

# **CHAPTER 11**

## **JJEEP'S IMPLEMENTATION PLAN FOR NO CHILD LEFT BEHIND**

### **11.1 Introduction**

Consistent with the No Child Left Behind Act of 2001 (NCLB), the mission of the Juvenile Justice Educational Enhancement Program (JJEEP) is to ensure that each student who is assigned to a Department of Juvenile Justice (DJJ) program receives high quality and comprehensive educational services that increase students' potential for future success. Since its inception in 1998, JJEEP has been implementing its mission through its four interrelated functions: conducting research that identifies best education practices, conducting annual quality assurance (QA) reviews, providing technical assistance (TA), and providing research-based recommendations annually to the Florida Department of Education (FLDOE) concerning juvenile justice education policies and practices. In order to embrace the requirements of NCLB and to better meet the goals of these four interrelated functions, JJEEP is restructuring its QA, TA, and research practices for 2004.

This chapter is comprised of four subsequent sections and discusses the changes that will be implemented during 2004. Section 11.2 describes JJEEP's current research activities, including longitudinal case studies of chronically high- and low-performing juvenile justice educational programs and a national survey. Section 11.3 describes the development of juvenile justice education demonstration sites, which have been identified as model programs and will be used to assist JJEEP in providing technical assistance to other juvenile justice educational programs in the state of Florida. Additionally, the designation of these demonstration sites will help JJEEP conduct research on known best practices in the juvenile justice education system. Section 11.4 discusses the modifications of the QA system and the new methodology that will be employed. Section 11.5 explains the new system improvement process, which includes both the TA and correction action (CA) processes. Section 11.6 concludes with a summary discussion of the chapter.

### **11.2 Research Initiatives**

JJEEP began its research efforts in 1998 and 1999 by conducting literature reviews in the areas of juvenile justice and alternative education best practices, transition and aftercare, privatization, facility size, and numerous other topics. These earlier research efforts led to the development and continual modification of the QA standards. Current JJEEP research focuses upon longitudinal studies and program evaluations that attempt to determine the effects of educational opportunity while incarcerated, as well as academic attainment, on both short- and long-term community reintegration outcomes (for longitudinal findings and community reintegration results, see Chapter 8). As new methods and data become available, JJEEP plans to expand its longitudinal research to include the study of specific

groups of youths, such as students identified with mental health and behavioral disorders, younger adolescents, and deep-end chronic juvenile offenders. Furthermore, in 2004 JJEEP is initiating two new research projects. First, JJEEP will conduct a national survey of all fifty states to identify state-level policies and accountability mechanisms that lead toward improved educational services for delinquent youths. Second, case studies of chronically high- and low-performing programs throughout Florida will be conducted in order to capture specific program and classroom level practices that may contribute to positive student academic achievement and post-release outcomes.

## **National State Survey**

During the winter and spring of 2003-2004, JJEEP is conducting a national telephone survey of all fifty states regarding each state's organizational model and accountability system for their juvenile justice schools. Many states have differing organizational structures, including both centralized and decentralized models. Furthermore, different state and/or local agencies may be responsible for educational services within each state, and the level of privatization varies considerably.

JJEEP's national survey will gather specific information on each state's organizational structure and the responsible parties for juvenile justice education. Further, the study will capture information regarding each state's accountability and data collection system. This will determine the feasibility of states conducting program evaluations of their juvenile justice schools. This section of the survey includes specific questions relating to the implementation of NCLB and the states' efforts to evaluate the effectiveness of their juvenile justice schools. Effective evaluation may be achieved through the use of pre/post data, community reintegration data, and program processes captured through a monitoring or quality assurance system of juvenile justice schools.

In addition, the survey poses questions concerning recent lawsuits regarding educational services within each state's juvenile justice education system, and asks how the organizational structure may have changed as a result. To assist in developing a national typology of different states' juvenile justice education systems, demographic information is collected, which include numbers of residential, detention, and day treatment programs; facility size; class size; number of youths served annually; and the level of involvement and responsibility of local education agencies (LEAs). Information garnered from the survey relating to state level organizational structures may provide policy relevant data for Florida's current juvenile justice accountability system. In determining program practices that may contribute to positive student achievement and outcomes, however, specific processes must be examined at the program and classroom level.

## **Case Studies of High- and Low-Performing Programs**

Conducting case studies of approximately 18 high- and low-performing programs will ultimately lead to the identification of program practices that contribute to positive student academic achievement and community reintegration outcomes. There were several steps involved in the identification and selection of specific programs for case studies.

The first step involved analysis of the approximately 190 juvenile justice educational programs' educational performance using five years of QA data. In addition, available student outcome data were used, including rates of return to school, graduation, and recommitment. Currently, 27 high- and low-performing programs have been identified as potential sites for case studies. Once these programs receive their 2004 QA reviews (to determine if the quality of educational service has remained consistent), the list will be reduced to 18.

The second step in the process involves conducting case studies on those 18 programs to obtain a detailed understanding of the processes and procedures used in both high- and low-performing programs. The two-day QA review will be used as the starting point, and will take place prior to the on-site case study. Twelve of the programs receiving a case study will be high performing programs and six will be low performing. Depending on the size of each program, the case study will range from four to seven days and will require one to two site-visits in order to accurately capture specific program practices and processes. Table 11.2-1 shows the type and number of programs in the initial selection.

**Table 11.2-1: Initial Selection of High- and Low-Performing Programs by Security Level**

<i>Security Level</i>	<i>High Performing</i>	<i>Low Performing</i>
Detention	2-3	1
Day Treatment	2-3	2
Low & Moderate	5-7	2-3
High & Maximum	3-5	1-3
<b>Total</b>	<b>12-18</b>	<b>6-9</b>

The programs selected for the case studies vary in their characteristics. In the day treatment category, a prevention program, an intensive probation program, and an aftercare program have been selected. In residential programs, the initial selection includes both public and private providers and both types of gender programming. Some examples of the program types that have been selected are halfway houses, boot camps, youth academies, youth development centers, serious habitual offender programs, and wilderness camps. These programs also differ in size and location.

Although QA reviews provide baseline information on overall program characteristics and some specified program practices, they ultimately fail to capture some specific processes as they relate to the students' interaction with their environment. Programs inherently have different processes in place for assessing, treating, and educating juveniles. Furthermore, these processes are often directed by differing program goals such as treatment, education, and/or security. Ultimately, these processes help determine how students are sorted, treated, and served, and in effect they determine the types and quality of services that students receive. As a result, the third step in the case study process is to capture and explain specific program processes that may lead to desirable outcomes through the identification of best

practices. Given the differing goals, QA results, and outcomes that programs exhibit, case studies are ultimately intended to capture each program's specific inputs, resources, and processes that may relate to student outcomes. Case studies will entail a thorough examination of eight specific areas.

1. **Education Budgets:** The education budget will be reviewed to identify all outside sources of funding, the amount of this funding, and to verify how education monies are being spent. Prior literature has identified that education budgets should remain separate from custody care operations, and programs often supplement their base educational funding through federal dollars, grants, and donations.
2. **Interaction and Engagement with Curriculum:** Case studies will determine how students interact with the curriculum and instruction, and their level of engagement in the curriculum. They will determine how the program, the curriculum, and the instruction are designed and delivered to meet the students' post placement goals. Further, the procedures used to ensure that students' educational deficiencies are being addressed and mediated will be explored.
3. **Classroom and Behavior Management:** Juvenile justice educational programs use a variety of behavior modification techniques, ranging from military style to open campuses where students have the opportunity to practice and model appropriate social skills and behavior. Case studies will determine what behavior management techniques are used to prepare students for return to school and community, as well as how these techniques interact with and affect the program's educational process.
4. **Transition Process:** This process has always been important to the successful reintegration of students. Case studies will determine how programs prepare students for return to school and the community, when the transition process begins, who is involved in the process, and how and to what extent high and low performing programs work with key people in students' home communities. Also examined are the facility's method for determining proper educational placement, and the availability of transition services.
5. **Student, Staff, and Program Interaction:** Case studies will determine how the educational component of the program and the educational staff interact with other components and staff such as transition, behavior modification, and treatment. It also will be determined whether the educational component of the program competes with other treatment components for time and resources, as well as how well the educational component is integrated with other functions. If competition or integration problems do arise, case studies will explore how the program remedies these situations. Further, case studies will determine how students and teachers interact. Specifically, they will examine how teachers serve as mentors and models for students, what type of planning and instruction the teacher uses to engage students in the curriculum, and what type of relationship is formed between students and teachers.

6. **Parent Involvement:** Case studies will determine to what level and extent the program has parent and community involvement, how the program communicates with parents, and what specifically is communicated.
7. **Educational Staff Qualifications:** This area of focus is particularly important due to the new requirement in NCLB (refer to Chapter 2 for more information on NCLB). Beyond staff qualifications, case studies will determine staff turnover rates and how programs recruit and maintain highly qualified staff. Differences between highly qualified teachers and those teachers who do not meet that designation's criteria will be documented.
8. **Educational Resources:** Case studies will not only determine the levels and amounts of educational resources, such as technology, textbooks, supplemental materials, and support staff, but also will determine how these resources are used in the educational process. The studies will discover if resources are allocated differently for different subgroups within the program, what procedures are used to meet intended goals, and how resources are used to both mediate educational deficiencies and prepare students for a return to school and the community.

The previous eight areas included in the case studies are ultimately intended to capture and explain each program's characteristic processes as students progress from program entry, through on-site service delivery, to eventual release back into the community. Information will be collected and analyzed using the three traditional research methods of interviews, observations, and review of documentation. Specific areas of interviews, observations, and document reviews are:

#### Observations

- Classrooms
- Treatment team meetings
- Entry transition meetings
- Exit transition meetings
- Extra curricular activities
- Group sessions
- Facility design
- Down time/recreational time
- Use of educational resources (textbooks, technology, support staff, etc.)

#### Interviews

- Lead educator
- All teachers
- ESE consultant
- Guidance/advising personnel
- Students
- School district contact
- Lead treatment coordinator or case manager
- Parents
- Aftercare counselors or juvenile probation officers affiliated with the program
- Facility director

#### Document Review

- Educational budget and expenditures
- Curriculum documents
- Student educational plans
- Transition plans
- Teacher lesson plans
- Student coursework
- Tracking of student progress
- Personnel files
- Data from JJEEP's 2004 QA reviews

Case studies, once completed, will serve multiple purposes. First, in accordance with NCLB, case studies will be used to identify scientifically based best practices and processes that lead to improved student academic attainment and outcomes. Second, a comparison of high- and low-performing programs will be used to identify the major differences in program practices and processes. Finally, once the identification of specific best practice processes are completed, case study results will be used in the final selection of demonstration sites, the development of technical assistance materials for average and low performing programs, and will lead to policy recommendations for statewide system improvement.

### **11.3 Demonstration Sites**

A model and design for demonstration sites is being developed and will be used to assist JJEEP in providing technical assistance to juvenile justice educational programs in the state of Florida. The model is developed and aligned based on QA standards and NCLB, which requires all education decisions to be grounded in "scientifically based research." The model will focus on performance-based outcomes, student gains, and meeting the desired outcomes of NCLB.

The intent of the model is to utilize high performing programs as an example of best practices and positive student outcomes for lower performing programs. This will be made possible through the networking of low performing programs with high performing programs

sharing similar characteristics. Currently, based on five years of QA ratings and student outcome measurements, JJEPP has identified 27 high- and low-performing juvenile justice programs that qualify for the first step in the selection process. The selection of demonstration sites will result from this group. The outcomes, used in conjunction with the QA ratings, are the rates of students returning to school, recommitment, and high school graduation. Demonstration sites also will form a partnership with JJEPP in providing TA to programs across the state of Florida. This model will be ongoing and evaluated periodically.

## **Demonstration Site Criteria and Areas**

The determination of which programs are designated as demonstration sites will be based upon a variety of measures. First, input was gathered from JJEPP's juvenile justice education specialists, as well as from participants at the Juvenile Justice Education Institute (JJEI) conference, to establish what should be baseline criteria. The consensus from these discussions and questionnaire responses indicated that the criteria should be based on QA scores of 6.0 or higher during the previous five years and on analyses of student outcomes. The case studies, discussed above, will determine which programs exhibit procedures and practices that may contribute to positive student academic achievement and community reintegration outcomes. Once case studies are completed, selected programs will be designated as demonstration sites.

As the project progresses, the selection process will stratify the programs according to security level. JJEPP ultimately plans to designate as demonstration sites, one detention center, two day treatment programs, three low and/or moderate security level programs and one high/maximum security level program. This is proportional to the overall number of these types of programs in the state.

Although high performing programs have exhibited high overall QA scores for multiple years, these same programs may excel in particular areas. As a result, a list of programs with exceptional performance in specific areas was generated from programs receiving a score of eight or above in the areas of transition, curriculum and instruction (including academic, employability skills, social and life skills, vocational curriculum), support services, communication, and instructional personnel qualifications. Those programs receiving a score of eight or above in the aforementioned areas qualify to be used as potential area-specific demonstration sites.

These areas are aligned with what participant responses from the JJEI conference indicated as areas needing technical assistance. Figure 11.3-1 illustrates the results of the survey completed at the JJEI conference. Thirty-eight participants completed the survey on demonstration sites.

Figure 11.3-1: Demonstration Site Area Survey Responses

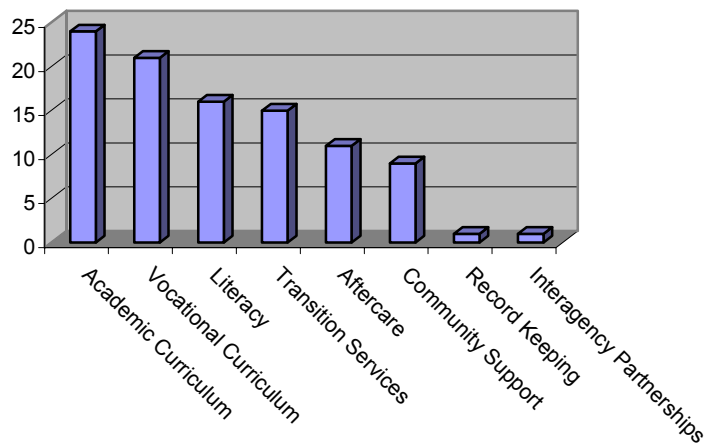


Figure 11.3-1 shows that respondents would like to see demonstration sites that particularly excel in academic curriculum, with 24 indicating a need for technical assistance in this area. Also needed are demonstration sites in the areas of vocational curriculum (21), literacy (16), and transition services (15). Less requested were model programs focusing on aftercare (11) and community support (9).

## The Operation of Demonstration Sites

Once demonstration sites are selected, they will provide both direct and indirect technical assistance to programs of similar levels, types, and locales. Demonstration sites will serve as lab schools and will partner with JJEPP to conduct ongoing research in the field of juvenile justice education. Programs that share common characteristics with these exemplary sites will be able to visit and use demonstration sites as a guide for implementing best practices and procedures.

Upon selection, these demonstration sites will be exhibited on JJEPP's website with the possibility of interactive tours for administrators and other program personnel. The results of case studies and the ultimate selection of demonstration sites will be used to create technical assistance documents describing, in detail, what successful applications are needed to implement best practices. In addition to the technical assistance function of the demonstration sites, those sites with exceptional displays of best practices in specific areas will be invited to conduct workshops at the annual JJEI conference.

Demonstration sites will be subject to ongoing evaluation to ensure that they remain high quality and maintain positive student outcomes. As the project progresses and other programs begin to visit the demonstration sites, JJEPP will follow up with the visiting programs to determine what type of TA was provided and if it resulted in higher performance.

## 11.4 Quality Assurance for 2004

In 1995, FLDOE staff developed the first set of QA standards to encourage continuous improvement in juvenile justice educational programs. One set of standards was drawn from special education performance standards and statutory authority. These standards focused on administration, and evaluated each program's philosophy, procedures, and approach to education. The standards received minor revisions in 1996 and 1997.

In 1998, the project was awarded to the Florida State University School of Criminology and Criminal Justice, resulting in the creation of JJEEP. During that year, JJEEP conducted an extensive literature review on promising and best educational practices for delinquent and at-risk youths, and hosted five regional meetings with more than 300 participants to obtain input from practitioners in the field.

A new set of standards, based on the results of the literature review and input from practitioners, was developed for the 1999 QA review cycle. Early in 1999, JJEEP, the Office of Program Policy Analysis and Government Accountability (OPPAGA), and the Juvenile Justice Accountability Board (JJAB) submitted reports to the Florida Legislature, which resulted in the enactment of House Bill (HB) 349. This legislation addressed numerous requirements for juvenile justice education, including the creation of a State Board Administrative Rule for Juvenile Justice Education Services.

The 2000 QA standards were modified to address these new requirements, including contract management, year-round schooling, and other educational accountability issues. The 2001 QA standards addressed new legislative requirements, including adult and vocational education. Minor revisions occurred in 2002 and 2003 based on input from school districts and educational providers. The standards continue to be revised each year, based on ongoing best practice evaluation research and new legislative requirements.

In 2002, President Bush signed NCLB into law, reauthorizing the Elementary and Secondary Education Act of 1965 (ESEA). This legislation is having a far-reaching impact upon school performance and accountability throughout the country. Because the QA standards are based on state and federal requirements, this legislation has substantially affected the educational standards for 2004. For juvenile justice schools, NCLB mandates (among other requirements) transition services, highly qualified teachers, program evaluation, and student outcome and assessment testing. Additionally, in Florida, juvenile justice schools are required to implement the *Just Read, Florida!* initiative.

### QA Review Protocol

In order to effectively implement the requirements of NCLB and FLDOE, JJEEP has changed the 2004 QA review protocol so that more time and resources can be allocated for providing technical assistance to the lowest performing programs and identifying best practices in the highest performing programs. Therefore, the 2004 reviews streamline data collection and document review through a self-report process and a two-day on-site visit. Larger programs may require more than one reviewer and more than two days. In order to

meet the requirements of NCLB, all programs will receive the same two-day review regardless of deemed status. The on-site portion of the review focuses on student services and will ensure that state and federal laws regarding juvenile justice education are being implemented appropriately. Reviewers will continue to communicate with educational personnel regarding questions or concerns throughout the review until the exit meeting on the final day of the review.

## **Self-Reporting**

Much of the information required for the rating of the standards will be conducted through a self-report process. Programs will be required to submit pertinent documents and information to the JJEEP offices no later than three weeks prior to the on-site QA review. Failure to submit self-report information prior to the on-site QA review may negatively affect the QA rating for indicator 9: school district monitoring, accountability, and evaluation. Final verification of the accuracy of this self-report information will be made on site during the two-day review process. Examples of self-reported information that will be requested include teacher certifications and qualifications, inservice training records, courses taught by each teacher, qualifications and duties of all educational support personnel, assessment information, program characteristics (such as size, location, provider, vocational level, security level, program type, and age range of students), course offerings, class schedules, bell schedules, school calendars, and sample educational forms (such as student academic and transition plans). For complete information on self-reporting requirements and timelines visit the JJEEP website at [www.jjeep.org](http://www.jjeep.org) or contact the JJEEP QA Coordinator at (850) 414-8364.

## **QA Review Methods**

Educational QA ratings are determined using the same methods and rating scales for each DJJ educational program. The QA review process uses multiple data sources to evaluate the quality of educational services within each DJJ educational programs. Information about educational performance is gathered by JJEEP reviewers through (1) review of self-report information and documentation; (2) on-site review of policies, documents, and files; (3) interviews with school administrators, support personnel, teachers, and students; (4) observations of classrooms, educational activities, and services. Indicator ratings are then based on substantiated information using these multiple sources to verify program practices.

In determining specific QA review scores, reviewers consider the preponderance of evidence to determine whether the intent of the indicator in question is being met. These determinations are made in relation to the multiple sources of data that reviewers collect and examine during the QA review.

Prior to assessing the overall quality of an indicator, reviewers will first determine if minimum requirements are met within each benchmark. Failure to meet minimum requirements within a single benchmark will result in a rating no higher than a 5 for that indicator. Failure to meet minimum requirements within a single critical benchmark will result in the entire indicator being assigned a below satisfactory (0-3) rating.

**The 11 critical benchmarks in the educational standards for residential commitment programs are:**

- 1.1** (enrollment)
- 2.1** (entry academic assessment)
- 2.4** (FCAT participation)
- 2.5** (exit academic assessment and MIS reporting)
- 3.1** (individual academic plans [IAPs])
- 4.1** (individualized curriculum)
- 6.1** (individual educational plan [IEP] development)
- 6.2** (ESE services)
- 7.1** (teacher certification)
- 8.1** (300 minutes per day of instruction)
- 9.2** (data management)

These eleven benchmarks are incorporated into the 2004 QA standards for residential programs. Comparable critical benchmarks are highlighted in the detention and day treatment versions of the QA standards.

As in previous years, there are three sets of educational QA standards. A set of standards has been developed for each of the juvenile justice facility types—residential commitment programs, day treatment programs (includes prevention, intensive probation, and conditional release), and detention centers. The standards for day treatment programs have an extra indicator for attendance, and the standards for detention centers have two less indicators, excluding vocational curriculum and instruction and some transition and student planning requirements. Although the structure and organization of the QA standards has changed for the 2004 QA cycle, there are only minor changes in the content of the standards. Overall changes to the content of the standards include focusing on student services and accountability measures required in federal and state legislation. Administrative requirements that may not affect the quality of student services have been minimized in this current version. As a result, the number of indicators within each standard has been reduced. The following is a complete listing of indicators for residential programs:

**Educational Standard One: Transition**

The transition standard is comprised of three indicators and 14 benchmarks that address entry, on-site, and exit transition activities. Transition activities ensure that students are placed in appropriate educational programs that prepare them for successful reentry into community, school, and/or work settings.

*Indicator 1: Transition Services*

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

*Indicator 2: Testing and Assessment*

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

*Indicator 3: Student Planning*

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

**Educational Standard Two: Service Delivery**

The service delivery standard is comprised of three indicators and 15 benchmarks that address curriculum, instructional delivery, exceptional student education (ESE), and educational support services. Service delivery activities ensure that students are provided with educational opportunities that will best prepare them for successful reentry into community, school, and/or work settings.

*Indicator 4: Academic Curriculum and Instruction*

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

*Indicator 5: Employability, Career, and Technical Curriculum and Instruction*

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

*Indicator 6: ESE and Related Services*

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

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

The educational resources standard is comprised of two indicators and 11 benchmarks that are designed to ensure that students in juvenile justice educational programs are provided with educational personnel, services, materials, and environment necessary to successfully accomplish their educational goals and to ensure collaboration and effective communication among all parties involved in the educational programs of juvenile justice facilities.

#### *Indicator 7: Educational Personnel Qualifications and Professional Development*

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in juvenile justice schools and that they are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

#### *Indicator 8: Learning Environment and Resources*

The expected outcome of this indicator is that funding provides for substantial educational services and that students have access to high-quality materials and resources in order to maximize their academic achievement and prepare them for a successful return to school and the community.

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

The contract management standard is comprised of one indicator and eight benchmarks that address the role and responsibility of school districts that serve juvenile justice students to ensure local oversight of juvenile justice educational programs.

#### *Indicator 9: School District Monitoring, Accountability, and Evaluation*

The expected outcome of this indicator is that there is local oversight by the school district of educational services and that the school district ensures accurate reporting of student and staff data for accountability and evaluation purposes.

## **11.5 System Improvement Process**

In 2004, the former technical assistance and corrective action processes will be combined to form a more seamless system. This will enable JJEEP to focus more of its resources on improving lower performing programs most in need of assistance. Under the new system improvement process, juvenile justice educational programs that are identified as needing targeted assistance will receive follow-up technical assistance from the quality assurance reviewer and other appropriate personnel via mail and telephone. These programs will be required to develop and submit targeted assistance reports (TARs). Programs identified as needing corrective action will receive on-site technical assistance follow-up visits to assist the program with needs assessments, corrective action plans (CAPs), and to verify that system improvement is being implemented in a timely manner. If a program is required to develop a CAP, all deficiencies will be addressed, and a TAR will not be required.

## **Targeted Assistance Report (TAR)**

Programs that receive a below satisfactory (0 to 3) rating in any of the nine indicators, all of which are considered to be priority indicators, but have a standard average score in the satisfactory range, will be required to develop and submit a TAR.

The school district will be notified during the exit interview of any indicators that require targeted assistance. If a TAR is required, JJEEP staff will collaborate via mail and telephone with the school district contact and the lead educator in the development of the TAR. TARs must be signed by the lead educator of the educational program and the designated school district contract manager and must be submitted to JJEEP within 30 days of official notification that a TAR is required. School superintendent signatures are not required for TARs.

## **Corrective Action Plan (CAP)**

CAPs will be required for all educational programs that receive a below satisfactory rating (lower than 4.00) in standard one, standard two, or standard three. The CAP will generate a process enabling programs to identify systemic processes and procedures that may be contributing to the program's receiving a below satisfactory rating. To isolate the areas that are contributing to the underlying problems, programs with CAPs will conduct needs assessments of teachers, administrators, and students in order to provide additional survey data relative to the quality of the program and needed areas of improvement. With assistance from JJEEP and FLDOE, the school district will then be responsible for the development of the CAP using the JJEEP format. The CAP should be returned to JJEEP within 90 days of the date of the official notification letter from FLDOE. FLDOE will then review and approve all CAPs. School districts will be required to meet all timelines in the State Board of Education rule for the implementation of CAPs.

If a CAP is required, the program will receive a follow-up visit(s) that provides additional documented technical assistance and verifies that the program is successfully implementing the agreed upon CAP. Once the CAP is implemented, the school district superintendent will approve and sign the CAP implementation form, which will then be submitted to the JJEEP QA Coordinator within six months of the date of the official notification letter from FLDOE.

If a school district does not successfully implement a CAP, Rule 6A-6.05281(10), FAC, provides for interventions and sanctions. Interventions include the provision of technical assistance to the program and/or a follow-up review of the educational program.

Sanctions include public release of unsatisfactory findings, the interventions, and/or corrective actions proposed; assignment of a monitor, master, or management team to address identified deficiencies paid for by the local school board or private provider if included in the contract; and/or reduction in payment or withholding of state and/or federal funds. Should these sanctions prove to be ineffective in improving the quality of the program, the State Board of Education may require further actions. These actions might

include revocation of current contracts, requirements for specific provider contracts, and/or transfer of responsibility and funding for the educational program to another school district.

## **11.6 Summary Discussion**

To ensure that every student in a juvenile justice facility in the state of Florida is receiving quality education and being given every opportunity for post-release success, JJEEP has modified its procedures for 2004. To ensure that the educational services given to all youths in Florida's juvenile justice facilities are implementing best practices and most effective strategies to obtain positive student outcomes, JJEEP will begin conducting case studies. From these case studies, JJEEP will develop model demonstration sites to serve as an example for lower performing programs. Furthermore, the completion of case studies will provide more comprehensive information as to what practices contribute to positive student outcomes, and what impediments are associated with a lack of student progress.

The new QA procedures and methodology also will help the research function by providing better baseline data on all programs and will allow JJEEP and FLDOE to focus their resources on low performing programs. Finally, with the system improvement process, low performing programs will receive more targeted and ongoing TA, and as seen from the on-site visits conducted in 2002, this approach has been proven successful in helping programs raise their levels of performance (see Chapter 4).

JJEEP's four interrelated functions of research, QA, TA, and policy recommendation have remained the guiding principles for the modification of the 2004 procedures. Overall, the new strategies being employed by JJEEP will ultimately serve the goal of improving all juvenile justice education programs while embracing the requirements of NCLB.