

# PERFORMANCE-BASED DIPLOMA CAREER DEVELOPMENT PROGRAM

## Program Category

Educational Alternative Program

## Individual Program Plan

### 1. Program Description and Agency Coordination

The Performance-Based Diploma Career Development Program (PBD) is a vocational and academic alternative program for at-risk students and retrieved dropouts. This program is designed to allow a student to graduate with a district high school diploma, a General Equivalency Diploma (GED), and/or receive a vocational certificate.

Coordinating agencies include Communities in Schools, Youth and Family Services, the Department of Juvenile Justice, the Child Guidance Center, the Northeast Florida Workforce Development Board, and the Jacksonville Children's Commission.

### 2. Program Goals

- a. To provide unique instructional strategies in the delivery of basic academic instruction to increase the likelihood that these students will complete school with a high school diploma.
- b. To provide vocational instruction and allow students to develop the occupational skills necessary to earn a living and become contributing members of society.
- c. To provide a learning environment which emphasizes the importance of personal growth, self-awareness, interpersonal skills and responsibility for one's behavior.
- d. To provide career awareness and improve employability skills.

### 3. Specific Outcome Objectives

- a. At least 51% of the students who have not previously passed the FCAT SSS will pass the FCAT SSS by the end of the program year.

- b. At least 60% of the students will maintain a minimum of 70% attendance.
- c. At least 60% of the students will earn a vocational certificate or occupation completion points, high school diploma, receive a GED, or continue on the next school year.

#### **4. Evaluation Procedures**

- a. The FCAT SSS results for students who had not passed the FCAT SSS at the beginning of the program year will be analyzed to determine the percentage of students that passed by the end of the program year.
- b. Students' end-of-the-year attendance records will be analyzed to determine if 60% of the students achieved 70% attendance during the program year.
- c. Students' end-of-the-year status and start-of-the-next year status will be recorded and analyzed to determine the percent of students who earn a vocational certificate or occupation completion points, high school diploma, receive a GED, or continue on the next school year. The form for reporting occupation completion points and vocational certificates will be filled out at each program school and sent to the Dropout Prevention office.

#### **5. Specific Student Eligibility Criteria**

- a. The student has been absent from school in excess of eighteen (18) days during the school year prior to program enrollment.
- b. The student is unsuccessful in school as evidenced by the following:
  - (1) a cumulative GPA below 2.0, and
  - (2) one or more retentions.
- c. The student has been identified as a potential dropout due to one or more of the following:
  - (1) has stated that he/she intends to drop out of school,
  - (2) parent(s)/guardian has stated that his/her child (at least 16 years old) will drop out of school, or

- (3) has dropped out of school.
- d. The student must score a minimum of 7.0 grade level or higher on the Test of Adult Basic Education (TABE).
- e. GED Exit Option Eligibility Criteria are as follows:
  - (1) grade placement is behind the class with whom he entered kindergarten and that class is graduating,
  - (2) has passed the FCAT,
  - (3) has met Dropout Prevention Program eligibility criteria, and
  - (4) has demonstrated a probability for success on the GED, as documented by the GED practice test or a reasonable substitute, such as achievement test scores.

According to page 6 of the GED Exit Option Model Procedure Manual published in 2002 by the Florida Department of Education Bureau of Instructional Support and Community Services,

“Students who are enrolled in the GED Exit Option Model are exempt from the minimum graduation requirements prescribed for the standard high school diploma, including the 2.0 GPA requirement.”

Any variations to the implementation or exceptions to the eligibility criteria require written permission from the Cluster Chief Officer, Duval County Public Schools.

## **6. Student Admission Procedures**

- a. A school-based principal, guidance counselor, parent, teacher, student, program specialist or community agency can refer a student to the Performance-Based Diploma (PBD) staff at any of the implementation sites for placement.
- b. The referring counselor or district PBD staff will document discipline referrals, retention records, age of student, grades, test scores, rate of absences, and eligibility for Exceptional Student Education to assist in determining appropriate program placement.

- c. Applicants must be referred for TABE testing at the appropriate school site.
- d. Whenever possible, vocational assessment for interest and aptitude will be completed prior to enrollment to assist in determining appropriate program placement.
- e. The guidance counselor or PBD staff will confer with the student and parent(s)/guardian regarding the intent of the program and the requirements for entering and exiting the program.
- f. The parent(s)/guardian must give written permission before the student can be admitted into the program.
- g. The student must be enrolled in a dropout prevention program as indicated by a completed DPP screen with a code of "U" in the program field and a code of "G" in the sub program field. The program of study on the SD2 screen must be coded "G".

## 7. Program Operating Procedures

### a. Curriculum

#### (1) Standards

Students will be assigned curriculum based on individual needs, and including strands from the following standards:

<u>NCEE Standards</u>	<u>Sunshine State Standards</u>	<u>GED Standards</u>
E1 – Reading	LA.A. – Reading	LCP-D – Literature 04.0 LCP-B – Social Studies 02.0 LCP-C - Science Skills 03.0
E2 – Writing	LA.B. – Writing	LCP-A – Writing Skills 01.0
E3 – Speaking, Listening and Viewing	LA.C. – Listening, Viewing, Speaking	No Correlation
E4 – Conventions, Grammar, and Usage of the English Language	LA.D. – Language	No Correlation
E5 – Literature	LA.E. – Literature	LCP-D – literature 04.0
M1 – Arithmetic and Number Concepts	MA.A. – Number Sense, Concepts, and Operations	LCP-E – Mathematics 05.0
M2 – Geometry and Measurement	MA.B. - Measurement MA.C. Geometry and Spatial Sense	LCP-E – Mathematics 05.0
M3 – Function and Algebra Concepts	MA.D. – Functions, Patterns, and Relationships	LCP-E – Mathematics 05.0
M4 – Statistics and Probability Concepts	MA.E. – Data Analysis, Probability and Statistics	LCP-E – Mathematics 05.0

M5 – Problem Solving and Reasoning	No Correlation	LCP-E – Mathematics 05.0
M6 – Mathematical Skills and Tools	No Correlation	LCP-E – Mathematics 05.0
M7 - Mathematical Communication	No Correlation	LCP-E – Mathematics 05.0
M8 – Putting Mathematics to Work	No Correlation	LCP-E – Mathematics 05.0
S1 – Physical Science	SC.A. – The Nature of matter SC.B. – Energy SC.C. – Force and Motion	No Correlation
S2 – Life Science	SC.F. – Processes of Life	No Correlation
S3 – Earth and Space Science Concepts	SC.E. – Earth and Space	No Correlation
S4 – Scientific Connections Applications	SC.H.– The Nature of Science	LCP-C. - Science Skills
S5 – Scientific Thinking	SC.H.– The Nature of Science	LCP-C. - Science Skills
S6 – Scientific tools and Technology	SC.H.– The Nature of Science	LCP-C. - Science Skills
S7 - Scientific Communication	SC.H. –The Nature of Science	LCP-C. - Science Skills
S8 – Scientific Investigation	SC.H. –The Nature of Science	LCP-C. - Science Skills
No Correlation	SS.A. – Time, Continuity, and Change	LCP-B – Social Studies 02.0
No Correlation	SS.B. – People, Places, and Environments	LCP-B – Social Studies 02.0
No Correlation	SS.C. – Government and the Citizen	LCP-B – Social Studies 02.0
No Correlation	SS.D. – Economics	LCP-B – Social Studies 02.0 LCP-E – Mathematics 05.0
No Correlation	HE.A. – Health Literacy	No Correlation
No Correlation	HE.B. – Responsible Health Behavior	No Correlation
No Correlation	HE.C. – Advocate and	No Correlation
A1 – Problem Solving	No Correlation	No Correlation
A2 – Communication Tools and Techniques	No Correlation	No Correlation
A3 – Information Tools and Techniques	No Correlation	No Correlation
A4 – Learning and Self Management Tools	No Correlation	No Correlation
A5 –Tools and Techniques for Working with Others	No Correlation	No Correlation

Students will be assigned curriculum designed to develop necessary life skills:

**NCEE Standards**

No Correlation

No Correlation

**Sunshine State Standards**

HE.A.1.2 – Knowing why illegal drugs should not be used and the consequences of their use

HE.A.2.2 – Knows the availability of stress

No Correlation	management resources in the home, school and community, and has access to them
No Correlation	HE.B.1.2 – Knows strategies for avoiding threatening or abusive situations
No Correlation	HE.B.3.2 – Knows non-violent, positive Behaviors for solving conflict

The standards listed above will be addressed in the standard courses listed in the Florida Course Code Directory and approved by the Duval County School Board. All assigned courses must be used in accordance with the current Duval county Student Progression Plan for the appropriate grade level.

The following course code numbers will include a .05 suffix to indicate dropout prevention courses:

C1000400.05	Intensive Language Arts
C1200400.05	Intensive Mathematics
C1000410.05	Intensive Reading
C8800410.05	Job Marketing

These courses may be used multiple times, ½ credit per course, and require an IEP or a SNIP (Safety Net Improvement Plan).

Student will be instructed in character development and law education, as required by Florida Statute 1003.53(1)(a).

**Character Development:**

Teacher lesson plans, which reflect character development and law education, are being implemented. A review of the Sunshine State Standards indicates a number of benchmarks in health, physical education, social studies, language arts, and science that address areas of character development. Existing programs in conflict mediation, life skills, service learning, and peace education may be implemented and are reflective of Sunshine State Standards: HE.A. – Health Literacy, and HE.B. – Responsible Health Behavior.

**Law Education:**

Students will be instructed in both their rights under the law and and/or the city jail.

Campus Resource Officers may instruct students needed regarding law education. This curriculum is reflective of sunshine State Standards: SS.C – Government and the Citizen.

(2) Assessment

The students will participate in pre-testing to determine the probability of passing the FCAT and GED and to individualize remediation as needed.

Students will be monitored for mastery of the NCEE/Sunshine State Standards. This monitoring may include qualitative and quantitative methods of evaluation such as portfolio assessment, unit tests, diagnostic evaluation, teacher judgment, and any criterion-norm-referenced test administered by the district. Computer-based individualized programming and imbedded assessment are suggested.

b. Special Strategies

(1) To encourage each students' successful completion of high school graduation, the Performance-Based Diploma Career Development Program may include the following:

- (a) classes in intensive language arts, reading, mathematics, and a marketing course,
- (b) a Safety Net Improvement Plan (SNIP) for each student to ensure individualized instruction,
- (c) computer-assisted instruction,
- (d) a counseling component,
- (e) performance-based, individualized, instructional modules,
- (f) vocational career assessment,
- (g) job preparatory classes, and
- (h) parental involvement.

- (2) Students unable to meet the requirements for the Performance-Based Diploma Program are given the option to exit high school by means of passing the GED test. Students passing the GED, but not meeting all graduation requirements, will earn a State of Florida diploma and exit with a WGD.
- c. Application of the Program to eligible Exceptional Education and Limited English Proficient Students
  - (1) Limited English Proficient (LEP) students who meet program eligibility criteria shall have equal access to the program. When LEP students are served in the program, the curriculum and related services will be designed to appropriately address the needs of LEP students in order to ensure that the instruction maximizes student success.
  - (2) Exceptional students who meet the program eligibility criteria will be considered for placement into the program. Prior to this placement, sending schools must complete an IEP review and a vocational assessment plan.

d. Student Services

Students will be provided with all services and have access to all resources normally offered at each school site.

e. Grade Level of Students Served

This program will serve students in grades 9 – 12. Middle school students who are 16 – 18 years of age may also be considered for placement in this program.

f. Implementation Sites

- #032 Marine Science Center
- #280 Frank H. Peterson Academies of Technology
- #285 A. Philip Randolph Academies of Technology

## 8. General Program Procedures

a. Number and Length of Class Periods

Flexible scheduling will be used to accommodate needs in either academic or vocational areas. The Performance-Based Diploma students will be enrolled in 90 – 180 minutes of instruction each

day in English, math, social studies, and science and may include Communities In Schools. They will spend the remainder of their day in vocational courses, electives, or an approved work program, either paid or voluntary.

b. Average Class Size

The classes will have an average of twenty-five (25) students per class.

c. Length of Stay

In general, students remain in the program until they graduate. The expected length of time for program completion is one (1) to three (3) years.

d. Total Number of Students Served

The minimum number of students is projected at 250.

## **9. Personnel Qualifications**

The personnel assigned to the Performance-Based Diploma Career Development Program are selected on the basis of special training, experience, and interest in the philosophy and objectives of the program. Teachers shall hold a valid Florida Teaching Certificate.

## **10. Staff Development Activities**

Staff development activities are delivered through district in-service training, school-based activities, Outward Bound program training, post-secondary course, state and national conferences, individual study projects and visits to other dropout prevention programs.

## **11. Parent/Community/Business Involvement Activities**

Parent(s)/guardian are encouraged to visit the program and case management staff will visit homes. Progress reports and conferences are available to inform parent(s)/guardian of student progress. Business support of the program and representation on advisory committees will be ongoing and strongly encouraged. Vocational programs utilize local business and industry for on-the-job training. Business partnerships and mentoring programs will be developed.

## **12. Employability Skills and Career Awareness Activities**

- a. Students will also enroll in vocational and/or cooperative work programs designed to prepare them for the world of work. The vocational assessment counselor will provide career assessment.
- b. Students receive employability skills as part of their vocational curriculum. Further employability skills training is offered by the vocational program specialist. Vocational programs will provide the following services:
  - (1) vocational assessment and monitoring for appropriate placement in job preparation programs,
  - (2) vocational counseling for attendance improvement, behavior modification, and career awareness,
  - (3) assistance in attaining employability skills, and
  - (4) cooperative education placement.
- c. Occupational completion points are awarded as students achieve state-required levels.

**INFORMATION LETTER**  
**PERFORMANCE-BASED DIPLOMA CAREER DEVELOPMENT PROGRAM**  
Dropout Prevention  
Duval County Public Schools  
1701 Prudential Drive, Jacksonville, Florida 32207

Dear Parent/Guardian:

Attached is the application for the Performance-Based Diploma and Career Development Program (PBDCDP) for school year 2005-2006. This program is designed for students who are not having success in the regular school program, but who have a desire to receive job training and continue with an alternative academic education at one of the Academies of Technology.

The application and TABE test results must be on file before the student will be considered. Acceptance and placement will be based on meeting the eligibility requirements for the program and available space in the requested class. The Performance Based Diploma Department will give notification of acceptance. Prior to enrollment a parent/guardian orientation will be scheduled.

Students accepted will be enrolled in a vocational class for part of the day and in an alternative education program for the remainder of the day. The PBDCDP Program is in partnership with Jacksonville Communities in Schools. Program managers are assigned to provide supportive services for all student participants.

Parental permission is required prior to enrollment. **It is very important that you sign, date and return these forms.** You have the right to an administrative review of your child's placement in any dropout prevention program.

If your child is currently enrolled in an exceptional student education (ESE) program and would like to apply to one of the Academies' ESE programs, you should discuss this with the counselor at your home school. Follow the appropriate application process for the ESE program in order to continue receiving these services.

If you have questions regarding this program, please call the contact person at the location listed below.

Sincerely,

Linda Edwards  
Program Coordinator

For information on the status of your application, call:	
Candis Lott @ Peterson Academies of Technology	573-1150 ext. 355
Jack Ingram @ Randolph Academies of Technology	924-3011 ext. 143
Faith Douglas @ Randolph Academies of Technology	924-3011 ext. 117
Ron Summers @ Marine Science Center	247-5973

# PROGRAM APPLICATION PERFORMANCE-BASED DIPLOMA & CAREER DEVELOPMENT

Dropout Prevention  
Duval County Public Schools  
1701 Prudential Drive, Jacksonville, Florida 32207

Date: \_\_\_\_\_ Social Security #: \_\_\_\_\_ Student Number: \_\_\_\_\_ Sex: Male Female

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Race: \_\_\_\_\_  
First Middle Last

Address: \_\_\_\_\_ Apt.#: \_\_\_\_\_

City: \_\_\_\_\_ Zip: \_\_\_\_\_ Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Current School: \_\_\_\_\_ Current Grade: \_\_\_\_\_

Parent(s)/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**NOTE:** Assignment to a program will be based on a vocational assessment, space availability, location of program, and evaluation of the student's total record.

## TECHNOLOGY CENTER PROGRAMS

### Northside

**A. Philip Randolph  
Academies of Technology**

- \_\_\_ Air Conditioning and Heat Mechanics
- \_\_\_ Cosmetology
- \_\_\_ Drafting
- \_\_\_ Electrical Wiring
- \_\_\_ Health & Nursing Assistant
- \_\_\_ Industrial Security & Corrections
- \_\_\_ Plumbing
- \_\_\_ Carpentry
- \_\_\_ \*Counselor Use Only\*

### Mayport

**Marine Science Center**

- \_\_\_ Commercial Fishing

**INSTRUCTIONS**

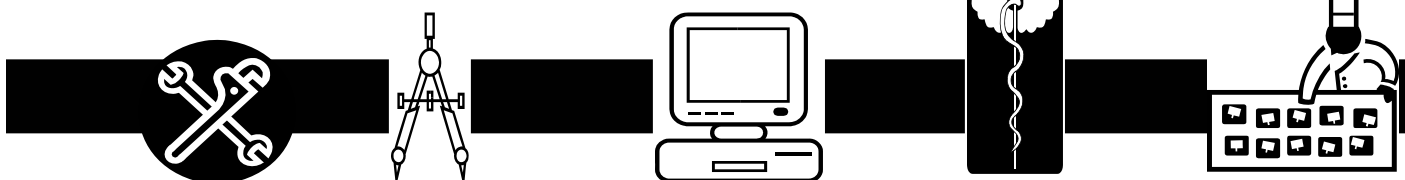
1. Choose the school you wish to attend. Mark an X in the box beside its name.
2. Indicate your course preference. Write 1, 2, 3 beside your 1st, 2nd, and 3rd choice.

### Westside

**Frank H. Peterson  
Academies of Technology**

- \_\_\_ Auto Body
- \_\_\_ Automotive Mechanics
- \_\_\_ Child Care
- \_\_\_ Commercial Art
- \_\_\_ Commercial Foods
- \_\_\_ Cosmetology
- \_\_\_ Diesel Engine Mechanics
- \_\_\_ Communications

\_\_\_ \*Counselor Use Only\*



**PARENT PERMISSION AND PROGRAM GUIDELINES ACCEPTANCE FORM  
PERFORMANCE-BASED DIPLOMA AND CAREER DEVELOPMENT**

Dropout Prevention  
Duval County Public Schools  
1701 Prudential Drive, Jacksonville, Florida 32207

**Important things to know about the Performance-Based Diploma Career Development Program (PBDCDP):**

- It is a high school level alternative education program.
- Grade level assignment does not equate to regular credit-based levels.
- All students will start at level 11 and progress through the program based on meeting program competencies.
- Students who return to a regular education program will be placed at the grade level reached before enrolling in PBDCDP.
- Students may not graduate ahead of the class with whom they started kindergarten.
- Students must adhere to the Duval County Public Schools' attendance policies and Student Code of Conduct.
- Students who fail to meet attendance or behavior guidelines will be withdrawn from PBDCDP, but may return to their neighborhood school at their previous grade level, or they will be counseled regarding other educational options.
- The high school diploma is based on meeting three requirements:
  - Passing the 10<sup>th</sup> grade FCAT
  - Passing the GED (must first pass pre-test)
  - Earning a Vocational Certificate

**STUDENTS MUST MAINTAIN A PASSING AVERAGE IN ORDER TO REMAIN IN THE PROGRAM AND GRADUATE.**

I understand Florida Statute 1003.53(5) states as a parent/guardian I must sign an acknowledgement of the notice of placement of my child in the Performance-Based Diploma Career Development Program (PBDCDP). I also understand pursuant to the provisions of Chapter 120 of the Florida Statutes I am entitled to an administrative review of any action by school district personnel relating to placement of my child in this program. Further, I understand that State School Board Rules require the school system to give me the continuing right to request an evaluation of my child to determine eligibility for exceptional student education.

I have read and understand the guidelines of the program.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Copy 1:– Student's Cum Folder      Copy 2: Receiving School      Copy 3: Parents

**SAFETY NET IMPROVEMENT PLAN (SNIP)  
DROPOUT PREVENTION  
Duval County Public Schools  
1701 Prudential Drive, Jacksonville, Florida 32207**

In order to serve our students better, please list the academic and behavioral interventions to be used.

Student Name: \_\_\_\_\_ ID# \_\_\_\_\_

School Name/No.: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ DOB: \_\_\_\_\_

**INDIVIDUALIZED ACADEMIC/BEHAVIOR INTERVENTIONS:**

Please check area to be addressed:

\_\_\_\_\_ Reading \_\_\_\_\_ Writing \_\_\_\_\_ Math \_\_\_\_\_ Science \_\_\_\_\_ Behavior

\_\_\_\_\_ Attendance \_\_\_\_\_ Language/Language Arts \_\_\_\_\_ Social Studies

**Academic Interventions (Please be specific.)**

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**Behavioral/Attendance Interventions (Please be specific.)**

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**Monitoring and re-evaluation activities to be employed (Please be specific, including dates and results.)**

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Copy 1:- Student's Cum Folder      Copy 2: Receiving School      Copy 3: Parents

**END-OF-THE-YEAR EVALUATION REPORT  
PERFORMANCE-BASED DIPLOMA AND CAREER DEVELOPMENT**

Dropout Prevention  
Duval County Public Schools  
1701 Prudential Drive, Jacksonville, Florida 32207

Dear Performance-Based Diploma Site Manager,

Please complete the two end-of-the-year forms and send a copy to the Dropout Prevention Office and to the PBD program coordinator. These forms should standardize the way we report PBD results to the office for the end-of-the-year evaluation.

The “End-Of-The-Year Evaluation Report For Graduates” form may also be used, with attached GED transcripts, to submit results to SIMS at the end of the year. The form for all other students, “End-Of-The-Year Evaluation Report For Non-Graduates”, allows us to capture the positive results that we see at the end of the first year, as well as outcomes for students who do not graduate but leave with an OCP or Certificate of Completion. Students who participated and were not successful should also be listed. The total of the two lists should match the total enrollment number for the school year.

If you are using the Access Database and would like to run the lists from there, please follow the format and attach your computer list to the forms provided. These lists are due to the Dropout Prevention office and PBD program coordinator at the end of the school year. Thank you for your assistance.

Sincerely,

Linda Edwards  
Program Coordinator



