

Multi-Agency Career and Professional Education (CAPE) Plan



Florida Department of Education
Bureau of Exceptional Education and Student Services
FY 2022-23

This publication is produced through the Bureau of School Improvement (BSI), Division of Public Schools, Florida Department of Education, and is available online at <https://www.fldoe.org/schools/k-12-public-schools/school-improvement/jje.stm>. For information on available resources, contact the BSI.

Email: BSI@fldoe.org

Telephone: 850-245-0762



Table of Contents

Introduction	1
Background	1
Goals	2
Provisions for Maximizing Appropriate State and Federal Funding Sources	3
High School Equivalency Preparation	4
Title I, Part D, Neglected or Delinquent (N or D) Program	4
Strengthening Career and Technical Education (CTE) for the 21 st Century Act (Perkins V)	5
Workforce Innovation and Opportunity Act.....	6
Provisions for Eliminating Barriers to Increasing Occupation-Specific Job Training and High School Equivalency Examination Preparation Opportunities	7
American Job Centers.....	7
Florida Ready to Work Credential Program.....	7
Educational Program Options That Lead to Students Taking the High School Equivalency Examination in Juvenile Justice Education Programs.....	9
Responsibilities of Both Departments and All Other Appropriate Entities	11
Goals, Objectives, Strategies, and Measurable Outcomes	13
CAPE Act	16
Industry Certification and Bonus Funding	17
Program Types.....	19
District-Certified Nondegreed Teachers of Career Programs.....	22
Qualifications for District-Certified Nondegreed Teachers.....	22
Curriculum.....	23
Business and Industry Involvement	24
Home Builders Institute (HBI).....	24
Student Mobility	24
Transfer of Educational Records.....	24
Virtual Education	26
Outcome Measures	26
Appendix: Links and Resources	27

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: the Florida Department of Education (FDOE), the DJJ, CareerSource Florida (CSF), Inc., the Department of Economic Opportunity (DEO), school districts, the Division of Florida Colleges, 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;
- Career-themed courses;
- Florida Ready to Work Certification Program; 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 the 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 2016, section 985.622, Florida Statutes (F.S.), Multiagency plan for CAPE, the following is required:

- (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 Innovation and Opportunity Act [WIOA] 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:
- (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.

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 the number of weighted FTE students. The number of weighted FTE students is 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 61 percent of FEFP funds. In addition to base funding, students who participate in DJJ programs are funded in the same manner as a traditional student and are entitled to 100 percent of the formula-based categorical funds generated by their FTE in addition to the supplemental allocation for juvenile justice education.

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 95 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 the 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. Section 1003.51, F.S., also states that DJJ programs are entitled to 100 percent of the formula-based categorical funds generated by students in the program. These

funds are required to be spent on the appropriate categorical items, such as instructional materials and public school technology.

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 the following:

(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 or Delinquent (N or D) Program

Title I, Part 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 of dropping out of school. These DJJ programs are classified as delinquent and operated by local educational agencies (LEAs). The FDOE administers the N or D programs by developing and approving local applications for funding, providing technical assistance for N or D program operation, and monitoring the effectiveness of N or D program implementation. The state's Part D funding allocation for LEAs is determined by the number of students, ages 5 through 17, who reside in facilities for students who are delinquent. LEAs have the responsibility to determine the most efficient use of N or D program funding by selecting which neglected, delinquent, and at-risk programs will be assisted during the application process. Upon approval, LEAs are responsible for implementing N or D program-funded services with fidelity and reporting on effectiveness and outcomes.

Strengthening Career and Technical Education (CTE) for the 21st Century Act (Perkins V)

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 and postsecondary students who elect to enroll in CTE programs. The Act promotes seamless career pathways between secondary and postsecondary levels, which result in credentials of value. CTE course sequences 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, particularly those that are high skill, high wage, and in demand; and provides technical skill proficiency, an industry-recognized credential, a certificate or an associate degree. The Act emphasizes identifying and removing barriers for students who are members of Perkins-defined special populations, such as low-income youth, students with disabilities, those who are homeless, or those who are or have been in foster care.

Secondary education programs in Florida's school districts are eligible for federal Perkins allocations and the FDOE distributes those funds in accordance with section 112(a)(1) or using a prescribed formula found in section 131(a)(1)-(2) 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 (prevention, day treatment, residential, and detention programs). Efforts supporting students in DJJ programs may increase as they serve many of the identified special populations targeted for special assistance by the Perkins Act.

DJJ programs offer students the opportunity to participate in CTE activities through exploration of occupational options and assessment of interests and aptitudes, as well as training in basic occupational skills. A student may also receive training in specific program areas, such as carpentry, in preparation for earning an industry certification, entry into the workforce, and further education.

Workforce Innovation and Opportunity Act

WIOA was signed into law on July 22, 2014, and supersedes the Workforce Investment Act (WIA) of 1998. Many provisions in WIOA (including services for youth) went into effect on July 1, 2015. In accordance with the federal requirements, states are required to submit a Strategic State Plan every four years with subsequent updates every two years to the United States Department of Labor (USDOL). WIOA strategic state plans are designed to communicate the state's vision and strategy for applicable programs under the purview of the plan as well as communicate specific programmatic operational elements. States are required to include strategic goals and operational elements for youth in the strategic state plan. Florida's 2022-2024 WIOA Unified Plan Two-Year Modification communicates the state's vision and strategies for various partner programs and includes youth in the state's vision and strategies of preparing an educated and skilled workforce.

One of the goals outlined in the Florida's WIOA Unified State Plan for the youth program is to *improve career exploration, educational attainment, and skills training for in-demand industries and occupations for Florida youth and individuals with barriers to employment that lead to enhanced employment, career development, credentialing, and postsecondary education opportunities*. This goal stretches across the youth program and includes in-school and out-of-school youth. In-school youth must be ages 14-21 at the time of enrollment, attending school, must be considered low income, and meet at least one of the specified barriers to employment identified in section 129(a)(1)(C) of WIOA. Out-of-school youth must be ages 16-24 at the time of enrollment, not attending school, and meet at least one of the specified barriers to employment identified in section 129(a)(1)(B) of WIOA.

Local youth programs administered by American Job Centers (AJCs), referred to as career centers in Florida, must include an objective assessment of each youth's skill level and service needs, an individual service strategy identifying career pathways to education/employment, and preparation for postsecondary educational opportunities or unsubsidized employment. There are 14 required youth program elements that must be made available to youth. These include, but are not limited to, tutoring, alternative secondary school services or dropout recovery services, paid and unpaid work experiences, occupational skill training, and leadership development opportunities.

Some key features of the WIOA youth program include the following:

- 1 The use of career pathways and sector partnerships to promote employment in in-demand industries and occupations.
- 2 A priority on work-based learning that requires at least 20 percent of local youth-formula funds being used for work experiences.
- 3 Unlike WIA, youth councils are not required by WIOA; however, local boards are encouraged to designate a standing youth committee, including an existing youth council, to contribute a critical youth voice and perspective.

- 4 Requiring pre-employment transition services for youth with disabilities (WIOA, section 113), which must be coordinated with local boards and AJCs to create work opportunities. This includes internships, summer employment, and apprenticeships.

The WIOA youth program is funded by the USDOL and administered by local workforce development boards. WIOA supports an integrated service-delivery system and provides a framework through which states and local workforce areas can leverage other resources to support in-school and out-of-school youth.

To find out more about WIOA youth services, individuals may contact their local career center at <https://floridajobs.org/frequently-asked-questions-directory/wia-program-faq> or visit the DEO website to view the Eligible Youth Service Provider List at <http://floridajobs.org/office-directory/division-of-workforce-services/workforce-programs/workforce-investment-act/youth-service-provider-list>.

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

American Job Centers

Workforce development services in Florida are available through the AJCs, which are designed to provide a full range of assistance to individuals under one roof with easy access to diverse services, including job referrals and training, career counseling, temporary cash assistance, and support services such as subsidized childcare, work/training related tools, and transportation.

AJCs are used by youth to seek employment-related services, such as employability skills training, job searching, assistance filling out an employment application, and interviewing tips. Services are available at no cost and are beneficial to youth in DJJ programs as they prepare to return to their local community.

As of March 2023, there are 75 full-service AJCs, 33 satellite AJCs, and one business center across Florida. Full-service AJCs provide direct access to an array of programs at a single location while satellite facilities provide referrals or electronic access, and limited direct access in some areas. Florida's AJCs are easily identified statewide through the Career Source Florida Network brand.

Florida Ready to Work Credential Program

The Florida Ready to Work Credential Program was created in 2006 by the Florida Legislature and can be found in s. 445.06, F.S. The program is designed to enhance the employability skills of Floridians to better prepare them for successful employment. The

Florida Department of Economic Opportunity and the Florida Department of Education collaborate to identify the skills for inclusion in the program.

DJJ educational programs are specifically listed as one of the entities eligible to participate. The program is funded by the State of Florida and provided at no direct cost to DJJ educational program partners, school districts, or students.

The program features comprehensive online career-contextualized math, reading, data, and essential (soft) skills curricula. Embedded pre-instructional self-assessments target instruction / remediation; learner interactions reinforce understanding and application of skills; and post-tests benchmark credentialing readiness.

Program participants may earn one or two stackable state-sponsored credentials signed by the Governor:

- The Florida Ready to Work Credential is awarded based on three proctored assessments validating mastery level of foundational work ready math, work ready reading, and work ready data skills.
- The Florida Soft Skills Credential is awarded based on one proctored assessment validating mastery of essential soft skills including communicating effectively, conveying professionalism, collaboration and teamwork, and critical thinking and problem solving.

Both credentials are aligned to the U.S. Department of Labor Occupational Information Network (O*NET), a digital dataset widely recognized as the nation's primary source of occupational data and are endorsed by the National Work Readiness Council (nwrc.org), an independent national nonprofit workforce development, training, and advocacy organization founded in 2003 by the U.S. Chamber of Commerce and a consortium of state workforce agencies.

In 2021-22, a combined total of 35 DJJ students earned the Florida Ready to Work Credential* and 14 DJJ students earned the Florida Soft Skills Credential. DJJ students also completed a combined total of 409 hours of online foundational employability (work ready math, work ready reading, work ready data) * instruction and 660 hours of online essential soft skills instruction.

The level distribution of the 20 Florida Ready to Work Credentials earned from July 1-April 12, 2023 is as follows:

- Achievement Level 2 7 Indicating foundational skill readiness for O*NET Job Zone 2 career pathways
- Achievement Level 3 4 Indicating foundational skill readiness for O*NET Job Zone 3 career pathways

- Achievement Level 4 7 Indicating foundational skill readiness for O*NET Job Zone 4 career pathways
- Achievement Level 5 2 Indicating foundational skill readiness for O*NET Job Zone 5 career pathways

Educational Program Options That Lead to Students Taking the High School Equivalency Examination in Juvenile Justice Education Programs

The FDOE is responsible for assisting juvenile justice education programs in obtaining 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. The FDOE selected the 2014 GED® Test for use as the high school equivalency assessment through a competitive procurement process. In the rule, the FDOE is authorized to approve testing centers in correctional facilities for individuals in the custody of or under the supervision of the 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 <https://home.pearsonvue.com/Test-centers/Become-a-test-center.aspx>.

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:

1. Transportation of individuals to a public testing center; and
2. 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, 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.

When registering students to take the high school equivalency examination, there are two educational program options:

- 1) Performance-Based Exit Option Model to attain the Performance-Based Exit Option diploma as outlined in Rule 6A-6.0212, F.A.C., identified as the GED Options® program when registering. **The student may remain enrolled in high school when the student takes the examination.**
- 2) High School Equivalency Preparation Model to attain the State of Florida high school diploma. **The student may not be enrolled in high school when the student takes the examination.**

Many students in DJJ facilities are underage youth who will require an age-exception process to be completed before they are allowed to test. The following is 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.

The superintendent (or designee) in the school district 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 they are 16 or 17 years of age, they are automatically put in the age-exception queue. Prior to being allowed to schedule the GED® test, individuals must receive approval from the superintendent (or designee) of the school district in which they live or go to school. DJJ education providers must work with the school district to obtain the underage waiver.

A list of individuals who can assist candidates locally with the underage-exception process can be found at <https://web02.fldoe.org/EducationContacts/DisplayList.aspx?list=65>.

The underage waiver form can be found at <http://www.fldoe.org/core/fileparse.php/3/urll/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, the FDOE staff will process the age exception within one to three 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.

According to the 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 Performance-Based Exit Option Model program appear in the GED Options® exception queue when they register. Individuals who are in the Performance-Based Exit Option Model program must receive approval from their district's coordinator prior to being allowed to schedule the GED® Test. DJJ education 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, and they are put in the GED Options exception queue. If they answer no, they are not allowed to register in the GED Options® program.

The list of Performance-Based Exit Option District Coordinators and the Performance-Based Exit Option Testing Approval Form are located 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

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

- (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, local workforce development boards, 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 the DJJ works diligently to enhance and expand CTE programs and to bolster the transition process to increase employment opportunities for DJJ students.

Vocational program types: The Office of Education at the DJJ works with education and training programs within prevention, day treatment, and residential and detention facilities. Since the average stay in a detention facility (Type 1) is approximately 12 days, there is minimal participation in CTE programs. CTE programs are primarily associated with the 64 residential, prevention and day treatment programs and are reported as either Type 2 or 3 of three types previously explained.

Section 1003.52(10)(b), F.S., requires that for the purpose of transition planning and reentry services, representatives from the school district and the one-stop center where the student will return shall participate as members of the local DJJ reentry teams.

Representatives from the AJCs are members of the DJJ reentry teams for their respective areas. They participate in transition meetings to connect, offer workforce services, and schedule appointments for DJJ youth returning to their communities but not returning to the local school district.

Goals, Objectives, Strategies, and Measurable Outcomes

Goal	Objectives	Strategies	Measurable 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.	Number of Students who Received an Industry Certification in 2020-21 or 2021-22 143 students, 2%
Youth leaving a DJJ site will continue their education, seek employment, or both, or have found employment.	<p>Ensure that all DJJ education staff are 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 identified as Type 3 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 examination.</p> <p>Ensure that all student transition plans address continuing education in secondary school, CAPE programs, postsecondary education, or employment</p>	<p>Number of Students Released from a DJJ Program During SY 2021-22 who Completed the Program and who were Employed in Either SY 2020-21 or SY 2021-22</p> <p>Residential/605 students, 39%; Day treatment/109 students, 29%</p> <p>Number of Students Released from a DJJ Program During FY 2019-20 who Completed the Program and who Reoffended Within One Year Following Completion (Recidivism)</p> <p>Residential/806 students 38%; Day treatment/26</p>

Goal	Objectives	Strategies	Measurable Outcomes
			students, 26%; Prevention/26 students, 3%
<p>Community and education stakeholders will collaborate to ensure that students leaving DJJ facilities 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.</p> <p>A CTE technical assistance session during juvenile justice education quarterly webinars and managers' 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.</p> <p>Ensure a smooth transition for students returning to home schools or transitioning to postsecondary institutions.</p>	<p>Number of Students Served in DJJ Schools in SY 2020-21 who Returned to a Non-DJJ School</p> <p>5,056 students, 79%</p> <p>The average attendance rate of students enrolled in non-DJJ schools before participation in juvenile justice education programs and the average attendance rate of students enrolled in non-DJJ schools after participation in juvenile justice education programs:</p> <p>3,757 students, 68%</p> <p>Number of Twelfth Graders or Graduates Enrolled in a DJJ School in SY 2020-21 who Graduated in SY 2020-21 or SY 2021-22</p> <p>1,337 students, 58%</p>

Goal	Objectives	Strategies	Measurable Outcomes
			<p>The number and percentage of students who graduated in SY 2020-21 and enrolled in a postsecondary educational institution in SY 2020-21 or 2021-22:</p> <p>94 students, 14%</p> <p>Number of Students in DJJ Schools During SY 2020-21 Reported with Both Pre- and Post-Assessment Data who Achieved Gains:</p> <p>Math/846 students, 59%; Reading/880 students, 63%</p>

Source of Outcomes: Developing Effective Education in the DJJ Annual Report 2021-22

CAPE 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.

In 2021, Section 14.36, F.S., Reimagining Education and Career Help (REACH) Act was created to address the evolving needs of Florida's economy. From the Reach Act, the Credentials Review Committee was formed to establish a definition for credentials of value, create a framework of quality, and identify non-degree and degree credentials of value to ensure instructional programs prepare Floridians for in-demand occupations. These credentials will make up the Master Credentials List (MCL). Industry certifications from the MCL will be used to create a single CAPE industry certification list for adoption each year.

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 follows:

[A] research-based program that integrates a rigorous academic curriculum with an industry-specific curriculum aligned directly to priority workforce needs established by the local workforce development 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 as follows:

- 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 CAPE act, the FDOE, the DEO, and CareerSource Florida (CSF)¹ are partnered together. At the local level, the CAPE 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 local 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 former Agency for Workforce Innovation (AWI), now known as the DEO, with defining "Industry Certification."² AWI provided the 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 2021 House Bill 1507 amended s. 1003.493(2), F.S., to include the following definition of industry certification:

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.

1. 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 identified on the Master Credentials List under s. 445.004(4).

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-6.056 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 or 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. Funding weights are assigned based on the type of certificate, certification and course as follows:

Funding Weights^a	Certification
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 to 29 college credits
1.0 FTE	CAPE Acceleration Industry Certification with a statewide articulation agreement of 30 or more college credits

^aFunding weights for each certification are indicated on the CAPE Industry Certification Funding List. Performance funding is calculated in the subsequent year (e.g., 2020-21 activity is funded in the 2021-22 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 the 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

Program type is determined by the DJJ based on the following:

- Type 1: Detention
- Type 2: Day treatment, prevention and non-secure residential; and
- Type 3: Secure residential.

Section 1003.52(5), F.S., states the following:

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 pre-apprentice certifications and industry certifications. Programs with contracted lengths of stay of less than 9 months

may provide career education courses that lead to pre-apprentice 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.

All DJJ program types may offer industry-recognized certifications in numerous areas (e.g. culinary arts, carpentry, and welding) reported in CTE courses. Additionally, other types of certifications that are not industry-recognized certifications (e.g., First Aid and Safety, CPR, First Aid, OSHA 10) may be offered at flexible times throughout students' stay in the program. DJJ disseminates an annual survey in which the DJJ programs report program information, outcome data, use of virtual education and career and technical education training. In the 2021-22 fiscal year annual survey, DJJ programs self-reported to the Office of Education at the DJJ that 609 DJJ students participated in CTE programs, and 815 industry-recognized certifications or other certifications were earned.

The number of students in DJJ programs who received an industry certification in 2020-21 or 2021-22 for all program types as reported to the FDOE was 143. The difference in self-reported industry-recognized certifications and the number reported to the FDOE through the districts' management information systems is significant and has led to increased technical assistance provided to DJJ programs to ensure they work through

their school districts to report industry-recognized certifications using a common definition.

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, the FDOE, the 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, the DJJ will survey each facility regarding the type of career and professional education program offered at their facility and the FDOE, the 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 state Workforce Investment Board, CSF, 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 in 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 the application of classroom theoretical knowledge in an employer setting.
- Participation as a registered 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; and
- 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 career goals. If it is determined that a 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 use-related needs, risk to reoffend, cognitive functioning, charges for which they are committed, and bed availability. A youth's educational and career goals are considered when determining placement; however, the previously mentioned factors may take priority over placement in a program that offers a specialized career 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 deemed qualified by the district in which they are employed.

Qualifications for District-Certified Nondegreed Teachers

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

- (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[, F.S.]. 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/urll/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 school improvement and pupil progression plan, and be 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.

Home Builders Institute (HBI)

HBI provides career and technical training to at-risk and adjudicated youth at nine sites throughout Florida. These programs receive funding through the DJJ. Outcomes for 2021-22 include the following:

- 129 participants earned Pre-Apprentice Certificate Training certificates
- 87% of the participants graduated;
- 135 participants were eligible for placement;
- 74 participants were placed in a job, the military, or school;
- \$13.00 average wage was earned at placement; and
- 55% of graduates were placed.

Participants saved taxpayers an estimated \$58,000 by contributing 6,000 community service hours. The community service included maintaining, repairing, remodeling, and constructing state buildings and properties. Since 1997, Florida HBI participants have contributed nearly 2.75 million dollars' worth of service hours.

Student Mobility

Transfer of Educational Records

Each school district shall transfer records of students entering or exiting DJJ programs as provided in Rule 6A-6.05281(3)(d), F.A.C. Each school district shall provide student educational records immediately upon request and no later than five school days after receipt of the request for records from the new school or district.

Upon the student's exit from a commitment or day treatment program, DJJ educational 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;
- Section 504 plan (pursuant to Section 504 of the Rehabilitation Act of 1973), 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.

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 the 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 the 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, the 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. The FDOE and school districts should 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

Section 1003.52, F.S. requires the FDOE and DJJ to document the number and percentage 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;
- Receive a standard high school diploma or a high school equivalency diploma;
- Receive industry certification;
- Enroll in a postsecondary educational institution;
- Complete a juvenile justice program without reoffending;
- Reoffend within one year after completion of a day treatment or residential commitment program; and
- Remain employed one year after completion of a day treatment or residential commitment program.

These outcomes are documented in the Developing Effective Education in the DJJ Annual Reports posted at <https://www.fldoe.org/schools/k-12-public-schools/school-improvement/jje.stml>.

Appendix: Links and Resources

Career program 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.shtml>

CAPE Industry Certification Funding List:

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

Wage conversions chart:

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



Florida Department of Education
Manny Diaz, Jr., Commissioner