

## Purpose

The purpose of this technical assistance paper is to provide guidance to Department of Juvenile Justice (DJJ) Education programs on: (1) the requirements of career and technical educational programming in DJJ facilities; (2) the career education programs that may be offered at each type of DJJ facility and (3) career-themed courses and industry certifications.

*The Florida Career and Professional Education Act (CAPE) was enacted in 2007. The objectives of the act are:*

- 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.

## Program Types

Program type is determined by the Department of Juvenile Justice and the designation does not change if the facility receives Perkins funding. Type is determined based on the following:

Type 1: Detention / short-term residential (less than 90 days)

Type 2: Day treatment / Intervention / non-secure residential

Type 3: Secure residential

The state plan offers 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:

**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.

*A Type 1 program may offer, but is not limited to, competencies in communication skills, interpersonal skills, decision making skills, and lifelong learning skills. This might include courses in Life Management Skills (8502000), Family Dynamics (8500345), Parenting Skills (8500300), Workplace Essentials (8300310) or Personal Development (8500230 or 8500430). These competencies may be integrated into other courses and/or provided through thematic approaches.*

*Type 1 programs are typically short term programs such as outward bound and detention.*

DJJ programs should be providing access to rigorous and relevant career-themed courses that articulate to postsecondary-level coursework and lead to an industry certification on the CAPE Industry Certification Funding List (ICFL). A key component of the CAPE Act is the bonus FTE (Full-time equivalent) program associated with registered career-themed courses. For comprehensive information about the CAPE Act, the process for registering career-themed courses and generating bonus FTE, please visit <http://fldoe.org/core/fileparse.php/5398/urlt/cape-act-techassist.pdf>. The Division of Career and Adult Education also maintains a website for the Career and Professional Education Act at the following web link: <http://www.fldoe.org/academics/career-adult-edu/cape-secondary>.

**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.

*Examples of a Type 2 curriculum may include, but are not limited to, conflict resolution skills, identifying skills and interests, interests and aptitude surveys, personal accomplishments and qualifications, preparation and job seeking, and coping with stress. This might include MyCareerShines, resume writing, job applications, interview skills, Orientation to Career Clusters (8000400) or any of the orientation or exploration courses. These competencies may be integrated into other courses or provided through thematic approaches.*

*Type 2 programs go above Type 1 requirements, but typically do not have the time for completion of a career preparatory program. They are typically non secure and day treatment and prevention programs.*

**Type 3:** Programs that include Type 1 program content and the competencies or the prerequisites needed for entry into a specific occupation.

*A Type 3 program may include, but is not limited to, a Career and Technical Education (CTE) program that leads to industry recognized certification or has statewide or local articulation agreements in place for continuity of educational initiatives. A type 3 program will teach job preparation skills. Type 3 programs should have appropriate access to hands-on CTE programs. (Appropriateness is determined by behavior and age.) The student will take one or more courses in a single career program in order to take and pass an industry certification related to the program of study.*

*Type 3 programs should offer a sequence of courses that provides individuals with the academic and technical knowledge and skills needed to prepare for further education and for careers in current or emerging employment sectors.*

*Type 3 programs are secure programs with length of stay of at least nine months.*

Residential juvenile justice education programs with a contracted minimum length of stay of nine months shall provide [CAPE courses](#) that lead to pre-apprentice certifications and industry certifications. Programs with contracted lengths of stay of less than nine months may provide career education courses that lead to pre-apprentice certifications and CAPE industry certifications pursuant to section 1003.52(5), Florida Statutes.

All juvenile justice education programs are eligible to offer CTE courses. The career-themed course registration window is mid-October through November, with registration update windows in February and August. Specific dates for each school year are provided at the following link <http://fldoe.org/core/fileparse.php/5398/urlt/cape-act-techassist.pdf>. If a student completes a career-themed course and earns the related industry certification, the district earns bonus FTE.

**Common Career-themed courses currently being offered at DJJ sites:**

- Agriscience Foundations
- Applied Computer Business Skills
- Building Construction Technologies
- Carpentry
- Computing for College and Careers (name change to Digital Information Technology)
- Culinary Arts
- Digital Design
- Introduction to Information Technology
- Vocational Employability Skills for Youth and Career Planning
- Welding Technologies

DJJ educational programs interested in offering career and professional academies or career-themed courses should consult with the district as defined in [Rule 6A-6.05281, F.A.C.](#), for information related to registering those programs with Florida Department of Education, 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 the following web link: <http://www.fldoe.org/academics/career-adult-edu/cape-secondary>.

**Funding**

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 / certifications are included on the list adopted by the State Board of Education.

Type of Certification / Certificate	Description	Statutory References
CAPE Digital Tool Certificates	The certificates assess a student’s digital skills in the	S. 1003.4203(3), F.S.

Type of Certification / Certificate	Description	Statutory References
	<p>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>	<p>S. 1008.44(1)(b), F.S.</p> <p>S. 1011.62(1)(o), F.S.</p>
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>	<p>S. 1003.4203(4), F.S.</p> <p>S. 1008.44(1)(a), F.S.</p> <p>S. 1011.62(1)(o), F.S.</p>
CAPE Acceleration Industry Certifications	<p>These are industry certifications that articulate for 15 or more college credits based on a statewide articulation agreement.</p>	<p>S. 1003.4203(5)(b), F.S.</p> <p>S. 1008.44(1)(e), F.S.</p> <p>S. 1011.62(1)(o), F.S.</p>

Students who earn eligible industry certifications generate additional funding in the Florida Education Finance Program (FEFP). The certifications have differential weights for the add-on FTE calculation in [s. 1011.62\(1\)\(o\), F.S.](#) The following table provides summary information on recent methodologies for the assignment of the funding weights, including the current methodology for students earning certifications in 2015-16:

Years Earned*	Weighting Methodology	Statutory Citation
2007-08	No differential weights were applied.	In 2007, this weight was included in s.
2008-09	Weight of 0.3 for each certification.	1011.62(1)(q), F.S.
2009-10		In 2008, this weight was included in s.
2010-11		1011.62(1)(o), F.S.
		In 2009 and 2010, this weight was included in s.
		1011.62(1)(p), F.S.
2011-12	Three values: 0.1, 0.2, 0.3	S. 1011.62(1)(o), F.S.

Years Earned*	Weighting Methodology	Statutory Citation
2012-13	The weights varied based on values assigned by FDOE, which were based 50 percent on the rigor of the certification and 50 percent on employment value. The State Board of Education included the assigned values in the Industry Certification Funding List under rules adopted by the state board.	
2013-14	Two values: 0.1, 0.2  Funding weight was assigned based on whether there was a statewide articulation agreement.	S. 1011.62(1)(o), F.S.
2014-15  2015-16	Six values: 0.025, 0.1, 0.2, 0.3, 0.5 and 1.0  Funding weights are assigned based on the type of certificate, certification and course as follows:  0.025 FTE = CAPE Digital Tool Certificate  0.1 FTE = CAPE Industry Certification (no articulation agreement)  0.2 FTE = CAPE Industry Certification with a statewide articulation agreement of up to 14 college credits  0.3 FTE = CAPE Innovation Course for students who pass all of the required assessments  0.5 FTE = CAPE Acceleration Industry Certification with a statewide articulation agreement of 15 to 29 college credits  1.0 FTE = CAPE Acceleration Industry Certification with a statewide articulation agreement of 30 or more college credits	S. 1011.62(1)(o), F.S.

\* Performance funding will be calculated in the subsequent year (e.g., 2015-16 activity is funded in the 2016-17 FEFP calculation).

## District Non-certificated Teachers of Career Programs

Rule 6A-6.05281, F.A.C., states that school districts shall establish procedures for the use of noncertified instructional personnel who possess expert knowledge or experience in their fields of instruction consistent with the requirement of Rule 6A-1.0502, F.A.C.

All CTE curriculum frameworks list the certification required to be able to teach the program. All noncertified teachers of career programs are used pursuant to the procedures established by the district in which they are employed.

### Qualifications

s. 1012.39(1)(c), (2), F.S., states:

- (c) Part-time and full-time non-degreed teachers of career programs. Qualifications shall be established for non-degreed 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 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.
    - f. Documentation of industry certification when state or national industry certifications are available and applicable.
- (2) Substitute, adult education, and non-degreed career education teachers who are employed pursuant to this section shall have the same rights and protection of laws as certified teachers.

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