

FLORIDA DEPARTMENT OF EDUCATION



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Technical Assistance Paper

Offering Career Education Courses in Department of Juvenile Justice Education Programs

Summary: The purpose of this technical assistance paper is to provide guidance to districts regarding career education course offerings in Department of Juvenile Justice education programs.

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A. Career Education

A-1. What are the types of career education courses that can be offered in Department of Juvenile Justice (DJJ) programs?

Section 985.622, Florida Statutes (F.S.), defines types of career programming that are to be offered in DJJ programs. The three definitions are as follows:

Type 1: Program offerings at commitment facilities with this designation will focus on “youth development” and include courses that teach personal accountability skills and behaviors that are appropriate for youth in all age groups and ability levels. These skills and behaviors lead to work habits that help maintain employment and living standards. Examples of Type 1 course offerings include, but are not limited to: Employability Skills for Youth and Workplace Essentials.

Type 2: Career education offerings at commitment facilities with this designation will include Type 1 program course content and an orientation to the broad scope of career choices, based on the youth’s abilities, aptitudes, and interests. Exploring and gaining knowledge of occupation options and the level of effort required to achieve this is an essential prerequisite to skill training at this level. Type 2 course offerings include, but are not limited to: Exploratory Education (exceptional student education [ESE], Career Experiences [ESE], M/J Exploratory Career Wheel [1–6; middle school]), Employability Skills for Youth and Career Planning M/J Exploratory Career Wheel 1 and Career Planning (middle school), and Career Discovery.

Type 3: Career education offerings at commitment facilities with this designation will include Type 1 program course content and the career education competencies or the prerequisites needed for entry into a specific occupation. Type 3 courses include, but are not limited to: Aquaculture, Landscape Operations, Accounting Operations, PC Support Services, Digital Design, Fashion Design Services, Automotive Services Technology, Carpentry, Electricity, Cosmetology, Business Ownership, and Lodging Operations.

A-2. What kinds of career education courses are available to students in DJJ programs?

Career education courses that are offered can vary by school district and the DJJ program based on available resources and space. The Course Code Directory contains a listing of career education courses. The directory can be viewed at:

<http://www.fl DOE.org/articulation/CCD>. The course standards can be found at:
<http://www.fl DOE.org/workforce/dwdframe/>.

A-3. Are there any career education programs offered that provide industry certification to DJJ students?

There are many career education programs that provide industry certification to students who take and satisfactorily complete a program. Examples of available industry

certification programs include welding, automotive service technology, culinary operations, pre-apprenticeship, and heavy equipment mechanic. Please refer to course standards in A-2 above.

A-4. Can we contract with a community college or a technical center to offer career education as a dual-enrollment course at a DJJ site?

A DJJ site may contract with a community college or a technical center to offer courses at the DJJ site with an instructor that the community college or technical center has determined meets their requirements for teaching the program according to the state and/or district standards. For purposes of funding and reporting, the student would be considered dual-enrolled. Information on dual-enrollment programs can be found in section 1007.271, F.S.

There are interinstitutional articulation agreements in place between many districts and community colleges that allow for dual-enrollment. The courses and textbooks are free for the student, and the student can earn secondary credits for coursework completed while dual-enrolled. The Appendix contains a sample format of interinstitutional articulation agreements prepared by the Office of Articulation.

A-5. How does a student earn credit?

Credit is earned when the student is enrolled in, and successfully completes, a course that meets state standards and is taught by a certified instructor.

A DJJ school can offer a high school career technical education course to a middle school student for credit provided it is part of the district pupil progression plan. The career/technical curriculum frameworks are typically designated for students in grades 9–12.

A-6. What is an occupational completion point (OCP)?

An OCP is a group of competencies or skills needed to obtain proficiency in a specific occupation as identified by Standard Occupation Classifications. Occupational completion point refers to the career competencies that qualify a person to enter an occupation that is linked to a career program (ss. 445.009(8)(f), F. S. and 1004.02(22), F.S.).

OCPs are earned when a student meets the prescribed standards for a particular completion point of a career education program. OCPs may be for one or more credits. At the secondary level, students can earn credits on their transcripts, not OCPs. School districts report OCPs to the state; however, full-time equivalent (FTE) is based on scheduled minutes. If the course is taken through a virtual instruction program then FTE is based on successful completion of the course.

A-7. What happens to high school credits awarded for career courses when the student enrolls in a career technical center?

The secondary student earns credits that may parallel OCPs at the postsecondary level. Some OCPs require more than one credit. If a student earns secondary credit on their transcript, the postsecondary institution will usually start the student at the last OCP they completed at the secondary level. The postsecondary institution does not award OCPs for credit already earned at the secondary level. The postsecondary institution may also require the student to take a competency exam to show they have mastered the competencies of the OCPs earned.

A-8. What kind of employment does career education prepare students for and what course number do I use for enrollment purposes?

Career education programs can prepare students for employment in agriculture, construction trades, technology and communications, business, finance, hospitality and tourism, manufacturing, marketing, transportation, distribution, logistics, health, etc.

Please access the Course Code Directory at the following website for a listing of available career courses: <http://www.fl doe.org/articulation/CCD>.

A-9. What type of agreement must be in place to offer career education courses?

Section 1003.52(13), F.S., requires each district school board to negotiate a cooperative agreement with DJJ on the delivery of educational services.

For career programs that enter into an agreement with the DJJ to provide career opportunities to youth, there should be a written agreement (i.e., contract, interagency agreement) between the career education provider, the school district, or DJJ that clearly defines the roles and responsibilities of all parties, including FTE funding and teacher certification.

B. Teacher Requirements

B-1. What kind of certification does a teacher need to teach career education courses in DJJ programs?

A degreed teacher who teaches career education courses must have a bachelor's degree or higher and experience in the career area being taught. The qualifications for a degreed teacher to teach career education courses can be found in s. 1012.56, F.S.

The requirements for a nondegreed instructor to be district certified and teach career education courses are contained in Florida Statutes. The statute may be accessed at: http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=Ch1012/SEC39.HTM&Title=%2007-%2eCh1012-%2eSection%2039#1012.39.

Section 1012.39(1)(c), F.S., states:

c) Part-time and full-time non-degreed teachers of career programs. Qualifications shall be established for agriculture, business, health occupations, family and consumer sciences, industrial, marketing, career specialist, and public service education teachers, 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. Alternate means of determining successful occupational experience may be established by the district school board.
 - c. Completion of career education training conducted through the local school district in service 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.

C. Scheduling

C-1. What are some ways to schedule career education programs to provide maximum access for academics and career education?

- Block scheduling
- Integrated academics and career education
- Team teaching (two courses together)

Maximize access to required courses and career education by team teaching during a block schedule in which the career course is taught along with related academics for two credits.

Sample block scheduling:

| Times | Schedule |
|--------------|---|
| 8:05–9:35 | Integrated career education and academics |
| 10:00–11:45 | Integrated career education and academics |
| 11:45–12:15 | Lunch |
| 12:15–2:00 | Academics |
| 2:10–3:55 | Integrated career education and academics |

Another sample schedule in which career education courses can be offered:

| Times | Schedule |
|--------------|------------------|
| 8:10–9:10 | Academics |
| 9:10–10:10 | Academics |
| 10:10–11:10 | Academics |
| 11:10–11:45 | Career Education |
| 11:45–12:30 | Lunch |
| 12:30–3:00 | Career Education |

C-2. How can career education programs be offered?

Career education can be offered in several ways:

- As part of the regular school day, as an after school program, or on Saturday
- As a dual-enrollment with the local community college or technical center via on-line instruction or having the community college or technical center instructor teach at the DJJ site

When offering programs after the school day or on the weekend, the school earns no extra FTE; however, the student will still earn credit for courses completed.

C-3. What course number can I use for a program that does not have a state framework?

Guided Workplace Learning (course number 8300430) can be used for students who are learning in a workplace environment. This is an internship that involves the student, the teacher, and the workplace-learning site supervisor. It can be offered as paid or nonpaid, on or off campus. The purpose of the course is to provide students with the opportunity to gain practical, first-hand knowledge in broad occupational clusters or industry sectors through a structured internship experience. To participate in the internship, the student must be currently enrolled in or have completed a career course/program (including Technology Education). A workplace-learning plan must be developed for each student. The teacher certification requirement is a certificate with a bachelor's degree or higher or certification in any vocational field.

Please refer to the framework at

<http://www.fl DOE.org/workforce/dwdframe/0809/do/doc/8300430.doc>.

Executive Internship I–IV (course numbers 0500300, 0500310, 0500320, and 0500330) can be used to place students in a learning experience. The purpose of these courses is to provide a practical introduction to the work environment through direct contact with professionals in the community.

The student can earn up to four credits in these courses, and the teacher certification requirement is any certificate with a bachelor's degree or higher. Please refer to the frameworks at the links below:

<http://datafldoe.org/crsCode/912/Experiential%20Education/word/0500300.doc>

<http://datafldoe.org/crsCode/912/Experiential%20Education/word/0500310.doc>

<http://datafldoe.org/crsCode/912/Experiential%20Education/word/0500320.doc>

<http://datafldoe.org/crsCode/912/Experiential%20Education/word/0500330.doc>

Please note that all programs/courses that are offered for credit and that earn FTE must meet teacher certification requirements.

D. Florida Ready to Work

D-1. What is Florida Ready to Work?

Florida Ready to Work is a program of the Division of Career and Adult Education. The program helps jobseekers provide proof of their ability to succeed on the job and gives employers a way to identify employees with the most potential. Florida Ready to Work is funded by the Florida Legislature, and there is no cost to jobseekers or employers.

The program offers online training and examinations for jobseekers in three areas: applied mathematics, reading for information, and locating information. These skills are required for more than 85 percent of all jobs. After a student passes the assessment tests, he or she is awarded a certificate signed by the Governor. The courseware is available online and students can access the courses from any computer. Students must enroll in the program through a registered assessment center. For more information, visit <http://www.fl DOE.org/readytowork/>.

SAMPLE FORMAT

Interinstitutional Articulation Agreements

The Interinstitutional Articulation Agreement, as required by section 1007.235, Florida Statutes, should begin with an introductory section that clearly identifies the parties involved, the term (a beginning and ending date) of the agreement, the make-up of the Articulation Committee involved in negotiating and drafting the agreement, and a description of the process by which the agreement is renewed or terminated. Following the introductory information, consider these required components:

1. Please provide contact information for district and college staff preparing the agreement.

Please provide the name, title, telephone number, and e-mail for staff members involved in the preparation of the agreement including one from the district and the other for the college.

2. Please provide a brief introduction to the agreement and a description of the process by which the agreement is renewed and terminated (including the role and composition of your Articulation Committee).

Please provide a brief description of your dual enrollment program. Specifically, state the role and composition of your Articulation Committee; and how you renew and terminate your interinstitutional articulation agreement.

3. Please list the courses and programs that are available to students eligible to participate in dual enrollment.

In addressing the courses and programs available to students, the *Dual Enrollment Course – High School Subject Area Equivalency List* is a great starting point, but should not be viewed as the limits of dual enrollment course offerings. Each district's agreement should take into consideration local needs including magnets, academies, workforce demands, and access to other acceleration mechanisms. Courses offered beyond the equivalency list (along with their locally designated high school subject/credit equivalencies) should be clearly delineated at this point in the agreement. In addition, this section should include a listing of the dual enrollment courses that are offered by the local college and, therefore, available to students as part of the Major Areas of Interest.

4. Please provide your plan for providing guidance services.

The college is responsible for providing guidance services to participating students on the selection of courses in the dual enrollment program. Please state the process by which these services will be provided should be outlined in this section. Each student, preferably through the use of FACTS.org, should develop a plan that includes a list of courses that will result in an Applied Technology Diploma, an Associate in Science degree, or an Associate in Arts degree, OR, if the student identifies a baccalaureate degree as the objective, the plan must include courses that will meet the general education requirements and any prerequisite requirements for entrance into the selected baccalaureate degree program. Advising is the key to students making appropriate selections, and the advising practices that support student course selection should be clearly articulated in this section.

5. Please describe the process by which students are notified of the option to participate.

Please state whether college and/or partnering school district will notify students about the option to enroll in dual enrollment courses. How and when will this be done? Be specific.

6. Please describe the process by which parents are notified of the option to participate.

Please state whether college and/or partnering school district will notify parents about the option for their children to enroll in dual enrollment courses. How and when will this be done? Be specific.

7. Please describe the process by which students and parents exercise their right to participate.

Please state the procedures that are in place for participation, along with firmly established deadlines. Your agreement should contain specific information regarding the following: application/forms for admission to the program; the recommendations/signatures required for participation; the person to whom students and parents should submit their paperwork; the process by which students register and withdraw from courses; maximum course loads; grade forgiveness; weighting of dual enrollment course grades; and the process by which grades are distributed.

8. Please describe eligibility criteria for student participation in dual enrollment courses and programs.

1). College-credit Dual Enrollment (Includes College-credit ATD, College Credit Certificate, AAS, AA and AA)

Per [section 1007.271\(3\), Florida Statutes](#), students must have an unweighted GPA of 3.0 and demonstrate readiness for college coursework through scores on the Common Placement Tests (as established in State Board of Education Rule 6A-10.0315) to

2). Career and Technical Certificate Dual Enrollment (Postsecondary Adult Vocation, PSAV)

Per [section 1007.271\(3\), Florida Statutes](#), participation in career and technical certificate dual enrollment requires a 2.0 unweighted GPA. Any exception to the GPA requirement and/or any additional program admission requirements (such as high school grade level) must be clearly delineated at this point in the agreement.

3). Early Admission

Per [section 1007.271\(7\), Florida Statutes](#), early admission is described as full-time dual enrollment. Consequently, the eligibility criteria for college-credit dual enrollment also apply to students who enroll as ‘early admit’ in a postsecondary institution on a full-time basis.

9. Please describe the institutional responsibilities for student screening prior to enrollment and monitoring enrolled students.

A. Describe how students are screened for dual enrollment eligibility prior to enrolling in a dual enrollment course

Please state the requirements for initial eligibility prior to student enrolling in dual enrollment courses. Be specific about college credit, and career and technical dual enrollment courses. Please state if there are additional eligibility requirements for early admits.

In addition to initial eligibility requirements, eligibility for continued participation in the program must be addressed including a clear identification of which GPA is being considered (the college or high school), and how often the GPAs are reviewed.

B. Describe how students' progress is monitored in dual enrollment courses for continued

The delineation of responsibility for ongoing monitoring of participants must be included in the agreement at this point.

In addition to outlining the academic criteria for continued enrollment in the program, this section is a good place to identify behavioral expectations in dual enrollment courses. For example: which entity's code of conduct and consequences will be enforced? Maturity/discipline issues arise regularly, and addressing them in the agreement leaves less room for dispute when these incidents occur.

Legislative Note: Senate Bill 1908, passed during the 2008 Legislative Session, includes a provision requiring the IAA (pursuant to s. 1007.235, F.S.) to stipulate that the college granting the postsecondary credit for a dual enrollment course is responsible for assigning grades for those courses. School districts are prohibited from changing any grade (once assigned by the college) when posting it to the high school transcript.

10. Please describe the criteria by which the quality of dual enrollment courses and programs are to be judged and maintained.

Dual enrollment courses are college courses both in content and outcomes. Dual enrollment instructors must meet the teaching credentials established by the Southern Association of Colleges and Schools (SACS). This agreement must outline the procedures for maintaining the teaching and content integrity of courses. Such procedures should include a plan for recruiting, selecting and evaluating faculty and monitoring of course content. This is the section of the agreement that should make reference to the *Dual Enrollment Statement of Standards*. It is recommended that a copy of the *Statement of Standards* be incorporated into the agreement as an attachment.

11. Please describe institutional responsibilities for the cost of dual enrollment courses and programs.

The financial challenges associated with dual enrollment can be overcome with a strong agreement that employs cost-sharing and cost-saving measures. Combining resources is a realistic way to cover the costs associated with the program. Specific instructional cost arrangements should delineated in this section of the agreement. For example, who pays for the instructor(s)?

While school districts are responsible for the purchase of their students' textbooks, there are a variety of ways to handle the textbook process. How textbooks are selected, the length of time for use, the manner in which students obtain their books, book return policies, etc. should all be specifically delineated in the agreement.

Students with disabilities must be accommodated as required by law in dual enrollment classes. Several issues related to this topic should be negotiated and spelled out in this agreement. Which entity covers the cost of accommodations? Whose criteria are adhered to when determining the need for accommodations (school district or college)?

12. Please describe the responsibilities for providing student transportation.

This section should clearly outline who is responsible for the cost of transportation for courses taught at locations other than the high school campus. If it is the student's responsibility to provide his or her own transportation, this should be stated in the agreement.

13. Please describe the mechanisms and strategies for reducing the incidence of postsecondary remediation in math, reading, and writing for the first-time enrolled recent high school graduates.

This section should specify the process by which the local articulation committee will: analyze the unique problems that have been identified in this district and develop corrective actions; measure and communicate outcomes; collaborate on the development of strategies for better preparation of students upon graduation from high school; analyze the costs associated with the implementation of postsecondary remedial education and secondary-level corrective actions; and identify the strategies for reducing such costs.

Senate Bill 1908, passed during the 2008 Legislative Session, requires that assessments be used by high schools in evaluating the college readiness of selected students prior to 12th grade (beginning in 2008-09). High schools are also required to provide 12th grade students who score below the minimum cut scores with remedial instruction prior to graduation. New high school math, reading, and writing courses were added to the Course Code Directory during the 2008-09 school year to address this requirement. Specifics relating to the process for testing students and the course offerings available at the high school must be outlined in the agreement. In addition, as data becomes available, it should be utilized to assess the effectiveness of the testing program and the associated high school instruction intended to reduce remediation at the college level.

14. Please describe the mechanisms and strategies for promoting career and technical programs of study.

Many districts have a separate “tech prep” articulation agreement in place that thoroughly addresses a plan to make students aware of the program, promotes enrollment, and articulates students through a sequential program of study leading to a postsecondary career or technical education degree or certificate and, when appropriate, an industry credential. If such an agreement exists, it should be referenced in this section and provided as a hyperlink or Web page to this agreement.

Many districts and colleges have separate “Career Pathway” articulation agreements in place that address the transition from secondary career and technical education (CTE) programs to postsecondary CTE programs. These agreements detail specific programs of study available to high school students seeking to continue in the field by enrolling in a linked postsecondary certificate or degree program and indicate the number of articulated credits available for each program of study.

15. Please provide a plan that outlines the mechanisms and strategies for improving the preparation of elementary, middle, and high school teachers.

This section of the agreement must outline a plan for the school district and college to address the ongoing preparation of teachers in the district. The plan should cover both pre-service and in-service activities developed with the intent of improving teacher preparation at all levels and addressing local critical teacher shortages.

16. Please address additional policies and provisions not captured in previous questions.

If you wish to attach information in addition to what is requested in this IAA submission system, please insert hyperlinks to the relevant documents here. In the event that you do not have additional information to add to your agreement, you must enter N/A. This submission system is designed such that you must respond to each item before you can submit your IAA successfully.

17. Review agreement.

18. Please upload a copy of your signature page.

The final section of this agreement is the execution, which includes the appropriate signatures of Florida college and school district representatives. This submission system is designed such that you must upload the signature page before you can submit your IAA successfully.

For additional information or assistance in completing your interinstitutional articulation agreement, contact Dr. Shruti Graf at Shruti.graf@fldoe.org or 850-245-7820.