



Hope Florida and Resiliency Florida Updates

Florida Organization on Instructional Leaders (FOIL)

November 6-7, 2025





FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

HOPEFLORIDA



What is Hope Florida?

HOPEFLORIDA



Testimonials from FDOE's Hope Florida Office

- A grandmother was able to get her granddaughter evaluated and enrolled in a Voluntary Prekindergarten Education Program (VPK).
“Thank you so much! I appreciate everything you have done; my granddaughter is doing so well.”
—Resident in Bay County
- A mother was connected to local resources to update her son's individualized education plan (IEP).
“I'm so grateful for the help I received—without it, I wouldn't have known where to turn, and my son's educational future would have been uncertain.”
—Resident in Brevard County
- A mother was able to have her son evaluated and an IEP developed. She also had a Care Plan developed that provided her with resources to pursue employment.
“You were honestly amazing. You were on point. I did not feel neglected by you. Everything I needed, you were there. I think people really don't understand how great this program is.”
—Resident in Palm Beach County



What Makes Hope Florida Different?

What makes Hope Florida different is the approach in supporting participants using the following:

- **Community Partnerships**
- **Warm Handoffs**
- **Participant Follow-Ups**





Hope Florida Model Districts

- Bay – 42 schools
 - District Liaison: Christina Bordelon, Director of Student Services
- Hendry – 15 schools
 - District Liaison: Lynette White, Director of ESE and Student Services
- Lake – 52 schools
 - District Liaison: Kristine Landry, Director of Student Services
- Orange – 236 schools
 - District Liaison: Mariel Milano, Director of Family and Community Engagement
 - District Liaison: Mary Bridges, Senior Executive Director
- Pasco – 96 schools
 - District Liaison: Michelle Hudson, Supervisor of Social Work
- Sumter – 12 schools
 - District Liaison: Cookie Norman-Tadlock, Supervisor of Student Services
 - District Liaison: Lisa Melendez, Family Involvement Coordinator
- Suwannee – 11 schools
 - District Liaison: Kelly Waters, Director of Student Services



Role of the Hope Florida School Liaison

- Serve as the dedicated point of contact on Hope Florida resources for students, parents and staff.
- Proactively provide information on how adults can contact the Hope Line to receive supports.
- Connect community providers, non-profit organizations and faith-based organizations with the Hope Line if they would like to help.

Jessica's Journey





How to Get Help



STEP 1: Call the Hope Line for assistance.
833-GET-HOPE



STEP 2: Hope Navigator provides one-on-one support to identify immediate and long-term needs.



STEP 3: Hope Navigator utilizes an extensive rolodex of community partners – including state government, non-profits, faith groups and the private sector – to meet immediate needs.



STEP 4: Hope Navigator inputs any participant needs into Unite Us, alerting all participating organizations of the help needed.



STEP 5: Hope Navigator completes follow-ups to ensure participants achieve their short and long-term goals



**How can your district share Hope
Florida resources with families?**



Connect Families and Staff with a Hope Navigator

Hope Line:

833-GET-HOPE (438-4673)

Hope Navigators in the Bureau of Exceptional Education and Student Services (BEES):

850-245-0475 or BEESSupport@fldoe.org

See our website at [FDOE Hope Florida](http://www.FDOE.org/HOPEFlorida)





RESILIENCY FLORIDA

THE POWER TO PERSEVERE



The Resiliency Characteristics

Florida is leading a first-in-the-nation approach that empowers students to persevere and overcome life's inevitable challenges. The Florida Department of Education developed state education standards and resources to equip students with skills that build resiliency.

Below are the 11 resiliency characteristics to help your child overcome any challenge.



Empathy

Understanding others' thoughts, feelings and actions.



Responsibility

Owning my actions, using good judgement and practicing self-control.



Gratitude

Being thankful and sharing appreciation with others.



Critical Thinking and Problem Solving

Gathering information to think through and determine the best solution.



Responsible Decision-Making

Thinking about all options and outcomes to make the best choice.



Self-Awareness and Self-Management

Understanding and governing our thoughts, actions and impact on others.



Citizenship

Helping my neighbor, community and nation.



Mentorship

Giving or asking for support, guidance, training or expertise.



Honesty

Telling the truth.



Grit

Working consistently toward my long-term goals.



Perseverance

Continue to try even when things are hard.



RESILIENCY FLORIDA

GRATITUDE Teacher Resource

GRADES
3-5

WHAT IS GRATITUDE?

Being thankful and showing appreciation with others.

BENCHMARKS

- ✓ **HE.3.R.1.1** Identify skills needed when working with others. Clarification: Listening, cooperating, taking turns and compromising.
- ✓ **HE.4.R.1.2** Identify the benefits of treating others with respect.
- ✓ **HE.5.R.2.6** Explain how attitudes and thoughts can influence their behavior and affect others.

PURPOSE

These interactive activities will help your students explore the characteristics of **gratitude** by being thankful and showing appreciation with others. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing **gratitude**.

Suggested Introduction:

"Today, we are going to explore **gratitude**. **Gratitude** means being thankful and sharing appreciation with others. Expressing **gratitude** is a way we can show kindness to others. When we practice **gratitude**, we are showing others our appreciation for what they do."

Activities to Build Gratitude:

1 Gratitude Poetry

Divide students into groups and assign each group to write a poem focusing on **gratitude**. Introduce different types of poetry (e.g., acrostic, haiku, free verse) and provide a poetry prompt for each group. Example poem prompts include:

- Write an acrostic poem using the word "grateful."
 - Write a haiku poem about a situation for which you are thankful.
 - Write a free verse poem about the benefits of being grateful.
- Have students share their poems with the class and describe the types of poems they selected to write. Consider displaying the poems in the classroom or a hallway.



RESPONSIBILITY Teacher Resource

GRADES
K-2

WHAT IS RESPONSIBILITY?

Owning my actions, using good judgment and practicing self-control.

BENCHMARKS

- ✓ **HE.K.R.2.2** Demonstrate the ability to follow rules and directions.
- ✓ **HE.1.R.2.1** Identify my role and **responsibilities** in the school, community and family. Clarification: Following directions, rules and procedures.
- ✓ **HE.2.R.2.3** Demonstrate healthy ways to express needs, wants and listening skills. Clarification: Paying attention, making eye contact and raising my hand.

PURPOSE

These interactive activities will help your students own the characteristics of **responsibility** and how to use good judgment and self-control and owning their actions. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing **responsibility**.

Suggested Introduction:

"Today, we are going to learn about **responsibility**. **Responsibility** means making good choices, demonstrating self-control and owning our actions. We demonstrate **responsibility** every time we think before we act. If a teacher says to raise your hand to be called on in class, and you listen to this rule and raise your hand before being called on, you are practicing **responsibility**. If a friend is speaking and you wait your turn before speaking, you are practicing **responsibility** by controlling your actions. Every time we use good judgment before making a decision, we are being **responsible**."

Activities to Build Responsibility:

1 "Simon Says" with a Twist

Help students practice following directions and paying attention in a fun way. Play "Simon Says" with a twist by including school-related commands (e.g., raise your hand to speak, stand quietly in line, push maintain a safe classroom and school environment). Emphasize the importance of listening carefully, making eye contact and following rules.



CITIZENSHIP Teacher Resource

GRADES
6-8

WHAT IS CITIZENSHIP?

Helping my neighbor, community and nation.

BENCHMARKS

- ✓ **HE.6.R.3.2** Explore and develop ways to apply leadership skills in the school and the community.
- ✓ **HE.6.R.3.3** Identify the importance of volunteerism in positively affecting the community and nation.
- ✓ **HE.6.R.3.4** Identify ways to participate in our constitutional republic through public policy, voting and leadership positions.

PURPOSE

These interactive activities will help your students explore the characteristics of **citizenship** and make good choices that help the school, community and nation. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing **citizenship**.

Suggested Introduction:

"You are familiar with **citizenship** and the importance of making good choices that help our community and nation. Today, we are going to explore **citizenship** and ways we can use our leadership skills and good character to help our community and nation. **Citizenship** requires being an active member in your school, community and nation. It means acting responsibly and serving the common good. By participating in things like voting, volunteering or helping classmates, you're contributing to a stronger, more supportive society where everyone can thrive."

Activities to Build Citizenship:

1 Class Election

Introduce students to the concept of voting by holding an election in the classroom. Students can vote on class activities, school improvement projects, a mock presidential election or who should lead a specific event. Reflect on the importance of voting in a representative government, how it helps in decision-making and how every citizen's voice counts. This activity could be extended by inviting a guest from the local superior of elections office, or sharing books and articles about the importance of voting.



CRITICAL THINKING & PROBLEM SOLVING Teacher Resource

GRADES
9-12

WHAT IS CRITICAL THINKING & PROBLEM SOLVING?

Gathering information to think through and determine the best solution.

BENCHMARKS

- ✓ **HE.9.12.R.1** Analyze the importance of character and grit to achieve individual outcomes.
- ✓ **HE.9.12.R.2** Generate and apply alternative solutions when **dealing** problems or resolving conflict.
- ✓ **HE.9.12.R.3** Describe ways to anticipate, avoid or de-escalate conflicts.

PURPOSE

These interactive activities will help your students explore the characteristics of **critical thinking and problem solving** and ways to **dealing** problems and resolving conflict. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing **critical thinking and problem solving**.

Suggested Introduction:

"You are familiar with using **critical thinking and problem solving** skills to gather information to think through and determine the best solution. These skills help you approach issues logically, think creatively and adapt to new situations. You practice these skills every time you take a test, build your class schedule, pursue a hobby or strengthen friendships. By developing these skills, you prepare yourself to tackle real-world problems with confidence and creativity, setting the stage for future success."

Activities to Build Critical Thinking and Problem Solving:

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

1 "Conflict De-Escalation Toolkit"

NEW Teacher Resources



PERSEVERANCE

Parent Resource

GRADES
K-2

What is perseverance?

Perseverance means continuing to try even when things are hard.

As your child gets older, it is important for him or her to continue to develop the perseverance to achieve his or her goals.

In kindergarten through second grade children begin:

- ✓ Identifying ways to overcome a challenge.
- ✓ Developing strategies to discover and demonstrate personal strengths.
- ✓ Learning the value of goal setting.

Below are ways you can help your child learn, practice and demonstrate perseverance:

INTRODUCE THE WORD

Introduce the word "perseverance" to your child's vocabulary. It is important for your child to understand what the meaning is and how to apply it. Share an example of how you persevered as a young child.

ENCOURAGE PERSEVERANCE

Encourage your child to not give up when he or she experiences a challenge. If your child says, "This is too hard. I cannot do it," encourage your child to instead say, "This is hard, but if I keep trying, I will figure it out." Help your child understand that it is okay to fail, but not okay to quit.

BY INTRODUCING YOUR CHILD TO PERSEVERANCE, YOU ARE HELPING HIM OR HER DEVELOP THE NECESSARY SKILLS TO ACHIEVE HIS OR HER GOALS.

SKILLS TO CONSIDER PRACTICING WITH YOUR CHILD:

- Identifying personal strengths and areas for improvement.
- Working together to solve problems.



DINNER TABLE CONVERSATION STARTERS

Encourage your child to share a time when he or she had to do something hard, but did not give up. Discuss why he or she kept going and how their actions relate to perseverance.

- Discuss ways your child can practice perseverance when encountering challenges. For example:
- Propose different solutions
 - Refuse to let failures get you down
 - Try, try and try again



MENTORSHIP

Parent Resource

GRADES
9-12

What is mentorship?

Mentorship means giving or asking for support, guidance, training or expertise.

As your child gets older, he or she will better understand how mentorship can help achieve his or her goals. High school students are often presented with various opportunities to serve as a mentee or mentor.

In grades nine through twelve, children begin or continue:

- ✓ Demonstrating leadership skills in the school and the community.
- ✓ Exhibiting effective and respectful communication skills and strategies.
- ✓ Identifying opportunities to support, guide or train others.

Below are ways you can help your child learn, practice and demonstrate mentorship:

DISCUSS LEADERSHIP SKILLS

Through mentoring others, such as by tutoring younger students or leading a club activity, your child can develop strong leadership skills. Discuss leadership skills he or she currently exhibits and areas that your child would like to show improvement.

HELP YOUR CHILD HEAR FIRSTHAND FROM EXPERTS

Your child may have a career interest where a local mentor is not readily available. Consider listening to a podcast, reading a book, or watching an online presentation with your child to hear firsthand from experts in that field.

HELPING YOUR CHILD UNDERSTAND THE IMPORTANCE OF ASKING FOR HELP AND HELPING OTHERS CAN POSITIVELY IMPACT HIM OR HER NOW AND IN THE FUTURE.

SKILLS TO CONSIDER PRACTICING WITH YOUR CHILD:

- Identifying benefits of volunteering, mentoring and seeking leadership positions.
- Analyzing ways a mentor can inspire confidence and motivate others.



ACTIVITY FOR YOU AND YOUR CHILD

Have your child seek out a mentor from his or her school or community who has demonstrated success in a career that is interesting to your child. Interacting with this mentor can provide your child with support, training or expertise that will make his or her goals more approachable.



Parent Resources



RESILIENCY READING LIST

The Florida Department of Education is encouraging students to escape into a good book, where they can meet role models, find hope, witness grit and build their own personal strengths. Below you'll find a list of books that can help increase resilience among students, from pre-kindergarten through grade twelve.

PRE-KINDERGARTEN

- Chester the Brave* BY AUDREY PENN
↳ Self-Awareness and Self-Management
- The Little Engine That Could* BY WATTY PIPER
↳ Perseverance
- Making Friends* BY FRED ROGERS
↳ Responsibility
- You Can Do It, Sam* BY AMY HEST
↳ Gratitude

GRADES K-2

- I Am Ruby Bridges* BY RUBY BRIDGES
↳ Self-Awareness and Self-Management
- The Koala Who Could* BY RACHEL BRIGHT
↳ Empathy
- The Little Butterfly That Could* BY ROSS BURACH
↳ Grit
- When A Kid Like Me Fights Cancer* BY CATHERINE STER
↳ Resilience

GRADES 3-5

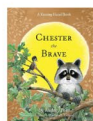
- "The Road Not Taken" BY ROBERT FROST
↳ Grit
- Rosa Parks* BY ELOISE GREENFIELD
↳ Mentorship
- When the Beat Was Born: DJ Kool Herc and the Creation of Hip Hop* BY LABAN CARRIK HILL
↳ Responsible Decision-Making
- Who Was Amelia Earhart?* BY KATE BOEHM JEROME
↳ Critical Thinking and Problem Solving

GRADES 6-8

- "Citizenship and Leadership" from *The Moral Compass: Stories for a Life's Journey* BY WILLIAM BUNNETT
↳ Citizenship
- The Hiding Place* BY CORRIE TEN BOOM
↳ Critical Thinking and Problem Solving
- Narrative of the Life of Frederick Douglass* BY FREDERICK DOUGLASS
↳ Perseverance
- The Twenty-One Balloons* BY WILLIAM PENE DU BOIS
↳ Grit

GRADES 9-12

- "I Have a Dream" BY MARTIN LUTHER KING, JR.
↳ Honesty
- A Lantern in Her Hand* BY BESS STREETER ALDRICH
↳ Perseverance
- The Story of My Life* BY HELEN KELLER
↳ Resilience
- Unbroken: An Olympian's Journey from Airman to Castaway to Captive* BY LAURA HILLENBRAND
↳ Resilience



Family Resiliency Reading Guide **CHESTER THE BRAVE**

BY AUDREY PENN

After reading *Chester the Brave* with your child, use this reading guide to continue the conversation around resiliency at home. In this guide, you will find a description of how this book relates to resiliency characteristics, literacy tips and sample conversation starters for you and your child.

SYNOPSIS

Chester the Raccoon learns the meaning of bravery after hearing his mother tell him a story about Robin, a little bird who is afraid to jump out of the nest and fly. Chester has an opportunity to face his own fear by giving a speech in front of his class. Mrs. Raccoon tells Chester that being brave does not mean that you are unafraid; being brave means not letting that fear stop you. Mrs. Raccoon teaches Chester the "Think-Tell-Do" strategy. When Chester is afraid, if he thinks he can't do something, he tells himself he can, and then does it, knowing he has support from his mother!

LESSONS IN RESILIENCY

- Chester was worried that admitting he was afraid was a bad thing. However, Chester's mother, Mrs. Raccoon, helps him realize that it is okay to be worried or afraid and that it is important to talk about these feelings. Chester practiced **self-awareness** by understanding why he was afraid and realizing that with support from a parent, friend or teacher he could overcome his fears!
- The story about Robin being afraid helped Chester realize that he was afraid to recite his lesson in front of the other animals at school. His mother reassured him with encouragement and taught him how to "Think-Tell-Do" to overcome his fears. By using this tool, Chester is using **self-management** to govern his actions to ensure he can accomplish his goals.

LITERACY TIP

Reading with your child can help build many skills. Oral language, which encompasses both speaking and listening, is the foundation for becoming a successful reader. While reading aloud to your child, ask questions about what is happening in the story and share your observations and thoughts about the story out loud.

GRADES **PRE-K**



Self-Awareness and Self-Management
Understanding and governing our thoughts, actions and impact on others.

RESILIENCY CONVERSATION STARTERS:

Chester was worried that he was not being brave. Ask your child about a time he or she was worried or afraid and how that time was similar to Chester's story.

Remind your child that Mrs. Raccoon shares with Chester the "Think-Tell-Do" strategy. Talk with your child about how he or she can find the courage to do things that seem scary or hard just like Chester.



Scan the QR Code Above for More Resiliency Resources



The Resiliency Reading List & Family Guides



Resiliency Coach Training



WHAT IS A **RESILIENCY COACH?**

Resiliency Coaches will serve as one of the **first layers of support**. Resiliency Coaches are trusted volunteers who are trained to support children as they build resiliency to face day-to-day challenges.

ELIGIBILITY

Parents, grandparents, school volunteers and mentors, with a current background screening, are eligible to become a Resiliency Coach.





STEPS TO BECOME A **RESILIENCY COACH**

1

Background Screening Requirement

2

Complete Online Training

3

Complete 4-Hour Volunteer Practicum and Final Survey

4

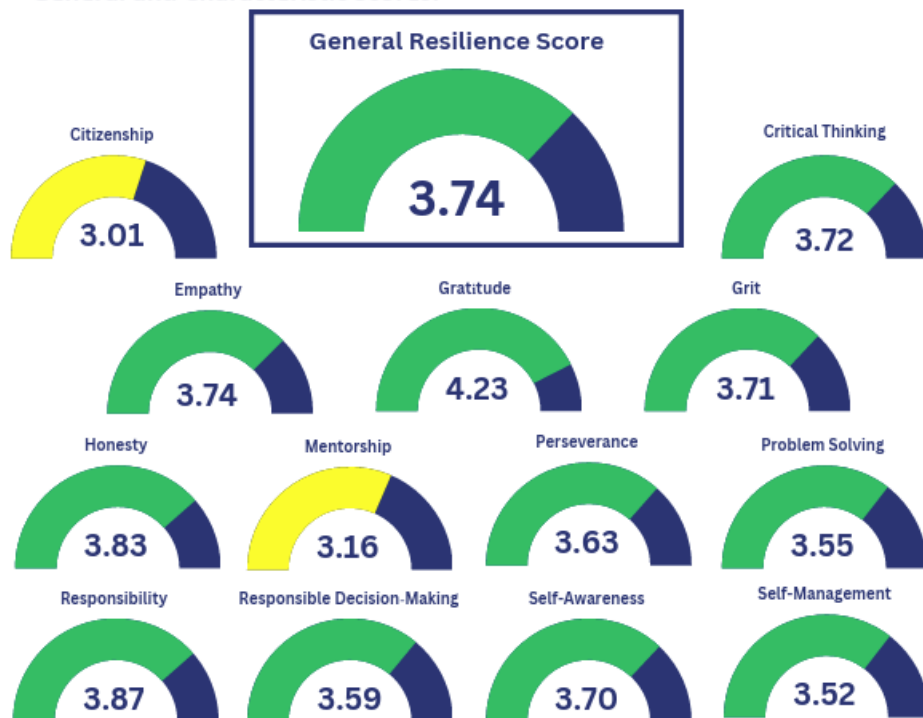
Receive \$150 stipend



Florida-Specific Youth Survey 2022-2023

Executive Summary: The Florida-Specific Youth Survey (FSYS) is aligned to required instruction for Health Education, pursuant to section 1003.42(2)(n), Florida Statutes, (2022), including Resiliency Education, Civic and Character Education and Life Skills Education, which will inform enhanced alignment of services, support and instruction to better meet the needs of our students. The FSYS has two sections: (a) Resilience and (b) Health Behavior. The Resilience Section of the FSYS outlines the data collected from a sample of Florida high school students during spring of the 2022-2023 school year (n = 3,609). Specifically, it reports the General Resilience Scores and Resiliency Characteristic Scores across different subgroups. The General Resilience Score is the average rating based on a five-point Likert Scale (1 = Never to 5 = Almost Always) of all the items across all characteristics. The Resiliency Characteristic Score is the average rating based on the five-point Likert Scale (1 = Never to 5 = Almost Always) of all items within each characteristic. There are three ranges of resilience: High (Score = 3.50-5.00; Green), Medium (Score = 2.50-3.49; Yellow), and Low (Score = 1.00-2.49; Red)

General and Characteristic Scores:



The General Resilience Score encompasses the items from all characteristics except mentorship and citizenship. These two characteristics are not individual characteristics, they are dependent on interaction with another individual and/or the community.

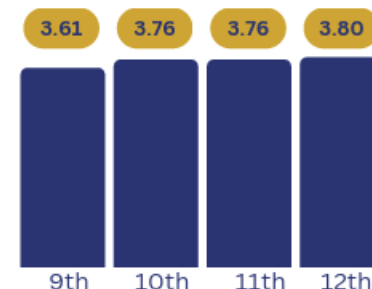
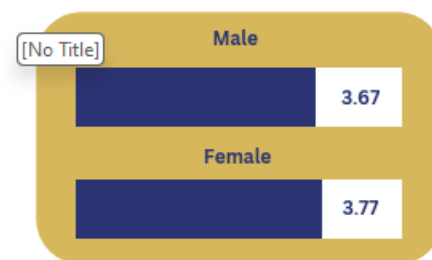
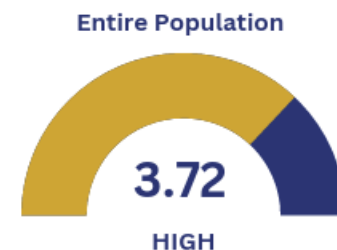
Florida-Specific Youth Survey 2022-2023

Executive Summary: The Resiliency Characteristic Score is the average rating based on a five-point Likert Scale (1 = Never to 5 = Almost Always) of all items within their own characteristic. There are three ranges of resilience: High (Score = 3.50-5.00), Medium (Score = 2.50-3.49), and Low (Score = 1.00-2.49).

Resiliency Characteristic Score: Critical Thinking

Subgroup	Characteristic Score
Hispanic	3.67 (High)
White	3.78 (High)
African American/Black	3.72 (High)
Asian	3.92 (High)
American Indian or Alaskan Native	3.26 (Medium)
Native Hawaiian or Other Pacific Islander	*
Multiracial	3.81 (High)

* Native Hawaiian or Other Pacific Islander sample was less than 10 respondents for all Characteristics except Grit.





Contact Information

Dr. Peggy Aune

Vice Chancellor for Strategic Improvement

Peggy.Aune@fldoe.org

Patricia Bodiford, Chief

Bureau of Exceptional Education and Student Services

Patricia.Bodiford@fldoe.org

Dr. Andria Cole, Chief

Bureau of Family and Community Outreach

Andria.Cole@fldoe.org

For more information visit: <https://www.fldoe.org/schools/k-12-public-schools/hope-florida/>; <https://www.buildresiliency.org/> or email ResiliencyCoachTraining@fldoe.org.



www.FLDOE.org



www.FLDOE.org