project10 transition education network

PROJECT 10 TOPICAL BRIEFS
are published on a bi-monthly basis.
Each issue focuses on a specific topic or
theme, highlighting current
and upcoming information and events
related to secondary transition. This
month the Topical Brief is focused on
The Florida Exceptional Student
Education (ESE) Parent Survey: A
Catalyst for Growth of School-Family
Partnerships.

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What You Should Know About the Florida Exceptional Student Education (ESE) Parent Survey

What is the purpose of the Florida ESE Parent Survey?

The Florida Department of Education (FDOE) conducts an annual survey for parents of students with disabilities that gathers information on how well Florida's school personnel are facilitating family involvement in their youth's education.

Who is eligible to complete the survey?

Parents of children with an individual educational plan (IEP) receiving ESE services from preschool age through grade 12 are encouraged to complete the Florida Exceptional Student Education (ESE) Parent Survey.

Why does FDOE collect this information?

1. Parental/family support is important to all students and particularly crucial for students with disabilities. When parents, family and/or other caregivers hold high expectations for their youth with disabilities and are actively involved in their lives, post-school outcomes for students are increased in the areas of postsecondary education and/or training, as well as employment (National Collaborative Workforce and Disability for Youth, 2012; Hirano et. al, 2016; Newman, 2005).
2. Collecting input from parents is a requirement for all states under the Individuals with Disabilities Education Act (IDEA). The data collected through the parent survey is a part of each state's State Performance Plan.

When is the survey available for completion?

The survey is available annually from February 1 through May 31. Parents may complete the survey electronically or in paper form. The **ESE Parent Survey** is now open and available to take online or you may contact your school to request a paper copy.

Family Involvement Is Important for ALL Students

Studies about family involvement in the education of their youth show it is important for families to remain involved with their students - at all ability levels - throughout their education. For students with disabilities, family involvement is even more crucial. Based on research, the National Collaborative on Workforce and Disability for Youth (NCWD/Youth) has identified five guideposts that all youth need to transition to adulthood successfully. Guidepost #5 is "Family Involvement and Supports". According to NCWD/Youth, "All youth need parents, families, and other caring adults who do the following:

- Have high expectations that build upon the young person's strengths, interests, and needs and that foster each youth's ability to achieve

independence and self-sufficiency.
- Remain involved in their lives and assist them toward adulthood.
- Have access to information about employment, further education, and community resources.
- Take an active role in transition planning with schools and community partners.
- Have access to medical, professional, and peer support networks" (NCWD/Y, 2012, p. 8).

However, family involvement does not end here. Students' families and other caring adults in their lives need the tools and understandings to ensure their involvement has the most positive impact as possible. Guideposts for Success, 2nd Edition, reports that families and caring adults need to have the following:

- "An understanding of the youth's disability and how it may affect his or her education, employment, and daily living options.
- Knowledge of rights and responsibilities under various disability-related legislation.
- Knowledge of and access to programs, services, supports, and accommodations available for young people with disabilities.
- An understanding of how individualized planning tools can assist youth in achieving transition goals and objectives" (Guideposts for Success, 2nd Edition, 2012, p. 8).

Parents can influence and guide their youth in the sphere of education regardless of their level of educational attainment. Some research, however, indicates that parents can discount their own abilities, which can impact their involvement (Walker, 2005). Ensuring that families are encouraged and supported to learn about transition topics will assist them to develop the understandings they need to confidently provide support to their youth.

What the Florida ESE Parent Survey Tells Us About the Support Families Need

The Florida ESE Parent Survey has a total of 26 items. The first 23 items are directed to families of students in grades K - 12. Those 23 items are relevant to all the K - 12 students who are receiving ESE services. In addition, there are three final items that are directed only to families of students in grades 8 - 12. These are the students who are preparing to transition from the K - 12 system to life as an adult.

The responses from families who agreed with the survey statements for grades K - 12 ranged from 72.2% to 92.3%. The responses from the families who agreed with the survey statements for grades 8 - 12 ranged from 68.9% to 73.2%. As the table below shows, the three transition questions received lower scores of agreement. Schools serving transition-age students will want to focus on strategies to improve the quality of family engagement.

Number of Items Scored by All Families of Students in Grades K - 12	Score Range - % of Parents Agreeing
23	72.2 - 92.3%

Number of Items Scored by Families of Students in Grades 8 - 12	Score Range - % of Parents Agreeing
3	68.9% - 73.2%

The next two segments in the Topical Brief will discuss ways that educators and ESE personnel may be able to support the family needs reflected in the transition items on the Florida ESE Parent Survey and strengthen partnership with families.

Focusing School Support for Families of Transition-Age Students: Florida's Multi-Tiered System of Supports (MTSS)

In Florida, the use of data-based problem solving and an MTSS as a delivery system are included as elements in School Improvement Plans (SIPs) and in District Improvement and Assistance Plans (DIAPs). Florida's MTSS reflects the vision of the Florida Department of Education to support all students through a tiered framework that ensures all students receive the levels of supports that are needed.

> The Florida Department of Education views a system comprised of three tiers of support as an avenue to continue to work collaboratively to significantly improve the way in which the needs of all students enrolled in Florida schools are addressed. In this way, students at all points on the continuum of educational need receive effective assistance. (Guiding Tools for Instructional Problem Solving - Revised [GTIPS-R], 2015, p. iii)

Florida's MTSS is supported by three statewide projects, Including: Student Support Services Project, problem Solving/Response to Intervention Project (PS/RtI) and Florida's Positive Behavioral Interventions & Support Project (PBIS). These projects support the implementation of Florida's MTSS which provides a framework that accomplishes the following:

- Integrates student services and learning supports at tiers one two and three as determined by the students' level of needs.
- Enhances the capacity of school districts to implement and maintain the MTSS system with fidelity.
- Maximizes student outcomes through data-based problem-solving.
- Guides all aspects of the system that prepares students for postsecondary education and/or successful employment.
- Increases the implementation of positive behavioral interventions among Florida's school districts. (Florida's Multi-Tiered Systems of Supports, n.d.; Florida Positive Interventions & Support Project; Integrated Student Services in Schools: Action Guide, n.d.)

Family engagement is vital for student success. The MTSS system values the involvement of parents in all steps of the problem-solving process and in all decision or adjustments to a student's course of study. The MTSS framework states,

> Parent involvement in education has been widely reviewed and found to be highly linked to student learning and achievement. Reporting data to parents and involving them in decision making is critical for student success, and it is a requirement of both the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA). Schools must help facilitate parent understanding and involvement in this decision making. (Guiding Tools for Instructional Problem Solving - Revised, [GTIPS-R] 2015, p. 33)

Florida's MTSS framework is helpful in the promotion of family involvement. The Guiding Tools for Instructional Problem Solving-Revised (GTIPS-R) states, "Different kinds of information should be shared with parents depending upon what level of supports are being provided to their child" (2015, p. 33). Examples of possible differences in communicating with parents of students receiving higher levels of tiered support include the following:

- Monitor the progress of students more frequently and provide reports on student progress for parents of students with higher levels of tiered support.
- Ensure collection of parent input for students with higher levels of tiered support.
- Provide strategies that support students' areas of needed skill improvements to parents of students with higher levels of tiered support.
- Provide documentation that describes the student's data that has been collected and how that data will be used to benefit the student.
- Communicate with parents or tutors to ensure that the connections between student needs and evidence-based interventions are understood (GTIPS-R, 2015, p. 33-34).

As schools consider outreach strategies to promote increased family engagement in student learning, Universal Design for Learning (UDL) can provide direction. Students are not the only ones who benefit from UDL; families represent a variety of learning needs, too. Use the lens of UDL to determine how families of students with higher levels of tiered support need to be drawn in and welcomed to increase their engagement in the education of their youth. Through UDL principles, identify a variety of ways that family involvement can be maximized across all levels of tiered student support.

Maximize Family Involvement with Universal Design for Learning (UDL)

Multiple Means of Engagement

Relevance to Families
- Topically
- Culturally
- Socially

Attract Interest of Families
- Expert knowledge
- Creativity
- Originality
- Humor

Access for Families
- Individual (teacher conferences)
- Small groups (meetings, IEP team)
- Large groups (events)

These lists are not exhaustive.

You can add your own ideas on how to innovatively engage families in the education of their youth.

Multiple Means of Representation

Share Information or Guidance through Print
- Paper (policy and procedures, brochures, tip sheets)
- Digital (email, website, blogs, social media)

Share Information or Guidance Auditorily
- Digital recordings (websites, blogs, social media)
- In-person delivery (at school, video conference, phone)

Share Information or Guidance Visually
- Graphics
- Video
- Charts
- Tables

Multiple Means of Action and Expression

Multiple Ways to Connect
- Contact opportunities
- Flexible times
- Variety of methods

Strategies to Use with Youth at Home
- Homework tips
- Self-determination activities
- Social skills

Strategies to Support Youth at School
- Supervise homework completion
- Communication with teachers
- Participate in IEP meetings
- Attend school events

Opportunities to Interact with Other Families
- School-wide events
- Panel discussions
- Families mentoring families

Use the Florida ESE Parent Survey to Bolster Family Support

Analysis of some of the transition items from the Florida ESE Parent Survey can shed some light on how schools can better focus their support for families with transition-age youth. Remember, getting family involvement is part of the equation. Families need information, training and support to provide the best transition guidance for their youth. This section will supply free informational and training resources that are relevant to the transition survey items.

Idea: Select a group of resources to share with families you work with/serve at IEP meetings, teacher conferences or parent events.

The three transition items from the Florida ESE Parent Survey that were answered by parents of students in grades 8 - 12 only are listed below.

1. School personnel provide me with information on agencies that can assist my child in the transition from school. (73.2%)
2. School personnel have discussed with me what options my child has for work or further education or training after graduation. (71.4%)
3. School personnel provide me with information about supports my child may use after graduation, such as job training (Florida Department of Education, 2020, p. 3). (68.9%)

In addition to your own resources, select some of the resources below to share with families of transition-age youth. These resources could be printed and shared or the links could be shared through an email. Keep in mind that 61% of parents who completed the parent survey did so through paper surveys and 39% submitted electronically. Share information with families in multiple formats.

Resources to Support the Transition Interests and Needs of Families	
Resource Type	Resource Title with Embedded Link
Webpage	Agency for Persons with Disabilities (APD): Applying for Services
Webpage	APD: Employment Enhancement Program
Webpage	CareerSource Florida: Find Your Local Team
Educational Brief	FCIHE: What is a CTP and FPCTP and Why are they Important?
Flyers	Family Network on Disabilities (FND): Tip Sheets for Families
Website	Florida Center for Students with Unique Abilities
Flyer	Florida Department of Education: Career and Technical Education Brochure
Flyers	Florida Department of Education: Career Clusters Infographics
Webpage	Florida Department of Education: Career and Technical Education Institutions
Webpage	Florida Department of Education: Career and Technical Education Programs
Webpage	Florida Department of Education: Florida Colleges Information
Webpage	Florida Inclusive Postsecondary Education Programs List
Workshops	FND: Workshop Menu
Guide	Job Accommodation Network (JAN): Finding a Job that Is Right for You
Website	Private Colleges and Universities of Florida
Mini-Guide	Project 10: Career and Technical Education: Enhancing Educational Experiences in Middle School, High School and Postsecondary Education 2020
Webpage	Project 10: Employment Checklist for Students with Disabilities
Webpage	Project 10: Inclusive Postsecondary Education
Mini-Guide	Project 10: Getting Ready for Educational Opportunities After High School: Families Supporting Students for Success

Mini-Guide	[Project 10: Middle School Transition Trail Map for Families](#)
Mini-Guide	[Project 10: Secondary Transition Roadmap for Families](#)
Website	[State University System of Florida](#)
Flyer	[Vocational Rehabilitation: Building Careers One Person at a Time](#)
Website	[Vocational Rehabilitation: Customer Referral](#)

References

Center for Applied Technology (CAST). (2018). *Universal design for learning guidelines version 2.2*. https://udlguidelines.cast.org/

Florida Department of Education (FDOE). (2020). *Florida exceptional education parent survey*. http://www.fldoe.org/academics/exceptional-student-edu/parent-info/exceptional-student-edu-parent-survey.stml

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National Collaborative Workforce and Disability for Youth. (2012). The guideposts for success: A framework for families preparing youth for adulthood. http://www.ncwd-youth.info/wp-content/uploads/2018/03/Guideposts-for-Success-English-Print-Quality-1.pdf

Newman, N., Northcutt, A., Farmer, A. & Black, B. (2019). Epstein's model of parental involvement: Parent perceptions in urban schools. *Language Teaching and Educational Research (LATER)* 2(2), 81-100 https://doi.org/10.35207/later.559732

Walker, J. M., Wilkins A. S., Dallaire, J. R., Sandler, H. M. & Hoover-Dempsey, K. V. (2005). Parental involvement: Model revision through scale development. *Elementary School Journal, 106*(2), 85-104.

Upcoming Events

2021 Virtual Florida Division on Career Development and Transition (DCDT) VISIONS Conference
A virtual conference for those involved in career development and transition of individuals with exceptionalities.
Date/Time: April 12-14, 2021
Click [here](#) for more information.

3rd Annual Making Wellness a Priority: Healthy Minds & Healthy Futures Virtual Conference
This exciting statewide conference will bring together national and local speakers and presentations to share innovative and proven practical approaches in the area of secondary transition of youth with emotional and mental health disabilities, specifically addressing employment, community engagement and systems of care.
Dates: May 5-7, 2021

Click here for more information.

Upcoming Webinars

Working with Culturally or Linguistically Divers Families in EI/ECSE
Cultural liaisons and language interpreters will learn strategies to enhance communication between families and the school staff during Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) meetings for children ages birth to five.
Date/Time: March 19, 2021 9:00 a.m.
Click here to register.

Fridays with FDLRS: Technology Tools for Beginners
Time will fly in this session on technology tools for student success our expert presenter will explore instructional and assistive technology tools from the simplest adaptation to a document and assistive technology tools, to available resources free of charge on the web.
Date/Time: March 19, 2021 11:30 a.m.
Click here to register.

Housing: Starting the Journey: What are the options? (Step 3)
A more detailed explanation of individualized housing and service options will be provided by a panel of parents, young adults and housing providers as they share their journeys through the process.
Date/Time: March 22, 2021 6:30 p.m.
Click here to register.

FloridaShines: College 101: Finishing the FAFSA
Join this FREE event to learn step-by-step how to complete the FAFSA and get questions answered by financial aid experts.
Date/Time: March 22, 2021 6:00 p.m. or March 29, 2021 6:00 p.m.
Click here to register for March 22nd.
Click here to register for March 29th.

Zarrow Center for Learning Enrichment presents Transition 101
This session explains the importance of transition for youth with disabilities. Increased stakeholder participation in the transition process enables students with disabilities access greater post-secondary outcomes.
Date/Time: March 24, 2021 8:30 a.m.
Click here to register.

Google Chrome for Students: Part 2: Tools to Manage Time, Focus and Information
This workshop will explore Google tools to help students manage time, maintain focus and organize information. This session will be helpful for students in middle school through college.
Date/Time: March 30, 2021 2:00 p.m.
Click here to register.

Fridays with FDLRS: How Understanding Learning Styles Helps When Parenting
This session will not only explore the benefits of understanding individual learning styles in the classroom, but it will also show how parenting can be enhanced when you understand your child's perspective on things. Approaches to dealing with challenging behaviors and family dynamics will be discussed.
Date/Time: April 16, 2021 11:30 a.m.
Click here to register.

Strategy to See: Strategies for Students with Cerebral/Cortical Visual Impairment
Diane Sheline will be presenting a workshop focused on these two topics: (1) Introduction to Cortical Visual Impairment (CVI) and Assessment Strategies and FVE Kit Materials for Students who Visually Function in Phase I, Phase II and Phase III of the CVI Range and (2) Distance Teaching Techniques, Strategies to Use with Students with Cortical Visual Impairment (CVI) and Conducting an Informal CVI Range Assessment Virtually During the 20-21 School Year
Date/Time: April 20, 2021 9:00 a.m. or April 26, 2021 4:30 p.m.
Click here to register for April 20th.
Click here to register for April 26th.

Google Chrome for Students: Part 3: Tools for Notetaking and Writing
This session will explore Google tools for taking notes, using dictation and writing school papers. This workshop will be helpful for students in middle school through college.
Date/Time: April 27, 2021 2:00 p.m.
Click here to register.

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Project 10: Transition Education Network
Assists Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve their academic success and post-school outcomes.

Project 10: Transition Education Network
University of South Florida St. Petersburg
Questions or comments?
Email us at .
www.project10.info