



# Future Ready Resource Guide

FUTURE-READY EDUCATION

Learning ABOUT, THROUGH, and FOR Work



Massachusetts Department of Youth Services Education Initiative



## Future Ready Education Resource Guide

2017-2018

Working Document



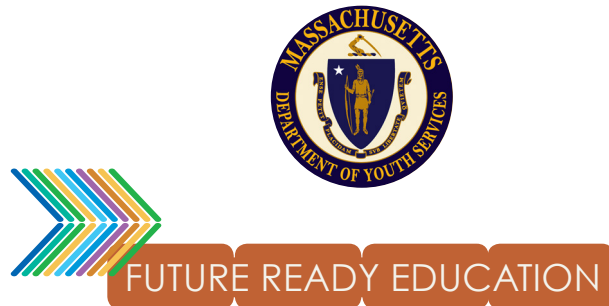
### **Being Future Ready**

means having the knowledge, skills and attitudes to complete whatever education and training you need to achieve your goals in school, work and life.

**[futurereadyma.org](http://futurereadyma.org)**

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## INTRODUCTION

The Department of Youth Services (DYS), in partnership with Commonwealth Corporation (CommCorp), and the Collaborative for Educational Services (CES), is excited to present the *Future Ready Resource Guide*. This guide serves as an important next step in realizing our shared vision for a more personalized approach to **Future Ready** education and career development programming for DYS youth in support of the goals outlined in the DYS Strategic Plan.

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### What does it mean to be Future Ready?

Our personalized approach to **Future Ready** education and career development in DYS is defined as a learning process between students, educators, and other caring adults in which students are helped to assess their strengths and aspirations, plan for and make demonstrated progress toward their own purposes, and work cooperatively with others to accomplish challenging tasks.

**Being Future Ready** means having the knowledge, skills and attitudes to complete whatever education and training you need to achieve your goals in school, work and life. To support youth in becoming **Future Ready** we recognize the importance of defining the key components of the learning process between students, educators, and other caring adults whereby students would assess their strengths and aspirations; plan for and make demonstrated progress toward their own purposes; and work cooperatively with others to accomplish challenging and authentic tasks. Therefore, we have set out on a multiyear strategic effort to define the core features of our **Future Ready** continuum based on research, the wisdom of current practitioners and leaders across the DYS system, analysis of broader trends in education and career readiness, and in conjunction with experts in the field of career counseling the Department of Elementary and Secondary Education (ESE).

The body of work presented in this guide reflects this culmination of work for you, as partners in our effort to do what's best for all the youth who move through our classrooms. Our success in realizing a personalized approach to future readiness for all youth served by DYS and its partners is in all of our hands and we look forward to working with you on accomplishing this mission.

## What does it mean to be Future Ready in DYS?

This section of the guide provides a general overview of what it means to be **Future Ready**, the characteristics of **Future Ready** programming, the continuum of experiences that support future readiness in DYS, as well as examples of these experiences.

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### What does Future Ready mean?

**Being Future Ready** means having the knowledge, skills and attitudes to complete whatever education and training you need to achieve your goals in school, work and life.

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### How does Future Ready programming relate to education in DYS?

The central goal of education in DYS is for students to make progress towards demonstrating the knowledge, skills and abilities that are necessary to successfully complete entry-level, credit-bearing college courses, seek and obtain employment, and/or participate in certificate or workplace training programs and ultimately enter economically viable careers. In order to meet this goal, DYS has developed and will continue to add **Future Ready** experiences to **expose youth to future education and career options and provide opportunities for skill development and mastery** over time. These experiences complement and enrich the acquisition of academic Common Core competencies.

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### What do Future Ready experiences involve?

All **Future Ready** experiences involve the attainment of 21<sup>st</sup> century workplace competencies by linking them to school-based instruction. To the degree possible, **Future Ready** experiences also involve student interactions with industry or community-based employers and/or residential programs and their staff.\* These experiences are intentionally designed to help youth extend and deepen classroom work, including Empower Your Future, and to make progress towards some or all of the following outcomes.

- Demonstrating understanding or proficiency in **Future Ready** competencies, including:
  - o Effective Communication
  - o Initiative and Self-Direction
  - o Productivity and Accountability

- Articulating the type of postsecondary training required in various career fields
- Articulating how personal skills and interests relate to various career fields
- Articulating/demonstrating accepted workplace norms such as attendance, dress, etiquette
- Demonstration of oral and written communication appropriate to the workplace
- Development of occupation specific skills
- Completion of industry recognized certifications
- Completion of postsecondary coursework

**\*NOTE: The term “Future Ready work experience” does not mean the experience must take place at a workplace or during the standard workday.**

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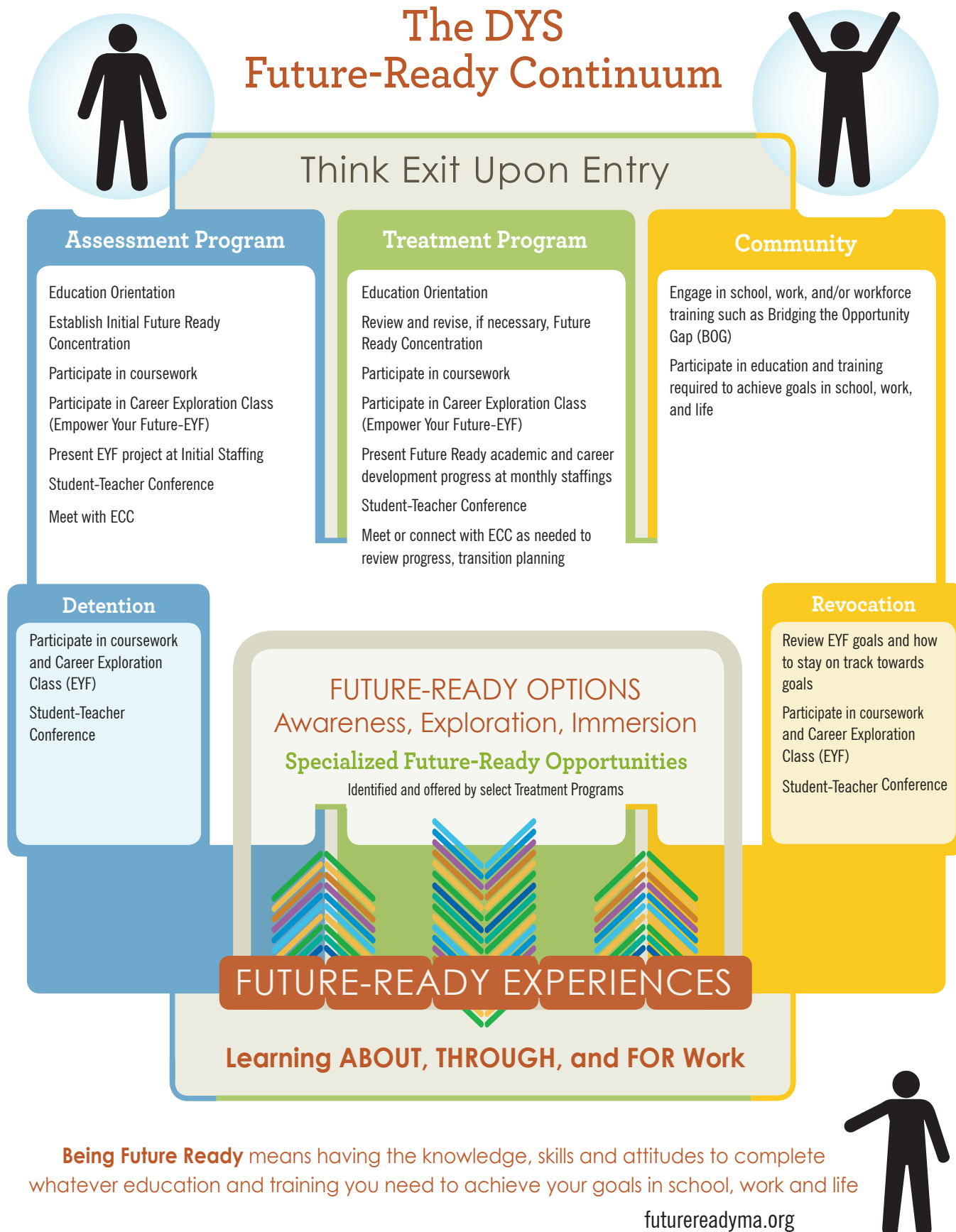
### **How will Future Ready experiences be expanded to meet the diverse learning needs of the student population?**

Within DYS, there already exists a continuum of **Future Ready** experiences stretching from Detention through Assessment, Treatment, the Community and Revocation. The primary vehicle for providing **Future Ready** experiences has been through the Empower Your Future curriculum, career fairs, and various hands-on work experiences such as career electives connected to industry-recognized credentials being piloted and implemented at some programs. DYS and its partners, Commonwealth Corporation, and Collaborative for Educational Services seek to expand and strengthen **Future Ready** experiences so that they are robust throughout the state and a clearly articulated component of all programs in various forms.

As **Future Ready** experiences are expanded for DYS youth, the following must be considered:

- **Future Ready** experiences must be driven by measurable youth outcomes rather than by participation in activities [How are youth different as a result of participation in **Future Ready** experiences?]
- **Future Ready** experiences should be made accessible to ALL youth
- **Future Ready** experiences should be integrated into a youth’s program of study and connected to classroom learning rather than being a separate program or activity

DYS and its partners recognize that **Future Ready** experiences will vary based on program type, resources, youth interests and goals, and length of stay. Therefore, DYS has adopted the Department of Elementary and Secondary Education’s language around career development stages [Awareness, Exploration, Immersion] to articulate a continuum of **Future Ready** experiences for youth along the continuum of DYS care.





## DYS Future Ready Continuum

### DEFINITIONS:

<b>Future Ready Awareness</b>	Youth <u>build awareness</u> of the variety of postsecondary options and careers available and begin identifying areas of personal interest
<b>Future Ready Exploration</b>	Youth <u>explore</u> postsecondary and career options to provide motivation and inform decision-making
<b>Future Ready Immersion</b>	<i>Preparation:</i> Youth apply learning through practical experiences and develop transferable 21 <sup>st</sup> century workplace and academic skills  <i>Training:</i> Youth train for employment in a special occupation

The following page describes the DYS **Future Ready** Continuum.

# The DYS Future-Ready Continuum: Flowchart

## FUTURE READY AWARENESS

## FUTURE READY EXPLORATION

## FUTURE READY IMMERSION

Build awareness of the variety of careers available and the role of postsecondary education; broaden student options.

### Sample Future Ready Competency

Student can articulate the type of postsecondary education and training required in the career field and its importance to success in the field.

### Examples of Existing Experiences

EYF Assessment  
Units 1 and 2  
EYF Treatment Units 2 and 3

### Complimentary Experience Examples

Workplace tour  
Speaker  
College and Career Fair  
Technical School Presentations

Explore career options and postsecondary with the purpose of motivating youth and to inform their decision making in HS and postsecondary education.

### Sample Future Ready Competency

Student can give at least 2 examples of how the student's individual skills and interests relate to the career field and/or occupations.

### Examples of Existing Experiences

EYF Treatment Units  
2, 4, 5, 6 and 10

### Complimentary Experience Examples

Informational interviews  
Job shadowing  
Guided independent study

Apply learning through practical experience that develops transferrable knowledge and skills necessary for the 21st century workplace.

### Sample Future Ready Competency

Student builds effective collaborative working relationships with peers and respectful relationships with supervisor[s].

### Examples of Existing Experiences

Maintenance projects  
CPR/First Aid  
Silk screening  
Postsecondary courses  
Future Ready program-based learning experience

### Ideas for Further Development

New social enterprises  
Service learning  
Dual enrollment  
AIM Mentoring  
BOG Career Readiness  
PD Presentations

Train for employment and/or postsecondary education in a specific area.

### Sample Future Ready Competency

Student demonstrates knowledge and skills specific to employment in a career field of personal interest.

### Examples of Existing Experiences

C-TECH  
Postsecondary courses  
Culinary  
Small Engine Repair  
Horticulture  
RCA online

### Ideas for Further Development

Internship  
Part-time jobs  
Online certifications  
New career electives  
BOG work-based learning and vocational training programs  
RCA Online

Learning ABOUT  
postsecondary  
options and work

Learning ABOUT  
postsecondary  
options and work

Learning  
THROUGH work

Learning  
FOR work

**DYS Future Ready Rubric**

Future Ready Skill (expectation and description)	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)
	I meet all in “Proficient” and:	I meet all in “Progressing” and:	I meet all in “Beginning” and:	I am beginning:
<b>Effective Communication</b>  <b>I effectively convey information to others clearly and concisely. I work effectively and respectfully with diverse teams.</b>  (P21 Framework Definitions, 2009)	<input type="checkbox"/> I convey my thoughts and ideas effectively using oral, written, and nonverbal standard communication skills, including active listening in a variety of forms and contexts. I work effectively and respectfully with diverse teams by sharing responsibility for collaborative work and validating individual contributions made by team members.	<input type="checkbox"/> I convey my thoughts and ideas using oral, written, and nonverbal standard communication skills, including active listening in different forms and contexts. I work with others respectfully by sharing responsibility for collaborative work and valuing individual contributions made by team members.	<input type="checkbox"/> I share my thoughts and ideas using oral and written communication skills usually during school and career conversations. I am developing improved capability to work respectfully with others and share responsibility for group work.	<input type="checkbox"/> I am beginning to share my thoughts and ideas using oral communication skills during school & career conversations. I have potential in working respectfully with others.
<b>Score &amp; Feedback</b> (Provide evidence for FR overall 4-3-2-1 rating):				
<b>Initiative and Self-Direction</b>  <b>I know my strengths and I am self-directed. I take responsibility for learning.</b>  (P21 Framework Definitions, 2009)	<input type="checkbox"/> I complete tasks independently, without direct oversight. I take increased initiative in advancing my personal and professional skills. I establish, monitor and reflect on progress toward my short- and long-term goals. I use alternative strategies to attain goals when initial plans do not work.	<input type="checkbox"/> I complete tasks independently, with minimal direct oversight. I take initiative in advancing my personal and professional skills. I establish and monitor my short- and long-term goals.	<input type="checkbox"/> I complete tasks with direct oversight. I set short- and long-term goals. I am developing strategies for monitoring progress toward these goals.	<input type="checkbox"/> I am beginning to complete tasks with direct oversight. I am beginning to set short- and long-term goals.
<b>Score &amp; Feedback</b> (Provide evidence for FR overall 4-3-2-1 rating):				
<b>Productivity and Accountability</b>  <b>I manage tasks effectively. I produce quality work and hold myself accountable to rigorous and achievable standards.</b>  (P21 Framework Definitions, 2009)	<input type="checkbox"/> I seek out ways to increase my productivity. I plan, prioritize, reflect, and manage work toward achieving my learning goals.	<input type="checkbox"/> I complete work independently and on time. I plan, prioritize, and manage work toward achieving my learning goals.	<input type="checkbox"/> I complete work with some assistance on time. I come to class with a positive can do attitude and prepared to learn.	<input type="checkbox"/> I am beginning to complete work. I am beginning to prepare myself for learning.
<b>Score &amp; Feedback</b> (Provide evidence for FR overall 4-3-2-1 rating):				

.....

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# Key Future Ready Components in **Assessment**

## Introduction to the Education Orientation in Assessment

The Education Orientation in Assessment includes two key components:

- 1) An Education Orientation Welcoming Meeting between the student and Teaching Coordinator
- 2) An Education Planning Meeting between the student and the Education and Career Counselor

The Education Orientation Welcoming Meeting between the new student and Teaching Coordinator is the formalized opportunity to build rapport and communicate our personalized approach to **Future Ready** education in DYS. This meeting sets the stage for how we will support the student in setting and making progress towards their future goals based on their strengths, interests, and needs. Further, teachers and teaching coordinators who work with the student as s/he progresses through the continuum of care will be expected to refer to and build on the information gained about the student during this meeting in an effort to demonstrate the connected and personalized approach we seek to provide.

In the following section are the companion documents to support you in hosting a successful education orientation welcoming meeting in Assessment, including:

- Step-by-Step Guide for Education Orientation for Assessment Program
- Sample Protocol for Education Orientation Welcoming Meeting between New Student and Teaching Coordinator
- Assessment Orientation Protocol
- **Future Ready** Scheduling Guidance Document
- **Future Ready** Student Schedule
- Education Orientation Cover Sheet

You may have other materials you review during your meeting with the student, but it is the materials in this Guide that form the foundation of the Education Orientation.

Following the Education Orientation Welcoming Meeting, the student will be scheduled for **Future Ready** coursework. In addition to participating and making progress in these classes, a new **Future Ready** activity for youth in Assessment settings includes a meeting, either face to face or virtually, with their Education and Career Counselor on or around their third week in programming.

More detail is included in III.A.3.a ASSESSMENT:

ECC Student Introduction Meeting Outline (p.25) and Student Meeting Notes Worksheet (p. 27)

## For Assessment

# Step-by-Step Guide to the Education Orientation Process

### Instructions:

TCs will complete, within (2) school days, a three-step *Education Orientation* process for all youth entering their program. This process includes a document review, an education orientation welcoming meeting, and the documentation of the youth's educational and career goals.

The goals of this process are: to build rapport with youth, to inform youth about program components and opportunities available to them, and to gather information to be able to determine an appropriate educational plan for the youth during their stay.

## STEP

**1**

### BEFORE Welcoming Meeting

- ☐ Register student in Aspen
- ☐ Learn about the youth's background by reviewing documents in ASPEN/JJEMS, including IEP, where one exists
- ☐ Prepare youth folder, **Future Ready** Student Schedule, and Orientation Cover Sheet
- ☐ Read Assessment Orientation protocol

## STEP

**2**

### DURING Welcoming Meeting

- ☐ Welcome youth and engage in conversation
- ☐ Build rapport with youth and listen to his/her interests
- ☐ Familiarize youth with DYS learning opportunities and Future Ready Approach
- ☐ Orient youth to the education program
- ☐ Review youth Concentration using **Future Ready** Scheduling Guidance and provide student with **Future Ready** Student Schedule
- ☐ Inform student of classroom expectations and Computer Use Policy
- ☐ Review required educational questions to determine next steps (see Assessment Orientation Protocol: Welcome to Your New School)

## STEP

**3**

### AFTER Welcoming Meeting

- ☐ Follow-up/revise youth educational plan
- ☐ Update education platforms:
  - ASPEN– complete Orientation Cover Sheet, enroll student in classes
  - JJEMS– enter student's pathway in educational journal e-file and update career readiness e-file for students with HS attainment
- ☐ Share updated information:
  - TC shares new student information with Program / Clinical staff at weekly admin meeting, including but not limited to IEP status, concentration and personalized schedule.
  - TC shares new student information with all teachers at Learning Team meetings, including but not limited to IEP status, concentration and personalized schedule.
  - Email ECC and AREC with tentative concentration and staffing date, if known
  - Email student records coordinator if there are missing records
  - Initiate DYS and SEIS Agency Coordination Process (ACP) for students with IEPs; SEIS teacher emails SDL
  - Email Title I and Targeted Learning Support Coordinator and AREC if student is a nonreader, or struggling reader, or answers YES to any ELL question
- ☐ Other action steps as needed

## Sample Protocol for Education Orientation in Assessment Welcoming Meeting between New Student and Teaching Coordinator

### Welcome and Introduction

TC introduces him/herself and describes his/her role and the purpose of the education orientation welcoming meeting—

*“This is the first of several meetings you will have here while at [program name]. The goal of this meeting is to welcome you to our school. This initial meeting is an opportunity for me to learn more about you as well as gather and confirm accurate information to plan, with your help, the most appropriate instruction for you during your stay with us.”*

NOTE: TC could ask the youth if s/he would prefer an overview of the school or an opportunity to share more about him or herself first.

### Overview of School

TC reviews the following:

- Typical school day and class schedule  
*TC describes classes offered and introduces the youth to Empower Your Future*
- Names of teachers and their roles/what they teach
- Classroom expectations  
*TC provides the youth with a copy of the classroom expectations*
- Computer use policy  
*TC explains the computer use policy and asks student to sign  
Signed computer use policy should be placed in youth's education folder*
- Role of Education and Career Counselor (ECC) and School Counts Document  
*Let youth know ECC will meet with them to support and plan for their education needs and opportunities throughout the continuum, including their role in facilitating credit recovery with community schools*
- **Future Ready** Scheduling Guidance  
*TC describes **Future Ready** concentrations*



### Establish Initial Concentration

If concentration is unknown or not confirmed, let the youth know they will be placed in the school concentration and their ECC will provide continued guidance to support the youth in determining the most appropriate concentration for him/her throughout the continuum.

- For School concentration (or unconfirmed concentration)  
*[Program name] is just like any school in the community. You are expected to attend school daily and abide by the program and classroom expectations. The courses and hours you spend in class will be reflected on a final transcript when you transition from the program and ECCs will work with your school district to advocate that the work you do in DYS counts toward credit recovery.*
- Other “confirmed” concentration  
TC lets the youth know that an education plan will be put in place to support the youth during his/her stay. Education plan development will be a shared responsibility between the TC, program, ECC and the youth.

### Get to know the student better and build rapport

TC encourages “youth voice,” the active opportunity for youth to express their thoughts, and opinions that inform educational planning and decision-making, by offering an initial prompt and actively listening to the youth—

*“Now that I’ve provided you with a brief overview of our school, why don’t you tell me a little about yourself—this may be unrelated to school, but would give me an idea of who you are, what you like to do, and what makes you happy, proud, or at your best.”*

**REQUIRED EDUCATION TOPICS****IEP Status:**

Yes / No

If yes, let the youth know we have a copy of their IEP and the special education teacher will meet with them to discuss their IEP, service delivery, and review role of Student District Liaison (SDL).

*If no, ask the following—*

Do you know if you have an IEP?

Yes / No

*If no, ask—*

Have you ever had an IEP?

Yes / No

**ELL Status:**

Yes / No

*If yes, ask if WIDA Level 5?*

Yes / No

If yes and less than level 5, let the youth know that we will provide language support.

*If no, ask the following—*

1. Do you speak a language in addition to English?

Yes / No

*If yes, what languages do you use?*

*Describe when you use these languages*

2. Is there another language spoken in your home?

Yes / No

*If yes, what language is used, and by whom?*

3. Were you born in the United States?

Yes / No

*If yes, where were you born?*

*If no, where were you born?*

4. Have you always gone to school in the United States?

Yes / No

**MCAS:**

If MCAS is scheduled to be administered while the youth is in assessment and no MCAS information is available ask the youth if they think they need the MCAS.

*Specify which MCAS is being administered.*

**Suggested School History Questions:**

TC asks the following questions if not previously answered—

School status:

*According to my notes from the program orientation, you were last attending [school name]. Is this correct? What grade are you in? Do you know what classes you were taking?*

*Or ... According to the program orientation, you are not currently in school—is this correct? If yes, tell me what you've been doing.*

If follow-up questions needed:

*What was your last grade completed? Where?*

*Working? Where?*

*High School Equivalency Exam classes, vocational classes or college? Where?*

TC should end the meeting by letting the youth know that the educational team looks forward to learning more about him/her and asking if s/he has any additional questions, concerns or anything they would like to share.

**TEACHING COORDINATOR QUESTION BANK—Assessment**

Below is a set of conversation prompts that the TC may want to incorporate into the education orientation welcoming meeting:

- *What is one thing you'd like your teachers to know about you?*
- *What do you consider your academic strengths?*
- *What has been the most challenging for you in school?*
- *What do you like about school?*
- *What is your favorite subject? Why?*
- *What is your least favorite subject? Why?*
- *What academic or social skills would you like to develop through school?*
- *Who are the people in your life able to motivate you to succeed?*
- *What other responsibilities do you have that might take your focus away from academics? (children, family, job, organizations, sport, etc.)*
- *What is one thing the teachers here at \_\_\_\_ can do to support you and help you learn?*

## Assessment Orientation Protocol



Hi. I am TC, and I would like to welcome you to your new school. I would like to get to know you a little better and make sure the information we have is accurate. Please ask me any questions you may have and feel free to share things about yourself. Let's get started.

<b>Welcome</b>	Introduce yourself to the new student and tell him/her about yourself, what you do, and what to expect at his/her new school
<b>Orientation</b>	<p>Review typical school day and class schedule</p> <p>Provide names of teachers and subjects they teach; including SEIS and specialists</p> <p>Provide copy of classroom expectations, explain Computer Use Policy and have it signed, then place signed Computer Use Policy in youth folder</p> <p>Explain role of the Education and Career Counselor and the School Counts document</p> <p>Describe <b>Future Ready</b> Scheduling Guidance document</p>
<b>Establish Initial Concentration</b>	<p>If Concentration is unknown or unconfirmed, let youth know they will be placed in a school concentration</p> <p>Complete <b>Future Ready</b> Student Schedule and share with student</p> <p>Remind high school equivalency concentration students, with an IEP and still enrolled in school, they are still entitled to receive special education services</p>
<b>Getting to Know Youth</b>	<p>Engage in conversation to build rapport with student and use prompts from the Question Bank</p> <p>Ask questions about school status, such as last grade completed, where completed, if they are working and/or enrolled in other classes</p>
<b>Question Bank</b>	<p>What do you like about school/ favorite subject/ least favorite subject?</p> <p>What are your academic challenges or strengths?</p> <p>What is something you would like your teachers to know about you and how can our teachers help you learn best?</p> <p>What academic or social skills would you like to develop through school?</p>
<b>Required Education Topics</b>	<p>If the youth has an IEP, let him/her know we have it and he/she will meet with a Special Education Teacher soon</p> <p>If no IEP, then ask if they ever had an IEP</p> <p>If youth's ELL status is known and less than level 5, let youth know they will receive support during his/her stay. If unknown, then ask what language they speak, is spoken in their home (and by whom)</p> <p>Also ask if the youth was born in the US (or not) and where, and if they have always attended school in the US</p> <p>Ask youth if they think they will need the MCAS (if MCAS is scheduled during Assessment period)</p>
<b>Conclusion</b>	Let the youth know his/her educational team looks forward to learning more about them and would be happy to answer any additional questions and address any concerns s/he may have

## Future Ready Scheduling Guidance

All youth must participate in purposeful and personalized **Future Ready** experiences during the school day while in DYS residential programs. To accomplish this, the following guidance should be used to determine the **Future Ready** experiences best suited for the youth in DYS programs. Teaching Coordinators are expected to collaborate with program, educational, and clinical leadership, caseworkers, and other educational support services (e.g. Instructional Technology Coach, Education and Career Counselors, SEIS) to fulfill the guidance outlined in this document. When a youth's personalized schedule ("Your **Future Ready** Schedule") is different than what is outlined in this guidance, it must be communicated and approved in writing (e.g. via email) by the Assistant/Regional Education Coordinator.

### 1. High School Concentration

To maximize the credits youth can earn from their sending school districts, youth concentrating on obtaining a high school diploma will be scheduled in classes in accordance to their Graduation Grid and educational record (e.g. IEP).

Youth are required to attend the following classes each day:

- ELA
- Mathematics
- Social Studies
- Science
- Career Exploration: must be offered 3 times per week. The EYF curriculum must be implemented as part of career exploration as outlined in the 2016 EYF Guidelines document. See *DYS Program of Studies*.
- Reading: must be offered 3 times per week. Depending on the needs of the youth(s), the number of reading classes offered each week could be reduced to allow for other **Future Ready** experiences if approved by the Assistant/Regional Education Coordinator.

Youth participate in electives outlined in DYS Program of Studies:

- Vocational and Career Development
- Art, Health/Wellness

### 2. High School Equivalency Concentration

Eligible youth will have met DYS policy requirements to pursue high school equivalency. These youth are placed in core content classes identified by their practice tests as requiring additional study. High school equivalency exam study materials and online software programs (HiSet Academy; Edgenuity) can be used for this purpose.

Youth are required to attend the following classes each day:

- Core content courses of the test subjects not yet successfully completed (ELA, math, social studies, science) identified as requiring additional improvement in order to pass the high school equivalency exam.
- Career Exploration: must be offered 3 times per week. The EYF curriculum must be implemented as part of career exploration as outlined in the 2016 EYF Guidelines document. See *DYS Program of Studies*.
- Reading: must be offered 3 times per week. Depending on the needs of the youth(s) the number of reading classes offered each week could be reduced to allow for other **Future Ready** experiences if approved by the Assistant/Regional Education Coordinator.

Youth participate in electives outlined in DYS Program of Studies:

- Vocational and Career Development
- Art, Health/Wellness
- Dual enrollment courses on Edgenuity and/or other available software
- ELA or math class based on the Accuplacer test results for further academic skill development

Youth pursuing concentrations 3 or 4 may participate in fewer than 5.5 hours of instruction in the education program IF they are participating in a program-based **Future Ready** activity or postsecondary education. This is acceptable as long as the approval process is followed and communicated. Youth pursuing these concentrations should have

a personalized schedule (“Your **Future Ready** Schedule”) using the process and resources as outlined in the corresponding concentrations.

A) The Teaching Coordinator and the ECC (for ECC assigned youth) come to agreement on an alternative, productive strategy for the youth aligned with the youth’s transition plan and propose that plan to the Assistant/Regional Education Coordinator for written approval (through email or memo);

B) The plan is shared with the Program Director for written approval (through email or memo).

### 3. Postsecondary Concentration (see *Postsecondary Education Guide* for more information)

**Eligible youth will have already earned a high school diploma or its equivalency and are enrolled in postsecondary classes or qualified vocational training programs.** Youth concentrating on postsecondary experiences work independently while monitored and supported by the teacher. These youth may be placed in the ELA or math class based on the Accuplacer test results (as required) for further academic skill development.

Youth are required to attend the following classes each day:

- Youth will take one or two college courses, or participate in a qualified vocational training program (online or in-person).
- Career Exploration: must be offered 3 times per week. The EYF curriculum must be implemented as part of career exploration as outlined in the 2016 EYF Guidelines document. See *DYS Program of Studies*.
- Reading: must be offered 3 times per week. Depending on the needs of the youth(s) the number of reading classes offered each week could be reduced to allow for other **Future Ready** experiences if approved by the Assistant/Regional Education Coordinator.

Youth participate in electives outlined in *DYS Program of Studies*:

- Vocational and Career Development
- Art, Health/Wellness
- Dual enrollment courses on Edgenuity and/or other available software

### 4. Career Readiness Concentration

**There are three groups of eligible youth in this concentration:**

- I. Eligible youth has already earned high school equivalency/high school diploma and is actively preparing for postsecondary opportunities, or missed the registration deadline, or is completing additional AccuPlacer preparation.
- II. Eligible youth has already earned high school equivalency /high school diploma and is not actively pursuing college.
- III. Youth is 18 or over and/or has formally withdrawn from school.

Youth are required to participate in the following classes (unless otherwise approved in the plan as outlined above):

- Career Exploration: must be offered 3 times per week. The EYF curriculum must be implemented as part of career exploration as outlined in the 2016 EYF Guidelines document. See *DYS Program of Studies*.
- Reading: must be offered 3 times per week. Depending on the needs of the youth(s) the number of reading classes offered each week could be reduced to allow for other **Future Ready** experiences if approved by the Assistant/Regional Education Coordinator.
- Art, Health/Wellness (as available)

Youth participate in electives outlined in *DYS Program of Studies*:

- Vocational and Career Development
- Guided Independent Study (GIS)
- See “**Future Ready** Curriculum Access Chart” document for other options

Check one:

# Your Future Ready Student Schedule

☐High School  
Diploma

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Grade Level (if applicable): \_\_\_\_\_

**INDIVIDUAL SCHEDULE:**

REQUIRED CLASSES AS OUTLINED BY GRADUATION GRID (where applicable):			
Course:	Teacher Name(s):	Course:	Teacher Name(s):

☐High School  
Equivalency  
Exam**ELECTIVES:**


Notes: \_\_\_\_\_

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☐Career  
Readiness

## Cover Sheet Assessment

# Student Information Cover Sheet

### INSTRUCTIONS:

#### To record a meeting:

1. Log into Aspen in 'School' view and go to the school the student is enrolled at.
2. Find the student's record, click on their name, then click on the 'Documents' side tab.
3. You will now be in the 'Journal' side tab. Click on 'Options' in the upper left hand corner and choose 'Add'.
4. At the top where it reads 'Type' choose "Ed Orientation Meeting"
5. Fill out all of the other fields. When you are done make sure you click on the 'Save' button.

#### To make a copy of the report to print etc.:

1. Click on the 'Journal' side tab to get to the list of journal records.
2. If there is more than one journal record, click on the check box next to the record of the meeting you want in your report, click on the 'Options' menu and choose 'Show Selected'.
3. Click on the 'Reports' menu and choose 'DYS Orientation Meeting'.
4. In the window that opens up, click on 'Run'. The report will open up.
5. To save an PDF copy of the report click on the download icon. To print a copy click on the printer icon.

Youth Name \_\_\_\_\_

Preferred Name \_\_\_\_\_

TC Name \_\_\_\_\_

Date of Program Entry \_\_\_\_\_

Initial Staffing Date \_\_\_\_\_

Orientation Meeting Date \_\_\_\_\_

ECC Name \_\_\_\_\_

Program Name \_\_\_\_\_

### MEETING NOTES:

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### FOLLOW-UP/ACTION STEPS:

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## School Counts

# Your Work Counts in DYS Schools!



Education and Career Counselors will work with your most recent school district to make sure that the work you do in DYS counts towards efforts to earn a high school diploma.

### **1** The Education and Career Counselors

Communicate to your DYS teachers the courses you are required to take while in DYS in order to make progress towards earning a diploma and any specialized learning you might require

Connect with school personnel from your school

Provide transcripts to school upon return to community

Collaborate with schools to award maximum possible credit

### **2** Graduation Grids are Utilized

Communicate required course work by listing classes for which you have earned credit and the classes in which you are currently enrolled

### **3** DYS Provides Schools with Your Transcript

Help you get credit for classes taken in program

Details curriculum covered

Lists your grades for each subject and lists total number of hours spent in each class

## Additional Future Ready Activities for Assessment

Following the education orientation welcoming meeting with a new student, additional **Future Ready** activities will take place over the remainder of the students programming. The following items summarize these educational activities:

### 1. Participate in Future Ready Coursework

**Future Ready** coursework in Assessment is guided by the **Future Ready** Scheduling Guidance document.

Career Exploration (Empower Your Future) is the class in which a student will start developing his/her career awareness and explore more in depth his/her emerging **Future Ready** interests.

### 2. Meet with the Education and Career Counselor

The Education and Career Counselor (ECC) will strive to meet face to face with the new student during Assessment programming sometime after the second week of programming and preferably before the initial staffing. If a face-to-face meeting is not possible, the ECC will schedule a call with the student. During this meeting, the Education and Career Counselor will explain his/her role and schedule a College and Career Readiness Motivational Interview. (CCRMI)

### 3. Present Empower Your Future (EYF) Goals

In Career Exploration class, the student will prepare to present his/her EYF Goals (related to education and employment) at the initial staffing so that this work may be integrated into the youth's treatment plan. Students may use a poster (the Career Puzzle project), a PowerPoint presentation, or the Final Student Project as presentation tools.

## ECC-Student Introduction Meeting Outline: Assessment

### Desired Outcomes

- The relationship building between the student and the Education and Career Counselor (ECC) is initiated.
- The student gains an understanding of the Education and Career Counselor's role.
- The College and Career Readiness Motivational Interview (CCRMI) is completed or scheduled for completion at Treatment.
- The student begins to understand and take ownership of his or her future planning.

### Timeline

- The ECC-Student Introduction Meeting ideally takes place three weeks after the student's commitment to DYS. Because this may be difficult to schedule, the ECC has license to schedule the meeting according to his/her schedule. The meeting may take place by phone. The goal is to meet to help the youth prepare for the Initial Staffing.
- The ECC uploads or records the completed ECC-Student Introduction Meeting Notes to Aspen and to JJEMS within 48 hours after the meeting has occurred.

### Meeting Structure – the meeting should be no more than one hour

- 5 minutes
  - o ECC and student introduce themselves to one another.
  - o ECC describes the ECC role and the purpose of the meeting.
  - o The ECC explains the importance of the student's voice in his/her future planning.
- 15 minutes
  - o The student presents what he/she has completed so far in EYF.
  - o The student lets the ECC know what his/her understanding is regarding where he/she is with his her education.
  - o The student lets the ECC know what path or concentration he/she thinks he/she should be placed in.
  - o The student lets the ECC know what his/her current plans are for the future.
  - o The ECC goes over the actual education records that have been received from the school district and any other relevant information that has been received.
    - Note: There may be times when this meeting will occur without education records if the school district has not provided them prior to the meeting.
    - If the ECC-Student Introduction Meeting occurs before the education records have been received, the ECC lets the student know that s/he will meet with the student again after the education records are received.

- 10 minutes
  - o The ECC and student review the possible concentrations/paths and **Future Ready** options and determine which concentration the student will, potentially, be placed in.
  - o The ECC and student determine whether the student would like to add any information to his/her EYF presentation for his/her initial staffing.
  - o The ECC and student determine action items or next steps that may result from the introduction meeting.

### **Workflow**

- ✓ Student is committed to DYS.
- ✓ Student begins EYF coursework.
- ✓ ECC schedules ECC-Student Introduction Meeting through TC for third week from student commitment or whenever possible. Meetings may be held by phone
- ✓ ECC-Student Introduction Meeting occurs.
- ✓ ECC gives student two of ECC's business cards—one for the student and one for the student's legal guardian.
- ✓ ECC completes ECC-Student Introduction Meeting Notes.
- ✓ ECC schedules the CCRMI for early in the student's stay in Treatment.
- ✓ The ECC uploads or records the completed ECC-Student Introduction Meeting Notes
- ✓ to Aspen and JJEMS within 48 hours after ECC-Student Introduction Meeting and before initial staffing.
- ✓ ECC emails TC and caseworker to inform them that meeting notes have been uploaded to Aspen and JJEMS.
- ✓ ECC participates in initial staffing whenever possible.
  - o If ECC is unavailable to participate in the initial staffing in person, then ECC arranges to participate via phone for 15 minutes during the education conversation and EYF presentation done by the student.
  - o If ECC is unavailable to participate in the initial staffing in person or by phone, the ECC sends an email to the TC and caseworker detailing what the ECC would have discussed at the initial staffing.

## ECC-Student Introduction Meeting Notes

Student Name:

Program:

ECC Name:

Meeting Date:

### Introduction Meeting

Timeline	Activity	Notes
5 Minutes	<ul style="list-style-type: none"> <li>○ Introductions</li> <li>○ ECC role</li> <li>○ meeting purpose</li> <li>○ EYF class</li> <li>○ Student voice</li> <li>○ Future planning</li> </ul>	
15 Minutes	<ul style="list-style-type: none"> <li>○ Student presents EYF</li> <li>○ Review of Education Records</li> </ul>	<p>Education Concentration student has chosen based on EYF:</p> <p>Student's future plans based on EYF:</p> <p>Student records received before introduction meeting? Yes _____ No _____</p> <p>Questions student may have based on review of Education Records:</p>

Timeline	Activity	Notes
10 Minutes	<ul style="list-style-type: none"> <li>○ Review of possible concentrations/paths and <b>Future Ready</b> options</li> <li>○ Schedule CCRMI</li> <li>○ Determination of whether additional information is added to initial staffing EYF presentation</li> <li>○ Determination of action items or next steps.</li> </ul>	<p>Possible Concentration/Path:</p> <p>Possible <b>Future Ready</b> Options:</p> <p>Information to be added to EYF presentation for Initial Staffing:</p> <p>Student's Action Items or Next Steps:</p> <p>ECC's Action Items or Next Steps:</p>

## Notes

[illegible]





# Key Future Ready Components in Treatment

## Introduction to the Education Orientation in Treatment

The education orientation in Treatment is organized around the Education Orientation Welcoming Meeting, or meetings, between a new student and the Teaching Coordinator. This welcoming meeting serves as the formalized opportunity to build rapport, demonstrate that the Teaching Coordinator has spent some time getting to know the student's background and work in prior settings, and communicate our personalized approach to **Future Ready** education in DYS. This meeting sets the stage for how the Treatment Program will build on the student's prior work and support him/her in setting and making progress towards his/her future goals based on their strengths, interests, and needs.

For the education orientation in Treatment, we have outlined the work that should happen prior to and after the meeting, and provided a guiding document for the face to face meeting with the student inclusive of questions that may be asked in order to convey our growing understanding of the student, their interests, academic performance and effort, and future goals and aspirations.

In the following section are the companion documents to support you in hosting a successful Education Orientation Welcoming Meeting in Treatment, including:

- Step by Step Guide for Education Orientation for Treatment Program
- Sample Protocol for Education Orientation Welcoming Meeting between New Student and Teaching Coordinator
- Treatment Orientation Protocol
- **Future Ready** Scheduling Guidance Document
- **Future Ready** Student Schedule
- Education Orientation Cover Sheet

Following the Education Orientation Welcoming Meeting, the student will be scheduled for **Future Ready** coursework.

## For Treatment

# Step-by-Step Guide to the Education Orientation Process

### Instructions:

TCs will complete, within (2) school days, a three-step *Education Orientation* process for all youth entering their program. This process includes a document review, a youth-centered discussion and school orientation, and the documentation of the youth's educational and career goals.

The goals of this process are: to build rapport with youth, to inform youth about program components and opportunities available to them, and to gather information to be able to determine an appropriate educational plan for the youth during their stay.

## STEP

**1**

### BEFORE Welcoming Meeting

- ☐ Register student in Aspen
- ☐ Learn about the youth's background by reviewing documents in ASPEN/JJEMS, including IEP, where one exists, the EYF final project, and Grad Grid
- ☐ Prepare youth folder, **Future Ready** Student Schedule, and Orientation Cover Sheet
- ☐ Read Treatment Orientation Protocol

## STEP

**2**

### DURING Welcoming Meeting

- ☐ Welcome youth and engage in conversation
- ☐ Build rapport with youth and listen to his/her interests
- ☐ Orient youth to the education program and expectations
- ☐ Review youth Concentration using **Future Ready** Scheduling Guidance and provide student with **Future Ready** Student Schedule
- ☐ Inform student of classroom expectations and Computer Use Policy

## STEP

**3**

### AFTER Welcoming Meeting

- ☐ Follow-up/revise youth educational plan
- ☐ Update education platforms:
  - ASPEN– complete Orientation Cover Sheet, enroll student in classes
  - JJEMS– enter student's pathway in educational journal e-file and update career readiness e-file for students with HS attainment
- Share updated information:
  - ☐ TC shares new student information with Program / Clinical staff at weekly admin meeting, including but not limited to IEP status, concentration and personalized schedule.
  - TC shares new student information with all teachers at Learning Team meetings, including but not limited to IEP status, concentration and personalized schedule.
  - Email ECC and AREC with concentration and treatment meeting date, if known
  - Initiate DYS and SEIS Agency Coordination Process (ACP) for students with IEPs; SEIS teacher emails SDL
  - TC emails Title I and Targeted Learning Support Coordinator, AREC and literacy specialist if the student is a nonreader, struggling reader or an ELL that has not been identified as needing services.
- ☐ Other action steps as needed

## Sample Protocol for Education Orientation in Treatment

### Welcoming Meeting between New Student and Teaching Coordinator

#### Welcome and Introduction

TC introduces him/herself and describes his/her role and the purpose of the education orientation welcoming meeting—

*“This is the first of several meetings you will have here while at [program name]. The goal of this meeting is to welcome you to our school. This initial meeting is an opportunity for me to learn more about you as well as gather and confirm accurate information to plan, with your help, the most appropriate instruction for you during your stay with us.”*

NOTE: TC could ask the youth if s/he would prefer an overview of the school or an opportunity to share more about him or herself first (student led discussion).

#### Overview of School

TC reviews the following and whenever possible, integrates knowledge about student from Aspen, JJEMS, or prior DYS school placement into the conversation:

- Typical school day and class schedule  
*TC describes classes offered and introduces the youth to Empower Your Future*
- Names of teachers and their roles/what they teach
- Classroom expectations  
*TC provides the youth with a copy of the classroom expectations*
- Computer use policy  
*TC explains the computer use policy and asks student to sign.  
Signed computer use policy should be placed in youth's education folder.*
- Role of Education and Career Counselor (ECC) and School Counts Document
- **Future Ready Education and Career Readiness Scheduling Guidance**  
*TC **Future Ready** Concentrations, any specialized **Future Ready** experiences available at the program and reviews the student's **Future Ready** Student Schedule*

### Establish Initial Concentration

*I see that you were on the [fill in blank] concentration at your prior program. We have the same expectations for participation in education programming here at [program name], so that while you are with us you will become more ready to be successful when you return to the community. In addition, as part of your schooling here at [program name], you will also have the opportunity to develop **Future Ready** skills through Empower Your Future and [name of specialized **Future Ready** elective-if any].*

*This elective includes [describe elective]. Do you have any questions?*

### Get to know the student better and build rapport

TC encourages “youth voice,” the active opportunity for youth to express their thoughts, and opinions that inform educational planning and decision-making, by offering an initial prompt and actively listening to the youth—

*“Now that I’ve provided you with a brief overview of our school, why don’t you tell me a little about yourself—this may be unrelated to school, but would give me an idea of who you are, what you like to do, and what makes you happy, proud, or at your best.”*

TC should end the meeting by letting the youth know that the educational team looks forward to learning more about him/her and asking if s/he has any additional questions, concerns or anything they would like to share.

### TEACHING COORDINATOR QUESTION BANK—Treatment

Below is a set of select prompts that the TC may want to incorporate into the orientation meeting:

- *In looking at your EYF project, I see that your highest areas of career interest include [insert answer from EYF] and that you’d like to learn more about [insert answer from EYF].*
- *I see that you believe that pursuing a [insert concentration from EYF] makes the most sense for you, did you have an opportunity to discuss this at your initial staffing, and if so, how did people react?*
- *Your transcript indicates you did really well in the following classes. What is it about those classes that contributed to your success?*
- *Is there anything you’d like me to share with the teachers here that will help us to support you to continue to be successful?*
- *Any interests, hobbies, favorite books, movies, sports that you’d like share with the other teachers?*
- *What has been the most challenging for you in school?*

## Treatment Orientation Protocol



Hi. I am TC, and I would like to welcome you to your new school. I want to get to know you a little better and give you a chance to learn more about this program. I have reviewed your EYF goals from Assessment, and want you to know we support you in attaining those goals. If you have any questions or concerns about your education, please ask. We are here to help.

<b>Welcome</b>	Introduce yourself to the new student and tell him/her about yourself, what you do, and what to expect at his/her new school
<b>Orientation</b>	<p>Review typical school day and class schedule</p> <p>Provide names of teachers and subjects they teach, including SEIS and specialists</p> <p>Remind student who their ECC is and let them know they will meet with them soon</p> <p>Provide copy of classroom expectations, explain Computer Use Policy, have it signed and place signed copy in youth folder</p> <p>Describe <b>Future Ready</b> Scheduling Guidance document</p> <p>If the youth has an IEP, let him/her know we have it and he/she will meet with a Special Education Teacher soon</p>
<b>Review/Revise Concentration</b>	<p>Review Concentration with student and complete FR Schedule</p> <p>Remind high school equivalency concentration students, with an IEP and still enrolled in school, they are still entitled to receive special education services</p> <p>Explain to youth they will have opportunities to continue to develop <b>Future Ready</b> skills through Empower Your Future and other programs</p>
<b>Getting to Know Youth</b>	<p>Engage in conversation to build rapport with student and use prompts from the Question Bank</p> <p>Ask questions about school status, such as last grade completed, where completed, or if they are working and/or enrolled in other classes</p>
<b>Question Bank</b>	<p>In looking at your EYF Project materials, I see that your highest areas of career interest include (insert answer from EYF) and that you'd like to learn more about (insert answer from EYF)</p> <p>I see that you believe that pursuing a (insert concentration) makes the most sense for you, did you have an opportunity to discuss this at your initial staffing, and if so, how did people react?</p> <p>Your transcript indicates you did really well in the following classes ... What aspects of those classes contributed to your success?</p> <p>Is there anything you'd like me to share with the teachers here that will help better support you to be successful?</p> <p>Do you have any interests, hobbies, favorite books, movies, or sports that you'd like to share?</p>
<b>Conclusion</b>	Let the youth know his/her educational team looks forward to learning more about them and would be happy to answer any additional questions and address any concerns s/he may have

## Future Ready Scheduling Guidance

All youth must participate in purposeful and personalized **Future Ready** experiences during the school day while in DYS residential programs. To accomplish this, the following guidance should be used to determine the **Future Ready** experiences best suited for the youth in DYS programs. Teaching Coordinators are expected to collaborate with program, educational, and clinical leadership, caseworkers, and other educational support services (e.g. Instructional Technology Coach, Education and Career Counselors, SEIS) to fulfill the guidance outlined in this document. When a youth's personalized schedule ("Your **Future Ready** Schedule") is different than what is outlined in this guidance, it must be communicated and approved in writing (e.g. via email) by the Assistant/Regional Education Coordinator.

### 1. High School Concentration

To maximize the credits youth can earn from their sending school districts, youth concentrating on obtaining a high school diploma will be scheduled in classes in accordance to their Graduation Grid and educational record (e.g. IEP).

Youth are required to attend the following classes each day:

- ELA
- Mathematics
- Social Studies
- Science
- Career Exploration: must be offered 3 times per week. The EYF curriculum must be implemented as part of career exploration as outlined in the 2016 EYF Guidelines document. See *DYS Program of Studies*.
- Reading: must be offered 3 times per week. Depending on the needs of the youth(s), the number of reading classes offered each week could be reduced to allow for other **Future Ready** experiences if approved by the Assistant/Regional Education Coordinator.

Youth participate in electives outlined in *DYS Program of Studies*:

- Vocational and Career Development
- Art, Health/Wellness

### 2. High School Equivalency Concentration

Eligible youth will have met DYS policy requirements to pursue high school equivalency. These youth are placed in core content classes identified by their practice tests as requiring additional study. High school equivalency exam study materials and online software programs (HiSet Academy; Edgenuity) can be used for this purpose.

Youth are required to attend the following classes each day:

- Core content courses of the test subjects not yet successfully completed (ELA, math, social studies, science) identified as requiring additional improvement in order to pass the high school equivalency exam.
- Career Exploration: must be offered 3 times per week. The EYF curriculum must be implemented as part of career exploration as outlined in the 2016 EYF Guidelines document. See *DYS Program of Studies*.
- Reading: must be offered 3 times per week. Depending on the needs of the youth(s) the number of reading classes offered each week could be reduced to allow for other **Future Ready** experiences if approved by the Assistant/Regional Education Coordinator.

Youth participate in electives outlined in *DYS Program of Studies*:

- Vocational and Career Development
- Art, Health/Wellness
- Dual enrollment courses on Edgenuity and/or other available software
- ELA or math class based on the Accuplacer test results for further academic skill development

Youth pursuing concentrations 3 or 4 may participate in fewer than 5.5 hours of instruction in the education program IF they are participating in a program-based **Future Ready** activity or postsecondary education. This is acceptable

as long as the approval process is followed and communicated. Youth pursuing these concentrations should have a personalized schedule (“Your **Future Ready** Schedule”) using the process and resources as outlined in the corresponding concentrations.

- A) The Teaching Coordinator and the ECC (for ECC assigned youth) come to agreement on an alternative, productive strategy for the youth aligned with the youth’s transition plan and propose that plan to the Assistant/Regional Education Coordinator for written approval (through email or memo);
- B) The plan is shared with the Program Director for written approval (through email or memo).

### 3. Postsecondary Concentration (see *Postsecondary Education Guide* for more information)

**Eligible youth will have already earned a high school diploma or its equivalency and are enrolled in postsecondary classes or qualified vocational training programs.** Youth concentrating on postsecondary experiences work independently while monitored and supported by the teacher. These youth may be placed in the ELA or math class based on the Accuplacer test results (as required) for further academic skill development.

Youth are required to attend the following classes each day:

- Youth will take one or two college courses, or participate in a qualified vocational training program (online or in-person).
- Career Exploration: must be offered 3 times per week. The EYF curriculum must be implemented as part of career exploration as outlined in the 2016 EYF Guidelines document. See *DYS Program of Studies*.
- Reading: must be offered 3 times per week. Depending on the needs of the youth(s) the number of reading classes offered each week could be reduced to allow for other **Future Ready** experiences if approved by the Assistant/Regional Education Coordinator.

Youth participate in electives outlined in *DYS Program of Studies*:

- Vocational and Career Development
- Art, Health/Wellness
- Dual enrollment courses on Edgenuity and/or other available software

### 4. Career Readiness Concentration

**There are three groups of eligible youth in this concentration:**

- I. Eligible youth has already earned high school equivalency/high school diploma and is actively preparing for postsecondary opportunities, or missed the registration deadline, or is completing additional AccuPlacer preparation.
- II. Eligible youth has already earned high school equivalency/high school diploma and is not actively pursuing college.
- III. Youth is 18 or over and/or has formally withdrawn from school.

Youth are required to participate in the following classes (unless otherwise approved in the plan as outlined above):

- Career Exploration: must be offered 3 times per week. The EYF curriculum must be implemented as part of career exploration as outlined in the 2016 EYF Guidelines document. See *DYS Program of Studies*.
- Reading: must be offered 3 times per week. Depending on the needs of the youth(s) the number of reading classes offered each week could be reduced to allow for other **Future Ready** experiences if approved by the Assistant/Regional Education Coordinator.
- Art, Health/Wellness (as available)

Youth participate in electives outlined in *DYS Program of Studies*:

- Vocational and Career Development
- Guided Independent Study (GIS)
- See “**Future Ready** Curriculum Access Chart” document for other options



Check one:

# Your Future Ready Student Schedule

☐High School  
Diploma

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Grade Level (if applicable): \_\_\_\_\_

**INDIVIDUAL SCHEDULE:****REQUIRED CLASSES AS OUTLINED BY GRADUATION GRID (where applicable):**

Course:	Teacher Name(s):	Course:	Teacher Name(s):

☐High School  
Equivalency  
Exam**ELECTIVES:**


Notes: \_\_\_\_\_

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☐Career  
Readiness

## Cover Sheet Treatment

# Student Information Cover Sheet

### INSTRUCTIONS:

#### To record a meeting:

1. Log into Aspen in 'School' view and go to the school the student is enrolled at.
2. Find the student's record, click on their name, then click on the 'Documents' side tab.
3. You will now be in the 'Journal' side tab. Click on 'Options' in the upper left hand corner and choose 'Add'.
4. At the top where it reads 'Type' choose "Ed Orientation Meeting"
5. Fill out all of the other fields. When you are done make sure you click on the 'Save' button.

#### To make a copy of the report to print etc.:

1. Click on the 'Journal' side tab to get to the list of journal records.
2. If there is more than one journal record, click on the check box next to the record of the meeting you want in your report, click on the 'Options' menu and choose 'Show Selected'.
3. Click on the 'Reports' menu and choose 'DYS Orientation Meeting'.
4. In the window that opens up, click on 'Run'. The report will open up.
5. To save an PDF copy of the report click on the download icon. To print a copy click on the printer icon.

Youth Name \_\_\_\_\_

Preferred Name \_\_\_\_\_

TC Name \_\_\_\_\_

Date of Program Entry \_\_\_\_\_

Treatment Team  
Meeting Date  
(If known) \_\_\_\_\_

Orientation Meeting Date \_\_\_\_\_

ECC Name \_\_\_\_\_

Program Name \_\_\_\_\_

### MEETING NOTES:

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### FOLLOW-UP/ACTION STEPS:

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## College and Career Readiness Motivational Interviewing Scoring Form (CCRMI)

Results	Description	Score/Notes
<b>Figure 3: Career Development Profile</b>	<b>Proactivity, Resilience, and Adaptability</b>	<b>Proactivity, Resilience, and Adaptability:</b> A lot _____ Some _____ Little _____ Notes:
	<b>Having Postive Beliefs</b>	<b>Having Positive Beliefs:</b> A lot _____ Some _____ Little _____ Notes:
	<b>Creating Effective Goals</b>	<b>Creating Effective Goals:</b> A lot _____ Some _____ Little _____ Notes:
	<b>Knowing Yourself</b>	<b>Knowing Yourself:</b> A lot _____ Some _____ Little _____ Notes:
	<b>Becoming a Successful Student</b>	<b>Becoming a Successful Student:</b> A lot _____ Some _____ Little _____ Notes:
	<b>Workforce Readiness Behaviors</b>	<b>Workforce Readiness Behaviors:</b> A lot _____ Some _____ Little _____ Notes:
<b>Future Readiness Phase</b>	<b>Awareness Exploration Immersion</b>	<b>Ideally, this student is in the</b> _____ phase.  <b>Notes:</b>

## Additional Future Ready Activities for Treatment Programs

Following an orientation meeting with a new student, additional **Future Ready** activities will take place over the remainder of the students programming. The following items summarize these educational activities:

### 1. Participate in Future Ready Coursework

**Future Ready** coursework in Treatment is guided by the **Future Ready** Scheduling Guidance document.

Career Exploration (Empower Your Future) is the class in which a student will start developing his/her career awareness and explore more in depth his/her emerging **Future Ready** interests.

### 2. Participate in Specialized Future Ready Programming

Depending on the opportunities available at the program and the student's readiness to participate in specialized **Future Ready** programming, the youth may participate in specialized **Future Ready** programming.

### 3. Presentation of Empower Your Future Final Project Materials at 90-60-30-Day Transition Meetings

During Career Exploration class, the student will be prepared to present any EYF Unit project (for example, Career PowerPoint, Possible Selves Tree, Rollercoaster project) or the EYF Treatment Unit 10 Final project at 90-, 60-, or 30-day staffing as a way to voice his/her goals, plans and ideas around education and employment and help shape the student's Community Services Treatment Plan.

### 4. Take College and Career Readiness Motivational Interview with ECC

The CCRMI is an assessment tool developed by Dr. Rich Lapan at the University of Massachusetts. The youth's ECC administers the CCRMI, which takes 30 minutes, when the youth first arrives in Treatment and again at the end or in the community. The ECC and youth are able to communicate the youth's status and growth in college and career readiness to EYF teachers, caseworkers, TCs, teachers, parents, program staff, and administrators.

## **FUTURE READY RESOURCE TOOLS (Master List)**

In addition to the full Future Ready Resource Guide, the following tools will be available in Aspen as individual PDF files:

### **Section II GENERAL RESOURCES**

- II.A.2 DYS Future Ready Continuum—Flowchart
- II.B DYS Future Ready Rubric

### **Section III.A ASSESSMENT RESOURCES**

- III.A.1.a Step-By-Step Guide/Orientation Process-A
- III.A.1.b Sample Protocol/Orientation Meeting-Required Education Topics-A
- III.A.1.c Orientation Protocol QuickGuide-A
- III.A.1.d (a) Future Ready Student Schedule Worksheet-A\*
- III.A.1.e Student Information Face Sheet-A\*
- III.A.1.f Your Work Counts Handout-A
- III.A.3.b ECC-Student Meeting Notes Worksheet-A

### **Section III.B TREATMENT RESOURCES**

- III.B.1.a Step-By-Step Guide/Orientation Process-T
- III.B.1.c Orientation Protocol QuickGuide-T
- III.B.1.d (a) Future Ready Student Schedule Worksheet-T\*
- III.B.1.e Student Information Face Sheet-T\*
- III.B.1.f College and Career Readiness Motivational Interviewing Scoring Form-T

\* The same forms are used in both Assessment and Treatment.



## ORGANIZATIONS

### **Massachusetts Department of Youth Services (DYS)**

[www.mass.gov](http://www.mass.gov)

Christine Kenney  
Director, DYS Educational Services

Katie Cohn  
Assistant Director, DYS Educational Services

Mary Murray  
Education Consultant for DYS

### **Collaborative for Educational Services (CES)**

[www.collaborative.org](http://www.collaborative.org)

Woody Clift  
Director, DYS Education Initiative

William Diehl  
Executive Director

### **Commonwealth Corporation (CommCorp)**

[www.commcorp.org](http://www.commcorp.org)

Briana Wales  
Director, DYS Education and Workforce Development Initiative

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Resource Guide

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#### **DYS Education Initiative**

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