



Juvenile Justice Education Bimonthly Conference Call September 26, 2018

**This Conference Call is
being recorded!!!**



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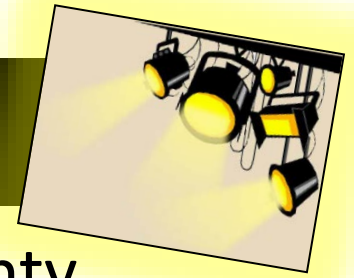


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Welcome and Juvenile Justice Education Spotlight

Carla Greene

Spotlight: Employee Recognition



PACE Center for Girls – Manatee County

Ms. Lena Hernandez

In August, Ms. Hernandez celebrated 1 year of teaching science at PACE. She is well-loved by her students. Evidence of student engagement and a positive learning environment include the following:

- Celebration of student work in her classroom
- Promotion of rigorous and relevant coursework
- Displays of encouraging messages for the students



School Spotlight: R.A.M.C.

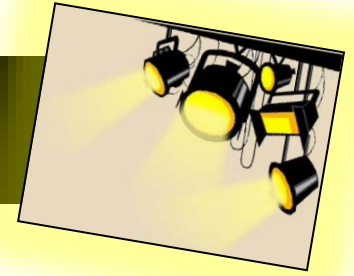


Jobapalooza (tri-county competition): hands-on career exploration

- Students worked in partner groups (one with and one without a disability) to compete in a variety of different tasks by local businesses.
- Businesses chose tasks and the students were judged on their abilities and teamwork.
- Two of RAMC's three teams were chosen as winners and received trophies for being the highest scoring and best performing team.
- Participants received a \$100 gift card which was spent at the mall!



School Spotlight: R.A.M.C.



Jimmy Jazz – Retail Job-training Experience

- Students learned how to inventory stock, fold clothes and operate the cash register. They even competed to create the best outfit for customers.
- After the job-training experience, the students shopped in the mall and spent their Jobapalooza gift cards). They ended their day at a Chinese buffet.



FDOE Information and Resources

2018-2019 School Year Information

<https://info.fldoe.org/docushare/dsweb/Get/Document-8334/dps-2018-111a.pdf>



Definition of Qualified Instructional Personnel

Revisions of Rule 6A-1.0503, Florida Administrative Code (F.A.C.)

Frequently asked questions and answers available at:
<https://info.fldoe.org/docushare/dsweb/Get/Document-8355/dps-2018-84a.pdf>

- Differentiates “primary instructor” from a “non-primary instructor”
- In-field conditions
- District policies
- Out of field requirements
- Reporting requirements

Required Training Requirement

- Section 1012.98(12), Florida Statutes (F.S.) The department shall require teachers in grades K-12 to participate in continuing education training provided by the Department of Children and Families on identifying and reporting child abuse and neglect.
- **Identifying and Reporting Child Abuse and Neglect** is an online training provided by the Florida Department of Children and Families and is available at <http://www.myflfamilies.com/service-programs/abuse-hotline/training>.

Youth Mental Health First Aid Training Pursuant to Senate Bill 7026

- Each school district has identified a Safety Specialist to ensure that all personnel within a respective school district receive youth mental health training (s. 1012.584, F.S.).

<https://info.fldoe.org/docushare/dsweb/Get/Document-8311/dps-2018-102.pdf>



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Vocational Rehabilitation Updates Referral Process in DJJ Programs

Vocational Rehabilitation (VR) Technical Assistance Calls

- FDOE and VR are co-facilitating TA calls with DJJ school personnel and VR counselors and youth technicians assigned to the DJJ residential programs
- Purpose: For all personnel to understand the VR referral process for pre-employment transition services and VR traditional services in DJJ residential programs
- Two scheduling methods:
 1. Carla Greene [FDOE Juvenile Justice (JJ) Liaison] will schedule the call via email.
 2. School districts JJ education managers may request a TA call or training



Signatory Authority

Per the DJJ administration, DJJ staff and contracted providers do NOT have signatory authority to sign as the guardian for permission for VR referrals and release of records.

For questions, please contact Julie Orange (DJJ Director of Education) at julie.orange@djj.state.fl.us

VR Pre-Employment and Traditional Services Questions? Contact:

Carla Greene, M.S.

FDOE Juvenile Justice Liaison

Project 10: Transition
Education Network

Carla.Greene@fldoe.org

850-245-0475

Carmen Dupoint

Transition Administrator

Division of Vocational
Rehabilitation

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DJJ Accountability and School Improvement Updates

Katie Young

Program Specialist

FDOE Bureau of School Improvement

Education Accountability for DJJ Programs Update

- State Board of Education approved Rule 6A-1.99812, F.A.C., Education Accountability for DJJ Programs, on September 14, 2018
- DOE will release program specific DJJ ratings based on simulation 2 and 3 data by posting them on the following accountability webpage in early November:
<http://www.fldoe.org/accountability/accountability-reporting/accountability-rules.shtml>
- Guidance for the designation, role and responsibilities of a DJJ education accountability contact person will be forthcoming

DJJ Education Program Improvement Workgroup

Purpose:

The workgroup will provide a forum for stakeholders to *share their perspectives* and *make recommendations* that will assist FDOE and DJJ in developing tools (below) to support the education program improvement process.

- School improvement plan template
- Education program evaluation tool

Expectations:

Participants will be expected to. . .

- Review materials before meetings and as requested
- Attend webinars and conference calls
- Engage in productive dialogue during issue discussions
- Provide varying viewpoints and recommendations

Workgroup Meeting Dates

Tools to Develop: Program Evaluation Monitoring Tool and School Improvement Plan Template

January 9, 2019

March 6, 2019

June 12, 2019

September 11, 2019

December 11, 2019

**Dates are subject to change*

Contact

Interested stakeholders may contact . . .

Katie Young
Bureau of School Improvement
Florida Department of Education

850-245-0380

catherine.young@fldoe.org

Career and Adult Education Announcements



Frequently Asked Questions

- Students Seeking to Attain a Performance-Based Exit Option High School Diploma or State of Florida High School Diploma in Juvenile Justice Education Programs
 - Performance-Based Exit Option Model
 - High School Equivalency Examination Preparation Model
 - High School Equivalency Examination
 - Data Reporting
- Will be posted to the FDOE JJ Education webpage:
<http://www.fldoe.org/academics/exceptional-student-edu/juvenile-justice-edu.stml>
- **A technical assistance webinar date will be forthcoming**

CAPE Course? Career-themed Course?

- **“CAPE Courses”** are referenced in s. 1003.52, F.S.
 - They are not referenced in this manner in other sections of Florida Statutes.
 - Not defined in statute
- **“Career-themed Courses”** are defined in s. 1003.493, F.S.
 - A “career-themed course” is a course, or a course in a series of courses, **that leads to an industry certification identified in the CAPE Industry Certification Funding List pursuant to rules adopted by the State Board of Education.** Career-themed courses have industry-specific curriculum aligned directly to priority workforce needs established by the local workforce development board or the Department of Economic Opportunity.

Which DJJ programs **MUST** offer career-themed courses?

- Type 3 DJJ Programs: Secure residential
- Must include 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.
- **Must provide CAPE (*career-themed*) courses that lead to preapprentice certifications and industry certification (s. 1003.52(5), F.S.)**

*Refer to the Career and Professional Education and Juvenile Justice Programs TAP at <http://www.fldoe.org/academics/exceptional-student-edu/juvenile-justice-edu.stml>

Career-themed Course Registration

- School districts are annually required to register career-themed courses offered in secondary school
- Appendix FF of the annual Student Information System database manual lists all registered career-themed courses: <http://www.fldoe.org/accountability/data-sys/database-manuals-updates/>
- Non-CTE courses may be requested
- **Course must have enrollment to be a career-themed course!**

<http://www.fldoe.org/academics/career-adult-edu/cape-secondary/academy-career-themed.shtml>

Career-themed Course Registration

- Industry certifications earned in career-themed courses are eligible for additional full-time equivalent (FTE) membership in the Florida Education Finance Program (FEFP) calculation.
- **Registration of career-themed course is required for funding of industry certifications earned!**
- Three registration windows:
 - 1st Window – **October 16 through November 30**
 - 2nd Window – February through March 1
 - 3rd Window (final) – August 1 through August 10

<http://www.fldoe.org/academics/career-adult-edu/cape-secondary/academy-career-themed.shtml>

District Career and Technical Education (CTE) Director Contacts

- Notifications about career-themed course registration are sent to district CTE directors
- FLDOE keeps an up-to-date list of secondary CTE directors at the following link:

<https://web02.fldoe.org/EducationContacts/DisplayList.aspx?list=8>

Contacts

PROGRAM QUESTIONS

General Email	industry-certification@fldoe.org	
Kathryn Wheeler	Kathryn.Wheeler@fldoe.org	850-245-9030
Tara Goodman	Tara.Goodman@fldoe.org	850-245-9001

DATA REPORTING

Leanne Ames	Leanne.Ames@fldoe.org	850-245-9094
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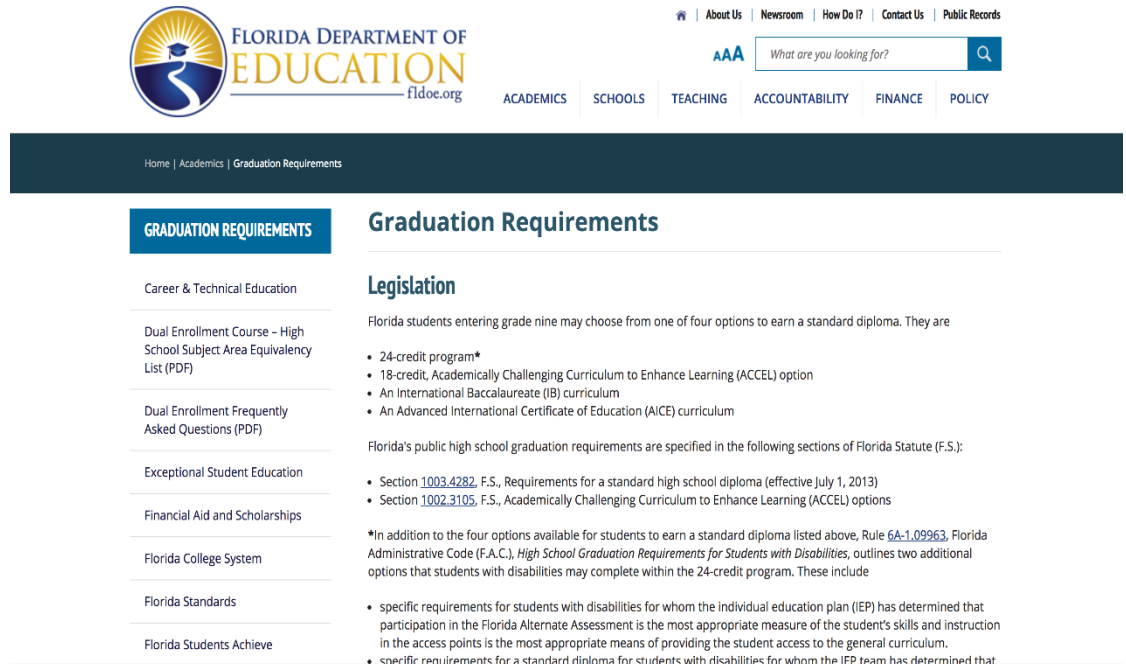
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Secondary Student Progression

Andrew Weatherill

FDOE Secondary School Counseling Consultant

Secondary Student Progression

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GRADUATION REQUIREMENTS

Career & Technical Education

Dual Enrollment Course – High School Subject Area Equivalency List (PDF)

Dual Enrollment Frequently Asked Questions (PDF)

Exceptional Student Education

Financial Aid and Scholarships

Florida College System

Florida Standards

Florida Students Achieve

Graduation Requirements

Legislation

Florida students entering grade nine may choose from one of four options to earn a standard diploma. They are

- 24-credit program*
- 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- An International Baccalaureate (IB) curriculum
- An Advanced International Certificate of Education (AICE) curriculum

Florida's public high school graduation requirements are specified in the following sections of Florida Statute (F.S.):

- Section [1003.4282](#), F.S., Requirements for a standard high school diploma (effective July 1, 2013)
- Section [1002.3105](#), F.S., Academically Challenging Curriculum to Enhance Learning (ACCEL) options

*In addition to the four options available for students to earn a standard diploma listed above, Rule [6A-1.09963](#), Florida Administrative Code (F.A.C.), *High School Graduation Requirements for Students with Disabilities*, outlines two additional options that students with disabilities may complete within the 24-credit program. These include

- specific requirements for students with disabilities for whom the individual education plan (IEP) has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student's skills and instruction in the access points is the most appropriate means of providing the student access to the general curriculum.
- specific requirements for a standard diploma for students with disabilities for whom the IEP team has determined that

<http://www.fldoe.org/academics/graduation-requirements/>



High School Graduation Requirements Flyer

Students Entering Grade Nine in the 2014-2015 School Year and Forward Academic Advisement Flyer—What Students and Parents Need to Know

Frequently Asked Questions

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students **must pass** the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end-of-course (EOC) or a comparative score

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses **must participate** in the EOC assessments, which constitute 30 percent of the final course grade.*

- Algebra 1
- Geometry
- Biology 1
- U.S. History

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

What is the CAP?

The CAP program allows a student to earn high school credit if the student passes an Advanced Placement (AP) examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra 1
- Geometry
- Biology 1
- U.S. History

What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(3)(a)-(e), Florida Statutes (F.S.)).

24-Credit Standard Diploma

4 Credits ELA
<ul style="list-style-type: none"> • ELA 1, 2, 3, 4. • ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.
4 Credits Mathematics
<ul style="list-style-type: none"> • One of which must be Algebra 1 and one of which must be Geometry. • Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry). • An identified rigorous computer science course with a related industry certification may substitute for up to one mathematics credit (except for Algebra 1 or higher-level mathematics).
3 Credits Science
<ul style="list-style-type: none"> • One of which must be Biology 1, two of which must be equally rigorous science courses. • Two of the three required course credits must have a laboratory component. • Industry certifications that lead to college credit may substitute for up to one science credit (except for Biology 1). • An identified rigorous computer science course with a related industry certification may substitute for up to one science credit (except for Biology 1 or higher-level science).
3 Credits Social Studies
<ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> • To include the integration of health
8 Elective Credits
1 Online Course
<ul style="list-style-type: none"> • Students must meet the state assessment requirements (see Frequently Asked Questions). • Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years.

* Eligible courses are specified in the [Florida Course Code Directory](#).

www.fldoe.org/academics/graduation-requirements

Academic Advisement What Students and Parents Need to Know

Flyer is available in Spanish. Haitian-Creole will be available soon!

Florida Pre-College Entrance Examinations for Grade 10 Students

- In accordance with s. 1007.35(5), F.S., each public high school, including alternative sites and **Florida Department of Juvenile Justice centers**, shall offer all students enrolled in grade 10 the opportunity to participate in one of the following examinations:
 - Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT);
or
 - Preliminary ACT (PreACT) pre-college entrance examinations to grade 10 public high school students, including Florida Virtual School students.
- In addition, each school must provide a written notification to parents/guardians that includes the opportunity to exempt their child from participating.

<https://info.fldoe.org/docushare/dsweb/Get/Document-8327/dps-2018-104.pdf>

Concordant and Comparative Scores

A student can meet assessment graduation requirements by earning a concordant or comparative score by taking one of the assessments shown in the table below.

Grade 10 FSA ELA or Grade 10 FCAT 2.0 Reading	
Available for all students who entered grade 9 in 2010–11 and beyond:	
SAT Evidence-Based Reading and Writing (EBRW)*	480
ACT English and Reading subtests**	18
Available only for students who entered grade 9 prior to 2018–19:	
SAT EBRW*	430
SAT Reading Subtest*	24
ACT Reading	19
Algebra 1 EOC (FSA or NGSSS)	
Available for all students who entered grade 9 in 2010–11 and beyond:	
PSAT/NMSQT Math***	430
SAT Math****	420
ACT Math	16
Available only for students who entered grade 9 prior to 2018–19:	
PERT Mathematics	97

*Administered in March 2016 or beyond.

**The average of the English and Reading subtests. If the average of the two subject test scores results in a decimal (0.5), the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration.

***Administered in 2015 or beyond.

****Administered in March 2016 or beyond.

For further explanation and guidance, see Rule 6A1.09422, F.A.C., Concordant and Comparative Score Annotation and FAQ at <http://www.fldoe.org/core/fileparse.php/5663/urlt/Rule6A109422Ann-FAQ.pdf>

Postsecondary Education Readiness Test (PERT)

- Will continue to be available throughout the 2018– 2019 school year to administer as a college-ready assessment.
- Districts will continue to have local flexibility with administering PERT by setting their own testing dates, retake policies and postsecondary preparatory course placement decisions.
- Can students still use a PERT comparative score to meet the Algebra 1 assessment graduation requirement?
 - In the amended language for Rule 6A-1.09422, F.A.C., students who enrolled in grade 9 prior to the 2018-19 school year will continue to be eligible to earn a passing comparative score of 97 on the PERT assessment to meet the graduation requirement for the Algebra 1 EOC assessment. **Students enrolled in grade 9 in the 2018-19 school year and beyond will not be eligible to use PERT to satisfy the Algebra 1 assessment graduation requirement.**

For further explanation and guidance, see Rule 6A1.09422, F.A.C., Concordant and Comparative Score Annotation and FAQ at <http://www.fldoe.org/core/fileparse.php/5663/urlt/Rule6A109422Ann-FAQ.pdf>

Computer Science & Technology Instruction

[HB 495](#) section 3 amended s. 1007.2616, F.S.; the law:

- Requires public middle schools as well as high schools to give their students opportunities to enroll in computer science courses (includes combination schools offering any of grades 6-12)
- Requires districts to provide access to identified courses through [FLVS](#) or other means if not offered in the district
- The list of courses is available here:
<http://www.fldoe.org/core/fileparse.php/7746/urlt/1819CompSci.pdf>

Technical Assistance Paper: High School Graduation Options for Students With Disabilities

The technical assistance paper describes the high school graduation options for students with disabilities following the adoption of Rule 6A-1.09963, F.A.C, High School Graduation Requirements for Students with Disabilities.

<https://info.fldoe.org/docushare/dsweb/Get/Document-7322/dps-2015-34.pdf>

School Counseling Questions

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School Counseling Consultant

FDOE, Student Services

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Title I, Neglected and Delinquent Updates

Alvita Howard

Program Director

Title I, Neglected and Delinquent



Maximizing Annual Count:

- Meet with district Management Information System (MIS) to review previous year's Annual Count.
- If one or more facilities had to be evacuated or was a shelter during hurricane season last year, communicate now to make preparations.
- Final data edits January 11, 2019

Communication during Annual Count:

- The Department recognizes the Annual Count is during the holidays and the LEAs are closed. During the holidays, if the Title I Coordinator would like reports sent to an additional contact for review, please provide the contact information to Alvita.Howard@fldoe.org .

Survey 9 Preparation 2019 Annual Count





Survey 9 Count Window

- Local Education Agency (LEA) should establish the best 30-day count window for each facility
- One of the days must be in the month of October

SEPTEMBER

S	M	T	W	T	F	S
		2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29



County Jail



DJJ
Detention



DJJ
Residential



Expectations for Survey 9 - 2019 Annual Count

Preparation for 2019 Annual Count:

- 2018 Final Annual Count Report
- 2019 Weekend and Hurricane Form
- Outline of Survey 9 Report
- Provide the program office with additional contacts for holiday break.



The screenshot shows a navigation menu with links: WHAT IS TITLE I, PART D?, ADMINISTERING TITLE I, PART D, TOPIC AREAS, DIRECT ASSISTANCE, EVENTS, STATE INFORMATION, and ABOUT US. Below the menu, the title 'The Annual Count: Understanding the Process and Its Implications' is displayed. A brief description follows: 'This self-paced, Web-based learning module addresses the purpose of the Annual Child Count, eligibility for inclusion in the count, how the count relates to other Title I, Part D reporting requirements, and the difference between the State agency (SA) (Subpart 1) and local education agency (LEA) (Subpart 2) count procedures and protocols. It requires about 30 minutes to complete.' Below this, it says 'Click on the module below to begin' and shows a thumbnail of the module interface with a list of topics on the left and a main content area on the right. The thumbnail includes the title and logos for AIR and the Florida Department of Education. At the bottom of the screenshot, it says 'Resource Date' followed by 'October 2014'.

2019 Annual Count Resource NDTAC:
The Annual Count: Understanding the Process and Its Implication
<https://neglected-delinquent.ed.gov/resource/annual-count-understanding-process-and-its-implications>

Contact Information for Title I, Neglected and Delinquent Inquiries

Alvita Howard
Program Director
Title I, Part D and Title V
Bureau of Federal Educational Programs
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Alvita.Howard@fldoe.org
Phone: 850-245-9442
Fax: 850-245-0697

Upcoming Meeting and Conference

Educational Strategies & Student Engagement Institute (ESSEI)

Destination Graduation: Together Ensuring Every Student Succeeds

When: November 14-16, 2018

Where: Doubletree Universal, Orlando, Florida

Registration Link: www.fl-ESSEI.com

Early Bird Registration: September 28th, \$250

ESSEI Special Group Meeting Juvenile Justice Education Transition

When: Wednesday, November 14, 2018, 8:00 – 10:00 a.m.

What: DJJ Special Meeting facilitated by our Juvenile Justice Education Interagency Team

Audience: Any school district and provider personnel of juvenile justice education attending the ESSEI conference

Purpose: Informal meeting to share best practices, problem-solve and provide stakeholder input



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DJJ Announcements and Updates

Julie Orange

DJJ Director of Education

DJJ Detention Education Meeting

Date: October 11, 2018

Times: 8:30 a.m. – 4:00 p.m. (EST)

Location of Meeting:

Marion County Sheriff's Office Complex

(10th Street entrance)

3300 NW 10TH ST

Ocala, Florida 34475

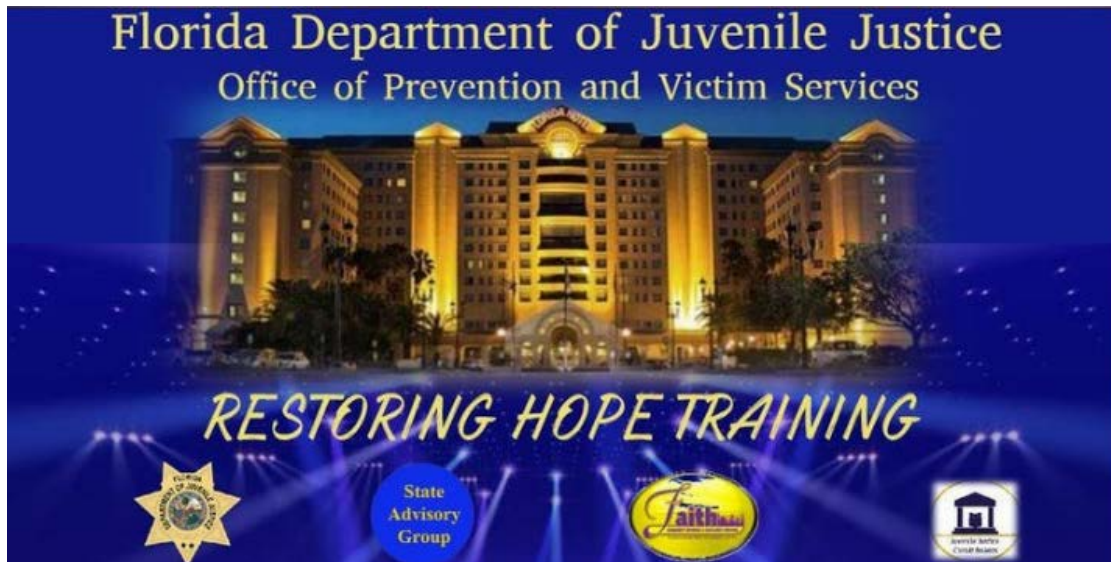
Lodging: Holiday Inn, Ocala

Specific audience: Detention center superintendents and detention center lead educators

*To RSVP or for additional information, contact Cindy Jones at cindy.jones@djj.state.fl.us.

DJJ Teacher of the Year

- DJJ's Teacher of the Year will be announced at the DJJ's Restoring Hope Summit luncheon on Wednesday, October 31, 2018



- Registration:
 - ❖ \$100 for entire conference, October 30-31, 2018
 - ❖ \$30 Luncheon only, October 31, 2018

<https://www.eventbrite.com/e/restoring-hope-training-tickets-48960499171>



DJJ Transition Updates

- Statewide meeting postponed
- Juvenile Justice Information System (JJIS) changes
- Pilot districts
- Continue to complete coversheet and submit records for commitment staffings
- Complete records should be sent to the receiving school district 3-5 days PRIOR to the student's release from a residential program

Contact Information

Julie Orange

Director of Education

Department of Juvenile Justice

Julie.Orange@djj.state.fl.us

850-717-2708



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School District and Lead Educator Beginning of School Year Activities

Suggested School District and Lead Educator Beginning of the School Year Activities

- Obtain school district approval of bell schedule. Must include a minimum of 25 instructional hours per student per week (Full-Time Equivalent [FTE] General Instructions - <http://www.fldoe.org/core/fileparse.php/7508/urlt/1718FTE-GeneralInstructions.pdf>).
- Obtain approval of Out-of-Field teaching assignments. Retain a copy of school board approval on file.
- Forward Out-of-Field teaching assignments written notification to parents (s. 1012.42(2), F.S.)
- Inquire about state- and district-wide testing requirements for the school year. Provide the Statewide Assessment District Coordinator with contact information of the DJJ site testing coordinator.



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Juvenile Justice Education 2018-2019 Focused Action Plan for Technical Assistant and Support

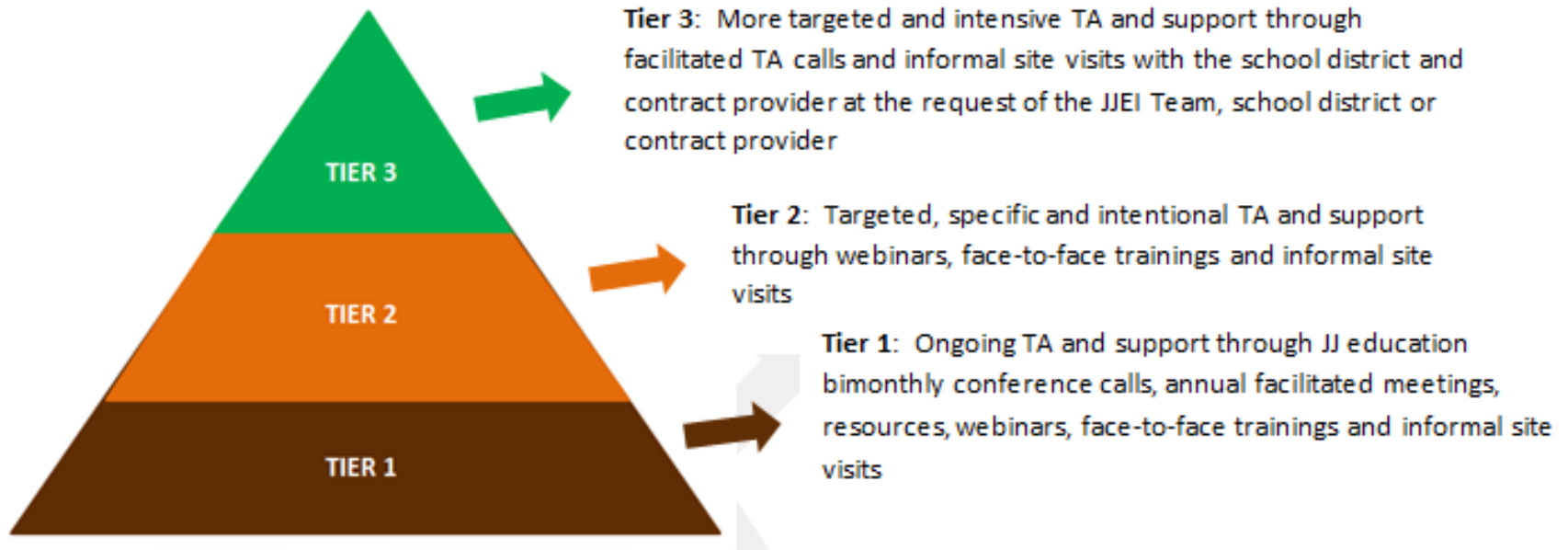
2018-2019 Focused Action Plan for TA and Support - Draft

- Cohesive and structured plan for the juvenile justice education interagency (JJEI) team to ensure TA and support to school districts and education contract providers that serve students in DJJ schools.

Juvenile Justice Education Interagency Team Contact Information		
NAME/TITLE	PHONE	EMAIL
Carla Greene FDOE JJ Education Program Director	(850) 245-0983	carla.greene@fldoe.org
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Alvita Howard FDOE, Title I, N&D, Program Director	(850) 245-9442	alvita.howard@fldoe.org
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Ken Myers NW Region Education Coordinator	(850) 595-8820	ken.myers@djj.state.fl.us
Renette Crosby NE Region Education Coordinator	(386) 418-5261	renette.crosby@djj.state.fl.us
Rowena Rose Central Region Education Coordinator	(407) 241-2054	rowena.rose@djj.state.fl.us
Joey Nice West Region Education Coordinator	(352) 540-6010	joey.nice@djj.state.fl.us
SE Region Education Coordinator		

2018-2019 Focused Action Plan for TA and Support - Draft

Tiered System of TA and Support



2018-2019 Focused Action Plan for TA and Support – Draft Tier 1 Support

Ongoing TA and Support:

- Juvenile justice education bimonthly conference calls
- Juvenile justice education quarterly topical webinars
- Informal TA and support site visits

Annual Facilitated Meetings:

- School District and Contract Provider Regional Meetings
- School District Juvenile Justice Education Management Meeting
- Detention Education Meeting
- School District DJJ Transition Representatives Meeting


2018-2019 Focused Action Plan for TA and Support – Draft Tier 1 Support

Resources :

- TAP: Career and Professional Education (CAPE) and Juvenile Justice Programs
- TAP: Info on Common Assessment for Use in DJJ Education Programs
- Lead Educator Handbook
- Suggested Process for Entry Transition Meeting and Activities, sample forms and templates
- DJJ Referral Process for Students Applying for Vocational Rehabilitation (VR) Services
- DJJ VR Referral Process Flowchart
- GED® as a Diploma Option: Frequently Asked Questions

Webinars and Face-to-face Trainings:

- Transition upon Entry
- VR Referral Process for Students in DJJ Residential Programs
- Pre-Employment Transition Services in DJJ Residential Programs
- Standing up for Me: A K-12 self-determination curriculum
- My Career Shines
- Quality Transition Individualized Education Plans (TIEPs)



School districts or contract providers may request a webinar or face-to-face training at any time!

2018-2019 Focused Action Plan for TA and Support – Draft Tier 2 and Tier 3 Support

Tier 2

Targeted TA and Support through Informal Site Visits, Webinars and Face to Face Training Topics (suggested by JJEI Team or upon request from school district or contract provider):

- Best practices to support student growth
- Prioritize technical assistance **based on district and DJJ school performance data in any DJJ accountability measure rated as *satisfactory***

Tier 3

More Targeted and Intensive TA and Support through Facilitated TA Calls and Informal Site Visits (request of JJEI Team or upon request from school district or contract provider):

- Conflict resolution
- Provide more intensive support for compliance of juvenile justice education statutes and rule for positive student outcomes
- Prioritize and target technical assistance **based on district and DJJ school performance data in any DJJ | accountability measure rated as *unacceptable***
- Prioritize and target trainings **based on district and DJJ school performance data in any DJJ | accountability measure rated as *unacceptable***
- Targeted trainings for school district personnel who assist in developing quality educational services (e.g., school counselors, curriculum coordinators and ESE specialists) for contract providers

JJ Education Bimonthly Conference Calls

- Intended audience: school district JJ education managers and administrative personnel, contracted education provider contract managers and administrative personnel and education site lead teachers
- Bimonthly calls will include the following TA:
 - ✓ General FDOE information, announcements and updates
 - ✓ Student opportunities
 - ✓ Professional development opportunities
 - ✓ VR updates
 - ✓ Accountability and school improvement updates
 - ✓ Career and adult education updates
 - ✓ Secondary Progression updates
 - ✓ Title I, N & D updates
 - ✓ DJJ announcements and updates
 - ✓ Upcoming meetings, webinars and conferences
- Will no longer include JJ education “Hot Topics”





Quarterly JJ Education Topical Webinars

- Intended audience: JJ education personnel responsible for the specific webinar topic
- Agenda and description of the topic will be emailed to all contacts in our JJ education listserv
- Topics will address specific issues or ways to address student outcomes for the accountability measures

December JJ Education Topical Webinar

December 5, 2018

10:00 – 11:30 a.m. (EST)

Topic: Supporting graduation and attendance (accountability measures)

Intended Audience: Key Personnel Relating to Entry Transition Activities for Students in Juvenile Justice Programs per Rule 6A-6.05281(5)(a), F.A.C.

Instructional personnel in Juvenile Justice education program (at least one instructor)

Certified school counselor from the program school district or personnel who are responsible for providing guidance services under the direct supervision of the school district's guidance counselor

A registrar or a designee of the program district who has access to the district's Management Information System (MIS)

School District Transition Representatives

DJJ Transition specialist

Student Opportunities

Virtual College Week Oct 2-4, 2018!

<https://www.floridashines.org/go-to-college/make-a-plan-to-shine-in-college/virtual-college-week>

- Each afternoon will feature a series of one-hour webinars with experts in college admissions, financial aid, education and career planning, and more!
- Students will learn what to do to get into a competitive college, how to develop an education plan that leads to a successful career and how to pay for college without a mountain of debt.



SAVE THE DATE

VIRTUAL COLLEGE WEEK
Presented by FloridaShines

**Oct 2-4
2018**

Free Live Webinars
FUNDED BY THE STATE OF FLORIDA

Who should attend:
Florida High School Juniors & Seniors

Virtual College Week offers a variety of webinars featuring experts in the area of college and university admissions, scholarships, financial aid, and career planning.

Giveaways:
Enter a drawing to WIN a **College Swag Bag** filled with items from colleges and universities in Florida.

Presented by:
FloridaShines
A service of the Florida Virtual Campus

Email: collegenight@fvc.org virtualcollegeweek.org

The Art in the Capitol Competition

- S. 1003.49965, F.S., is a statewide visual arts competition that requires each school district to annually hold an art competition for all students in grades 6 through 8 attending public schools, private schools and home schools in Florida.
- Check with your school district for details and deadlines
- More information at the following:

<https://info.fldoe.org/docushare/dsweb/Get/Document-8365/dps-2018-127.pdf>



- New name
- Over the next few months there will be lots of changes with the branding, the highlight being the new website (www.arts4allflorida.org), which will roll out later this fall.
- Arts4All Florida! will continue to provide the same high-quality, accessible arts experiences that you have come to know from VSA Florida.

Florida Ready to Work

Florida Ready to Work is a state-sponsored workforce development program that provides:

- comprehensive, foundational **career readiness training** aligned to state and national standards for most jobs today;
 - proctored **assessments** to validate mastery of skills;
 - two **state-endorsed credentials** benchmarking readiness for post-secondary education / training, apprenticeship, or employment; and
 - implementation planning, training, and technical support.
- **There is no cost for you or your students (jobseekers) to participate.**
 - **Yes, the performance bonus is back. Not-for-profit and governmental implementation partners may earn unrestricted \$\$ for each qualified credential earned.**
 - **To get started, simply register for a webinar training today:**

<https://attendee.gotowebinar.com/rt/796154563180749827>
 - Onsite planning and training sessions will be scheduled upon request. Contacts below:

Angela Shave
ashave@floridareadytowork.com
850.528.5752

Valencia Strowder
vstrowder@floridareadytowork.com
904.200.0990

Professional Development Opportunities

Statewide Professional Development Alternatives' (PDA) Course Offerings

- The Florida Diagnostic and Learning Resource System (FDLRS) Network continues to offer quality online professional learning through the PDA program, which provides statewide and local courses.
- Statewide PDA offerings for the second quarter of this year, begin on October 2, 2018.
- Please distribute the flyer (in sharepod) as appropriate to those who may benefit from these virtual professional learning opportunities.
- Your local centers will have an additional schedule for courses offered regionally. For questions, contact staff at PDAquestions@gmail.com or call the FDLRS Administration Project at 386-312-2265.

New Courses on the Personnel Development (PD) Portal

The following new courses are available on the PD Portal:

- **Integrating Student Services for Inclusive Schools** examines the role of the student services professional with regard to the advancement of all students, including students with disabilities, through an integrated student services model (suggested inservice points – 20).
- **Leadership for Inclusion of Students with Disabilities** provides research-based information, best practices, and specific resources and examples related to school leadership (suggested inservice points – 20).
- **Reading Difficulties, Disabilities and Dyslexia** provides information for teachers of students who face challenges with the mastery of reading skills and clarifies the differences between various types of reading challenges and disabilities, including dyslexia (suggested inservice points – 15).
- **Language Reading Connection** provides in-depth information and resources for school based speech-language pathologists to assist them in reading intervention for elementary level students (suggested inservice points – 10 and American Speech-Language-Hearing Association continuing education units – 0.5).

For descriptions of all available courses, go to <http://pdportal.florida-ese.org/descriptions.aspx>. To register, go to <http://pdportal.florida-ese.org/>.

Online Training: Standing Up For Me - Strategies for Teaching Self-Determination Skills

When: Part 1- Wednesday, October 24, 2018

Part 2- Thursday, October 25, 2018

Time: 2:30 pm – 4:00 pm EST

Where: On your computer via Zoom

Intended audience: Individuals who work with students with disabilities in Florida Department of Juvenile Justice facilities

Standing up for Me: Florida's self-determination curriculum which provides lessons to teach self-determination skills (as required on an IEP) to students with disabilities at all levels.

Register at:

https://docs.google.com/forms/d/e/1FAIpQLSc92_iEf7UITtaE0MzGUWBNXCCe3AX0L9X7bkoSFqmZGcMmFw/viewform?usp=sf_link

Deadline for registration: October 20, 2018

*Flyer in sharepod to distribute to educational staff





FLORIDA DEPARTMENT OF
EDUCATION
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Next JJ Education Bimonthly Conference Call

Wednesday, November 7, 2018
10:00 a.m. (Eastern Standard Time)

Contact Information

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Project 10: Transition Education Network

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www.FLDOE.org

