Project 10: Transition Education Network Overview: Regional Winter Institutes 2023

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Objectives

After this presentation participants will be able to:

❑ Describe and discuss Project 10 mission and initiatives.

❑ Navigate Project 10 website and resources.

❑ Identify Project 10 training options that would be beneficial for your district .

Project 10:
Transition Education Network

❑ Since 2008, Project 10 has served as Florida's statewide discretionary project supporting the secondary transition of youth with disabilities.

❑ Funded by the Bureau of Exceptional Education and Student Services (BEESS), within the Florida Department of Education.

❑ Serves as a collaborative partner with other state agencies, families, discretionary projects and non-profit organizations that provide secondary transition services for students with disabilities.

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Mission

❑ The mission of Project 10 is to assist Florida school districts and relevant stakeholders in building capacity to provide effective secondary transition services to students with disabilities.

❑ To improve post-school academic, employment, independent living and community participation outcomes.

❑ To provide professional development, technical assistance and resources to middle/high school district personnel serving students with disabilities.

Regional Transition Representatives:

- Yellow: Tracy Dempsey (1)
- Orange: Leigh Ann Hale (2)
- Green: Kim Thorne (3)
- Blue: Federico Valadez (4)
- Purple: Lisa Friedman-Chavez (5)
- Teal: Nicole Klees (6)

Project 10 Leadership:

- Dr. Donna Phillips, Director and Principal Investigator
- Franklin Coker, Assistant Director

Florida
District Map

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Initiatives

Four Initiatives and
Four State Performance Plan Indicators

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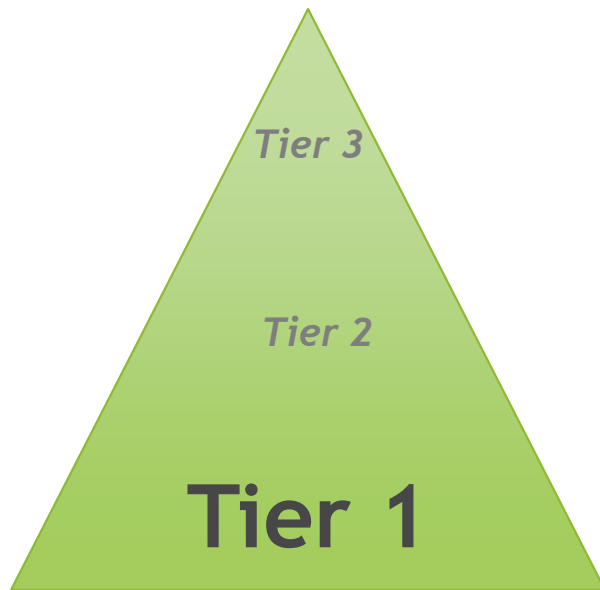4. Student development and outcomes

Indicator 1:   Graduation rate for students with disabilities
Indicator 2:   Dropout rate for students with disabilities
Indicator 13: Secondary transition individual education plan compliance
Indicator 14: Post-school outcomes for students with disabilities

Project 10 Tiered Supports

Tier 3

Tier 2

Tier 1

Tier 1 Supports:
Available to all Districts

- ❑ Regional Institutes
- ❑ Support of Transition Contacts Meeting and VISIONS Transition Planning Institute
- ❑ Support of transition interagency councils
- ❑ Engagement with statewide initiatives and activities
- ❑ Technical assistance on secondary transition
- ❑ Topical trainings on secondary transition
- ❑ Online transition courses
- ❑ Access to resources on the Project 10 website
- ❑ Access to Project 10 topical briefs
- ❑ Disseminate information on events and resources related to transition and postsecondary education
- ❑ Support the development and sustainability of 18-22 year old programs and best practices

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Project 10 Tiered Supports

Tier 3
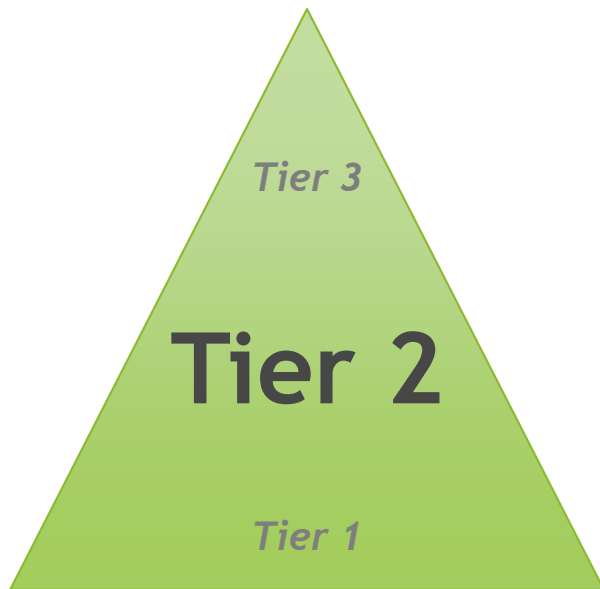
Tier 2

Tier 1

Tier 2 Supports:
Available to Districts in
Tier 2 and 3

- All Tier 1 supports
- Offer technical assistance and training based on district performance data
- Targeted invitations to Regional Institutes and other transition-related events
- RTR participation in cross-project/Regional Discretionary Project Meetings to consider the needs of districts in Tier 2
- Disseminate transition-related products, resources and/or curricula based on need
- Provide intensive support for the development and sustainability of 18-22 year old programs and best practices (e.g., Project SEARCH, inclusive postsecondary programs, School-based Enterprise, etc.)

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Project 10 Tiered Supports
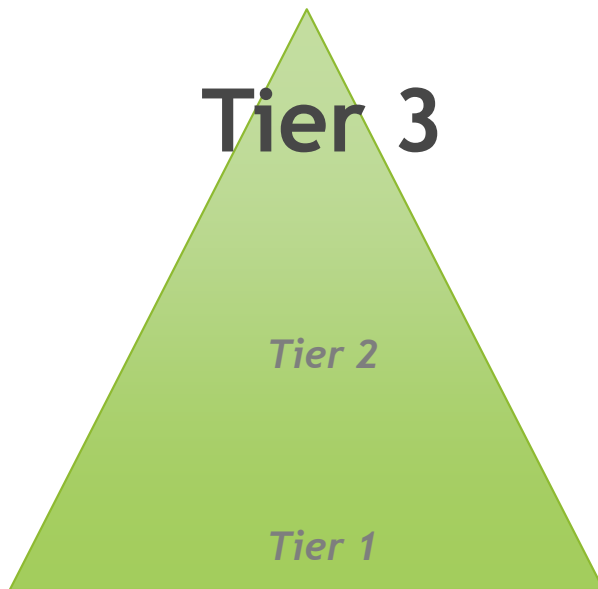
Tier 3

Tier 2

Tier 1

Tier 3 Supports:
Available to Districts in
Tier 3

- ❑ All Tier 1 and Tier 2 supports
- ❑ Enhanced funding opportunities to support district attendance at Visions
- ❑ Prioritize technical assistance based on district performance
- ❑ Prioritize trainings based on data
- ❑ Targeted invitations to Regional Institutes
- ❑ RTR participation in cross-project/Regional Discretionary Project Meetings to focus on/advocate for districts in Tier 3
- ❑ Disseminate transition-related products, resources and/or curricula based on need
- ❑ Provide more intensive support for the development and sustainability of 18-22 year old programs and best practices (e.g., Project SEARCH, inclusive postsecondary programs, School-based Enterprise, etc.)

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Training & Publications

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What's New · Student Engagement & Success · Postsecondary Education & Training · Employment · Independent Living · Legislation & Policy · Resources by Location · **Training & Publications** · A-Z Glossary

...ining & Publications » Training by Request

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Training & Publications

Online Training Opportunities
Personnel Development and Training
Publications
Training by Request

Training by Request

The training presentations listed below are available to school district personnel and instructional staff upon request. Please contact the ... (RTR) for your region to schedule training. RTR contact information is available by clicking on your county or region on the Florida map f... **page**.

Presentations may be tailored to district needs and available time. Most presentations can be adjusted to fit in a 1 to 3-hour time frame. ... noted below. Average times are listed in parentheses.

Most trainings are offered at the school district level. In addition, RTRs schedule Regional Institutes in the winter months where speakers... topical issues related to one or more of the four IDEA transition indicators.

Project 10 Training List with RTR Contact Information (available for download)

Training List

An Introduction to Successful Grant Writing
Discusses questions related to program and grant planning, grant proposal basics, winning proposals, and grant-writing tips and resour... handout. (2-3 hours) **Training Objectives**

Building Work Skills for Employment Success: Strategies and Resources
Reviews state and national employment initiatives and transition services, identifies work skills and attitudes as well as gaps in today's w... teaching working skills. (60-75 minutes) **Training Objectives**

Community-Based Instruction (CBI)
Provides information about CBI and clarifies the differences between CBI and field trips as well as CBI and community-based vocational... includes instructions for beginning a new CBI program. (2 hours) **Training Objectives**

> Collaboration helps build capacity – Cross-training opportunities!

http://project10.info/DPage.php?ID=319#NS105

Online Courses Available

1. Graduation Requirements

2. Transition Online Course

   - Introduction to Secondary Transition

   - Transition Assessment

   - Transition Individualized Education Plan
     and
     Summary of Performance (SOP)

   - Self-Determination and Self-Advocacy

3. Using Data to Increase Graduation Success/
   Warning System (EWS)

www.fl-pda.org

BEESS Portal
Professional Development Alternatives

The BEESS Portal to Professional Development Alternatives (PDA) offers a variety of online courses for Florida educators that will increase their ability to respond to of needs of students with disabilities. The courses from the PDA site and the PD Portal site have been combined to create a "one-stop" for professional development related to students with disabilities.

Facilitated Courses

To enroll or for more information about a course, contact your local PDA Coordinator at the FDLRS center that serves your district. If you are already enrolled, select Sign in to access a course.

Sign in

Ongoing communication with expert local facilitator, group meetings with colleagues, and classroom-related learning activities and assessments.

- View course descriptions
- Search course availability
- Frequently Asked Questions (PDF)

Independent Study Courses

Select Register/Sign in to begin the registration process or to return to a course.

Register/Sign in

Self-paced learning, content-related activities and assessments, user-friendly format, and responsive design.
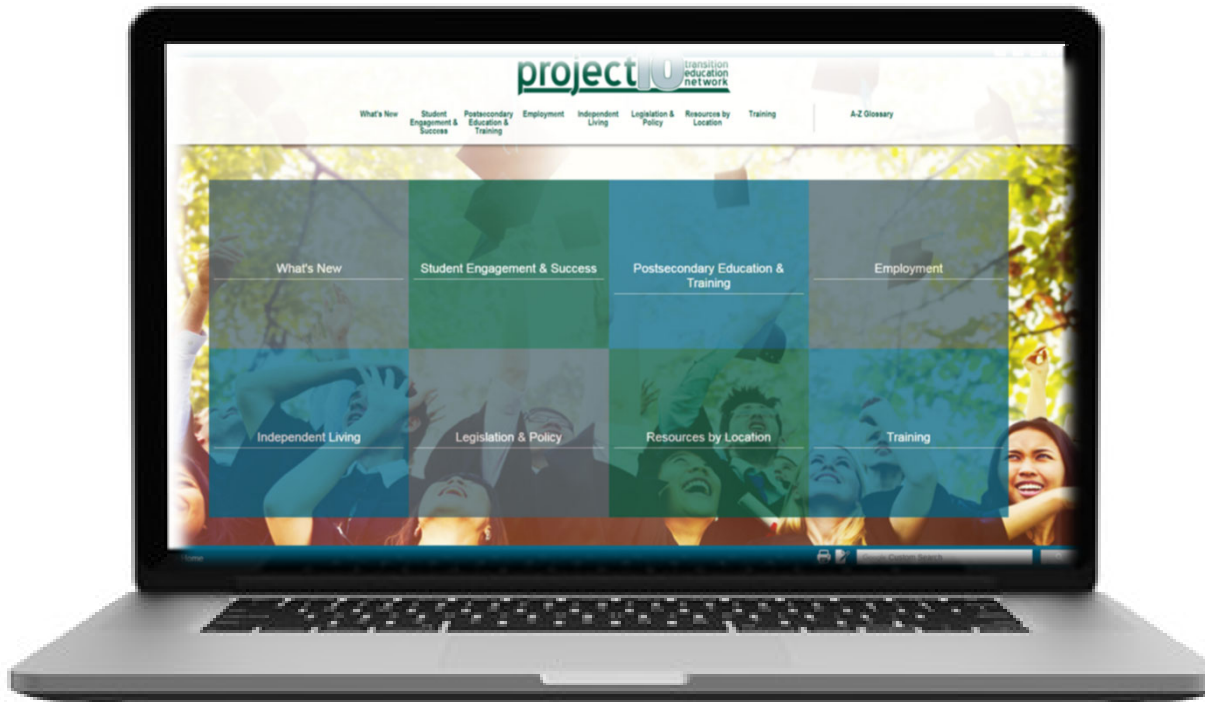
Inservice points for professional development are awarded by the school districts through their Master Inservice Plan (MIP). FDLRS will verify completion of inservice credits to districts or other entities.

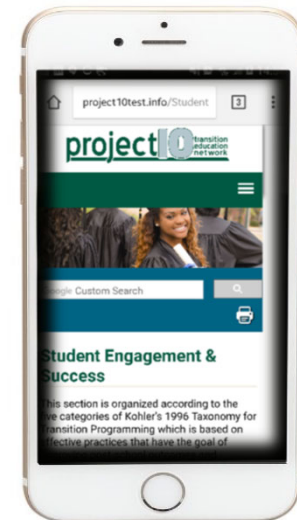- View course descriptions
- Frequently Asked Questions (PDF)

View additional online professional development opportunities.

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Website Review

Mobile Friendly

http://project10.info/

Topical Briefs

December 2022   **Volume 11, Issue 6**

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 Deferment Requirements and Procedures.

Use the green button below to share this Topical Brief with someone who would benefit from this edition.

Send to a Colleague

Topics

- **Learning About the Deferment Process**
- **Managing the Deferment Process**
- **Project 10 Website Updates**

Learning About the Deferment Process

Students with disabilities may be eligible to defer receiving their high school diploma and continue to receive educational services through the school district. When a student is eligible for deferment, the Individual Educational Plan (IEP) will document that the IEP team has made the determination of eligibility. The deferment process is necessary because students who receive their high school diploma are no longer eligible for a free and appropriate public education (FAPE). To continue to receive

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Popular Project 10-Developed Products and Resources

Self-Determination and Self-Advocacy Guide

Foundational Understanding

In the reauthorization of IDEA in 2004, section 1400 (c) (1) states, "Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities."

Teaching students with disabilities to exercise self-determination and self-advocacy is one of the important ways educators prepare them to engage in equally in educational and employment opportunities in order to live independent adult lives.

Section 1 – Describing the Need

The purpose of this guide is to assist teachers and other school personnel to understand the importance of teaching self-determination and self-advocacy for students with disabilities. Self-determination and self-advocacy skills support students in their efforts to work toward their measurable postsecondary goals. Research indicates that students with disabilities are lagging behind students without disabilities in post-school outcomes. Fiedler and Danneker (2007) explain that students with disabilities face the following difficulties after exiting high school:

- Lack of employment or underemployment.
- Achieving independent living.
- Lack of connection to their communities.
- General dissatisfaction with their lives.

❑ Self-Determination and Self-Advocacy Guide

❑ Project 10 Transition Resources for Families Padlet

❑ Transition Online Course

❑ Updated Secondary Transition Roadmap for Families

❑ Updated Benchmarks for Middle School Transition Planning

❑ Updated Predictors of Postsecondary Outcomes

All products are available on the Project 10 website, under "Publications" (http://project10.info/DPage.php?ID=77)

In Development:
New/Updated P10 Products and Trainings

❑ New: Extended transition programs and deferment training

❑ New: Indicator 13 tools and resources for school districts

❑ New: Transfer of rights/guardianship and other decision-making alternatives

❑ Updated: Project 10 Early Warning System training and resources

Questions and Thank You

- ❑ Questions, concerns, or recommendations?

- ❑ Thank you for your attendance and input today!