Project 10: Transition Education Network Annual Report
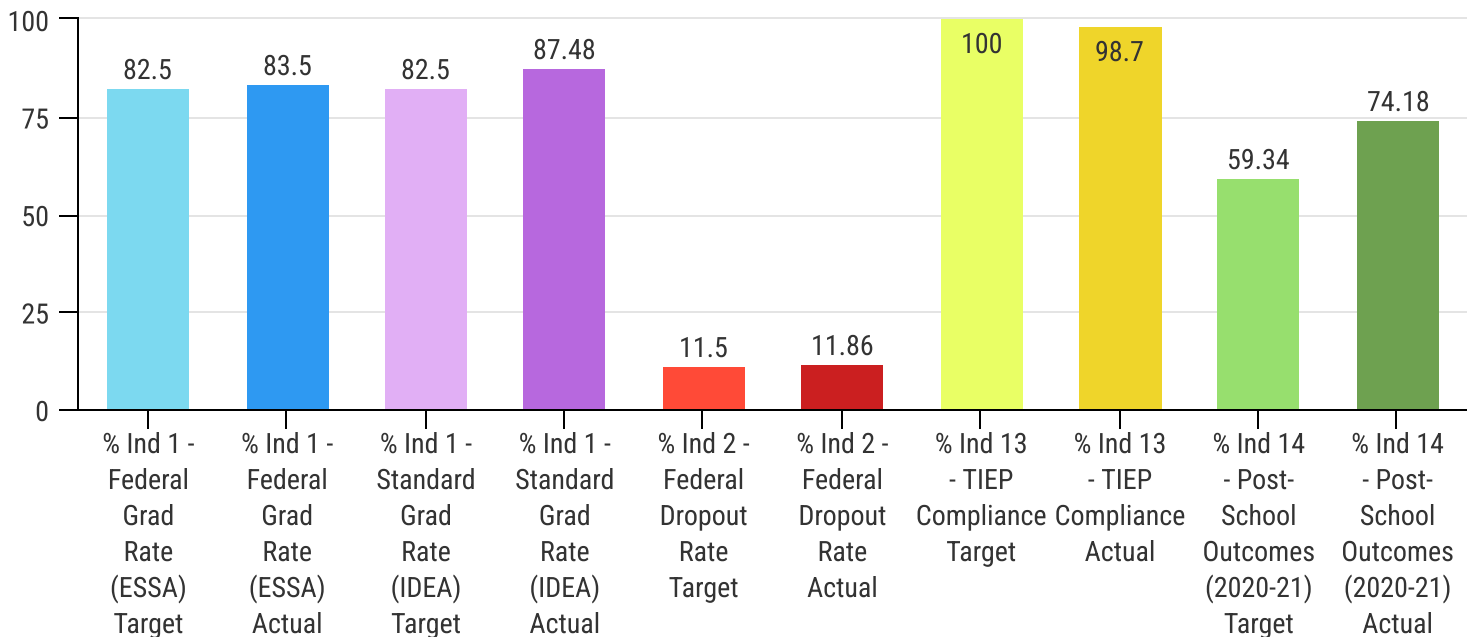
July 1, 2022 - June 30, 2023

The Mission: To assist Florida school districts and stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve their academic success and post-school outcomes.

Four Initiatives and Four State Performance Plan Indicators

1. Build capacity to provide transition services
2. Interagency collaboration
3. Transition legislation and policy
4. Student development and outcomes

Indicator 1: Federal uniform high school graduation rate
Indicator 2: Federal dropout rate
Indicator 13: Post-school transition goals in individual educational plans (IEP)
Indicator 14: Post-school outcomes

2021-22 Transition Indicator Data - Target and Actual

Indicator	Value
% Ind 1 - Federal Grad Rate (ESSA) Target	82.5
% Ind 1 - Federal Grad Rate (ESSA) Actual	83.5
% Ind 1 - Standard Grad Rate (IDEA) Target	82.5
% Ind 1 - Standard Grad Rate (IDEA) Actual	87.48
% Ind 2 - Federal Dropout Rate Target	11.5
% Ind 2 - Federal Dropout Rate Actual	11.86
% Ind 13 - TIEP Compliance Target	100
% Ind 13 - TIEP Compliance Actual	98.7
% Ind 14 - Post-School Outcomes (2020-21) Target	59.34
% Ind 14 - Post-School Outcomes (2020-21) Actual	74.18

Use of Statewide and District-Level Transition Indicator Data

Transition indicator data is a primary resource in the identification of statewide district needs and particular needs within districts. Technical assistance, training and publications are designed and provided to support the districts as they prepare students to graduate from high school and move on to post-school activities (post-secondary education, training, employment and independent living. The chart demonstrates that the targets were exceeded in both the Every Student Succeeds Act (ESSA) and Individuals with Disabilities Education Act (IDEA) graduation rates as well as the post-school outcomes. The dropout target was narrowly missed by .36% and transition individual education plan (TIEP) compliance missed the 100% target by 1.3%. The 2021-22 transition indicator data demonstrates strong progress toward Florida's goals.

Training and Technical Assistance (TA)

Project 10 Provides Statewide Services to Transition Stakeholders

Training and technical assistance constitute the heart of Project 10's services. Project 10 Regional Transition Representatives (RTRs) are available for face-to-face training and TA in every school district across the state and at state and regional conferences. The RTRs also provide training and TA to transition stakeholders through video conferencing and other virtual modalities. Additional communication is transacted through email and phone calls.

# of Statewide Trainings and Activities	97
# of Trainings to Districts/Stakeholders	111
# of Instances of Technical Assistance	620

Informational and Instructional Products

Project 10 Supports Districts and Transition Stakeholders with Relevant Information and Instruction
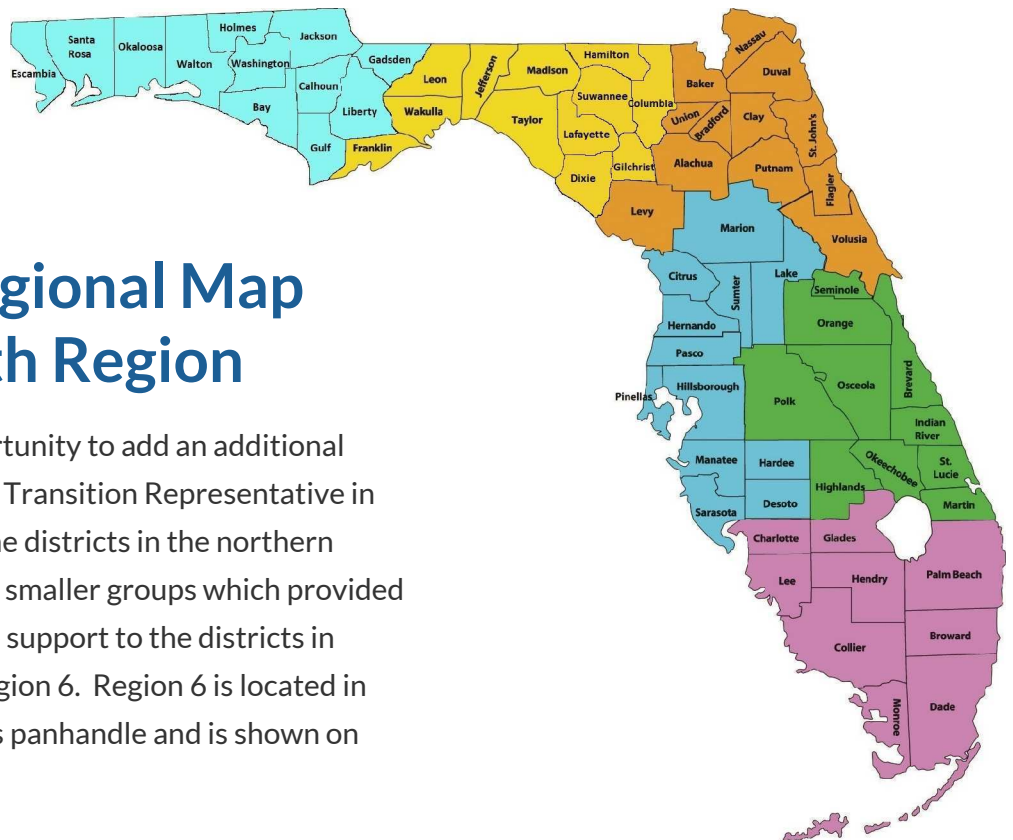
Project 10 gathers information from transition stakeholders to inform the development of our informational and instructional products. Through informational services, such as our website, Topical Briefs and other email promotions, Project 10 keeps stakeholders in-the-know about new resources as well as upcoming webinars and events. Instructional products, such as trainings, handouts, manuals and online courses, provide learning opportunities on new strategies and programs as well as deeper instruction on the tried and true approaches.

# of Informational Products (website additions and updates, Topical Briefs, informational handouts, emails)	84
# of Instructional Products (trainings, instructional handouts, manuals, online courses)	11

NEW

Project 10 Regional Map Adds a Sixth Region

Project 10 had the amazing opportunity to add an additional region and an additional Regional Transition Representative in 2022-23. This addition allowed the districts in the northern areas of Florida to be divided into smaller groups which provided and will continue to provide more support to the districts in regions 1, 2, and the additional region 6. Region 6 is located in the northwest portion of Florida's panhandle and is shown on the map in aqua.

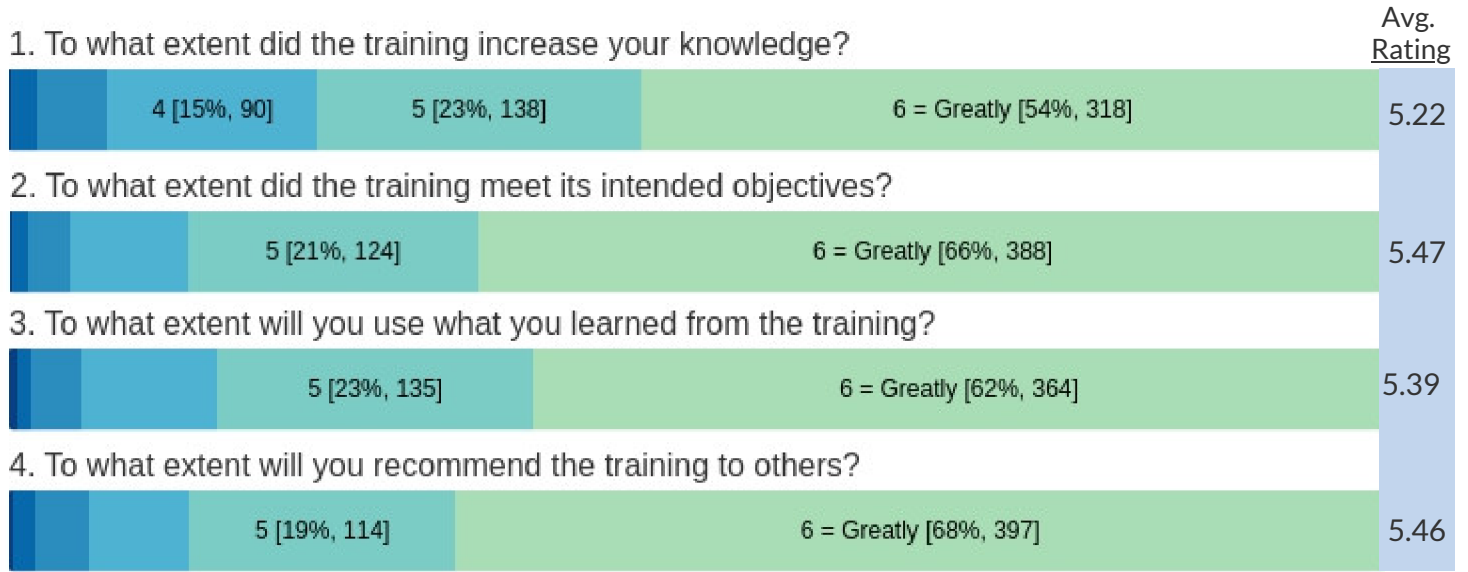# Current List of Project 10 Trainings Available to Districts

Trainings are available to transition stakeholders through the Project 10 "Training By Request" web page.

An Introduction to Successful Grant Writing	Job Development
Building Work Skills for Employment Success: Strategies and Resources	Powerwalk through Project 10's Publications, Trainings and Website
Career and Technical Education and Students with Disabilities: An Overview of Requirements, Substitution Opportunities and Considerations	Project 10 Overview
Community-Based Instruction (CBI)	School-Based Enterprise Development: Planning, Implementing, and Evaluating
Deferment and Extended Transition Programming (ages 18-22): Information for Parents, Families and Community-Based Transition Stakeholders	Self-Determination and Self-Advocacy
Discovery Process for Students in Transition, Part 1: Overview of the Discovery Process in Florida	Standing Up For Me - Plus (SUFM+)
Discovery Process for Students in Transition, Part 2: Developing Florida Discovery Student Profiles, Representational Portfolios, and Visual Résumés	The Future Starts Now: Preparing for Secondary Transition in Middle School
The Florida Summary of Performance: Requirements and Suggested Practice	Transition Basics: Information for Families and Others Who Support Students with Disabilities
Getting to Know Project 10's Family Guide to Secondary Transition Planning for Students with Disabilities	Using Deferment and Extended Transition Programming (ages 18-22) to Support Postsecondary Readiness for Students with Disabilities
Graduation Requirements	Using School-level Data to Increase Graduation Success of Students with Disabilities: Part 1 - An Early Warning System (EWS)
Impact of House Bill 173 (2021) on Transition Planning	Using School-level Data to Increase Graduation Success of Students with Disabilities: Part 2 - Strategies and Interventions
Indicator 13 Compliance Checklist	Using Transition Assessment Data to Write Measurable Postsecondary Goals
It's T.I.M.E. for Dynamic Dropout Prevention: Scaling Up Student Engagement and School Climate for Student Success	Writing Effective Transition Individual Educational Plans (TIEPs)

Project 10 Training Evaluations

Project 10 collects two types of evaluation data, the first type is General Evaluation which asks participants to evaluate the benefits of the training. Our Annual Report dates begin in quarter four, July 1 and end with quarter three, June 30. We started collecting electronic evaluations via Qualtrics in quarter one of 2022. The data below is collected from **588 responses** from three quarters. The labels include the scale, percentage and number of responses.

General Evaluation

Avg. Rating

1. To what extent did the training increase your knowledge?

| 4 [15%, 90] | 5 [23%, 138] | 6 = Greatly [54%, 318] | 5.22 |

2. To what extent did the training meet its intended objectives?

| 5 [21%, 124] | 6 = Greatly [66%, 388] | 5.47 |

3. To what extent will you use what you learned from the training?

| 5 [23%, 135] | 6 = Greatly [62%, 364] | 5.39 |

4. To what extent will you recommend the training to others?

| 5 [19%, 114] | 6 = Greatly [68%, 397] | 5.46 |

Not at all → Greatly

Training Participant Feedback

Participants in Project 10 trainings are provided the opportunity to provide their input on their experience of the trainings. These comments are encouraging and they assist Project 10 to understand what elements of the training are most valued by the participants. A few examples are shared below.

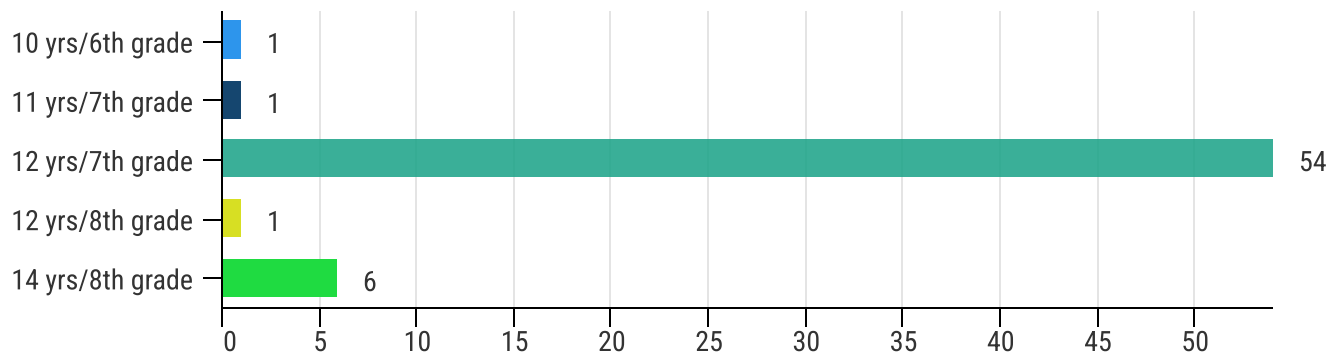| RTR	What were the best aspects of this training?
1	Regional Transition Representative (RTR) for Region 1 did a great job of bringing new legislative updates that affect us immediately.
2	RTR for Region 2 was personable and knowledgeable. Lots of actionable info! I've got calls to make.
3	RTR for Region 3 was extremely knowledgeable and gave real examples and practical guidance.
4	RTR for Region 4 established rapport quickly and did a fabulous job presenting data via his presentation.
5	RTR for Region 5 knowledge of all the subject areas is impressive. She is very engaging and shares information and resources galore. A pleasure to work with.
6	RTR for Region 6 is very knowledgeable and took adequate time to explain in clear language.

Content Evaluation

The second type of evaluation data Project 10 collects assesses how well the participants understand the critical components of the training after the training is completed. Project 10 will use this data to identify concepts that are well-understood and the concepts that need an extended explanation.

For example, consider an actual content question from the "Writing Effective Transition IEPs" training with actual participant responses. There are some helpful observations that can be made from the data on this question.

1. 54 of 63 participants answered this question correctly - 85.71%.
2. There was only one distractor answer that enticed more than one person to choose it - 6 (10%).
3. The significance of the incorrect selection of 14 yrs/8th grade is that it closely resembles the age requirements when transition services begin to be provided.
4. Clarification may be needed to remind participants that students are to be evaluated for their need for instruction in self-determination and self-advocacy at age 12 or during the 7th grade.
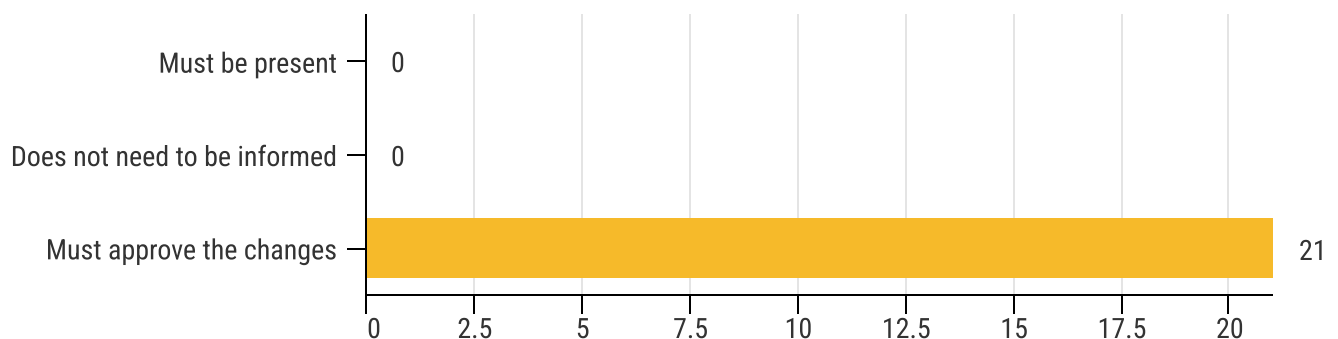
Question: The IEP team must consider whether or not the student requires special instruction in the area of self-determination and self-advocacy beginning at age ____ or during ___ grade (whichever occurs first).

Category	Value
10 yrs/6th grade	1
11 yrs/7th grade	1
12 yrs/7th grade	54
12 yrs/8th grade	1
14 yrs/8th grade	6

Consider another actual content question from the "Transition Basics" training with actual participant responses. There are some helpful observations that can be made from the data on this question.

1. 21 of 21 participants answered this question correctly - 100%.
2. This information is well understood possibly due to the fact that this has been a long-standing requirement
3. If this group of participants included members with a variety of job experience, we may hypothesize that experienced transition personnel are effective at training less experienced personnel in transition requirements that are ingrained from years of best practice.

Question: If there are changes to postsecondary or career goals included in the IEP, the parent:

Category	Value
Must be present	0
Does not need to be informed	0
Must approve the changes	21

Collaboration: An Essential Component in Bringing Transition Stakeholders Together

Collaborative activities are a priority for all Project 10 team members. Ongoing collaborative partners include the following:

- National Technical Assistance Center on Transition: The Collaborative (NTACT: C) transition team that promotes statewide use of effective practices in secondary transition.

- District-level interagency councils (IACs) that represent transition stakeholders to improve secondary transition outcomes within their district or region.

- Bureau of Exceptional Education and Student Services (BEESS) Strategic Planning, Transition/Postsecondary Team that plans and coordinates activities focused on all of the transition-related indicators. Project 10 personnel are also represented on the Dispute Resolution and Monitoring (DRM) and Parent Involvement Strategic Planning Teams.

# of Instances of District-Level of Interagency Council Participation and Support	121

Collaborators include the following: the Florida Division on Career Development and Transition (FDCDT), the Council for Exceptional Children (CEC), Family Network on Disabilities (FND), Division of Vocational Rehabilitation (VR), Center for Autism and Related Disabilities (CARD), National Project SEARCH, the Center for Juvenile Justice Reform, State Personnel Development Grant (SPDG) Check & Connect, SEDNET, Florida Diagnostic and Learning Resource System (FDLRS), Florida Developmental Disabilities Council (FDDC), the Institute for Small and Rural Districts (ISRD), Resource Materials and Technology Center for the Deaf/Hard of Hearing (RMTC-D/HH), Florida Instructional Materials Center for the Visually Impaired (FIMC-VI), Florida Center for Students with Unique Abilities (FCSUA), Florida Department of Education (FDOE), Bureau of Exceptional Education and Student Services (BEESS).

Project 10 Early Warning System (EWS)

Promoting Timely Progress Toward Graduation and Supporting Post-School Success

From July 1, 2022 through June 30, 2023, Project 10 provided training and technical assistance (TA) to **27** districts on Using School-Level Data to Increase Graduation Success of Students with Disabilities, which promotes the use of an early warning system (EWS) to analyze students' academic progress and promote timely graduation. In addition, the EWS tracking system is used to identify students at particular risk of dropping out of school. The EWS assists districts in identifying interventions that can effectively engage students in completing the requirements for graduation.

#69

Total number of EWS trainings and instances of TA provided this year

#41

Number of school sites that received EWS training and support

Supporting Interagency Collaboration and Transition-Related Professional Development and Program Support

To provide additional professional development opportunities in 2022-23, Project 10 awarded registration support to 25 districts in need of assistance and support for secondary transition-related indicators to facilitate team participation in the VISIONS Conference sponsored by the Florida Division on Career Development and Transition (FDCDT). The statewide Transition Contacts Meeting was held prior to the VISIONS Conference opening session. This professional development opportunity supported district teams, including school-based administration and teachers to engage in and learn about innovative practices to improve postsecondary outcomes for transition-age youth with disabilities and their families. Districts were invited to apply for support based on their transition indicators outcomes. Twenty-five districts received conference registration and hotel lodging.

Support for District Monitoring in Exceptional Student Education

The goal of monitoring and support visits is to ensure that students with disabilities are receiving the appropriate educational support as indicated by federal law and the requirements of the State of Florida. Monitoring teams are staffed by personnel from the Florida Department of Education (FDOE), Bureau of Exceptional Education and Student Services (BEESS) and by personnel from Discretionary Projects. The monitoring team, in partnership with the school district personnel, work together through a problem-solving process to identify strengths and barriers in order to develop an action plan that will support improved student outcomes and ensure compliance with federal and state requirements.

Project 10 personnel regularly participate in the monitoring process in order to support the team and provide technical assistance and training to school districts as they implement the action steps identified in the monitoring team's recommendations.

NEW! Project 10 Facebook Page

Project 10 is thrilled to join the Facebook community and provide the latest transition-related updates, events and activities.

What to expect:
- Transition-related legislation updates from the Florida Department of Education (FDOE)
- Resources, publications and/or training announcements
- Upcoming secondary transition events, conferences and/or activities
- Inspiring content that motivates and informs educators and other secondary transition stakeholders

NEW! Project 10 Padlets

Project 10 has added three padlets, to make finding and accessing publications. A padlet is a platform in which publications can be stored and displayed for private or public access. All of the Project 10 padlets are designed to be used freely by transition stakeholders

1. The P10 Publications Padlet holds all of the current publications that Project 10 has produced.
2. The P10 Transition Resources for Families Padlet holds all of the current publications that are specifically helpful to families. (See a screenshot of this padlet below.)
3. The P10 Publications: Spanish and Haitian-Creole Padlet holds all of the current publications that are specifically helpful to families and are translated into the Spanish and Haitian-Creole languages.

Project 10 Website 2022-2023:
Providing Information and Resources to Transition Stakeholders

The Project 10 Website is a comprehensive resource for transition information for website users. There are eight primary categories or "buckets" by which all of the information is organized. See the title of each bucket in the graphic below.

Underneath those primary categories are a varied number of sub-categories. For example: Dropout Prevention resources can be found under the Student Development & Graduation sub-category of the Student Engagement & Success section along with Family Involvement; Interagency Collaboration; Program Structure; Student Development & Graduation; and Student-Focused Planning.

Top 5 Most Visited Pages

#1 Community-Based Instruction

#2 Self-Advocacy & Self-Determination

#3 Curriculum-Based Measurement & Assessment

#4 Publications

#5 Transition Assessment

Viewers can use a desktop, mobile device, or tablet to access the website