project10 transition education network

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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 2022 Transition Services and Programs Uniform Best Practices.

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Back Story: How the Transition

Services and Programs Uniform Best Practices Report Began

The project began with Florida legislation. Per House Bill 173 (2021), the Florida Department of Education (FLDOE) and Project 10 were tasked to conduct a review of district transition services and programs for students with disabilities across the State of Florida. The purpose of the review was to "establish uniform best practices for such programs to deliver appropriate employment, pre-employment, and independent living skills education to students enrolled in such transition programs."

The first and most important step of the project planning required a clear understanding of what was required in House Bill 173 (2021). The requirements were broken into four parts:

1. The Florida Department of Education (FLDOE) and Project 10 will collaborate to complete the statewide review.
2. The review will include existing transition services and programs for students with disabilities in all Florida districts.
3. The goal is to learn about the uniform best practices being used to deliver appropriate pre-employment, employment and independent living skills.
4. The FLDOE will publish the identified best practices on its website.

This summarizes how the project was initiated. The next section will describe the process.

The Process: How the Project was Planned

Initially, this project loomed as a large and complicated task. In truth, it was a large project, but breaking the work into phases, and the participation of the entire Project 10 staff, put the process into proper perspective. The four phases included the following:

Phase 1 - Planning and Preparation
Phase 2 - Data Collection
Phase 3 - Data Analysis
Phase 4 - Formulating Conclusions and Drafting a Final Report

After planning the basic structure of the work, the process was focused on data collection. The next section will describe this critical point of the process.

Data Collection: The Foundation of the Project

Because of the customized nature of this project, a standardized assessment that would focus specifically on the task identified in HB 173 (2021) did not exist. Two strategies were used to gather the necessary data. First, a comprehensive questionnaire was developed that broadly gathered information across transition services, practices and programs in Florida. This instrument was titled the "Transition Services and Programs Questionnaire" (TSPQ) and consisted of a variety of question styles based on the type of information being gathered. The TSPQ required a significant amount of time to develop. The cycle of writing, reviewing and revising was used repeatedly to ensure that the district responses would identify best transition practices being used. A group interview that included five questions was also used to confirm and expand the data being gathered.

Following the data collection, data analysis began. The next section will describe how the data was analyzed.

Data Analysis: The Outcomes of the Project

This phase of the project required three steps. They are as follows:

Step 1: This step involved identifying the sources that would constitute the body of best practices in transition. These research-based sources were to create a collection of transition-related best practices that were used as a guideline to reliably identify transition-related best practices being implemented in Florida.

Step 2: After determining the body of research that formed the standards for best practices (Step 1), we considered the degree to which a best practice must be in use to consider it "uniform".

- **Uniform.** In educational research, the term "uniform" typically means a strong majority. Project 10 used a 90% level of implementation to define uniform. This means that, when 90% of Florida districts reported the use of a best practice, it was identified as a uniform best practice.

- **Prevalent.** In addition, Project 10 included a second level of best practices implementation that was identified as "prevalent" best practice. This category required the same level of research-based practices, but required a simple majority of districts to report the use of the practice (51%) to just below the level required for "uniform"

best practices (89.9). Including a wider range of best practices can be beneficial to school districts as they review other best practices being used successfully across the state. All transition stakeholders will benefit from a more detailed perspective on the use of transition best practices in Florida districts.

Step 3: Project 10 used Qualtrics, a web-based software that allowed the creation of the Transition Services and Programs Questionnaire (TSPQ). Qualtrics enabled the collection of data and produced descriptive statistics that were used to analyze the data. Each of the questions were individually analyzed and percentages on implementation were calculated. This opened a window through which the use of transition-related best practices can be viewed. Ultimately, the analysis of the TSPQ produced a list of uniform best practices and prevalent best practices from a statewide perspective.

In essence, the list of uniform and prevalent best practices is simply a collation of data that describes how districts in Florida use best practices to assist students with disabilities to progress from high school to post-school activities that include training, postsecondary education, employment and independent living.

The list of uniform and prevalent best practices is located on the Florida Department of Education website at the link **HERE**.

The list is also available on the Project 10 website at the link **HERE**.

Reader Take Away

How can the uniform and prevalent best practices benefit school districts? Here are some simple suggestions. Review the list of best practices through the following lenses:
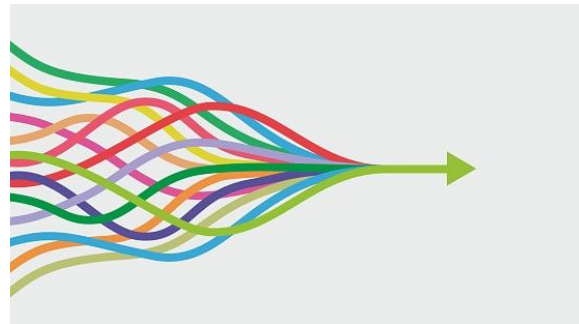
- Identify the best practices being used in your district. Give yourselves a pat on the back!
- Identify the best practices that are not used in your district. Identify the ones you believe would benefit your students. Talk to your team about the potential for implementation.
- Are there any best practices being implemented in your district that did not demonstrate enough statewide implementation to be included on the list? Could this practice benefit students in other districts? Talk to your team about how to share this practice with others.

Lastly, Project 10 is appreciative to all the Florida school district transition

personnel for your participation in this project. Your input was the star feature of the work and it demonstrates the effort and energy you daily invest in the lives of students with disabilities.

Resources

2022 Uniform Best Practices
This document provides a list of uniform and prevalent best practices for transition services and programs in Florida school districts. Located on the Florida Department of Education website.

Upcoming Events

Florida Charter School Conference
The conference is designed to provide Florida charter school authorizers, operators, administrators, and teachers the opportunity to network with each other and DOE staff, share best practices and gather information from key DOE personnel during one-hour breakout sessions, and meet with exhibitors who offer goods and services designed for the charter school community.
Dates: October 19-21, 2022
Location: Orlando, FL
Click **here** to register.

2022 Florida CEC State Conference: Riding the Waves of Change
The Florida Council for Exceptional Children (FCEC) is looking forward to the 74th annual conference in sunny Daytona Beach! These past couple of years have challenged us all as special educators. These challenges have brought us together to think about special education in new and innovative ways that have led to new methods for teaching, learning, recruitment, and more. The FCEC invites you to share your experiences during FCEC's 2022 Annual Conference in an effort to help reimagine and reinvigorate special education in changing times!
Dates: October 20-22, 2022
Location: Daytona Beach, FL
Click **here** to register.

ISRD/NEFEC School Counselors Fall Forum
ISRD 2022-23 calendar of events can be found **here**.
Date: October 24, 2022
Registration coming.

Upcoming Webinars

Vocational Rehabilitation: 2022-23 Refresher on VR's Pre-Employment Transition Services (Pre-ETS)

This training is intended to help School District Staff and VR Staff review their knowledge and understanding of VR's Transition Services, as well as some of the processes involved with referring students with disabilities to VR. VR is providing three session options for School District Staff and VR Staff and has blocked out two hours to allow plenty of time for questions:

1. **Date/Time:** September 7, 2022 at 10:00am. Click **here** to register.
2. **Date/Time:** September 8, 2022 at 10:00am. Click **here** to register.
3. **Date/Time:** September 8, 2022 at 2:00pm. Click **here** to register.

PACER's Smart Devices for Smart Schedules

Discover the strategies and schedules to make smart devices work best for you! All participants, including neurodiverse learners, will learn how the schedule planning process, executive function skills, strategies, and smart device features can all work together to help develop your skills in managing your schedules and tasks. More information on specific presentations can be found **here**.
Date/Time: September 28, 2022 at 2:00pm.
Click **here** to register.

FCIC Webinar Series - No Need to Fall Off "The Service Cliff": Strategies and Resources for Successful Postsecondary and Employments Outcomes
Christine Hugh, from The Learning Academy, will discuss ways for individuals to continue receiving services to access and support postsecondary and employment outcomes.
Date/Time: October 18, 2022 at 4:30pm
Click **here** to register.

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About Project 10 Topical Briefs:
Project 10 Topical Briefs provide informational summaries and resource links related to secondary transition.

Have a question? Want to find or recommend a resource? Have some great news to share?
Email us at **project10@stpete.usf.edu**.

For back issues of Project 10 Topical Briefs, visit our **Topical Briefs** page on the **Project 10** website.

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 **project10@stpete.usf.edu**.
www.project10.info