

April 2016

Volume 5, Issue 4

Project 10 Topical Briefs are published on a monthly basis. Each issue focuses on a specific topic or theme and also highlights current and upcoming information and events related to secondary transition.

This month the *Topical Brief* is focused on student services from the Department of Juvenile Justice (DJJ).

Florida Department of Juvenile Justice (DJJ), Office of Education

<http://www.djj.state.fl.us/services/office-of-education>

The DJJ Office of Education collaborates with the Florida Department of Education and local district school boards

to ensure implementation and compliance with applicable state and federal laws, rules and regulations of programs for youth served in DJJ settings. The DJJ Office of Education is committed to ensure youth served by the department are afforded the opportunity to obtain a high quality education.



Creating and Maintaining Good Relationships Between Juvenile Justice and Education Agencies: The National Technical Assistance Center for the Education of Neglected or Delinquent Children or Youth (NDTAC) Tip Sheet

The goal of the NDTAC tip sheet is to assist State and local justice and education agency administrators, including State Part D coordinators who work between agencies and the practitioners with whom they work, create strong working relationships to develop high-quality education programs within juvenile justice settings possible.



10 tips for education agencies and justice agencies when forming and sustaining strong working relationships to improve individual student, facility, agency and State outcomes:

1. Communicate, communicate, communicate
2. Increase and ensure understanding across staff
3. Take a whole-child approach
4. View each other as partners and build trust
5. Find common ground and develop shared goals and objectives
6. Recognize individual strengths and expertise and avoid duplication
7. Co- and cross-train staff
8. Share staff across agencies and departments and/or create teams
9. Incentivize cooperation
10. Celebrate shared accomplishments

To read the entire tips sheet, please visit:

<http://www.neglected-delinquent.org/resource/ndtac-tip-sheet-federal-resources-and-initiatives-youth-who-are-neglected-delinquent-or>

NDTAC Issue Brief: Key Considerations in Providing

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April 2016 is Autism Awareness Month



<http://florida-card.org/map.htm>

April is Autism Awareness Month and there are many activities across the state that are focusing on increasing understanding of Autism Spectrum Disorder. The interactive statewide map above can assist in finding one of the seven Center for Autism and Related Disorders (CARD) sites that serves your area. CARD Centers can provide the following services:

- Provide information about an individual's disability
- Refer families to federal, state and local service agencies
- Help families find support groups
- Support families in planning for the future
- Provide training sessions on how to work effectively with individuals with autism and related disabilities

a Free Appropriate Public Education for Youth with Disabilities in the Juvenile Justice Secure Care Facilities

The following is an adapted excerpt from:

Guiding Principles for Providing High-Quality Education in Juvenile Justice Secure Care Settings

<http://www2.ed.gov/policy/gen/guid/correctional-education/guiding-principles.pdf>

In 2014, the ED and the U.S. Department of Justice issued, as part of a Correctional Education Guidance Package, a document describing five guiding principles to promote the provision of high-quality free and appropriate public education in juvenile justice secure care settings. The principles are as follows:

1. Positive Climate.

A safe, healthy, facility-wide climate that prioritizes education; provides the conditions for learning; and encourages the necessary behavioral and social support services that address the individual needs of all youth, including those with disabilities and English learners.



2. Adequate Resources and Comparable Opportunities.

Necessary funding to support educational opportunities for all youth within long-term secure care facilities, including those with disabilities and English learners, comparable to opportunities for peers who are not system involved.

3. Qualified Personnel.

Recruitment, employment, and retention of qualified education staff with skills relevant in juvenile justice settings who can positively impact long-term student outcomes through demonstrated abilities to create and sustain effective teaching and learning environments.

4. Connected Rigorous and Relevant Curricula.

Rigorous and relevant curricula aligned with State academic and career and technical education standards that utilize instructional methods, tools, materials and practices that promote college and career readiness.

5. Formal Transition Process and Procedures.

Formal processes and procedures through statutes, memorandum of understanding and practices that ensure successful navigation across child-serving systems and smooth reentry into communities.



- Provide consultation to caregivers and professionals on how best to work with an individual with a disability, in order to:
 - Teach new skills
 - Understand and resolve challenging behavior
 - Include individuals with autism and related disabilities in typical school and community settings
 - Develop meaningful communication skills
 - Help individuals with autism and related disabilities become more socially competent members of society

Youth Investment Award



The Youth Investment Award is available through the Florida Juvenile Justice Foundation and can help youth served by DJJ pay for tuition, school supplies, transportation and other things needed to help achieve academic and career goals.

Youth Investment Application can be found at <http://www.djj.state.fl.us/docs/foundation-docs/2014-youth-investment-award-application.pdf?sfvrsn=4>

A Brief Introduction to NDTAC



<http://www.neglected-delinquent.org/>

NDTAC serves as a national resource center to provide assistance to States, schools, communities and parents seeking information on the education of children and youth who are considered neglected, delinquent, or at-risk. The education of youth involved in the juvenile justice system is a primary focus of NDTAC. NDTAC works with State and local administrators of programs operated under Title 1, Part D of the Elementary and Secondary Education Act (ESEA), as well as services providers, to:

- Ensure youth who are neglected or delinquent have the opportunity to meet the same challenging state academic standards that all children are expected to meet;
- Improve educational services for children and youths who are neglected, delinquent or at risk of involvement with the juvenile justice system;

The Coalition for Juvenile Justice (CJJ) Recorded Webinar:

Youth with Intellectual and Development Disabilities in Juvenile Justice

<http://juvjustice.org/webinars-and-trainings/resources>

This archived webinar provides an overview of the issues that youth with

intellectual and developmental disabilities experience in the juvenile justice system. Participants unpack how intellectual and developmental disabilities can affect behavior, how those behaviors are perceived, and how such perceptions can increase risk for system involvement. The webinar introduces strategies for communities to better identify disabilities. It also focuses on how to meet the needs of this specific population within the system, from diversion, to improving conditions within confinement, and preparing them for success upon release.

- Provide children and youth who are neglected or delinquent with the services needed to make a successful transition from institutions to schools and/or employment;
- Prevent youth who are at risk of academic failure from dropping out of school; and
- Provide children and youth who have dropped out of school or who are returning to school after residing in an institution, with a support system to ensure their continued education.

DJJ Resources

A Guide to Developing Collaborative School-Community-Business Partnerships

<http://www.transitionta.org/sites/default/files/postsecondary/SCB%20Partnerships%20Guide.FINAL%201.pdf>

This guide explains the benefits of clearly identified roles of, and coordination between, parties involved in transition. these School-Community-Business partnerships post-school outcomes for transitioning youth.

A Guide to the Florida Juvenile Justice System for Parents of Youth with Disabilities or Chronic Health Conditions

<http://www.floridahats.org/wp-content/uploads/2011/01/DJJ-Guide-June-2012-8.pdf>

For families of youth - including those with special health care needs - who have been referred to Florida Department of Juvenile Justice, in an easy-to-read FAQ format. View the full 25-page booklet in English and Spanish, or download by service area.

Center for Coordinated Assistance to States (CCAS)

https://www.nttac.org/index.cfm?event=tarequest_SAGccas

CCAS is dedicated to coordinating the delivery of training and technical assistance (TTA) to states, tribes, territories, and communities. Through the implementation of the Consultant Coordinator Model, CCAS will deliver high-quality targeted, tailored, and responsive resources and TTA to improve outcomes for at-risk youth and youth involved in the juvenile justice and child welfare systems.

Center for Educational Excellence in Alternative Settings (CEEAS)

<http://www.ceeas.org/>

The mission of CEEAS is to help schools in Juvenile Justice settings implement transformational, student-focused practices, designed to significantly improve the life chances of the students they serve.

Correctional Education Guidance Package

<http://www2.ed.gov/policy/gen/guid/correctional-education/index.html>

The Correctional Education Guidance Package was jointly developed by the U.S. Department of Education (ED) and U.S. Department of Juvenile Justice (DOJ) and contains:

- 1) The Guiding Principles for Providing High-Quality Education in Juvenile Justice Secure Care Settings (Guiding Principles);
- 2) A Dear Colleague Letter on the Individuals with Disabilities Education Act for Students with Disabilities in Correctional Facilities;
- 3) A Dear Colleague Letter on the Civil Rights of Students in Juvenile Justice Residential Facilities; and
- 4) A Dear Colleague Letter on Access to Federal Pell Grants for Students in Juvenile Justice Facilities.

Florida Juvenile Justice Association (FJJA)

<http://www.fjja.org/>

FJJA is a statewide organization that strongly supports a common sense approach to juvenile justice that treats young people fairly, holds them accountable for their actions and keeps our neighborhoods, schools and communities safe. FJJA brings together juvenile justice system professionals and agencies, organizations, and private and non-profit corporations all committed to improving Florida's juvenile justice system for children and families.

My Brother's Keeper (MBK)

<https://www.whitehouse.gov/my-brothers-keeper#section-about-my-brothers-keeper>

The MBK initiative seeks to address opportunity gaps for young men of color. The initiative partners the Obama Administration with cities and towns, businesses, and foundations to connect young people to mentoring, support networks, and skills. MBK is focused on six milestones:

- 1) getting a healthy start and entering school ready to learn;
- 2) reading at grade level by third grade;
- 3) graduating high school ready for college and career;
- 4) completing postsecondary education or training;

- 5) successfully entering the workforce; and
- 6) staying on track and getting second chances

New Start Scholarship: Available through the Tallahassee Community College (TCC) Foundation

<https://www.tcc.fl.edu/AlumniDonors/TCCFoundation/Pages/Scholarship-And-Program-Funds.aspx>

The New Start Scholarship is an endowed scholarship fund that gives the opportunity of a new start to DJJ-Involved Youth. Apply online or browse through other available scholarships through the provided link.

OJJDP's National Training and Technical Assistance Center (NTTAC)

<https://www.nttac.org/>

NTTAC is a central source for accessing OJJDP's training and technical assistance (TTA) resources, and a one-stop shop for requesting the full array of TTA services offered by OJJDP. The center provides multifaceted services to the juvenile justice field, including TTA capacity development, systematic coordination of TTA and virtual TTA delivery.

The Coalition for Juvenile Justice (CJJ)

<http://juvjustice.org/>

CJJ is a nationwide coalition of State Advisory Groups (SAGs) and allies dedicated to preventing children and youth from becoming involved in the courts and upholding the highest standards of care when youth are charged with wrongdoing and enter the justice system.

The Office of Juvenile Justice and Delinquency Prevention (OJJDP)

<http://www.ojjdp.gov/>

OJJDP, a component of the Office of Justice Programs, U.S. Department of Justice, accomplishes its mission by supporting states, local communities, and tribal jurisdictions in their efforts to develop and implement effective programs for juveniles. The Office strives to strengthen the juvenile justice system's efforts to protect public safety, hold offenders accountable, and provide services that address the needs of youth and their families.

Upcoming Events

Registration Information

The registration form for the upcoming VISIONS Conference sponsored by Florida DCDT and BEES is available at the following link:

<http://floridadcdt.org/visions-annual-conference.html>.

The conference this year will be held at the Westin Lake Mary - Orlando North from Wednesday, April 27, 2016 until Friday, April 29, 2016.

Please visit www.FloridaDCDT.org for more information!



Attention District Interagency Councils:

Project 10 is hosting a Pre-Conference CONNECT Interagency Council Workshop on Wednesday, April 27, 2016 from 9:00 am - 12:00 pm.

This is an opportunity to network and share interagency council best practices and ideas. School district personnel, agencies and other council members are invited to participate.

This pre-conference workshop will include an overview of the essential elements of effective interagency teaming and collaboration as well as activities and information for interagency transition teams. Project 10 Regional Transition Representatives will be available to facilitate



discussions among size-alike groups and offer technical assistance and support to the annual plans of the interagency councils.



The 6th Annual Hartwick Symposium



The Florida Consortium on Inclusive Higher Education is planning for the 6th Annual Hartwick Symposium on Postsecondary Education and Intellectual Disabilities.

The symposium will be held
September 29 - October 1, 2016.

More information will be forthcoming.

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- *Dropout Recovery *Exceptional Student Education (ESE) *Engaging Instructional Practices
- *Improving Graduation Rates *Legislative Updates
- *Matching Interventions to Student Needs *Positive Behavior Practices/Supports
- *Restorative Justice Initiatives *School Disengagement and Dropout Interventions
- *Social-Emotional Learning/Positive Mental Health
- *Services for At-Risk Student Populations and more....

Presented by:

FLORIDA DEPARTMENT OF EDUCATION
FLORIDA AFTERSCHOOL ALLIANCE

Upcoming Webinars

DJJ Bi-Monthly Forum

<http://www.fldoe.org/academics/exceptional-student-edu/beess-resources/meetings.stml>

The DJJ Bimonthly Forum is a webinar conducted by Juvenile Justice Education Program Specialist, Curtis Williams, Ph.D. The dates and times of the next webinar can be found on the Meetings page, managed by the BEESS Resource and Information Center.

The Coalition for Juvenile Justice (CJJ) Recorded Webinar: Youth with Intellectual and Developmental Disabilities in Juvenile Justice

<http://juvjustice.org/webinars-and-trainings/resources>

This archived webinar provides an overview of the issues that youth with intellectual and developmental disabilities experience in the juvenile justice system. Participants unpack how intellectual and developmental disabilities can affect behavior, how those behaviors are perceived, and how such perceptions can increase risk for system involvement. The webinar introduces strategies for communities to better identify disabilities. It also focuses on how to meet the needs of this specific population within the system, from diversion, to improving conditions within confinement, and preparing them for success upon release.

Florida Center for Inclusive Communities (FCIC) Employment Webinar Series

<http://flfcic.fmhi.usf.edu/program-areas/employment.html>

Join the FCIC on the 3rd Wednesday of each month from 5:00pm - 6:00pm EST for an opportunity to participate in a series of webinars geared to build capacity on an array of employment related topics. The webinars are a tool used to share information and resources for self-advocates, family members, and other community partners to make informed choices and decisions about services, supports, policies, and best practices to ensure their requests and service provisions are based on individual goals and outcomes. The final webinar in the spring series is May 18, 2016: Self-Advocates' Panel Discussion on Employment Supports.



Employment First Florida Grassroots Group

<http://www.employmentfirstfl.org/content/grassroots-group-materials-and-meeting-recordings>

July 19, 2016 at 3:00 pm

Upcoming meeting Staff from the Florida Developmental Disabilities Council and the Institute for Community Inclusion facilitate the group which is made up of people with disabilities and people who support them to improve employment opportunities. The Employment First Grassroots Group is a way for people to share their ideas and experiences about employment. Anyone who wants to share their experiences, make recommendations about how to improve employment and learn new ideas about employment can join. Join the Employment First FL Grassroots Group online meetings. Archived meetings and materials are available on the website as well as information about upcoming meetings.

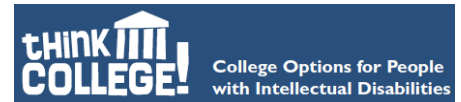
Think College

Supporting Employment Partnerships

<http://www.thinkcollege.net/training/webinars>

May 9, 2016, at 3:00 pm

Think College will present a webinar that describes how four TPSID initiatives across the region: a small private Christian college, a large urban university, a city community college and a small rural college engaged in problem-solving to help improve employment outcomes. Amy Dwyre D'Agati from TransCen, Inc. worked with each campus individually to customize action plans to based on each college's specific needs to help them remove barriers and use the opportunities each campus offered to their benefit. This webinar gives an overview of the various strategies used at each program. Register for the webinar through the provided link.



Importance of Multidisciplinary Leadership Teams for Dual Enrollment Partnerships

<http://www.thinkcollege.net/training/webinars>

On May 18, 2016, at 3:00 pm

Think College will provide a webinar that explores the importance of an advisory team to oversee inclusive postsecondary education initiatives. This webinar will outline the function of multidisciplinary teams for dual enrollment partnerships and provide examples of how these teams have been effective in the past. Register for the webinar through the provided link.

[Join Our Mailing List](#)



About Project 10 Topical Briefs:

Project 10 *Topical Briefs* provide short informational summaries and resource links related to secondary transition.

Have a question? Want to find or recommend a resource? Have some great news to share?

Send us an email at

project10@stpete.usf.edu

For back issues of Project 10 Topical Briefs, visit the newsletter page on the Project 10 website at <http://www.project10.info/Newsletter.php>.

Project 10:

Transition Education Network

assists Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve their academic success and post-school outcomes.

Project 10: Transition Education Network

University of South Florida St. Petersburg

Questions or comments?

Email us at

project10@stpete.usf.edu

www.Project10.info