

Career and Professional Education (CAPE) Plan



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Introduction

The purpose of this plan is to outline the state's commitment to developing appropriate career education course offerings and employment opportunities for youth being served in Department of Juvenile Justice (DJJ) facilities. This plan was developed by a collaborative workgroup (committee) consisting of representatives from the following entities: Florida Department of Education (FDOE), DJJ, CareerSource Florida (CSF), Inc., Department of Economic Opportunity (DEO), district schools, Florida College System and private educational providers. This plan addresses the following topics:

- Definitions and characteristics of career and professional education (CAPE) programs in juvenile justice facilities,
- State and federal funding sources,
- Curriculum,
- Transfer of credits,
- Goals,
- Outcome measures,
- Implementation schedule,
- Career and professional academies,
- Florida Ready to Work Certification Program,
- DJJ/DEO collaborative initiatives, and
- Career resources.

This plan should be used as a tool to assist educators in providing youth in DJJ programs with CAPE opportunities and to better prepare youth to enter the workforce. The state plan supports FDOE's strategic imperative to align workforce education programs with skill requirements of the new economy. The ultimate goal is for every workforce education program graduate to have competencies required to succeed.

Background

Amended in 2014, section 985.622, Florida Statutes (F.S.), Multiagency plan for CAPE, requires:

- (1) The Department of Juvenile Justice and the Department of Education shall, in consultation with the statewide Workforce Development Youth Council, school districts, providers, and others, jointly develop a multiagency plan for career and professional education (CAPE) that establishes the curriculum, goals, and outcome measures for CAPE programs in juvenile justice education programs. The plan must be reviewed annually, revised as appropriate, and include:
 - (a) Provisions for maximizing appropriate state and federal funding sources, including funds under the Workforce Investment Act and the Perkins Act.
 - (b) Provisions for eliminating barriers to increasing occupation-specific job training and high school equivalency examination preparation opportunities.
 - (c) The responsibilities of both departments and all other appropriate entities.
 - (d) A detailed implementation schedule.
- (2) The plan must define CAPE programming that is appropriate based upon:

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- (a) The age and assessed educational abilities and goals of the student to be served; and
 - (b) The typical length of stay and custody characteristics at the juvenile justice education program to which each student is assigned.
- (3) The plan must include a definition of CAPE programming that includes the following classifications of juvenile justice education programs that will offer CAPE programming by one of the following types:
- (a) *Type 1*—Programs that teach personal accountability skills and behaviors that are appropriate for students in all age groups and ability levels and that lead to work habits that help maintain employment and living standards.
 - (b) *Type 2*—Programs that include Type 1 program content and an orientation to the broad scope of career choices, based upon personal abilities, aptitudes, and interests. Exploring and gaining knowledge of occupation options and the level of effort required to achieve them are essential prerequisites to skill training.
 - (c) *Type 3*—Programs that include Type 1 program content and the competencies or the prerequisites needed for entry into a specific occupation.
- (4) The plan must also address strategies to facilitate involvement of business and industry in the design, delivery, and evaluation of CAPE programming in juvenile justice education programs, including apprenticeship and work experience programs, mentoring and job shadowing, and other strategies that lead to post-release employment. Incentives for business involvement, such as tax breaks, bonding, and liability limits should be investigated, implemented where appropriate, or recommended to the Legislature for consideration.
- (5) The plan must also evaluate the effect of students' mobility between juvenile justice education programs and school districts on the students' educational outcomes and whether the continuity of the students' education can be better addressed through virtual education.
- (6) The Department of Juvenile Justice and the Department of Education shall each align its respective agency policies, practices, technical manuals, contracts, quality-assurance standards, performance-based-budgeting measures, and outcome measures with the plan in juvenile justice education programs by July 31, 2015. Each agency shall provide a report on the implementation of this section to the Governor, the President of the Senate, and the Speaker of the House of Representatives by August 31, 2015.
- (7) All provider contracts executed by the Department of Juvenile Justice or the school districts after January 1, 2015, must be aligned with the plan.
- (8) The planning and execution of quality assurance reviews conducted by the FDOE or the DJJ after August 1, 2015, must be aligned with the plan.
- (9) Outcome measures reported by the DJJ and the FDOE for students released on or after January 1, 2016, should include outcome measures that conform to the plan.

Goals

The goals of the multiagency plan include assurances that: (1) every site offers career education appropriate to their facility type, (2) youth leaving a DJJ site will continue their

education, seek employment, or both, or have found employment, and (3) all community and education stakeholders will collaborate to ensure that students leaving DJJ sites either return to a secondary school or are college and career ready.

Provisions for Maximizing Appropriate State and Federal Funding Sources

The Florida Education Finance Program (FEFP) is the primary mechanism for funding the operating costs of Florida school districts. A key feature of the FEFP is that it bases financial support for education upon the individual student participating in a particular educational program rather than upon the number of teachers or classrooms. Students are counted four times per year—in July, October, February and June. FEFP funds are generated primarily by multiplying the number of full-time equivalent (FTE) students in each of the funded education programs by cost factors to obtain weighted FTE students. Weighted FTE students are then multiplied by a base student allocation and by a district cost differential to determine the base funding from state and local FEFP funds. Program cost factors are established by the Florida Legislature and represent relative cost differences among the FEFP programs. A student who participates in a high school equivalency examination preparation program is funded at the basic program cost factor.

Base funding accounts for approximately 63 percent of FEFP funds. Other FEFP allocations for students who participate in DJJ programs include the supplemental allocation for juvenile justice education, and a proportionate share of the district's exceptional student education guaranteed allocation, supplemental academic instruction allocation, instructional materials allocation, potential discretionary local effort, potential discretionary local effort compression supplement and the district's proration of funds available.

The instructional time delivered to a student who participates in a DJJ program is converted to an FTE student value for the purpose of FEFP funding. Student attendance is recorded once per class period or during each course reported for FTE purposes. The time a student spends participating in school activities, such as field trips and performances, or receiving school-based services, such as counseling, may be counted as direct instructional time. Certain interruptions to the education program, over which the teacher and student have no control, do not have to be deducted from the direct instructional time reported for FTE. These include disaster drills, lockdowns of the classroom or program for security purposes, bomb scares, court hearings, and meetings students have with law enforcement personnel during school hours. Direct instructional time shall not be counted for students who choose not to attend class, or who are not present at school due to illness or other non-school-related activity other than those listed above.

As required by ss. 1003.51 and 1010.20, F.S., at least 90 percent of the FEFP funds generated by students in DJJ programs must be spent on instructional costs for these students. Compliance with the expenditure requirement for programs provided directly by local school boards shall be verified by FDOE through the review of the district's cost

report as required by s. 1010.20, F.S. If school districts enter into contracts with providers for these educational programs, an accounting of the expenditures, as specified in ss. 1003.51(2)(i) and 1010.20, F.S., shall be required by the local school board.

The district school board shall collaborate with its regional workforce board to pursue workforce development funds in addition to state-appropriated funds.

High School Equivalency Preparation

Section 1003.52(3)(a), F.S.

This statute states:

- (3) The district school board of the county in which the juvenile justice education prevention, day treatment, residential, or detention program is located shall provide or contract for appropriate educational assessments and an appropriate program of instruction and special education services.
 - (a) The district school board shall make provisions for each student to participate in basic, CAPE, and exceptional student programs as appropriate. Students served in Department of Juvenile Justice education programs shall have access to the appropriate courses and instruction to prepare them for the high school equivalency examination. Students participating in high school equivalency examination preparation programs shall be funded at the basic program cost factor for Department of Juvenile Justice programs in the Florida Education Finance Program. Each program shall be conducted according to applicable law providing for the operation of public schools and rules of the State Board of Education. School districts shall provide the high school equivalency examination exit option for all juvenile justice education programs.

Title I Part D, Neglected and Delinquent (N&D) Program

Title I, Part D N&D is a federal program that provides funding for supplemental support of intervention and prevention programs for students who are neglected, delinquent and at risk. These programs are operated by state agencies or local educational agencies. FDOE administers the N&D program by developing and approving state and local applications for funding, providing technical assistance for N&D program operation, and monitoring the effectiveness of N&D program implementation. The state's N&D program funding allocation is determined by the number of students, ages 5-20, who reside in delinquent facilities. State agencies and local educational agencies with significant numbers of delinquent residential students are eligible for N&D program funding. These agencies have the responsibility to determine the most efficient use of N&D program funding by selecting which neglected, delinquent and at-risk programs will be assisted during the application process. Upon approval, agencies are responsible for implementing N&D program-funded services with fidelity and reporting on effectiveness and outcomes.

Carl D. Perkins Career and Technical Education Act of 2006 (Perkins Act)

Career and technical education (CTE) programs in juvenile justice facilities can be supported through federal funding allocated to each state through the Perkins Act. The purpose of the Perkins Act is to develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs.

CTE programs are defined in the Perkins Act as organized educational activities that offer a sequence of courses that (1) provide individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; (2) provide technical skills proficiency, an industry-recognized credential, a certificate, or an associate degree; and (3) may include prerequisite courses (other than a remedial course) and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

Florida's school districts are eligible for federal Perkins allocations and FDOE distributes those funds in accordance with section 112 or using a prescribed formula found in section 131 of the Perkins Act as follows:

- Thirty percent based on each school district's proportionate share of the total population of children ages 5 through 17 who reside in the state of Florida (total population) and.
- Seventy percent based on each school district's proportionate share of the number of children ages 5 through 17 in poverty who reside in the state of Florida (children in poverty).

School districts may maximize numerous state and federal funds and may use their federal Perkins allocation to supplement costs to develop more fully the CTE skills of students being served in DJJ educational programs (detention, prevention, day treatment and residential programs). Annually, school districts and Florida College System institutions submit a plan (Request for Application) to FDOE describing the goals to be achieved through the expenditure of Perkins funds to include a description of how funds may be used to support DJJ educational programs.

In addition, each year, FDOE sets aside approximately \$450,000 of its Perkins state allocation for a competitive grant program to support quality CTE in DJJ educational programs. A minimum of six projects are funded each year. The purpose of the grant is to develop more fully the academic, career and technical skills of secondary students by implementing new, or improving existing, CTE programs leading to industry certification in DJJ educational programs. School districts are the only eligible applicants for this funding and are required to serve as the fiscal and lead programmatic agent. The school district's award is contingent upon the development and maintenance of a Cooperative Agreement with DJJ educational programs.

The Perkins Act defines CTE as: organized educational activities that offer a sequence of courses that provide individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; and provides technical skill proficiency, an industry-recognized credential, a certificate or an associate degree. Programs include competency-based applied learning that contributes to individuals' academic knowledge, higher-order reasoning, problem-solving skills, and the occupational-specific skills for economic independence as a productive and contributing member of society. Perkins funds are most frequently used for the following:

- Occupationally relevant equipment,
- Materials for learning labs,
- Curriculum development or modification,
- Staff development,
- Career counseling and guidance activities,
- Efforts for academic-career education integration,
- Supplemental services for special populations,
- Hiring career staff,
- Remedial classes, and
- Expansion of tech prep programs.

Workforce Innovation and Opportunity Act (WIOA)

WIOA, Title I of Public Law 113-128, signed into law on July 22, 2014, is the first legislative reform of the public workforce system in 15 years. The law supersedes the Workforce Investment Act (WIA) of 1998 and amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973. WIOA presents an extraordinary opportunity to improve job and career options for our nation's workers and job seekers through an integrated, job-driven public workforce system that links diverse talent to businesses. WIOA supports the development of strong, vibrant regional economies where businesses thrive and people want to live and work. WIOA retains the nationwide system of one-stop centers, which directly provide an array of employment services and connect customers to work-related training and education. WIOA furthers a high-quality one-stop center system by continuing to align investments in workforce, education and economic development. The new law places greater emphasis on one-stop centers achieving results for job seekers, workers and businesses. WIOA reinforces the partnerships and strategies necessary for one-stop centers to provide job seekers and workers with the high-quality career services, education and training, and supportive services they need to get good jobs and stay employed, and to help businesses find skilled workers and access other supports, including education and training for their current workforce.

Throughout the state of Florida, local workforce boards offer federally funded employment and training programs through CSF centers. The centers provide services in a systematic way to prepare young people for further education and employment.

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While youth councils are not required by WIOA, local workforce boards are encouraged to designate a standing youth committee, including an existing youth council to contribute a critical youth voice and perspective.

WIOA outlines a broader youth vision that supports an integrated service delivery system and gives a framework through which states and workforce regions can leverage other federal, state, local and philanthropic resources to support in-school and out-of-school youth. The law reaffirms Florida's commitment to provide high quality services to youth and young adults, beginning with career exploration and guidance, continued support for educational attainment, opportunities for skills training for in-demand industries and occupations, and culminating with a good job along a career pathway or enrollment in postsecondary education.

Youth programs include an objective assessment of each youth's skill level and service needs, an individual service strategy, and preparation for postsecondary educational opportunities or unsubsidized employment. They also demonstrate strong linkages between academic and occupational learning and effective connections to the job market and employers. Some of the other required elements (WIOA, section 129(c)(2)) of youth programs are tutoring, study skills training and instruction leading to completion of secondary school, including the following:

- Dropout prevention;
- Alternative school services;
- Adult mentoring;
- Paid and unpaid work experiences, including internships and job shadowing;
- Occupational skills training;
- Leadership development opportunities;
- Supportive services (e.g., transportation);
- Follow-up services for not less than 12 months as appropriate;
- Comprehensive guidance and counseling; and
- Summer employment opportunities.

Under WIOA, in-school youth receiving assistance must be ages 14-21, attending school, low income, and meet at least one of the specified barriers (WIOA, section 129(a)(1)(C)) to employment (i.e., deficient in basic skills; English language learner; an offender; homeless, runaway, in foster care or aged out of the foster care system; pregnant or parenting; an individual with a disability; and requires additional assistance to enter or complete education program or to secure and hold employment).

Out-of-school youth receive an additional emphasis through WIOA, with a minimum of 75 percent of state and local youth funding to be used for out-of-school youth. WIOA makes a number of improvements to the public workforce system and its delivery of services to job seekers, workers and employers. The following are some of the key features of WIOA:

- Emphasizing the use of career pathways and sector partnerships to promote employment in in-demand industries and occupations.

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- Placing a new priority on work-based learning by providing that at least 20 percent of local youth formula funds be used for work experiences, such as summer jobs, preapprenticeship training, on-the-job training and internships that have academic and occupational education as a component.
- Refocusing the youth formula program to serve disconnected youth by requiring a minimum of 75 percent of funds are used for out-of-school youth, compared to 30 percent under WIA.
- Changing youth eligibility requirements by establishing separate criteria for out-of-school and in-school youth, including removing income eligibility requirements for most out-of-school youth and raising the eligible age for such youth to 16 through 24. In-school youth age eligibility continues to be ages 14-21, as in WIA.
- Linking services to the attainment of secondary school diplomas, entry into postsecondary education and career readiness and to the attainment of postsecondary credentials aligned with in-demand industry sectors or occupations. Additional allowable activities include financial literacy education and entrepreneurial skills training.
- Requiring pre-employment transition services for youth with disabilities (WIOA, section 113), which must be coordinated with local workforce development boards and American Job Centers to create work opportunities, including internships, summer employment and apprenticeships for youth with disabilities, including youth with significant disabilities.

WIOA makes key investments in serving disconnected in-school and out-of-school youth to assist them in their career and educational development. WIOA youth funds are allocated to states by the United States Department of Labor (USDOL) and are primarily administered by local workforce boards. Workforce boards have some discretion regarding how funds are utilized, with funds often distributed through a competitive grant process. WIOA represents another funding source, which may be maximized locally to supplement DJJ educational programs.

WIOA places extensive emphasis on meeting the needs of individuals with multiple barriers to employment, including ex-offenders, youth who are in or have aged out of the foster care system and the long-term unemployed. The definition of offender is inclusive of an adult or juvenile, who is or has been subject to any stage of the criminal justice process, or requires assistance to address the issue of barriers to employment due to a record of arrest or conviction.

WIOA youth services funds support training and youth development programs for young people who have left school, as well as after-school services and employment supports for young people still in school. The following is the eligibility criteria for out-of-school youth services:

- (1) Ages 16-24 and not attending school and
- (2) Fall within one or more of the following categories:
 - (a) Individual with a disability;
 - (b) School dropout;

- (c) Not attended school for at least the most recent complete school year calendar quarter;
- (d) A high school graduate who is basic skills deficient or an English language learner;
- (e) Offender;
- (f) Homeless, runaway or foster child;
- (g) Pregnant or parenting; and
- (h) A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

The majority of provisions in WIOA (including services for youth) went into effect on July 1, 2015. Florida must submit its WIOA unified state plan to the USDOL no later than March 2016. This multiagency state plan will be updated to include provisions that are incorporated in the state plan once it has been approved by USDOL.

To find out more about WIOA youth services, clients may contact their local CSF center using the following link: <http://www.floridajobs.org/onestop/onestopdir/index.asp>.

Provisions for Eliminating Barriers to Increasing Occupation-Specific Job Training and High School Equivalency Examination Preparation Opportunities

Career Resources (Career Centers)

Workforce development services in Florida are available primarily through the CSF network's career centers designed to provide easy access to diverse services, including job placement and training, temporary cash assistance and special support services, such as subsidized childcare and transportation.

Career centers provide a vehicle for youth to seek employment-related services, which include employability skills training, job searching, assistance filling out an employment application, and interviewing tips. The available services are at no cost and can be of great assistance to youth in DJJ programs as they prepare to return to their local community. A best practice to utilize with youth as they prepare to exit is to assist them in scheduling an appointment with their local CSF center.

Today, there are 100 career centers across Florida managed at the local level by local workforce development boards. Some are full-service career centers providing direct access to a comprehensive array of programs at a single location, while others are satellite facilities capable of providing referrals or electronic access. Florida's career centers are affiliated statewide through the CSF brand.

Florida Ready to Work Certification Program

The Florida Ready to Work Certification Program was created by the 2006 Legislature, revised in 2011, and can be found in s. 445.06, F.S. This program is designed to

enhance the workplace skills of Floridians to better prepare them for successful employment in specific occupations. DJJ educational programs are specifically listed as one of the entities eligible to participate in this program. The program shall consist of the following:

- A comprehensive identification of workplace skills for each occupation identified for inclusion in the program by DEO and FDOE;
- A pre-instructional assessment that delineates the individual's mastery level on the specific workplace skills identified for that occupation;
- A targeted instructional program limited to those identified workplace skills in which the individual is not proficient as measured by the pre-instructional assessment (instruction must utilize a web-based program and be customized to meet identified specific needs of local employers); and
- A Florida Ready to Work credential and portfolio awarded to individuals upon successful completion of the instruction (each portfolio must delineate the skills demonstrated by the student as evidence of the individual's preparation for employment).

A Florida Ready to Work credential shall be awarded to an individual who successfully passes assessments in Reading for Information, Applied Mathematics, and Locating Information or any other assessments of comparable rigor. Each assessment shall be scored on a scale of 3 to 7. The level of the credential each individual receives is based on the following:

- A bronze-level credential requires a minimum score of 3 or above on each of the assessments,
- A silver-level credential requires a minimum score of 4 or above on each of the assessments and
- A gold-level credential requires a minimum score of 5 or above on each of the assessments.

In 2013-14, DJJ students earned 335 Florida Ready to Work credentials in each category with 34 gold, 190 silver and 111 bronze awarded. Additionally, students spent 2,328.6 hours completing Ready to Work courseware.

High School Equivalency Diploma Program Testing Options for Students in DJJ Education Programs

FDOE has responsibility for assisting juvenile justice education programs to obtain access to the high school equivalency examination. Rule 6A-6.0201, Florida Administrative Code (F.A.C.), establishes the requirements for the high school equivalency diploma. FDOE selected the 2014 GED® Test for use as the high school equivalency assessment through a competitive procurement process. In the rule, FDOE is authorized to approve testing centers in correctional facilities for individuals in the custody of or under the supervision of DJJ. GED testing may only occur in testing centers that are authorized through Pearson VUE, the technology provider for the 2014 GED Test.

Information on how to establish a fixed testing center through Pearson VUE is available at <http://www.pearsonvue.com/test-center/academic.asp>. If a DJJ entity is interested in opening a computer-based testing center for the 2014 GED Test, contact the High School Equivalency Diploma Program - GED Testing Office at 850-245-0449 (press 0 for a customer service representative) or flgedhelp@fldoe.org.

In addition to providing access through a testing center operated at a DJJ facility, juvenile justice education programs have the following two additional options for testing:

- Transportation of individuals to a public testing center and
- Transportation of the testing center to the students through use of a mobile testing site.

Under the first option, DJJ facilities will work with a public testing center and arrange for testing through that public site. Students must be transported to the center for testing. A list of public testing centers by zip code search can be found at:

<http://pearsonvue.com/ged/locate>. To find information on the local contact for any public testing center, please contact the Division of Career and Adult Education's High School Equivalency Diploma Program - GED Testing Office at 850-245-0449 or flgedhelp@fldoe.org.

For the second option, some public testing centers have an authorized mobile testing lab that is transported to a temporary location. The mobile labs typically are for use in correctional facilities. To find information on the local contact for currently approved mobile testing labs, the contact is the Division of Career and Adult Education's High School Equivalency Diploma Program - GED Testing Office (850-245-0449 or flgedhelp@fldoe.org).

Many students in DJJ facilities are underage youth that will require an age exception process to be completed before they are allowed to test. As specified in s. 1003.435(4), F.S., High school equivalency diploma program:

- (4) A candidate for a high school equivalency diploma shall be at least 18 years of age on the date of the examination, except that in extraordinary circumstances, as provided for in rules of the district school board of the district in which the candidate resides or attends school, a candidate may take the examination after reaching the age of 16.

Therefore, the district school board must approve testers ages 16 and 17 based on the local criteria for underage testing.

When a candidate is registered to take the test and the date of birth makes them 16 or 17 years of age, they are automatically put in the age exception queue. Individuals must receive approval from the superintendent (or designee) in the school district in which they live or go to school prior to being allowed to schedule the GED test. DJJ providers must work with the school district to obtain the underage waiver.

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A list of individuals who can assist candidates locally with the underage exceptions process can be found at:

<http://data.fldoe.org/workforce/contacts/default.cfm?action=showList&ListID=65>.

The underage waiver form can be found at:

<http://www.fldoe.org/core/fileparse.php/3/urlt/gedunderagetesterform.pdf>.

Underage waivers can be received only from school district personnel via email at GEDagewaiver@fldoe.org or fax at 850-245-0990.

Once received, FDOE staff will process the age exception within 1-3 business days. Once the exception is processed the candidate can schedule the GED test (unless there are other pending exceptions). Please note that if a waiver is received for a candidate not yet registered, no alert has been created and the candidate cannot be tested. The waiver is held and checked daily against new registrations. Once registered, the alert will be cleared. Again, allow up to three business days for the alert to be processed.

Some DJJ education programs may also enroll students in the GED Options® program. The GED Options program, also called the Performance-based Exit Option program or Exit Option program is outlined in Rule 6A-6.0212, F.A.C., Performance-Based Exit Option Model and State of Florida High School Performance-Based Diploma.

According to GED Testing Service® policy, GED testers cannot be enrolled in high school unless they are participating in the GED Options program. This means that candidates participating in the Exit Option program appear in the Options exception queue when they register. Individuals who are in the Exit Option program must receive approval from their district's coordinator prior to being allowed to schedule the GED test. DJJ providers must work with the school district to obtain the approval.

When candidates register they are asked if they are enrolled in high school. If they answer yes, they are asked if they are enrolled in the GED Options program. If they answer yes, they are put in the Options exception queue. If they answer no, they are not allowed to register.

The list of Options Coordinators and the Exit Option Approval Form are posted at <http://www.fldoe.org/academics/career-adult-edu/hse/perf-based-exit-option.stml>.

The Exit Option Approval Form can only be received from school district personnel via fax at 850-245-0990 or email at GEDExitoption@fldoe.org.

Responsibilities of Both Departments and All Other Appropriate Entities

Responsibilities of All Partners

Section 1003.52(1), F.S., Educational services in Department of Juvenile Justice programs, identifies FDOE as the lead agency for juvenile justice education programs, curriculum, support services and resources:

- (1) The Department of Education shall serve as the lead agency for juvenile justice education programs, curriculum, support services, and resources. To this end, the Department of Education and the Department of Juvenile Justice shall each designate a Coordinator for Juvenile Justice Education Programs to serve as the point of contact for resolving issues not addressed by district school boards and to provide each department's participation in the following activities:
 - (a) Training, collaborating, and coordinating with district school boards, regional workforce boards, and local youth councils, educational contract providers, and juvenile justice providers, whether state operated or contracted.
 - (b) Collecting information on the academic, career and professional education (CAPE), and transition performance of students in juvenile justice programs and reporting on the results.
 - (c) Developing academic and CAPE protocols that provide guidance to district school boards and juvenile justice education providers in all aspects of education programming, including records transfer and transition.
 - (d) Implementing a joint accountability, program performance, and program improvement process.

The Office of Education at DJJ works diligently to enhance and expand CTE programs and to bolster the transition process to increase employment opportunities for DJJ students. DJJ schools reported that more than 5,390 students participated in CTE programs during fiscal year 2013-14.

Vocational program types: The Office of Education at DJJ works with education and training programs within prevention, detention, day treatment, and residential facilities. Since the average stay in a detention facility is approximately 11 days, there is minimal participation in CTE programs. CTE programs are primarily associated with the 94 residential and day treatment programs and are reported as one of three types previously explained (Types 1, 2 and 3).

Detailed Implementation Schedule

This implementation schedule is based on the current outcome measures. Upon completion of rule development, an analysis of new measurable outcomes and baseline data will be provided.

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Goal	Objectives	Strategies	Measureable Outcomes
Every site offers career education appropriate to their facility type.	Ensure that all DJJ facilities have evaluated their program parameters properly and have determined their correct career education type.	Ensure that DJJ sites are offering the appropriate curricula based on facility type.	DJJ students in CTE programs who earn an industry certification. BASELINE 2013-14 school year (SY) 123 students, 0.6%
Youth leaving a DJJ site will continue their education, seek employment, or both, or have found employment.	<p>Ensure that all DJJ education staff is aware of the web-based transition contact list that provides school districts with the correct contact information.</p> <p>These contacts will assist youth with transition back into the community.</p>	<p>Ensure that DJJ sites offer CAPE programs using qualified teachers and the most current industry standards.</p> <p>Ensure that all youth who complete a CAPE program take the corresponding industry certification.</p>	<p>DJJ students who complete the program and are employed within one year. BASELINE 2013-14 SY Residential / 443 students, 12.7%; Day Treatment / 68 students, 16.7%</p> <p>DJJ students who complete the program and reoffend within one year following completion. BASELINE 2013-14 SY Residential / 1,541 students, 44%; Day treatment / 440 students, 32%; Prevention / 2,045 students, 11%</p>

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Goal	Objectives	Strategies	Measureable Outcomes
<p>Community and education stakeholders will collaborate to ensure that students leaving DJJ sites either return to a secondary school or are college and career ready.</p>	<p>Improve CAPE opportunities for all DJJ students.</p>	<p>Educational stakeholders will use Florida Ready to Work. A CTE session will be a part of the annual DJJ regional meetings.</p> <p>Ensure that all students are on track for high school graduation or the high school equivalency examination.</p> <p>Ensure that all students are given pre- and post-assessments. Ensure a smooth transition for students returning to home schools or transitioning to postsecondary institutions.</p>	<p>Youth who return to a non-DJJ school. BASELINE 2013-14 SY 7,805 students, 43%</p> <p>DJJ students in non-DJJ schools and remain in consecutive school years. BASELINE 2013-14 SY 6,286 students, 76%</p> <p>DJJ students who graduated. BASELINE 2013-14 SY 732 students, 47.8%</p> <p>Students who graduated and enrolled in a postsecondary institution. BASELINE 2013-14 SY 128 students, 19.2%</p> <p>DJJ students reported with both pre- and post-assessment data who achieved goals. BASELINE 2013-14 SY Math / 824 students, 46.2%; Reading / 514 students, 28.8%</p>

Career and Professional Education Act

In 2007, the Florida Legislature passed the CAPE Act set out in s. 1003.491, F.S. The purpose of the act was to provide a statewide planning partnership between the business and education communities in order to attract, expand, and retain targeted, high-value industry and to sustain a strong, knowledge-based economy. The objectives of the act are as follows:

- To improve middle and high school academic performance by providing rigorous and relevant curriculum opportunities,
- To provide rigorous and relevant career-themed courses that articulate to postsecondary-level coursework and lead to industry certification,
- To support local and regional economic development,
- To respond to Florida's critical workforce needs, and
- To provide state residents with access to high-wage and high-demand careers.

Section 1003.493, F.S., affords school districts the opportunity to offer career and professional academies to youth. A career and professional academy is defined as:

a research-based program that integrates a rigorous academic curriculum with an industry-specific curriculum aligned directly to priority workforce needs established by the regional workforce board or the Department of Economic Opportunity. Career and professional academies shall be offered by public schools and school districts. The Florida Virtual School is encouraged to develop and offer rigorous career and professional courses as appropriate. Students completing career and professional academy programs must receive a standard high school diploma, the highest available industry certification, and opportunities to earn postsecondary credit if the academy partners with a postsecondary institution approved to operate in the state.

The goals of career and professional academies courses are the following:

- Increase student academic achievement and graduation rates through integrated academic and career curricula;
- Prepare graduating high school students to make appropriate choices relative to employment and future educational experiences;
- Focus on career preparation through rigorous academies and industry certification;
- Raise student aspiration and commitment to academic achievement and work ethics through relevant coursework;
- Promote acceleration mechanisms, such as dual enrollment or articulated credit, so that students may earn postsecondary credit while in high school; and
- Support the state's economy by meeting industry needs for skilled employees in high-skill, high-wage, and high-demand occupations.

To implement the act, FDOE, the DEO, and CSF¹ are partnered together. At the local level, the act, in accordance with ss. 1003.491(2) and (3), F.S., mandates the development of a local three-year strategic plan prepared by school districts with the participation of regional workforce boards and postsecondary institutions that addresses and meets local and regional workforce demands. The plan must include a variety of components as delineated in the statute to include “strategies to implement career-themed courses or career and professional academy training that lead to industry certification in juvenile justice education programs.”

DJJ educational programs that can meet the career and professional academy or career-themed courses requirements, or both, are encouraged to offer this type of curriculum in their programs. The CAPE Act recognizes the need to better prepare students to enter the workforce and postsecondary education. The utilization of career and professional academies, career-themed courses, or both, in DJJ facilities can be a tremendous benefit in preparing youth for today’s workforce and assisting them in being productive citizens.

Industry Certification and Bonus Funding

A key component of the CAPE Act, in accordance with s. 1003.492, F.S., is a list of state-approved industry certifications that are critical to Florida’s employers. The legislation originally tasked the Agency for Workforce Innovation (AWI) with defining “Industry Certification.”² AWI has provided FDOE with the following definition:

A voluntary process, through which individuals are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills and competencies, resulting in the award of a time-limited credential that is nationally recognized and applicable to an occupation that is included in the workforce system’s targeted occupation list or determined to be an occupation that is critical, emerging or addresses a local need.

In 2014, Senate Bill 850 amended s. 1003.492(2), F.S., to include the following definition of industry certification:

Industry certification as used in this section is a voluntary process through which students are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills and competencies, resulting in the award of a credential that is nationally recognized and must be at least one of the following:

- (a) Within an industry that addresses a critical local or statewide economic need;
- (b) Linked to an occupation that is included in the workforce system’s targeted occupation list; or
- (c) Linked to an occupation that is identified as emerging.

¹ In 2014, Workforce Florida, Inc. (WFI) started doing business as CareerSource Florida.

² The original legislation included the AWI. In 2011, the Florida Legislature merged several agencies and the responsibilities of AWI were transferred to DEO.

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The key feature of the CAPE Act is a list of approved certifications known as the “CAPE Industry Certification Funding List,” which is the list of fundable industry certifications adopted by Rule 6A-6.0573, F.A.C.

The following table shows three types of certificates and certifications that are included on the CAPE Industry Certification Funding List. Designations for the different types of certificates and certifications are included on the list adopted by the State Board of Education.

Type of Certification/Certificate	Description	Statutory References
CAPE Digital Tool Certificates	<p>The certificates assess a student’s digital skills in the following areas: word processing; spreadsheets; sound, motion and color presentations; digital arts; and cyber security.</p> <p>The certificates are available to students in elementary school and middle school grades.</p>	Sections 1003.4203(3), 1008.44(1)(b), and 1011.62(1)(o), F.S.
CAPE Industry Certifications	<p>These are industry certifications that do not articulate for college credit or do articulate for up to 14 college credits based on a statewide articulation agreement.</p> <p>The certifications are available to students in grades 6-12.</p>	Sections 1003.4203(4), 1008.44(1)(a), and 1011.62(1)(o), F.S.
CAPE Acceleration Industry Certifications	These are industry certifications that articulate for 15 or more college credits based on a statewide articulation agreement.	Sections 1003.4203(5)(b), 1008.44(1)(e), and 1011.62(1)(o), F.S.

Students who earn eligible industry certifications generate additional funding in the FEFP. The certifications have differential weights for the add-on FTE calculation in s. 1011.62(1)(o), F.S. The following table provides summary information on recent methodologies for the assignment of the funding weights, including the current methodology for students earning certifications in 2014-15.

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Years Earned*	Weighting Methodology	Statutory Citation
2007-08 2008-09 2009-10 2010-11	No differential weights were applied. Weight of 0.3 for each certification.	In 2007, this weight was included in s. 1011.62(1)(q), F.S. In 2008, this weight was included in s. 1011.62(1)(o), F.S. In 2009 and 2010, this weight was included in s. 1011.62(1)(p), F.S.
2011-12 2012-13	Three values: 0.1, 0.2, and 0.3 The weights varied based on values assigned by FDOE, which were based 50 percent on the rigor of the certification and 50 percent on employment value. The State Board of Education included the assigned values in the Industry Certification Funding List in rules adopted by the state board.	Section 1011.62(1)(o), F.S.
2013-14	Two values: 0.1 and 0.2 Funding weight was assigned based on whether there was a statewide articulation agreement.	Section 1011.62(1)(o), F.S.
2014-15	Six values: 0.025, 0.1, 0.2, 0.3, 0.5, and 1.0 Funding weights are assigned based on the type of certificate, certification and course as follows: 0.025 FTE = CAPE Digital Tool Certificate, 0.1 FTE = CAPE Industry Certification (no articulation agreement); 0.2 FTE = CAPE Industry Certification with a statewide articulation agreement of up to 14 college credits; 0.3 FTE = CAPE Innovation Course for students who pass all of the required assessments; 0.5 FTE = CAPE Acceleration Industry Certification with a statewide articulation agreement of 15-29 college credits; and 1.0 FTE = CAPE Acceleration Industry Certification with a statewide articulation agreement of 30 or more college credits	Section 1011.62(1)(o), F.S.

* Performance funding will be calculated in the subsequent year (e.g., 2014-15 activity is funded in the 2015-16 FEFP calculation).

DJJ educational programs interested in offering career and professional academies, career-themed courses, or both, should consult with the district in which the program would be located, as defined in Rule 6A-6.05281, F.A.C., for information related to registering those programs with FDOE, as well as information related to industry certification data collection and reporting. The Division of Career and Adult Education maintains a website for the CAPE Act, which includes the CAPE Industry Certification Funding List, at <http://www.fldoe.org/academics/career-adult-edu/cape-secondary>.

Program Types

Section 1003.52(5) states:

Prevention and day treatment juvenile justice education programs, at a minimum, shall provide career readiness and exploration opportunities as well as truancy and dropout prevention intervention services. Residential juvenile justice education programs with a contracted minimum length of stay of 9 months shall provide CAPE courses that lead to preapprentice certifications and industry certifications. Programs with contracted lengths of stay of less than 9 months may provide career education courses that lead to preapprentice certifications and CAPE industry certifications.

Definitions of the types of career programming were originally proposed in s. 985.3155, F.S. (revised to s. 985.622, F.S.). These definitions address the types of career programs that should be available in juvenile justice facilities. The three definitions are as follows:

- Type 1:** Programs that teach personal accountability skills and behaviors that are appropriate for students in all age groups and ability levels and that lead to work habits that help maintain employment and living standards.
- Type 2:** Programs that include Type 1 program content and an orientation to the broad scope of career choices, based upon personal abilities, aptitudes, and interests. Exploring and gaining knowledge of occupation options and the level of effort required to achieve them is an essential prerequisite to skill training.
- Type 3:** Programs that include Type 1 program content and the competencies or the prerequisites needed for entry into a specific occupation.

A Type 1 program may offer competencies in communication skills, interpersonal skills, decision-making skills, and lifelong learning skills. Examples of a Type 2 curriculum may include conflict resolution skills, identifying skills and interests, interests and aptitude surveys, personal accomplishments and qualifications, preparation and job seeking and coping with stress. A Type 3 program may include industry-recognized certification, statewide or local articulation agreements, or both, in place for continuity of educational initiatives.

Additionally, Type 3 programs may offer certifications in numerous areas, including culinary arts, carpentry, welding, building technology, automotive technology, building ground maintenance, and information technology. From the 5,390 DJJ students who

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participated in CTE courses in fiscal year 2013-2014, 1,313 industry-recognized certifications were earned based on the self-reported data collected by DJJ's annual education survey.

The Division of Career and Adult Education maintains the CTE course descriptions and curriculum frameworks in 17 career clusters that may be appropriate for Type 1, 2 or 3 programs, which may lead to industry certifications, CAPE digital tools, or both. All facilities are not expected to offer every program type. On an annual basis, FDOE, DJJ and CSF will review the DJJ career education types assigned to each facility and determine if the career education type should be adjusted based on the program's average length of stay and age of students served. Additionally, DJJ will survey each facility regarding the type of career and professional education program offered at their facility and FDOE, DJJ and CSF will provide assistance to the program if they are not providing the appropriate type of career education. Career education types can be found at <http://www.djj.state.fl.us/services/office-of-education/education-programs>.

Implementation of the state CAPE plan includes strategies to facilitate involvement of business and industry in the design, delivery and evaluation of education programs, including apprenticeship and work experience programs, mentoring and job shadowing, and post-release employment.

The following state strategies are used to facilitate involvement of business and industry:

- Participation on the CSF Workforce Investment Board that provides policy oversight and design strategies to address critical statewide workforce needs.
- Annual adoption by the State Board of Education of industry certifications (secondary level and postsecondary level) aligned to Florida's economy and Florida's high-skill, high-wage and high-demand occupations.
- The inclusion of business and industry in the three-year CTE program framework review cycle. Key business stakeholders representing occupations in 17 career clusters review the instructional standards and benchmarks to determine relevancy in the workplace.
- Ad hoc committees comprised of subject matter experts that are called upon as needed to review frameworks or workforce-related technical assistance papers.

The following are local strategies:

- Participation in local advisory committees at each technical center as well as program-specific advisory committees that guide policy and workforce program alignment at the local level.
- Hosting or sponsoring work-based learning opportunities for students to gain experience with application of classroom theoretical knowledge in an employer setting.
- Participation as an apprenticeship program sponsor.

CAPE programming for students should be based on the following:

- Age and assessed educational abilities and goals of the student to be served
- Typical length of stay and custody characteristics at the juvenile justice education program to which each student is assigned

DJJ youth are thoroughly assessed throughout the commitment management process to explore their treatment needs as well as their educational and vocational goals. If it is determined that the youth requires commitment to a DJJ facility, many factors are considered when selecting the specific program. Such factors include the youth's mental health and substance abuse-related needs, risk to reoffend, cognitive functioning, charges for which they are committed and bed availability. A youth's educational and vocational goals are considered when determining placement; however, the previously mentioned factors may take priority over placement in a program that offers a specialized vocational or academic track, or both.

District Certified Nondegreed Teachers of Career Programs

All CTE curriculum frameworks list the certification required to be able to teach the program. Some certifications are state-issued and some are district-issued. All nondegreed teachers of career programs are certified by the district in which they are employed.

Qualifications

Sections 1012.39(1)(c) and (2), F.S., state:

- (c) Part-time and full-time nondegreed teachers of career programs. Qualifications shall be established for nondegreed teachers of career and technical education courses for program clusters that are recognized in the state and are based primarily on successful occupational experience rather than academic training. The qualifications for such teachers shall require:
1. The filing of a complete set of fingerprints in the same manner as required by s. 1012.32. Faculty employed solely to conduct postsecondary instruction may be exempted from this requirement.
 2. Documentation of education and successful occupational experience including documentation of:
 - a. A high school diploma or the equivalent.
 - b. Completion of 6 years of full-time successful occupational experience or the equivalent of part-time experience in the teaching specialization area. The district school board may establish alternative qualifications for teachers with an industry certification in the career area in which they teach.
 - c. Completion of career education training conducted through the local school district inservice master plan.
 - d. For full-time teachers, completion of professional education training in teaching methods, course construction, lesson planning and evaluation,

and teaching special needs students. This training may be completed through coursework from an accredited or approved institution or an approved district teacher education program.

- e. Demonstration of successful teaching performance.
 - f. Documentation of industry certification when state or national industry certifications are available and applicable.
- (2) Substitute, adult education, and nondegreed career education teachers who are employed pursuant to this section shall have the same rights and protection of laws as certified teachers.

A list of CTE teacher certifications and requirements can be found at <http://www.fldoe.org/core/fileparse.php/5423/urlt/TEACHERCERTS.xls>.

Curriculum

The following characteristics are elements that should be included in the career curriculum:

- School board-approved career education modules, based on Florida Standards, should be used to engage youth in exploring job-related activities;
- Academic instruction should be integrated with career education instruction and transition planning;
- Training that is both challenging and age-appropriate should be tailored to meet the needs of the youth;
- The interpersonal skills needed to get and maintain a job should be addressed in all education programs in juvenile justice facilities, including independent living skills, budgeting, household operations, work ethic and the value of work;
- When possible, youth should be paid for pre-release work experience and required to design and use a personal budget;
- Career education programs for committed youth should be research-based with the ability to track and demonstrate outcomes;
- Employability skills subject matter taught in Type 1 programs should have a direct link to the treatment plan being implemented by the commitment facility staff and address employability and social and life skills on a year-round basis through courses or curricula that are based on state and school board standards;
- Type 1 programs should provide instruction in courses that are offered for credit, follow course descriptions, use qualified, certified instructors, or are integrated into other courses offered for credit;
- Type 1 programs should be delivered through individualized instruction to include a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings;
- A service-learning (community service) model for Type 2 programs can teach both community responsibility and offer a venue for learning real work skills and behaviors;
- Youth in Type 3 programs should be able to complete one or more CTE courses during their length of stay;
- Course offerings for Type 3 programs must follow state-approved curriculum

standards; and

- Course offerings for Type 3 programs should be: developed jointly by facility staff and education program and school district personnel; addressed in the facility's school improvement and pupil progression plan; and consistent with the school district's plans for the use of supplemental academic improvement funds.

Business and Industry Involvement

The plan must also address strategies to facilitate involvement of business and industry in the design, delivery and evaluation of CAPE programming in juvenile justice education programs, including apprenticeship and work experience programs, mentoring and job shadowing, and other strategies that lead to post-release employment. Incentives for business involvement, such as tax breaks, bonding and liability limits should be investigated, implemented where appropriate, or recommended to the legislature for consideration (see pages 22-23).

Collaborative Initiatives

DJJ, DEO and CSF collaborate on several initiatives across the state aimed at improving the employment outcomes for juvenile offenders. On January 1, 2015, DJJ and DEO entered into a statewide memorandum of agreement to establish general conditions and joint processes that will enable each agency to collaborate as partners to ensure juvenile offenders who are in juvenile justice programs have information about and access to services provided by the state's workforce system. The agreement outlines mutual responsibilities that allow for planning at the state, regional and local levels; promotes the development of linkages between DJJ and the regional workforce boards; encourages collaboration; and establishes guidelines for data sharing protocol development. The agreement can be found at <https://facts.fldfs.com/Search/ContractDetail.aspx?AgencyId=400000&ContractId=W0004>.

Both departments agreed to implement a pilot project to improve the employment outcomes for youthful offenders under the jurisdiction of DJJ. The pilot project funds workforce services to include career assessments, labor market information training, work readiness activities, employer engagement services, job placement and paid work experiences for youth on post-commitment probation in Duval County. The initial pilot project period is January 1, 2015, through December 31, 2015.

At-risk youth are provided services through various programs developed and operated through the local regional workforce board and DJJ partnerships. The following are some local workforce program examples.

CareerSource Florida Northeast—Jacksonville Area

Regional Workforce Board (RWB) staff from CSF Northeast is providing workforce programs to youth who are in residential care at DJJ facilities located in the Jacksonville area. Staff provides workforce services at the Gulf Academy, Hastings Youth Academy

and St. Johns Juvenile Residential Facility. Workshop topics covered include Employ Florida Marketplace training, resume writing, dressing for success, attitude, responsibility and interview skills. RWB staff also participates on DJJ advisory councils and community reentry team reviews.

DJJ Career and Professional Education Program Partnerships

The Office of Education at DJJ received a Juvenile Accountability Block Grant to provide students with nationally recognized vocational training and hands-on training in the construction trades industry. The curriculum and certification are provided by the National Center for Construction Education and Research (NCCER) Foundation and Paxton-Patterson. The specific objectives of the program are to provide NCCER Core Curriculum Certification to students who satisfy all course requirements and provide hands-on training in reading blueprints, setting tile, using hand tools and installing communication systems, e.g., cable, internet, telephone and security systems. This grant has provided 38 students with NCCER certifications.

Home Builders Institute (HBI)

HBI provides career and technical training to at-risk and adjudicated youth at eight sites throughout Florida. These programs receive funding through DJJ. Outcomes for 2013-14 include the following:

- 311 participants earned preapprentice certificate training (PACT) certificates;
- 299 participants that earned a PACT certificate did not re-offend during follow up, representing a 96.14% non-recidivism rate;
- 85% of the participants graduated;
- 205 participants were eligible for placement;
- 174 participants were placed in a job, military or school;
- \$9.34 average wage was earned at placement; and
- 81% of graduates were placed.

Participants saved taxpayers an estimated \$328,138.17, by contributing 42,123 community service hours. The community service included maintaining, repairing, remodeling and constructing state buildings and properties, saving \$1.8 million since 1997 by HBI Florida students.

Student Mobility

Transfer of Educational Records

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

Upon the student's exit from a commitment or day treatment program, DJJ educational

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program staff shall forward an exit portfolio to the student's post-release district. The exit portfolio shall include the following, at a minimum:

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

State Board of Education Rule 6A-1.09941, F.A.C., addresses the transfer of high school credits. This rule serves to establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public high schools. Because juvenile justice schools are public schools, this rule applies to students who transfer from a facility to high school. The rule outlines the following procedures for transfer of high school credits:

- (1) Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection (2) of this rule. Assessment requirements for transfer students under Section 1003.4282, F.S., must be satisfied.
- (2) Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.

Section 1007.24, F.S., requires FDOE, in conjunction with the Board of Governors, "to develop, coordinate, and maintain a statewide course numbering system for postsecondary and dual enrollment education in school districts, public postsecondary educational institutions, and participating nonpublic postsecondary educational institutions that will improve program planning, increase communication among all delivery systems, and facilitate student acceleration and the transfer of students and credits between public school districts, public postsecondary educational institutions, and participating nonpublic educational institutions." In accordance with this statutory requirement, FDOE maintains a course code numbering system for a seamless transfer of credits.

On-line college courses are available to students ready to pursue postsecondary education; however, the funding for this must be secured from either the student's family, grants, and, in some cases, the DJJ program provider.

Virtual Education

Students in juvenile justice education programs shall have access to virtual courses offered pursuant to ss. 1002.37, 1002.45, and 1003.498, F.S. FDOE and the school districts shall adopt policies necessary to provide such access.

Student mobility between juvenile justice education programs and school districts can be enhanced by the use of virtual education courses.

Outcome Measures

Outcome measures reported by DJJ and FDOE for students released on or after January 1, 2016, should include outcome measures that conform to the plan.

The outcome measures for this plan can be tracked through the use of data available from FDOE. The following are the current outcome measures:

- Number and percent of students who return to an alternative school, middle school or high-school upon release and the attendance rate of such students before and after participation in juvenile justice education programs;
- Number and percentage of students who receive a standard high school diploma or a high school equivalency diploma;
- Number and percent of students who receive industry certification;
- Number and percent of students who enroll in a postsecondary educational institution;
- Number and percent of students who complete a juvenile justice program without reoffending;
- Number and percent of students who reoffend within one year after completion of a day treatment or residential commitment program; and
- The number and percentage of students who remain employed one year after completion of a day treatment or residential commitment program.

Appendix A: List of Work Group Members

Dr. Rick Casey, Project 10

Mark Eggers, Florida Department of Education

Jane Fletcher, Florida Department of Education

Tara Goodman, Florida Department of Education

Cindy Jones, Office of Education, Department of Juvenile Justice

Dehryl McCall, CareerSource Florida

Jeff McSpaddin, Twin Oaks Juvenile Development, Inc.

Dr. Beth Moore, Florida Department of Education

Sonya Morris, Florida Department of Education

Jerry Neely, G4S

Julie Orange, Department of Juvenile Justice

Deborah Ray, Florida Department of Education

Shila Salem, Department of Economic Opportunity

Wendy Sikora, Florida Department of Education

Jane Silveria, Florida Department of Education

Kathleen Taylor, Florida Department of Education

Dr. Curtis Williams, Florida Department of Education

Dr. John Zueli, Polk County School District/G4S

Appendix B: Links and Resources

Links to CAPE types offered at DJJ programs:

<http://www.djj.state.fl.us/services/office-of-education/education-programs>

Curriculum frameworks and student performance standards for employability skills for youth:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/index.stml>

or

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

Wage conversions chart:

http://lmsresources.labormarketinfo.com/library/pubs/wage_conversion.pdf

Accommodations and Modifications for Students with Disabilities in Career and Technical Education and Adult General Education provide information about and examples of accommodations and modifications for students with disabilities to assist instructors in meeting the needs of their students.

Career Cruiser is a career exploration resource used to promote career development for students. It provides self-assessment activities to assist students in thinking about the relationship between personal interests and career goals. This publication is now only available online at <http://www.fldoe.org/academics/college-career-planning/k-12-schools/career-resources.stml#cruiser>. It is available to download in English, Spanish and Haitian Creole.

Education and Career Planning Tool is a suite of innovative online tools to help students create a personal plan to keep them on track for college and careers. Through this tool, students will be able to use the online tools to explore potential careers, identify personal preferences for future employment and learn about the educational requirements for particular professions.

The Florida career and education planning system, MyCareerShines, will be launched in 2015-16. With MyCareerShines, Floridians will be able to explore careers, identify personal preferences for future employment, and learn about the educational requirements for specific professions. The new planning tool has replaced Florida CHOICES. This tool will remain free of charge and continue to help districts meet the requirements of s. 1003.4156, F.S. The MyCareerShines program will include assessments for career interests, values and skills. More information can be found at www.mycareershines.org.



Florida Department of Education
Pam Stewart, Commissioner