

Florida Department of Juvenile Justice

Proposed Rule Hearing (if requested)

May 27, 2020

CHAPTER 63B-1
Career-Related Programs

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63B-1.001 Purpose and Scope.

Specific Authority 985.618(4), 985.622, 985.64 FS. Law Implemented 985.618(4), 985.622 FS. History—New 5-17-07. ~~Repealed~~_____.

63B-1.002 Definitions.

~~To establish the standards and requirements for the department's career-related programs, As used in this chapter, the following words, unless the context does not permit, shall have the meanings indicated:~~

(1) Cooperative Agreement- Agreement signed locally and at the state level to define shared educational responsibilities with the Florida Department of Education and the Department of Juvenile Justice, and School Districts and the Department of Juvenile Justice as defined in Sections 1003.52(1) and ~~(14) (13)~~, F.S.

(2) Department – The Florida Department of Juvenile Justice.

~~(3) Informational Analysis—The gathering of information for the evaluation of a youth's physical, psychological, educational, vocational, social condition and family environment as they relate to the youth's need for rehabilitative and treatment services, including substance abuse treatment services, literacy services, medical services, family services, and other specialized services, as appropriate.~~

~~(3)(4) Juvenile Justice Education Survey – An instrument assessing the degree of juvenile justice educational resources, partnerships and outcomes.~~

~~(4)(5) Program – A contracted or state-operated residential or non-residential facility environment funded by the department, providing educational services to committed youth.~~

~~(5)(6) Career Education Vocational Programming – There are three types levels of career vocational education:~~

~~(a) Type Level 1 career education programs 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. vocational programs are pre-vocational and shall include provision of counseling or instruction contributing to personal accountability skills and behaviors appropriate for youth in all age groups and ability levels that lead to work habits with the following intended youth competencies:~~

~~1. Communication skills demonstrated by selection and use of a variety of speaking strategies to clarify meaning and reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.~~

~~2. Interpersonal skills demonstrated by requirements that youth work with each other cooperatively and productively.~~

~~3. Decision making skills such as having youth map out the likely consequences of decisions, the importance of individual factors and choosing the best course of action to take.~~

~~(b) Type Level 2 career education programs include Type 1 program content and an orientation to the broad scope of career choices, based upon personal abilities, aptitudes and interest. Exploring and gaining knowledge of occupation options and the level of effort required to achieve them is an essential prerequisite to skill training. vocational programs incorporate the competencies~~

~~stated above and provide youth with an orientation to a broad scope of career choices, based upon personal abilities, aptitudes and interests, and exploring and gaining knowledge of occupation options and the level of effort required to achieve them. Level 2 programs will lead to work habits with the following intended youth competencies:~~

- ~~1. Completion of a vocational interest survey;~~
- ~~2. Identification of occupational skills and interests;~~
- ~~3. Conflict resolution skills;~~
- ~~4. Summary of personal accomplishments;~~
- ~~5. Knowledge of preparation and job seeking skills; and~~
- ~~6. Knowledge of stress management skills.~~

~~(c) Type Level 3 career education vocational programs include Type 1 program content and the competencies or the prerequisites needed for entry into a specific occupation incorporate the first and second levels and provide recognized industry prerequisites for attaining recognized points of completion within particular trades or vocations.~~

~~Rulemaking Specific Authority 985.618(4), 985.622, 985.64 FS. Law Implemented 985.618(4), 985.622 FS. History--New 5-17-07, Amended _____.~~

63B-1.003 Career Education and Vocational Programming.

~~(1) All juvenile justice programs are required to incorporate a minimum of Type 1 career education programming level one vocational competency development.~~

~~(2) Day treatment, prevention and nonsecure residential pPrograms are required to provide demonstrate efforts to achieve levels one and two Type 2 programming consistent with the age, type, and special needs of the youth populations served.~~

~~(3) Secure residential programs are required to provide Type 3 programming consistent with the age, type and special needs of the youth populations served.~~

~~(4)(3) Programs will collaborate with the educational program to assist youth in acquiring academic, technical, personal managerial, problem-solving and teamwork skills essential for a lifetime of achievement in a technological society.~~

~~Rulemaking Specific Authority 985.618(4), 985.622, 985.64 FS. Law Implemented 985.618(4), 985.622 FS. History--New 5-17-07, Amended _____.~~

63B-1.004 Hiring of Vocational Staff.

~~Specific Authority 985.618(4), 985.622, 985.64 FS. Law Implemented 985.618(4), 985.601(8) FS. History--New 5-17-07. Repealed _____.~~

63B-1.005 Youth Participation.

~~Specific Authority 985.618(4), 985.622, 985.64 FS. Law Implemented 985.618(4), 985.622 FS. History--New 5-17-07. Repealed _____.~~

63B-1.006 Cooperative Agreement.

~~(1) Programs will comply with responsibilities listed in the annual cooperative agreement with the school district the program resides in Florida Department of Education.~~

~~(2) The department shall support student and staff scheduling and facility utilization to ensure participation in the educational and career-related programming occurs on a 5-day-per-week, 5-hour-per-day basis. Youth workforce education is not limited to the educational portion of the day or program.~~

~~(3) Department personnel will establish local education and business partnerships with local employers, volunteers, mentors, community college or vocational entity representatives and school district personnel.~~

~~(3)(4) Youth enrolled in educational and career programming will receive credit for participation in the education and training experience by an approved credentialing entity.~~

~~(4)(5) Department personnel will work with local school districts to maximize availability of technological equipment to ensure students have access to Florida Virtual High School or other distance learning opportunities.~~

~~(5)(6)~~ The department shall facilitate establishment of a re-entry committee in each judicial circuit in partnership with the school district transition contact designated by the Department of Education. The re-entry committee shall include representation from the youth, the parent(s)/guardian(s), the Juvenile Probation Officer, department Regional Education Coordinator, receiving school district transition contact, transition services provider, a representative from the residential program's education department, residential case manager or residential transition coordinator, career source representative and, if applicable, the residential clinical therapist. Depending upon the needs of the youth, it may be appropriate for one or more of the following entities to be invited: Department of Children and Families (DCF) case manager, DCF community service providers, Division of Vocational Rehabilitation, faith-based community, Guardian ad Litem, and Agency for Persons with Disabilities. ~~department, case managers responsible for continuity of programming for youth exiting commitment programs, community law enforcement, educational entities, the One Stop Center and individuals specific to the interests of each youth served by the committee.~~

~~(6)(7)~~ Youth with employability as one of their transition goals should have at the time of program release:

- (a) A transition plan developed with youth involvement and representatives of the commitment program, educational program and probation with specific plans for continuation of education and/or employment upon program exit;
- (b) A sample completed employment application;
- (c) A resume summarizing education, work experience and/or career training to date;
- (d) Information indicating the location and business hours of a local Career Source ~~An appointment with the One Stop~~ Center within the vicinity where the youth will be seeking employment;
- (e) Appropriate documents essential to obtaining employability upon leaving the program if included within his or her transition plan; and
- (f) Evidence that the youth's case manager and parent or guardian are aware of the plan, documents and post-release discharge plans.

Rulemaking Specific Authority 985.618(4), 985.622, 985.64 FS. Law Implemented 985.618, 985.622, ~~1003.52~~ FS. History—New 5-17-07, Amended

63B-1.007 Juvenile Education Reporting Requirements and Career-Related Evaluations.

(1) Each program shall submit a report containing the following information to the department's Office of Education no later than July 15 ~~June 1~~ of each year:

- (a) Program name;
- (b) School district responsible for educational services;
- (c) Status of GED test site;
- (d) Career Vocational education type level.

(2) The department shall prepare an annual summary each August ~~June~~ 30 to determine the extent of program participation in career and technical training.

~~(3) Each program's participation in the self-reported level of vocational training will be validated by the Department of Education quality assurance reviews as required by Section 1003.52, F.S.~~

~~(3)(4)~~ The Office of Education will maintain an ongoing list of the type level of career education vocational training in place by each of the juvenile justice educational programs.

~~(4)(5)~~ Annual quality improvement assurance, performance reporting and program monitoring will assess the degree of department program participation in education and career training consistent with pertinent provisions of the Florida Administrative Code.

~~(5)(6)~~ The Office of Data and Research is required to provide annual summaries of performance, recidivism and quality improvement assurance data collection and reporting no later than February 1 ~~December 31~~.

~~(6)(7)~~ The summary report will include an education section incorporating results of the Juvenile Justice Education Survey specific to career and technical education training and funding within juvenile justice education programs.

Rulemaking Specific Authority 985.618(4), 985.622, 985.64 FS. Law Implemented 985.618, 985.622, ~~1003.52~~ FS. History—New 5-17-07, Amended
