



## Transition Contacts Meeting at VISIONS 2024

Jenny Duggar, M.S. CCC-SLP, M.Ed.  
State Lead for Secondary Transition  
State Lead for SLP, PT, OT and Orthopedic Impairments



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## Agenda

- Introduction
- Florida Department of Education: Mission, Vision and Goals
- Secondary Transition
- Florida's Data - Students with Disabilities
- State Performance Plan/Annual Performance Report (SPP/APR) & Data
- Resources
- Contact Information and Conclusion

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## Florida Department of Education (FDOE) Mission, Vision, and Goals

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## FDOE's Mission and Vision

- The mission of Florida's Early Learning-20 education system shall be to increase the proficiency of **all students** within one seamless, efficient system, by allowing them the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities.
- Florida will have an efficient world-class education system that engages and prepares **all students** to be globally competitive for college and careers.
  - Sources: [Section \(s.\) 1008.31, Florida Statutes \(F.S.\)](#), and [FDOE's Strategic Plan \(2021\)](#)

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## FDOE's Goals

1. Highest student achievement, as indicated by evidence of student learning gains at all levels.
2. Seamless articulation and maximum access, as measured by evidence of progression, readiness, and access by targeted groups of students identified by the Commissioner of Education.
3. Skilled workforce and economic development, as measured by evidence of employment and earnings.
4. Quality efficient services, as measured by evidence of return on investment.
  - Sources: [s. 1008.31, F.S.](#), and [FDOE's Strategic Plan \(2021\)](#)

## Title V, Chapter 19, Section 39.0016, F.S.

“Improving educational results for children with disabilities is an essential element of our public policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities...”

## Secondary Transition

## Secondary Transition

- [Section 300.43 of Title 34, Code of Federal Regulations \(C.F.R.\)](#), provides for a coordinated set of activities for a student with a disability that:
  - is designed within an outcome-oriented process, that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living or community participation.
- [Section 1003.5716, Florida Statutes \(F.S.\)](#), ensures quality planning for a successful transition of a student with a disability to postsecondary education and career opportunities.
  - starting transition at an earlier age or grade, whichever occurs first

## Section 1003.5716 F.S., Transition to postsecondary education and career opportunities

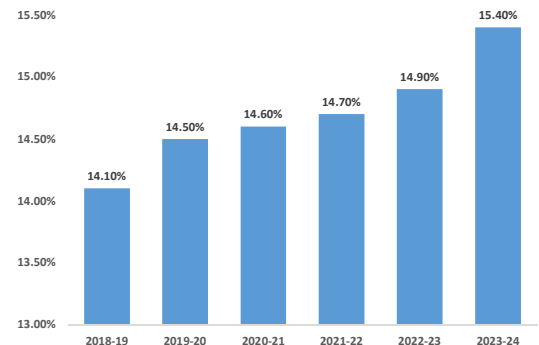
- An IEP team must start the transition process during the student’s seventh grade year or when the student attains the age of 12, whichever occurs first.
- An IEP team must have an operational plan in place that is implemented on the first day of the student’s first year in high school or when he or she attains the age of 14, whichever occurs first.
- A statement of the student’s intent to pursue a standard high school diploma must document discussion of the process of deferment of a standard high school diploma and a signed statement of the student’s intention to defer the high school diploma, if applicable.

## Deferral of the Diploma

- Deferral of the Standard Diploma
  - Free and Appropriate Public Education (FAPE) ends upon receipt of a standard diploma OR the age of 22.
  - Deferral of diploma is allowed up to the age of 22 or whenever the student accepts a diploma, whichever occurs first.
- Process for both described in [Rule 6A-1.09963, Florida Administrative Code \(F.A.C.\)](#).
- Deferral is an IEP team decision.
- Based on the individual transition needs of the student.
- The decision to defer can be made for students who are expected to meet high school graduation requirements and have a transition plan for:
  - accelerated college credit;
  - industry certification;
  - a collegiate high school program;
  - courses to satisfy the Scholar designation; or
  - a structured work-study program.

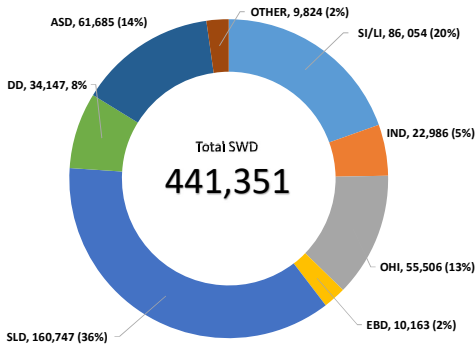
## Florida’s Data – Students with Disabilities (SWD)

## Florida’s SWD as Percent of Total Students



Source: Final Survey 2, 2023-24

## Florida's Students with Disabilities Spring 2024

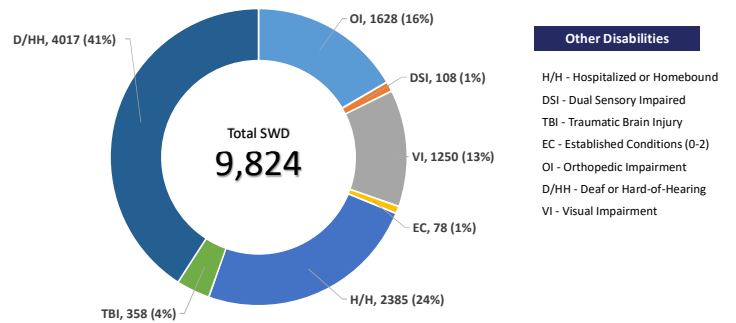


Source: Final Survey 2, 2023-24

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## Florida's Students with Disabilities, Other Categories Spring 2024



Source: Final Survey 2, 2023-24

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### Discussion

How could your district use the data for student exceptionalities to support professional training for teachers of students with disabilities (SWDs) and school leaders?

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### State Performance Plan/Annual Performance Report (SPP/APR) Overview

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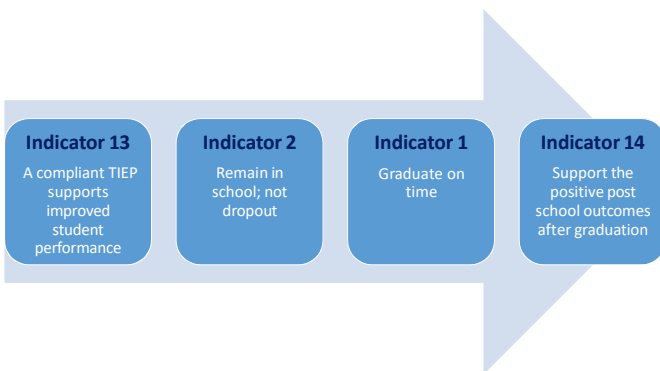
## SPP/APR Results Indicators

- **Indicator 1: Graduation rate**
- **Indicator 2: Dropout rate**
- **Indicator 3: Assessment**
- **Indicator 4: Suspension/Expulsion\***
- **Indicator 5: Educational environments (school age)**
- **Indicator 6: Educational environments (preschool)**
- **Indicator 7: Preschool outcomes**
- **Indicator 8: Parent involvement**
- **Indicator 9: Disproportionate representation**
- **Indicator 10: Disproportionate representation (by particular disability categories)**
- **Indicator 11: Child find**
- **Indicator 12: Early childhood transition**
- **Indicator 13: Secondary transition**
- **Indicator 14: Post-school outcomes**
- **Indicator 15: Resolution sessions**
- **Indicator 16: Mediation**
- **Indicator 17: State Systemic Improvement Plan (SSIP)**

## SPP/APR Compliance Indicators

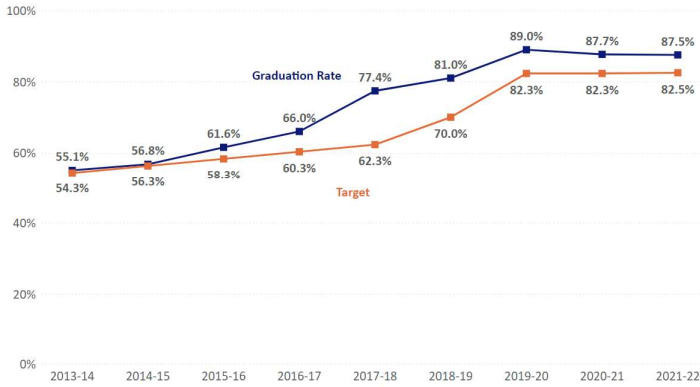
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## What Indicators are Related to Secondary Transition?



## Indicator 1: Graduation

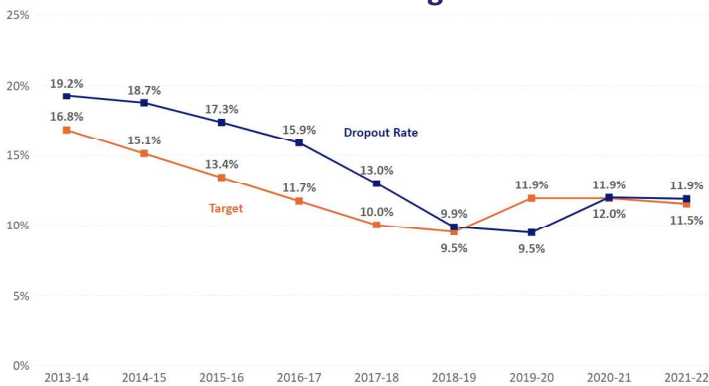
### Actual vs. Target



Source: Survey 5, 2021-22

### Indicator 2: Dropout

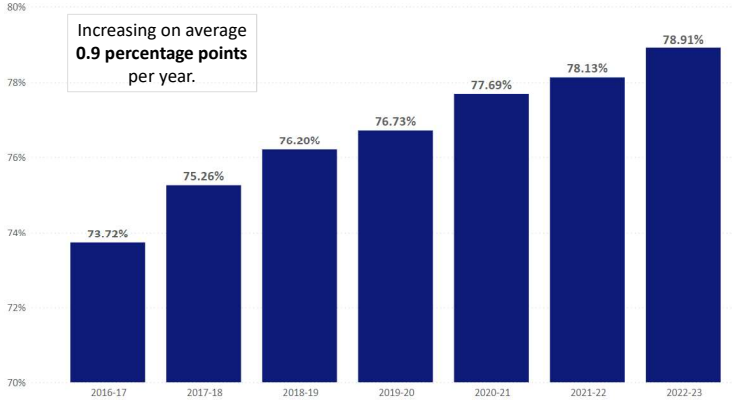
### Actual vs. Target



Source: Survey 5, 2021-22

### Indicator 5: Educational Environments

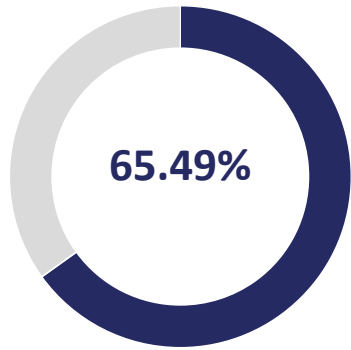
### Educational Environment Efforts



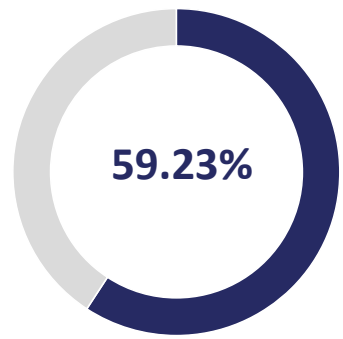
Increasing on average  
**0.9 percentage points**  
per year.

### Indicator 8: Parent Involvement

### 2022-23 Preschool Parent Involvement



### 2022-23 K-12 Parent Involvement



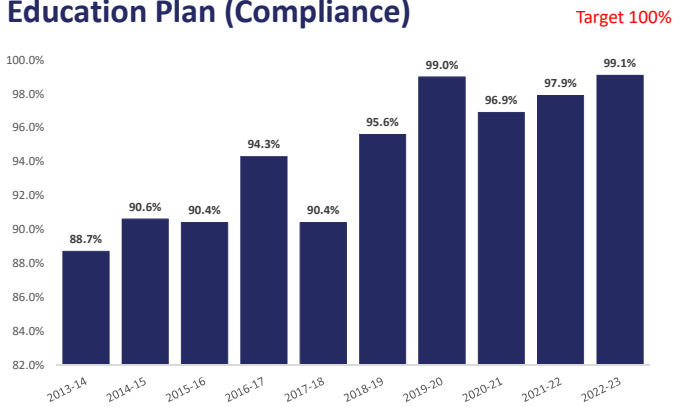
## ESE Parent Survey

The ESE Parent Survey is now open through June 30, 2024.

- The survey is available to all parents of a student, or a student 18 or older, with a disability with an Individual Educational Plan (IEP) enrolled in a Florida public school.
  - Parents should complete one survey per student if the parent of multiple students meets the above criteria.
- Available in three languages: English, Spanish, and Haitian-Creole.
  - More languages can be provided by request.
- Paper-based as the district deems appropriate.

## Indicator 13: Secondary Transition

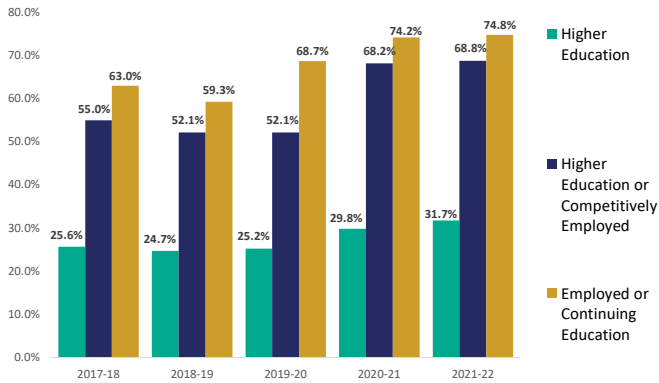
## Transition Components in the Individual Education Plan (Compliance)



## Indicator 14: Post-School Outcomes



## SWD Post-School Outcomes



## Discussion

How could your district use the indicators to support professional training for teachers of students with disabilities (SWDs) and school leaders?



## Resources

## Important FDOE Web Links

- **BEES Home Page:** <https://www.fldoe.org/academics/exceptional-student-edu/>
  - **ESE Eligibility Web Page:** <https://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/>
  - **Parent Information Web Page:** <https://www.fldoe.org/academics/exceptional-student-edu/parent-info/>
  - **Student Support Services Home Page:** <https://www.fldoe.org/schools/k-12-public-schools/sss/>
- **Office of K-12 School Choice:** <https://www.fldoe.org/schools/school-choice/>
- **Division of Vocational Rehabilitation:** <https://www.rehabworks.org/>
- **Division of Blind Services:** <https://dbs.fldoe.org/>
- **Division of Early Learning:** <https://www.floridaearlylearning.com/>

**BEES Portal**  
Professional Learning Alternatives




The BEES Portal to Professional Learning Alternatives offers a variety of online courses for Florida educators that will increase their ability to respond to the needs of students with disabilities.

Facilitated Courses	Independent Courses
 <p>Facilitated Courses</p> <p>Ongoing communication with expert local facilitator, group meetings with colleagues, and classroom-related learning activities and assignments.</p> <p>To begin <a href="#">check course availability</a> then contact your local <a href="#">FLDOE Coordinator</a> to enroll. If you are already enrolled, select Sign In to access a course.</p> <p>Sign In</p> <p>Course Catalog</p> <p><a href="#">Facilitated Courses FLD</a></p>	 <p>Independent Courses</p> <p>Self-paced learning, course-related activities and assessments, user-friendly format, and responsive design.</p> <p>Select Sign In to self register or to access courses if you are already enrolled.</p> <p>Sign In</p> <p>Course Catalog</p> <p><a href="#">Independent Courses FLD</a></p> <p><a href="#">Professional Development Website</a></p>

Your local [FLDOE District Coordinator](#) will submit a quarterly report of completers to the appropriate school district/organizations. For questions about this process please contact your local [FLDOE Coordinator](#).

[View ESE endorsement opportunities](#)

[View additional online professional development opportunities](#)

## BEES Professional Learning Portal




- Please visit <https://fl-pla.org/#/home>
- Online courses include:
  - [Components of Secondary Transition](#)
  - [Foundations of Exceptional Education](#)
  - [Early Warning Systems to Increase Graduation Success](#)
  - [Graduation Requirements](#)
  - [Secondary Transition](#)
  - [Access Points – Alternate Academic Achievement Standards](#)
  - [Teaching Students with Disabilities](#)
  - [And many more!](#)

## Discretionary Project Information

- Florida Diagnostic & Learning Resources System (FDLRS): <https://www.fdlrs.org/parent-services>
- Center for Autism and Related Disabilities (CARD): <http://www.florida-card.org/map.htm>
- Resource Materials and Technology Center for the Deaf/Hard of Hearing (RMTCD/HH): <https://www.rmtcdhh.org/families>
- Project 10: Transition Education Network: <http://project10.info/>
- Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET): <https://sednetfl.info/>



## Discretionary Project Information, Cont.

- Learning Ally: <https://learningally.org/Solutions-for-School/school-grants/Florida> 
- Florida Instructional Materials Center for the Visually Impaired (FIMC-VI): <https://www.fimcvi.org/fimc-viresources/student-and-family-resources> 
- ACCESS Project: <https://accesstofls.org/> 

## LRP Publications

- Stay up-to-date with the headlines and breaking news featured on *Special Ed Connection*<sup>®</sup>.
- Access any article below by clicking on the headline and logging into *Special Ed Connection*<sup>®</sup>. Please see your district ESE Director or contact [BEESsupport@fldoe.org](mailto:BEESsupport@fldoe.org) for login information.  
<https://www.specialedconnection.com/LrpSecStoryTool/login.jsp>

## LRP Publications

DirectSTEP<sup>®</sup> online courses merge legal and regulatory expertise with real-world application strategies, relating education law to the day-to-day world of teaching and learning. A selection of courses are offered free of charge. Please contact [BEESsupport@fldoe.org](mailto:BEESsupport@fldoe.org) with questions or for how to access.

<https://www.lrpdirectstep.com/>

## Contact Information

Jenny Duggar  
[Jennifer.Duggar@fldoe.org](mailto:Jennifer.Duggar@fldoe.org)  
850-245-0475

**Bureau of Exceptional Education and Student Services (BEES)**  
850-245-0475



Thank you!



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