
- k) Methods and procedures for dispute resolution.
- l) Provisions for ensuring the safety of education personnel and support for the agreed-upon education program.
- m) Strategies for correcting any deficiencies found through the accountability and evaluation system and student performance measures.

# School District Educational Services Contracts Reminders

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

(9) Contracts with Providers. School districts may provide services directly or may enter into a contract with a contracted provider to provide educational services to students in DJJ programs. Such contracts shall include the following:

- a) Payment structure and amounts
- b) Access to district services
- c) Contract management provisions

# School District Educational Services Contracts Reminders – continued

## Rule 6A.6.05281 (9), F.A.C.

- d) Data maintenance and reporting requirements necessary to enable the program district to meet its data maintenance and reporting obligations pursuant to paragraph (3)(a) of this rule. Such provisions shall include mechanisms for data quality control, such as deadlines, for data submission by the contracted provider, submission of error reports by the district to the contracted provider, and a process for data review and correction by the contract provider. In addition, the provision shall include requirements to maintain the confidentiality of personally identifiable education records;
- e) Administrative guidelines and oversight of federal programs, such as Title I, Parts A and D, the Individuals with Disabilities Education Act, and the Carl D. Perkins Career and Technical Education Act of 2006, that are in compliance with federal legislation; and
- f) The requirement that all educational services comply with this rule

## **Update Language in Juvenile Justice Cooperative Agreements and Educational Services Contracts**

- ✓ Replace Individual Academic Plan (IAP) with Individual Progress Monitoring Plan (PMP). PMPs must be developed for ALL students (ESE and non-ESE).
- ✓ Replace GED® Exit Option with Performance-Based Exit Option
- ✓ Replace GED® Diploma with High School Equivalency Diploma
- ✓ Replace Limited English Proficient (LEP) Plans with English Language Learner (ELL) Plans
- ✓ Remove Special Diploma as a diploma option (last special diploma cohort was 2013-14)

# DJJ School Calendar

## **Rule 6A-6.05281**

(6) Instructional Program and Academic Expectations.

(a) School Day and Year. The instructional program shall consist of instructional school days pursuant to Section 1003.01(11), F.S.

### **S. 1003.01(11), F.S.**

(a) “Juvenile justice education programs or schools” means programs or schools operating for the purpose of providing educational services to youth in Department of Juvenile Justice programs, for a school year comprised of 250 days of instruction distributed over 12 months. At the request of the provider, a district school board may decrease the minimum number of days of instruction by up to 10 days for teacher planning for residential programs and up to 20 days for teacher planning for nonresidential programs, subject to the approval of the Department of Juvenile Justice and the Department of Education.

DJJ programs are not considered “extended year” programs.

## DJJ School Calendar

- Refer to FTE General Instructions 2016-17:  
<http://www.fldoe.org/core/fileparse.php/7508/urlt/1617FTGI.pdf>
- DJJ FTE will be calculated just as all other FTE is calculated **based on scheduled instructional days per the calendar approved by the district school board.**
- FTE must be reported in the fiscal year when the instruction occurs. The FTE for instruction that occurs in June must be reported in the June survey (Survey 4) and the FTE for instruction that occurs in July must be reported in the July survey (Survey 1).



## FTE Survey Periods

Survey Period 1 (July) covers the time period from the beginning of the fiscal year (July 1) to the beginning of the defined 180-day school year.

Survey Period 2 (October) covers the first 90 days of the 180-day school year.

Survey Period 3 (February) covers the second 90 days of the 180-day school year.

Survey Period 4 (June) covers the period from the end of the 180-day school program to the end of the fiscal year (June 30).

Survey Period 5 covers reporting of prior school year data. The data for this survey period covers the entire school year and is due at the beginning of August.



### Survey Period 2 (October)

### Survey Period 3 (February)

- A school district must report no more than 90 days in Survey 2 and 90 days in Survey 3. The district may offer instruction for more than 90 days during each of these survey periods, but **funding will not be provided for instruction in excess of 90 days.**
- Funded at a maximum of 1.0 FTE.

### Survey Period 1 (July)

### Survey Period 4 (June)

- Actual number of days reported in Surveys 1 and 4 depends on the approved calendar, but **in no case shall exceed 70 days.**
- Residential = Surveys 1 and 4 combined will be 60 days.
- Nonresidential = Surveys 1 and 4 combined will be 50 days.
- Maximum combined FTE reported for Surveys 1 and 4 shall not exceed 0.3888 FTE per student.



# DJJ EDUCATION HOT TOPICS

Dr. Curtis Williams



# **New DJJ Initiative: DJJ Transition Process to Include Education Prior to Commitment**

Julie Orange

Department of Juvenile Justice

Director of Education

# DJJ Transition Process to Include Education Prior to Commitment

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- Memo to Probation Directors, Commitment Chiefs, and School District Transition Contacts
- New Process (**effective March 1, 2017**) to request education records and invite School District Transition Contact (**Column D-Transition Contacts can be viewed and downloaded from share pod**) to participate in commitment staffings.
- School District (SD) Transition Contact completes student record coversheet (**document can be viewed and downloaded from share pod**) and provides complete records within 5 days of the request.
- SD Transition Contact attends commitment staffing if possible
- DJJ Education Liaisons will attend commitment staffings initially to ensure process is implemented smoothly.

# DJJ Transition Process to Include Education Prior to Commitment

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- Probation staff will use official records request (**document can be viewed and downloaded from share pod**)
- Requests will be sent 10 days prior to commitment staffing when possible
- Records received will be reviewed at commitment staffing and considered when making placement decisions
- Records and coversheet will be uploaded into Electronic Commitment Packet (per cooperative agreement to share records)
- Education staff at commitment program should establish a process to receive education records from Electronic Commitment Packet



# DJJ Transition Process to Include Education Prior to Commitment

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- Education staff at commitment program should review school district recommendations on bottom of cover sheet prior to creating course schedule.





# 2015-2016 Juvenile Justice Teacher of the Year

Cindy Jones

Department of Juvenile Justice

Deputy Education Director

2015-2016  
Juvenile Justice  
Teacher of the Year

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Deadline for Submission of  
Applications will be: **April 7, 2017**

# 2015-16 Juvenile Justice Teacher of the Year



The Florida Department of Juvenile Justice (FDJJ) invites you to nominate your program's outstanding teachers to be recognized for their inspiring classroom instruction. Nominees must currently be teaching in a DJJ facility and must have been teaching in a DJJ facility since January 2015. You may nominate more than one teacher from your program. Three winners will be selected from the nominations received. Nominations must be received by **April 7, 2017.**

Information and application materials are posted at <http://www.djj.state.fl.us/services/office-of-education>

For more information, contact Cindy Jones  
[Cindy.Jones@djj.state.fl.us](mailto:Cindy.Jones@djj.state.fl.us)

## **Juvenile Justice Teacher of the Year**

### **Nomination Procedures:**

These procedures must be followed for submitting nominations for the 2015-2016 Juvenile Justice Teacher of the Year:

1. Nominees must currently be teaching in a DJJ facility and must have been teaching in a DJJ facility for a year.
2. The nomination packet must include:
  - the nomination form
  - qualifying statements from selected individuals
3. The qualifying statements from the following individuals must not be more than two pages long. **Please do not include the name of the nominee, county or the facility at which he or she works.** Each statement must be signed by the author. Prior to the statements being submitted to the judges, all personal information will be omitted to maintain confidentiality.
  - The nominee
  - A representative of the educational program
  - A representative of the facility operating staff (i.e. facility administrator, director of case management, etc.).
  - Three different students (no more than 1 page each)



4. Additional statements (of no more than one page) may be submitted from members of the program's community advisory board, school improvement team, parents, or other relevant stakeholders. Please indicate the position of this person.
  5. The nomination form must be approved and signed by the school district's contract manager.
  6. All material in the nomination packet must be submitted at the same time. No additional materials – photographs, photo albums, portfolios, etc. – should be submitted.
  7. The nomination packet must be emailed to [Cindy.Jones@djj.state.fl.us](mailto:Cindy.Jones@djj.state.fl.us) by the deadline of **April 7, 2017**.
- \* If any portion(s) of the required documentation is not submitted, the nomination packet will **not** be processed

## **Juvenile Justice Teacher of the Year 2015-2016**

### **Nomination Form**

<b>Nominee:</b>
<b>Position:</b>
<b>Length of time teaching at this facility:</b>
<b>Number of years in education:</b>
<b>Email:</b>
<b>Phone:</b>
<b>Facility name:</b>
<b>Facility address:</b>
<b>School district:</b>
<b>Name of Person submitting the nomination:</b>
<b>Position:</b>
<b>Length of time I have known this applicant:</b>
<b>Address:</b>
<b>Email:</b>
<b>Phone:</b>
<b>School district contract manager:</b>
<b>I approve the nomination of this individual for the Juvenile Justice Teacher of the Year.</b>
<i>Contract Manager's Signature / Date</i>

## Juvenile Justice Teacher of the Year

### Nomination Statement Requirements

**Teacher**—Please describe the following in two pages or fewer:

- ☐ Your teaching philosophy
- ☐ Innovative and creative instructional strategies that you use to meet your students' individual academic needs
- ☐ Examples of technology you are currently using in your classroom that supports student achievement
- ☐ Your teaching accomplishments in your current facility
- ☐ Examples of how you have used partnerships (e.g., business, community, facility personnel, school district personnel, parents and tutors) to enhance student learning
- ☐ Examples of how you have assisted students with successful transition into the program and back into the community
- ☐ Examples of how you promote a positive school climate

**Educational Representative**—Please describe the nominee in two pages or fewer.

*Please do not include the name of the nominee*

- ☐ Ability to instruct
- ☐ Ability to motivate
- ☐ Ability to relate to and work with others
- ☐ Creativity
- ☐ Classroom management capabilities
- ☐ Abilities in working with the community to benefit the program
- ☐ Role in assisting students with successful transition into the program and back into the community
- ☐ Role in promoting a positive school climate
- ☐ Extraordinary accomplishments in the most recent school year

**Facility Representative**—Please describe the nominee in two pages or fewer.

*Please do not include the name of the nominee*

- ☐ Abilities in working with delinquent youth
- ☐ Classroom management capabilities
- ☐ Abilities in working with facility personnel
- ☐ Abilities in promoting a positive school climate
- ☐ Other outstanding qualities

**Students**—Please describe the nominee in one page or fewer:

*Use your first name only for confidentiality*

*Do not mention your teacher's name; instead, refer to the subject that your teacher teaches*

*(e.g., "My math teacher...")*

- ☐ Your appreciation for the teacher
- ☐ How the teacher provides you with motivation and encouragement
- ☐ The relationship and rapport between the teacher and students
- ☐ How the teacher has helped you define and reach your academic goals
- ☐ How the teacher has helped you define and reach your personal goals
- ☐ Outstanding instructional projects the teacher has implemented or organized
- ☐ How the teacher has helped you prepare for your return to your home school and community

**Optional Statements** from advisory council members, school improvement team members, parents or relevant stakeholders should follow any of the above formats and be limited to one page. \* provided, Please indicate as "additional".

# Contact Information

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Julie Orange

Florida Department of Juvenile Justice

Director of Education

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

Office: 850-717-2708





# Florida Ready to Work Overview

Angela Shave  
Project Manager  
WIN Learning

# Florida Ready to Work Overview



- Career readiness program that demonstrates mastery of foundational skills
- Online curriculum + 3 proctored assessments = Florida Ready to Work Credential
- Student must score a Level 3 or higher in the following skill areas to earn the Credential
  - Applied Mathematics
  - Locating Information
  - Reading for Information
- Supports FSA, GED and TABE prep

# Florida Ready to Work Performance Bonus



- \$10 Bonus for credentials earned January 1 – May 31, 2017
- Check will be made out to school and mailed in early July
- Funds are unrestricted

# Florida Ready to Work Performance Bonus



Ideas of how to use performance bonus:

- Buy items for school
- Gift cards for student who earns credential – distribute when they leave the program
- Transportation passes for students in day treatment or prevention programs
- Party for students

# Florida Ready to Work

## Getting Started



- All schools are already set up as assessment sites
- Same testing platform as the Common Assessment
- Contact us for logins or training information:
  - Angela Shave - (850)528-5752  
[ashave@floridareadytowork.com](mailto:ashave@floridareadytowork.com)
  - Valencia Strowder - (904)200-0990  
[vstrowder@floridareadytowork.com](mailto:vstrowder@floridareadytowork.com)
  - Kathy Fletcher - (386)871-9671  
[kfletcher@floridareadytowork.com](mailto:kfletcher@floridareadytowork.com)



# Florida Common Assessment Summary Report

Angela Shave  
Project Manager  
WIN Learning

# Florida Common Assessment Summary Report



- Summarizes the number of questions presented and answered correctly by the student.
- The results may be used to inform development of an individualized transition plan and progress monitoring plan for the student upon entry and to facilitate transition planning upon program exit.
- Will be available April 13

# Florida Common Assessment Summary Report



- No scale or level scores currently associated with this assessment.
- The number and percentage of questions answered correctly are provided for diagnostic purposes only and should not be interpreted as scores or a measure of standard deficiency / mastery.



# Florida Common Assessment Summary Report



- Entry Date / Results = Date entry assessment taken; not necessarily the program entry date. If student has taken the entry assessment more than once at the program location listed, reflects the most recent / last administration.
- Exit Date / Results = Date exit assessment taken; not necessarily the program exit date. If the student has taken the exit assessment more than once at the program location listed, reflects the first administration.

# WIN Learning Contact Information:



Angela Shave  
Project Manager  
WIN Learning  
850-528-5752  
[ashave@floridareadytowork.com](mailto:ashave@floridareadytowork.com)



**Questions???**



## Next DJJ Bimonthly Conference Call

Wednesday, May 10, 2017

2<sup>nd</sup> Wednesday instead of 3<sup>rd</sup>

10:00 a.m. (Eastern Standard Time)

## Contact Information

Curtis Williams, Ph.D.

DOE Educational Program Director

850-245-0475

[Curtis.Williams@fldoe.org](mailto:Curtis.Williams@fldoe.org)

Carla Greene, M.S.

DOE Juvenile Justice Liaison

Project 10: Transition Education  
Network

850-245-0475

[Carla.Greene@fldoe.org](mailto:Carla.Greene@fldoe.org)



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