



Bureau of Exceptional Education and Student Services (BEESS) Update

Wendy Metty

Secondary Transition Specialist



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

www.FLDOE.org

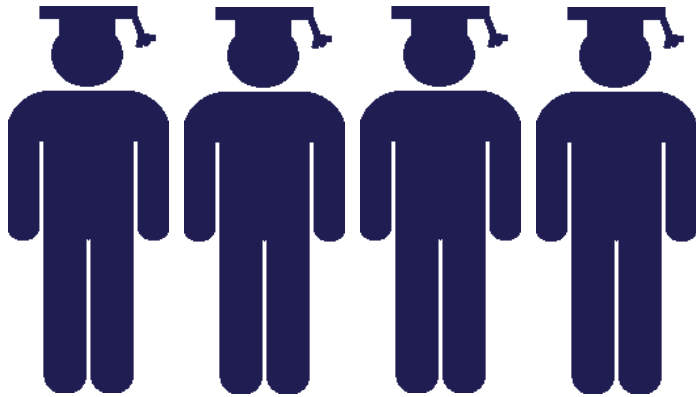
Agenda

- Emphasis of IDEA
 - Thinking Ahead
- BEESS Updates
 - Data Review
 - BEESS Support for Districts
 - Mental Health
 - Alternate Assessment (ESSA and 1% Cap)
- State Strategic Plan
- Transition Updates
 - New Graduation Pathway
 - Technical Assistance
 - Transition Initiatives
 - Federal & State

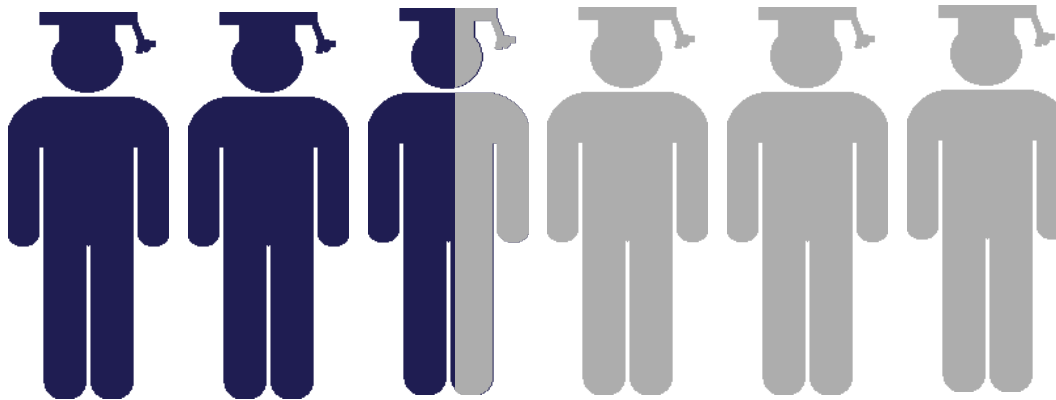
The Emphasis of IDEA 2004

“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”
(20 U.S.C. section 1400(c)(1))

Future Outlook



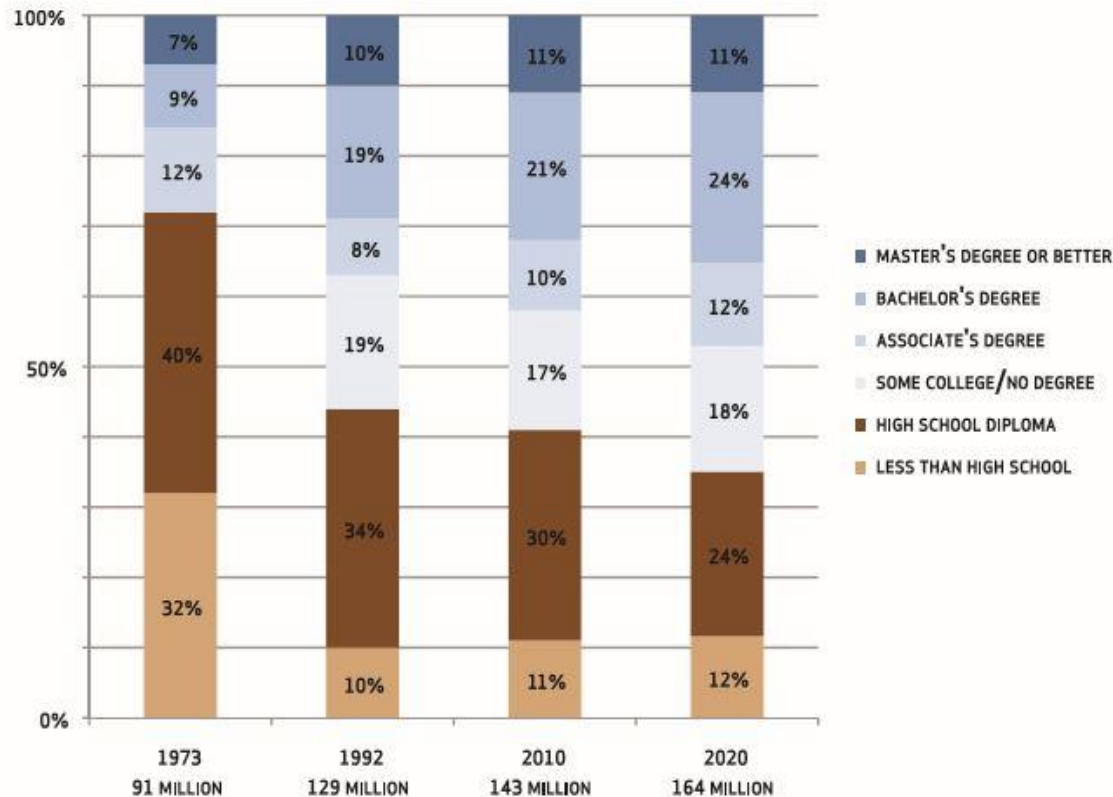
By 2020, **65%** of all
jobs in Florida
will require
**postsecondary
education beyond
high school**



Source: *Recovery: Projections of Jobs and Education Requirements*, Georgetown Public Policy Institute (2013)

By 2020, 65 percent of all jobs will require postsecondary education and training, up from 28 percent in 1973.

FIGURE 4: Postsecondary education and training



YEAR AND NUMBER OF WORKING PEOPLE

Note: Numbers may not sum to 100 percent due to rounding.

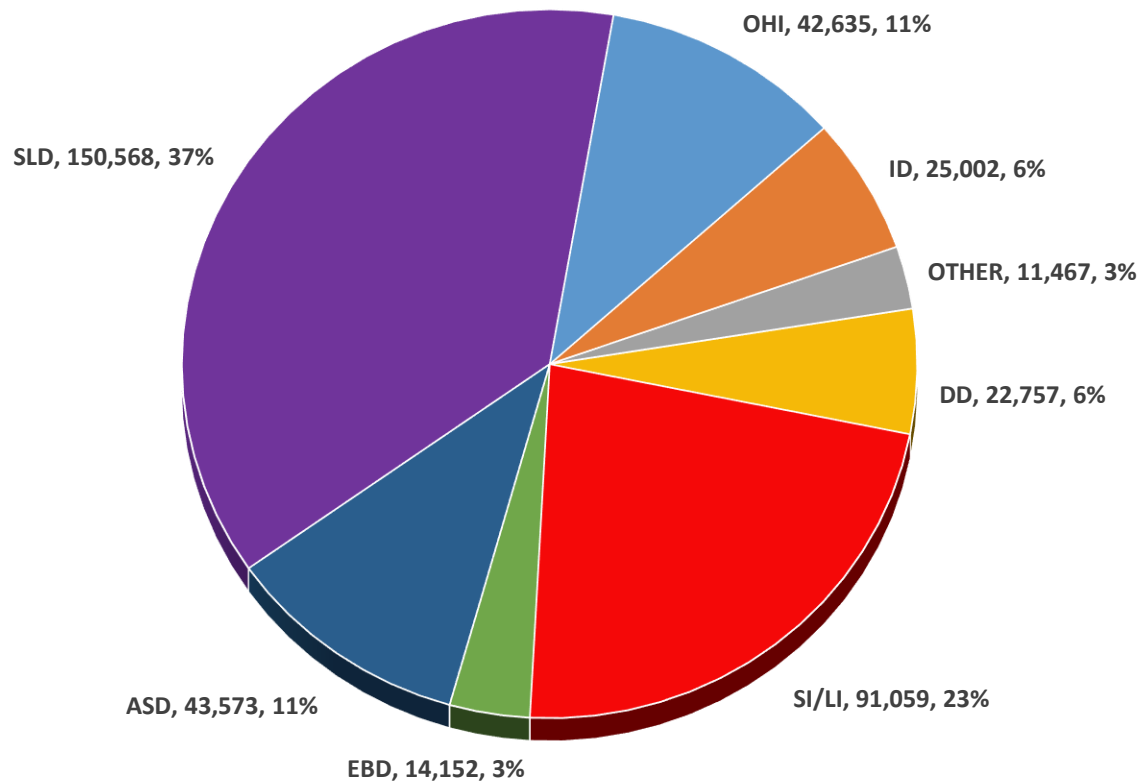
Projections of Educational Demand by 2020

Source: *Recovery: Projections of Jobs and Education Requirements*, Georgetown Public Policy Institute (2013)



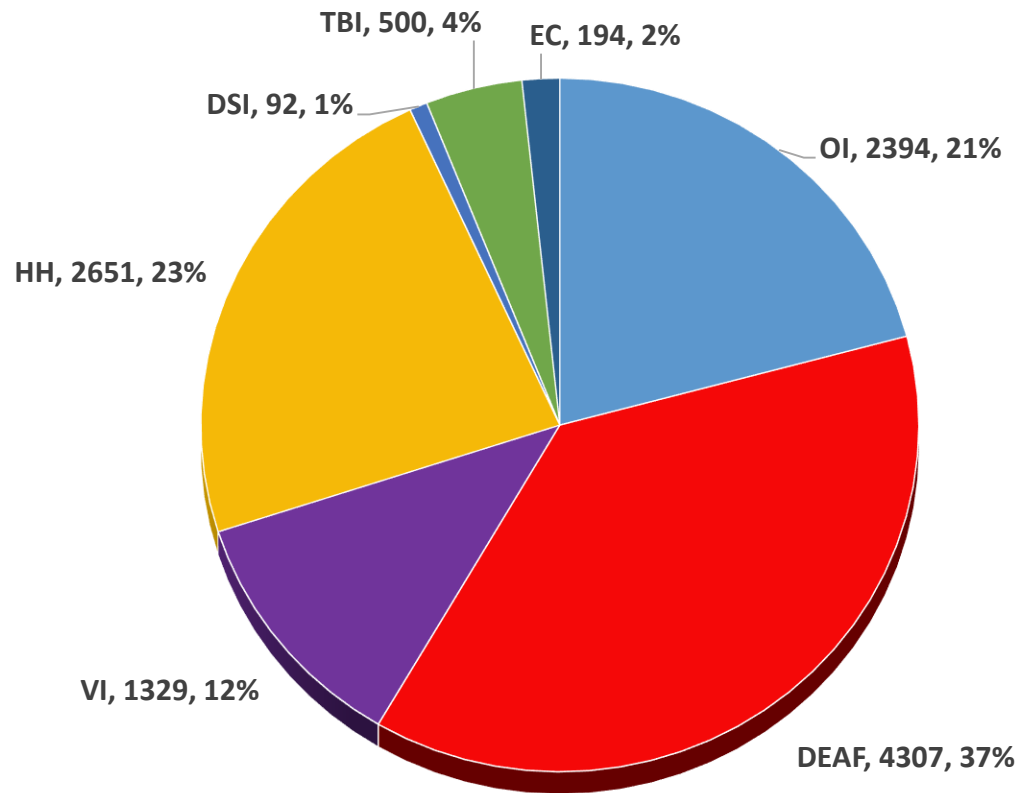
Data Review

Florida's Students with Disabilities Fall 2018

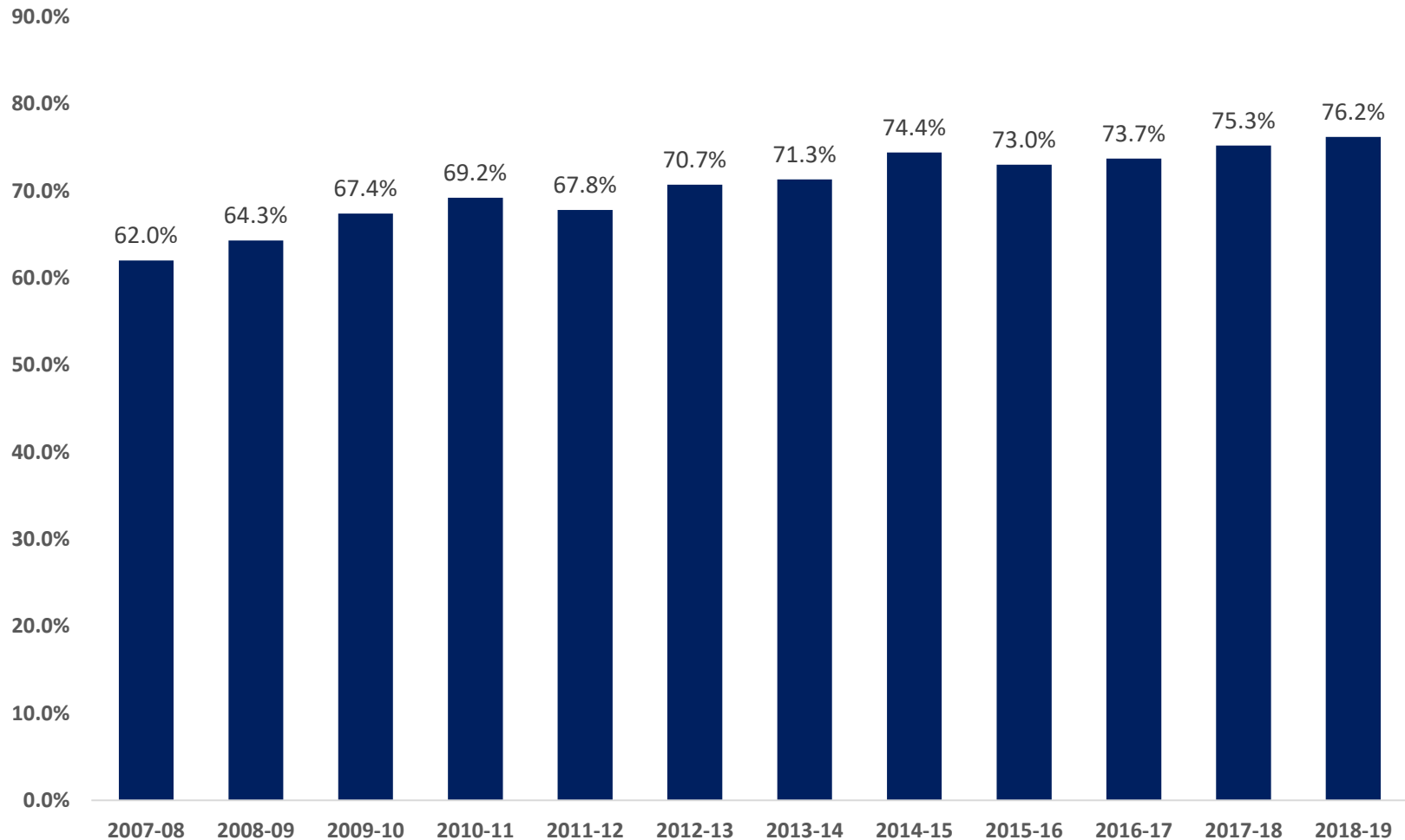


Source: Final Survey 2, 2018-19

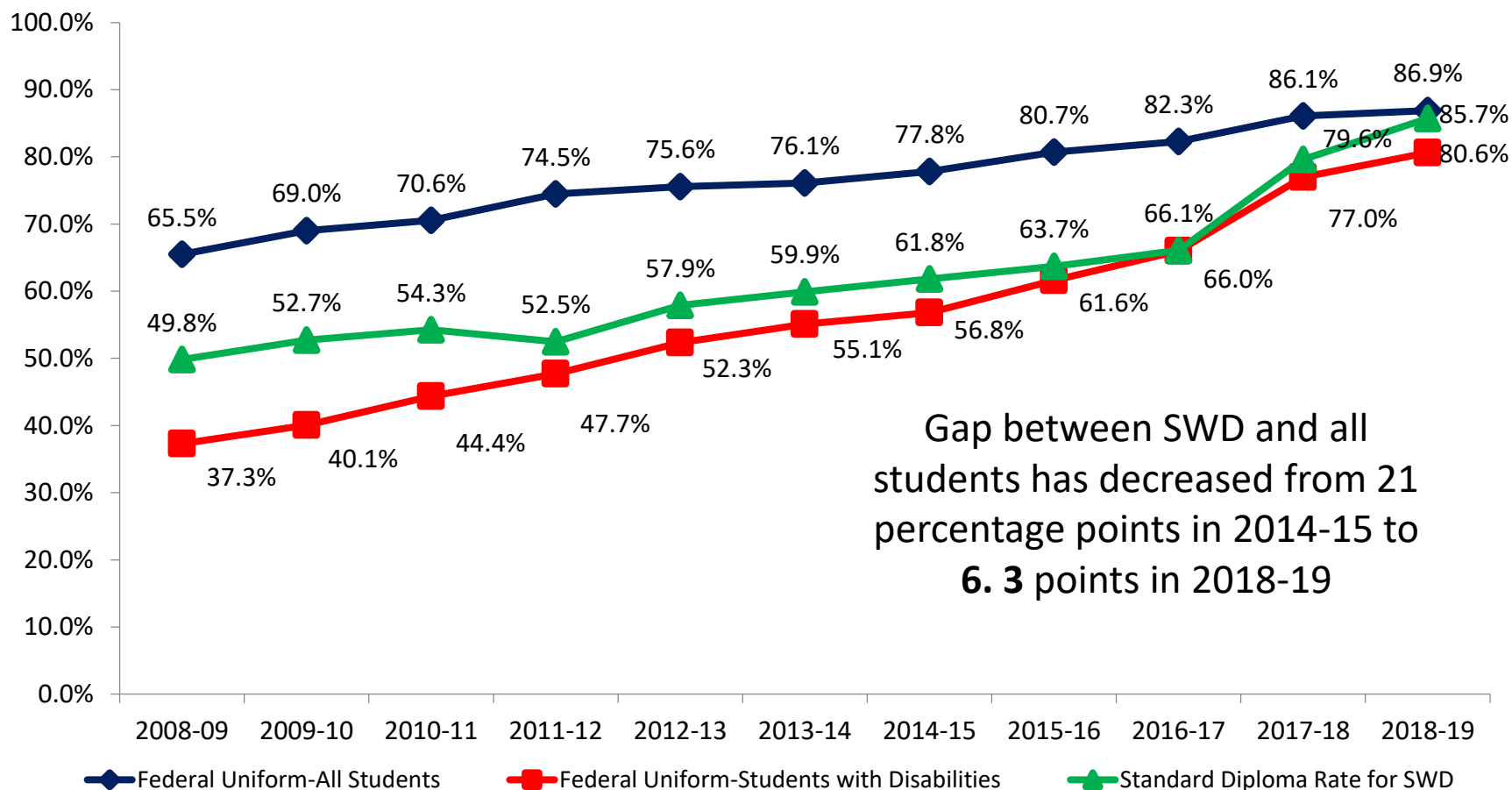
Florida's Students with Disabilities Fall 2018, Other Categories



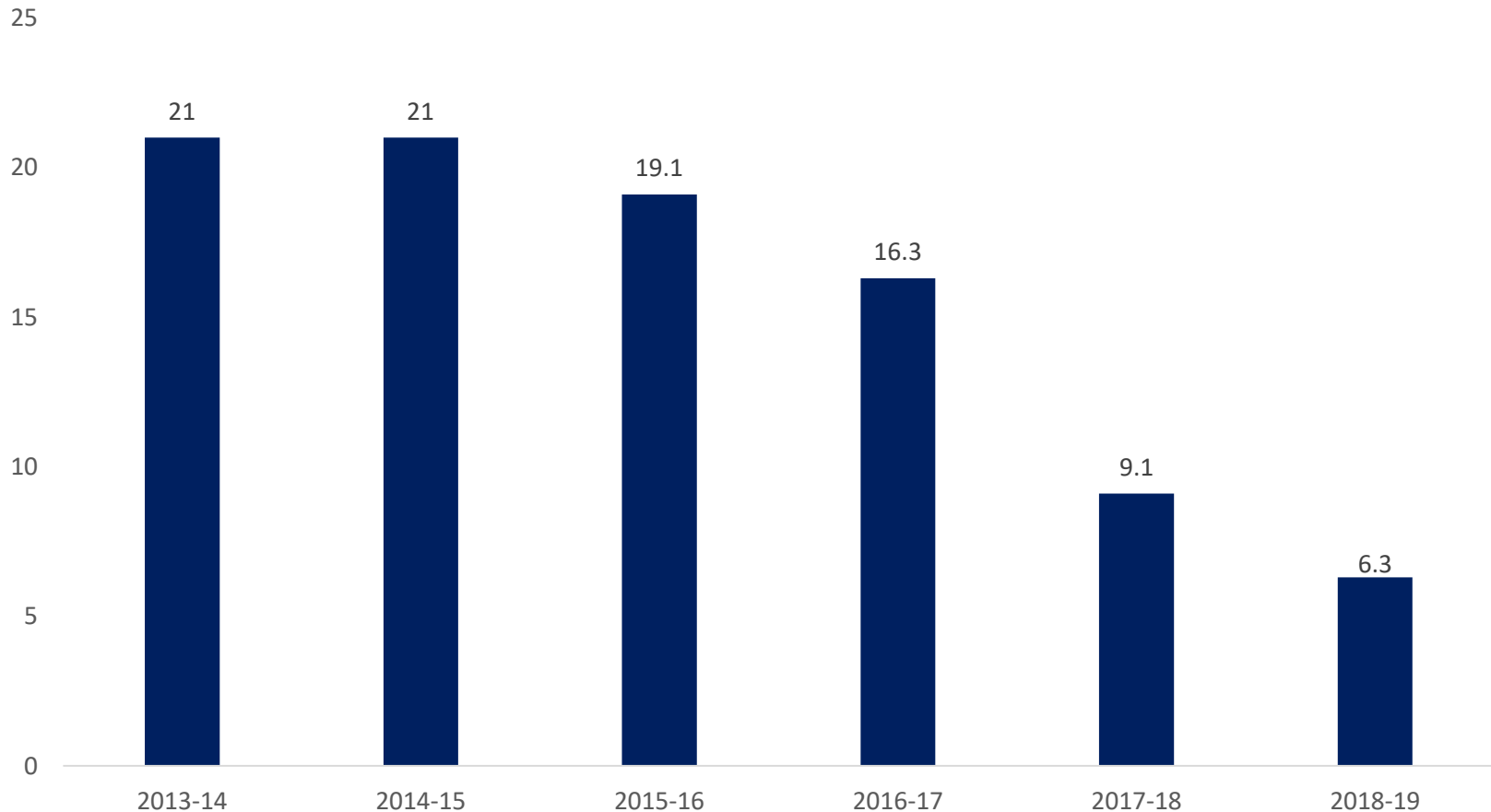
Regular Class Placement



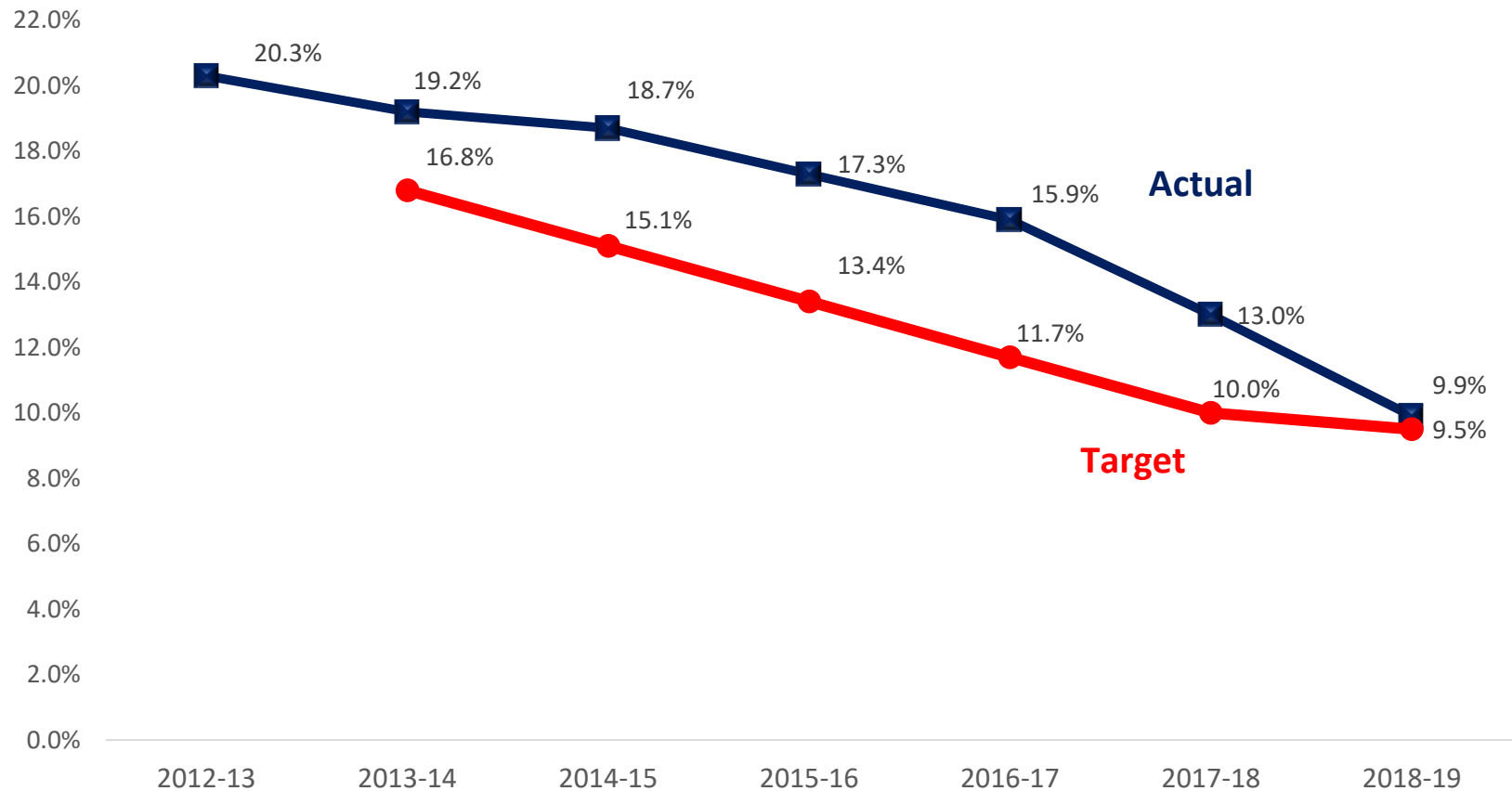
Florida's Graduation Rates



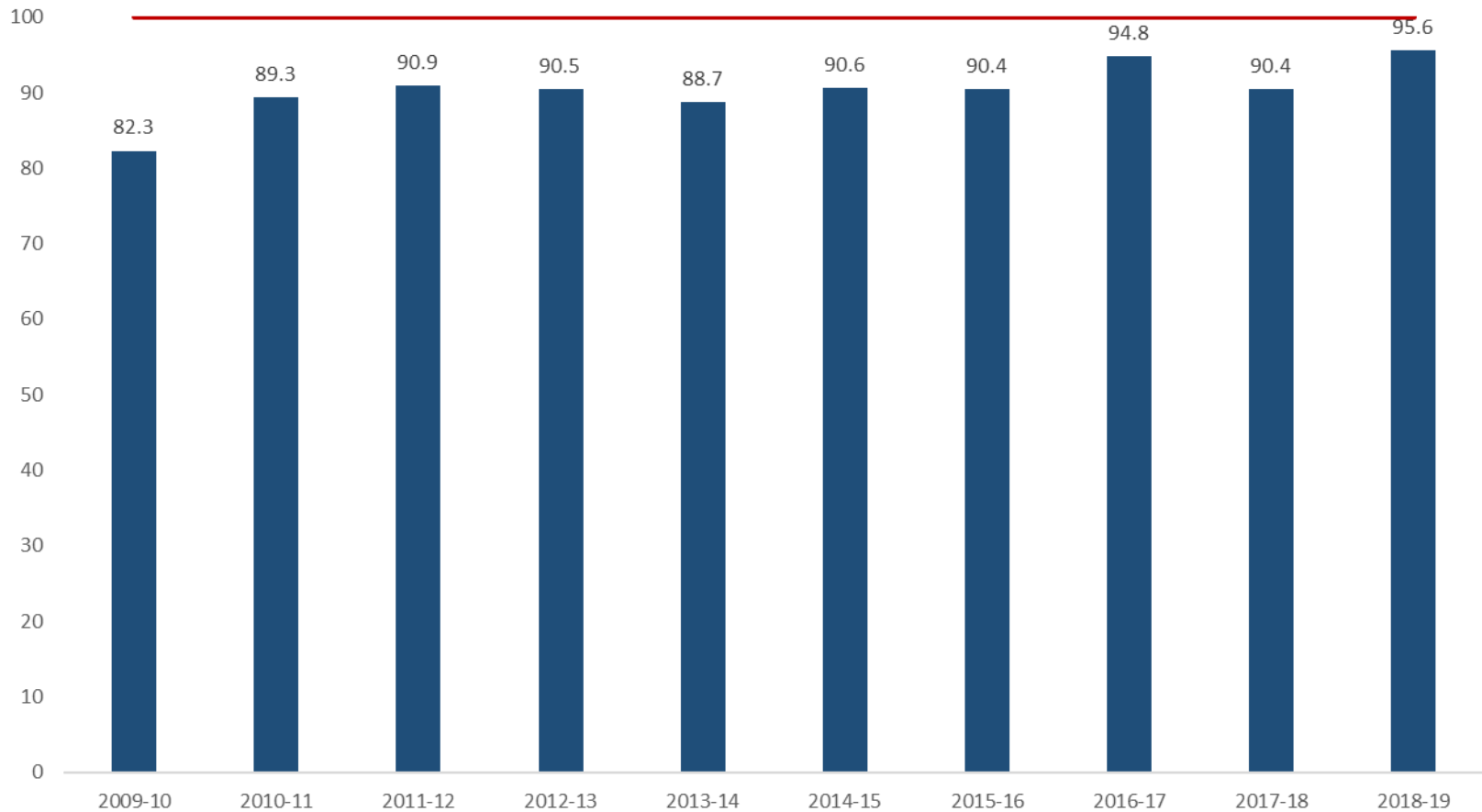
Graduation Gap – SWD to All Students



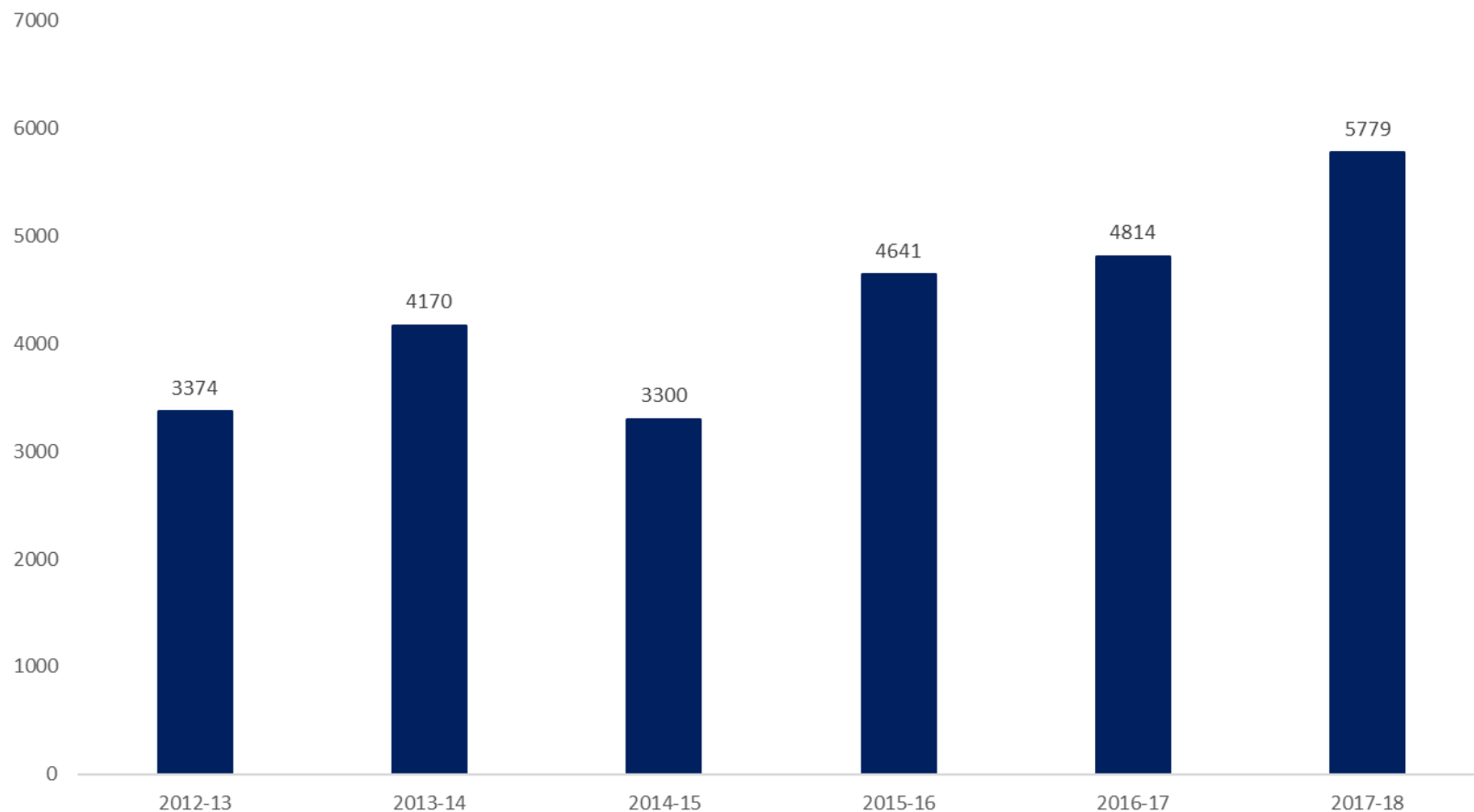
Drop-out Rate for Students with Disabilities



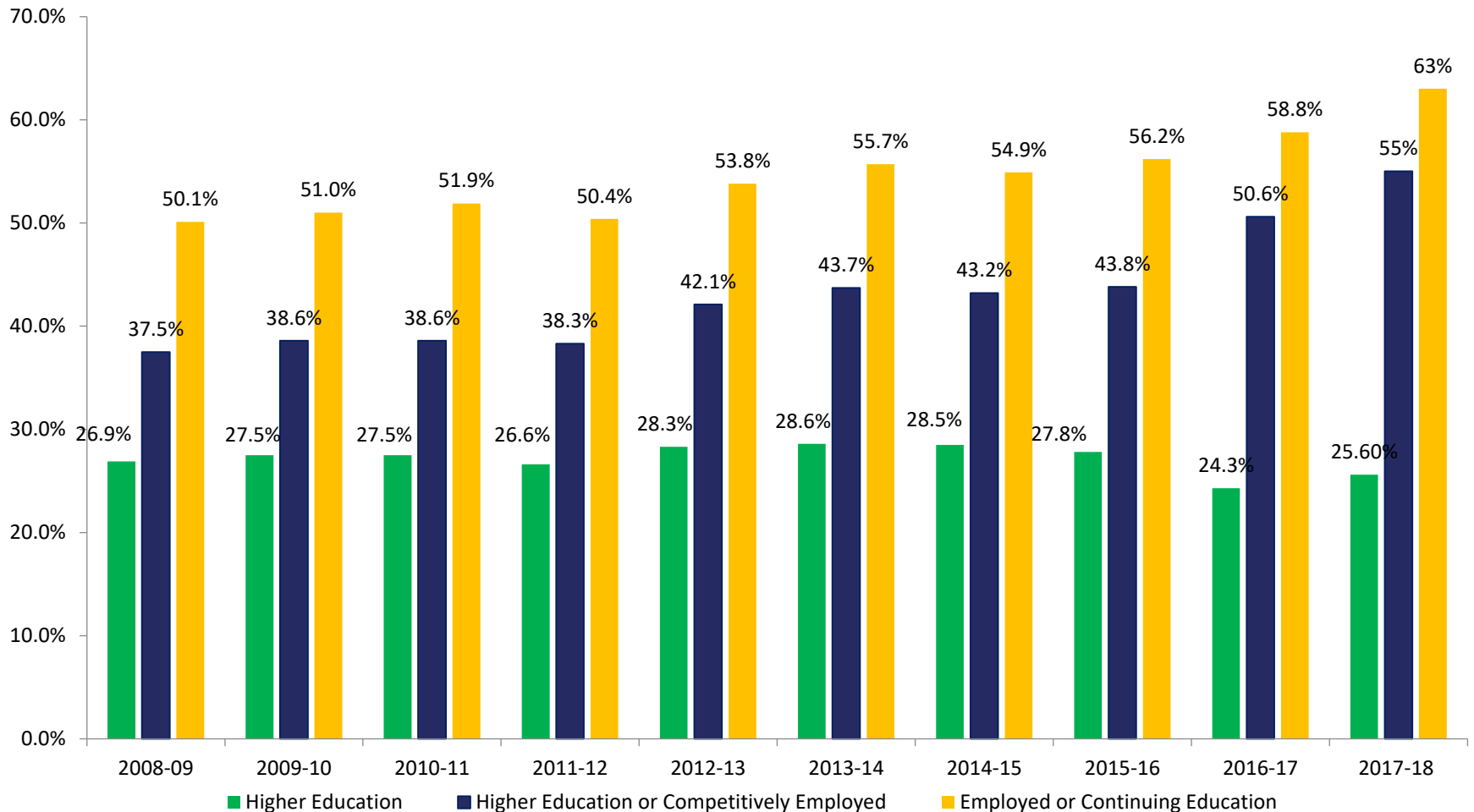
Indicator 13- Transition IEP Compliance



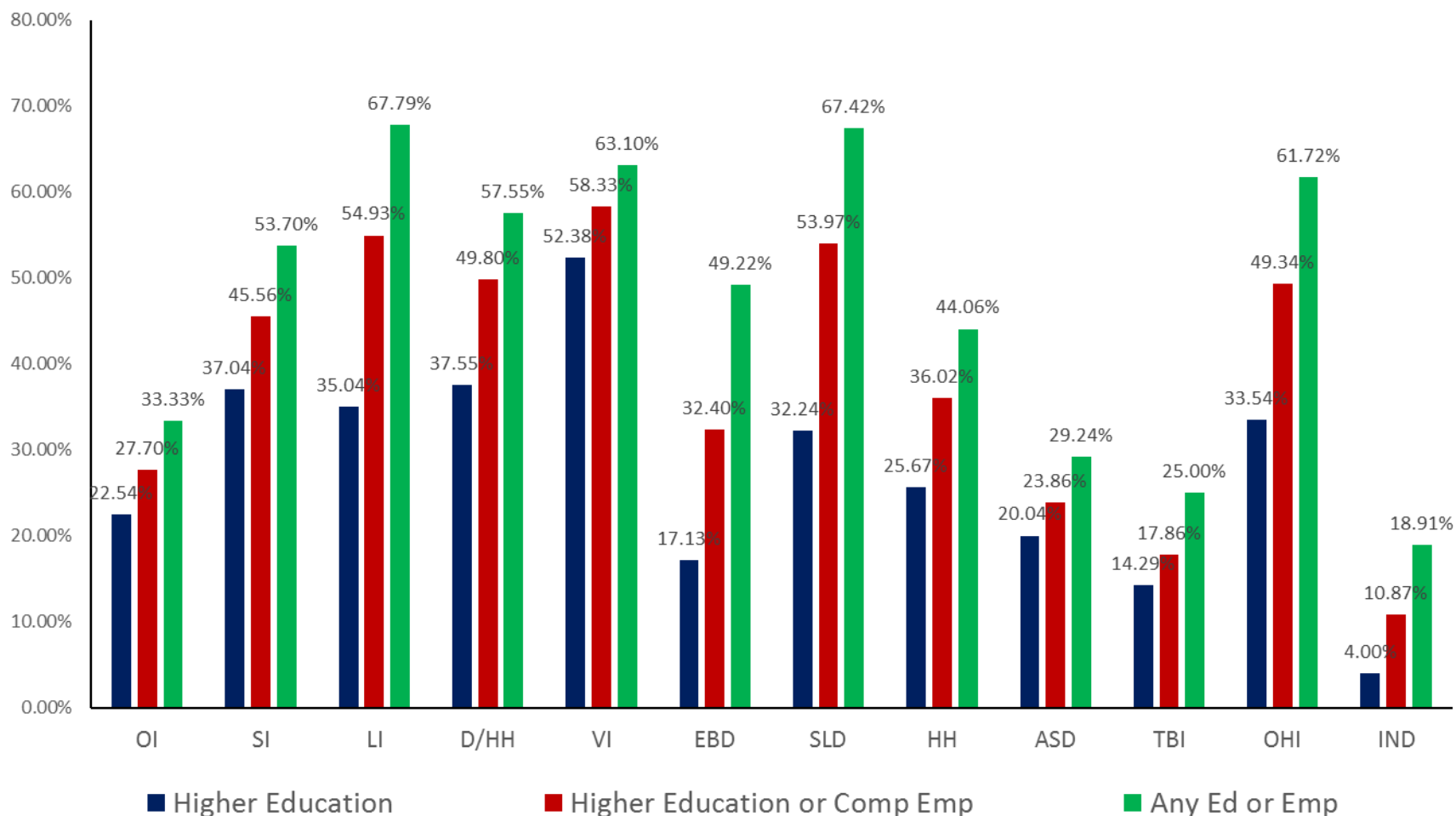
Industry Certifications



Post-school Outcomes (SWD)



Florida Outcomes by Disability Category 2016-17 Exiters



Florida leads the nation
with 41 sites in the state!

Project | SEARCH®



- District
- Private
- Charter



**Number of distinct individuals who received a
fee-for-service (non-contracted) Pre-
Employment Transition Service by month**

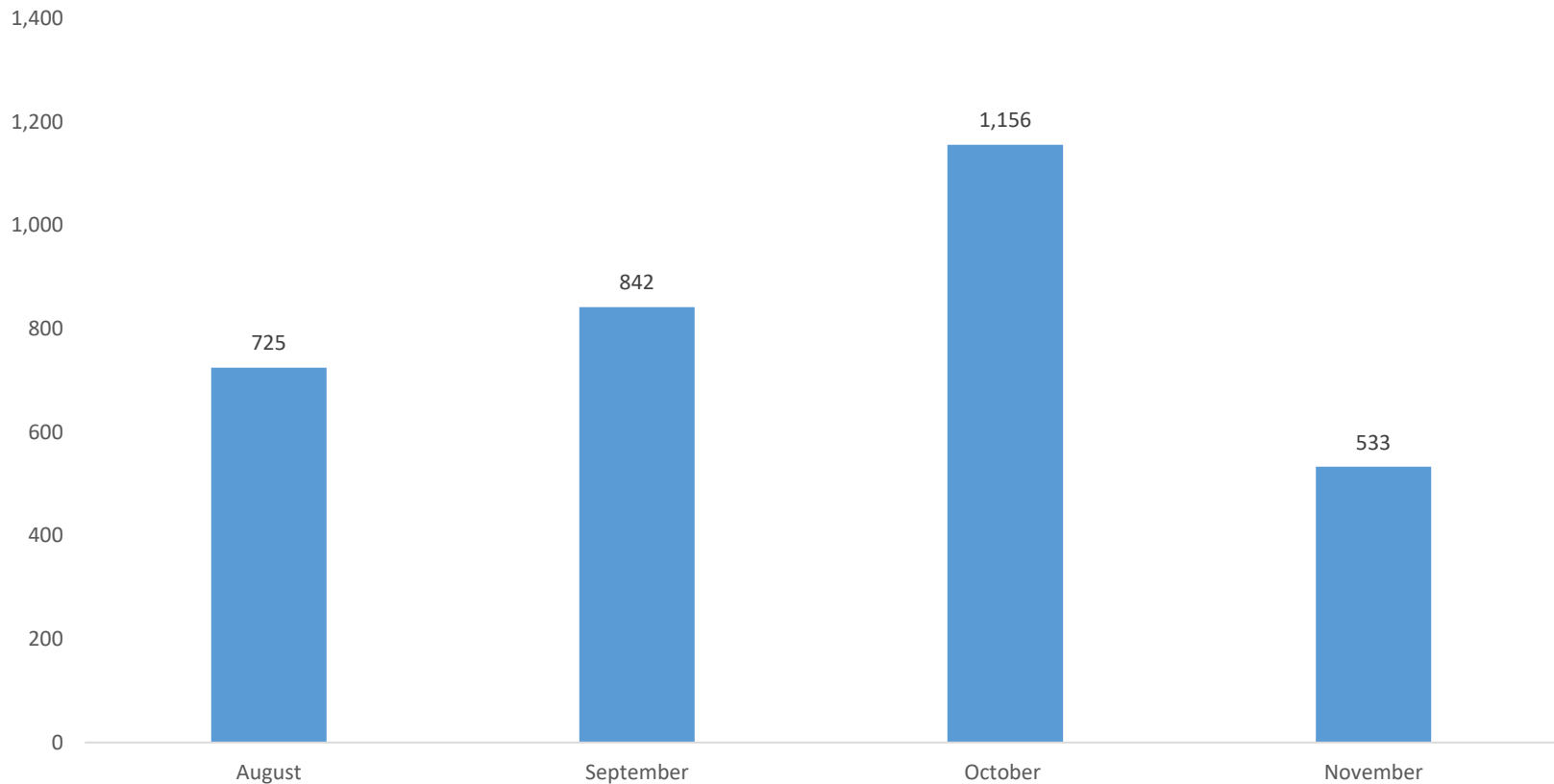
Month	Year	Students
July	2018	1,605
August	2018	1,763
September	2018	1,296
October	2018	1,358
November	2018	1,333
December	2018	1,328
January	2019	1,763
February	2019	1,730
March	2019	2,157
April	2019	1,959
May	2019	2,130
June	2019	1,703
Total Students who Received a fee-for-service Pre-ETS in SFY 18-19		20,125

Number of referrals made to contracted WBLEs by month

Month	Year	Number of Referrals	Number of Students
July	2018	5	5
August	2018	45	33
September	2018	27	27
October	2018	82	70
November	2018	73	72
December	2018	40	40
January	2019	68	67
February	2019	69	68
March	2019	83	82
April	2019	90	90
May	2019	33	33
Total for SFY 18-19		615	587

2019-2020 Pre-ETS Monthly Data

2019-20 Pre-ETS Since August 1, 2019



2019-2020 Current Data Pre-ETS

Month	Total
August	725
September	1,567
October	2,723
November	3,256

Data Source: VR Since August 1, 2019



New Graduation Pathway

New Career and Technical Education (CTE) Graduation Pathway Option

- Beginning in the 2019-20 school year, there is an alternative pathway to a standard high school diploma. Student must:
 - Earn at least 18 credits
 - Earn a cumulative grade-point average of a 2.0 on a 4.0 scale
 - Meet the same requirements for English language arts, math, science and social studies as the 24-credit and ACCEL standard diploma options
 - Complete two credits in career and technical education; the courses must result in a program completion and an industry certification
 - Complete two credits in work-based learning programs; may substitute up to two credits of electives, including one-half credit of financial literacy, for work-based learning program courses to fulfill this requirement

New CTE Graduation Pathway Option (continued)

- Each district school board is required to incorporate the CTE pathway option to graduation in its student progression plan.
- To learn more about this new graduation option, go to <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/pathways-option.shtml>.

Requirements for the Career Technical Education (CTE) Pathway Option

Subject	Credits
English Language Arts (ELA)	4 – ELA 1,2,3,4
Mathematics	4 – must include Algebra I and Geometry
Science	3 – must include Biology I and two of which must have a lab and be equally rigorous science courses
Social Studies	3 – World History, U.S. History, U.S. Government, Economics with financial literacy
Career and technical education	2 – The courses must result in a program completion and an industry certification
Work-Based Learning Program	2 – A student may substitute up to two credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill this requirement
Physical Education	Not Required
Online Course	Not Required



State Strategic Plan

State Strategic Plan

Goal 1 Highest Student Achievement

Measure 7 (K-12) - High School **Graduation Rate** – Percent of students graduating with a standard diploma in 4 years

	Baseline 2014-15	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Current Plan	New Plan – Using 2018-19 as Baseline		
						2020 Target	2024 Target	2024 Target	2024 Target
Graduation Rate	77.9%	80.7%	82.3%	86.1%		85%	100%	100%	100%

Note: A 1 percentage point increase equates to approximately 2,100 students, based on 2017-18 data.

<http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>



State Strategic Plan

Goal 1 Highest Student Achievement

Measure 7 (K-12) - High School **Graduation Rate** – Percent of students graduating with a standard diploma in 4 years

Disaggregation of Standard Diploma Graduates (within 4 years) by **Graduation Code**

Year	Any student who graduated from school and met all of the requirements to receive a standard diploma		Met the Graduation Assessment Requirement Through a Concordant/Comparative Score		Student with Disabilities Who Met the Graduation Assessment Requirement Through an Assessment Waiver		Student with Disabilities Who met all of the requirements to receive a standard diploma who deferred receipt of the diploma to remain eligible for FAPE, per section 1003.4282(10)(c), F.S.		Other Graduation Options (e.g., ACCEL)		All Graduates	
	#	% of Graduates	#	% of Graduates	#	% of Graduates	#	% of Graduates	#	% of Graduates	#	% of Graduates
2017-18	115,312	63.9%	49,666	27.5%	7,967	4.4%	1,909	1.1%	5,569	3.1%	180,423	100.0%
2016-17	120,293	71.6%	35,431	21.1%	6,912	4.1%	531	0.3%	4,875	2.9%	168,042	100.0%
2015-16	128,922	80.7%	19,865	12.4%	6,043	3.8%	118	0.1%	4,724	3.0%	159,672	100.0%
2014-15	131,738	84.6%	14,989	9.6%	5,360	3.4%	9	0.0%	3,618	2.3%	155,714	100.0%
2013-14	132,239	88.5%	11,117	7.4%	4,696	3.1%	N/A	N/A	1,345	0.9%	149,397	100.0%

Disaggregation of Non-Graduates (within 4 years) by Withdrawal Code

Year	Dropout		Still Enrolled in High School		Enrolled in Adult Education Before Completing in a High School Diploma in High School		Received a Certificate of Completion		Earned a GED-Based Diploma		Withdrew to a Contracted Private School		Earned a Special Diploma		All Non-Graduates	
	#	% of Non-Graduates	#	% of Non-Graduates	#	% of Non-Graduates	#	% of Non-Graduates	#	% of Non-Graduates	#	% of Non-Graduates	#	% of Non-Graduates	#	% of Non-Graduates
2017-18	7,425	25.5%	11,064	38.0%	5,941	20.4%	3,819	13.1%	584	2.0%	242	0.8%	30	0.1%	29,124	100.0%
2016-17	8,159	22.6%	12,131	33.5%	6,634	18.3%	5,811	16.1%	720	2.0%	974	2.7%	1,714	4.7%	36,170	100.0%
2015-16	7,492	19.6%	13,801	36.1%	7,173	18.8%	6,799	17.8%	684	1.8%			2,244	5.9%	38,214	100.0%
2014-15	8,178	18.5%	15,978	36.1%	8,438	19.1%	8,144	18.4%	926	2.1%			2,563	5.8%	44,257	100.0%
2013-14	8,387	17.9%	16,532	35.3%	8,751	18.7%	9,003	19.2%	1,534	3.3%			2,588	5.5%	46,837	100.0%

State Strategic Plan

Goal 3 Skilled Workforce and Economic Development

Measure 1 – Postsecondary Employment Rate – Percent of program completers who are employed overall and by sector under the purview of the Department of Education:

- Florida College System (system-wide and by institution)
- District Postsecondary (system-wide and by district)
- Vocational Rehabilitation
- Blind Services

	Baseline 2014-15 (2013-14 completers)	Year 1 2015-16 (2014-15 completers)	Year 2 2016-17 (2015-16 completers)	Year 3 2017-18 (2016-17 completers)	Year 4 2018-19 (2017-18 completers)	2020 Target (2018-19 completers)	2024 Target 1	2024 Target 2	2024 Target 3
Combined	71%	72%	73%	73%		81%	77%	79%	90%
Florida College System (FCS)	72%	73%	73%	73%					
District Postsecondary (DPS)	71%	73%	75%	75%					
Blind Services (BS)	56%	52%	53%	54%					
Vocational Rehabilitation (VR)	69%	71%	74%	74%					

Red Target: Historical Growth Rate (based on growth from 2014-15 to 2017-18)

- 0.67% per year

Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number

- 1% per year

Green Target:

- 90%



BEES Support for Districts for Student Outcomes 2019-20

Multi-tiered System of Support (MTSS) for Districts.

Intensive Supports (Tier 3)

Most focused, targeted, frequent support in addition to and aligned with universal supports that are provided to individual districts in response to identified needs.

Supplemental Supports (Tier 2)

More focused, targeted, frequent support in addition to and aligned with universal supports that are provided to subgroups of districts in response to identified needs.

Universal Supports (Tier 1)

General, statewide support designed to inform, assist, and improve results for all districts.

Supports Provided by BEESS for Student Outcomes

Desk Top Monitoring Support for Student Outcomes

- With district leadership and the applicable BEESS and project staff.
- Districts selected based on current data -superintendents were notified.
- Districts provide their most recent data for their targeted areas and share strategies in place to improve

Follow-up calls

- Scheduled with district leadership for districts visited in 2018-19.
- Superintendents were notified of these calls

On-Site Visits

- Superintendents were notified of an on-site visit for the 2019-20 school year.

2019-20 On-Site Visits

- **Twelve districts and three DOC correctional facilities** are being visited.
- Peer monitors included
- Visits begin with a welcome meeting with district level leadership and the principals of the schools selected to visit
- Focus groups have been and will be conducted at the schools for school-level administration, teachers and students (if applicable)
- Parents have and will participate in a focus group for postsecondary transition
- School walk-throughs have taken place and will continue
- The on-site team shares out with district staff before departing
- A report is written and provided to the district following the visit

On-Site Monitoring Focus Areas

- LEA Determination Criteria
- Coordinated Early Intervening Services (CEIS)
 - Over-identification
 - Discipline
 - Placement
- Discipline (suspension and expulsion)
- Incidents of restraint and seclusion
- Graduation rates
- Dropout rates
- Least restrictive environment
- *ESSA low performing schools
- *ESSA 1% Cap



Youth Mental Health Awareness Training (YMHAT)

Youth Mental Health Awareness Training (YMHAT) Year-to-Date Statistics

Through collaborative efforts between the department and SEDNET YMHAT, during school year 2018-2019, the following was accomplished:

- 705 Certified Instructors through SEDNET YMHAT.
- 16,013 Certified YMHFA First Aiders through SEDNET YMHAT
- 29,037 online activations for Kognito Gold Standard Modules
- 23,938 online completers for Kognito Gold Standard Modules

Data and statistics through July 22, 2019.

Youth Mental Health Awareness Training (YMHAT) Comprehensive Data

Through collaborative efforts from the department, SEDNET YMHAT, and Project AWARE, the following has been accomplished since 2014:

- 1,116 Certified instructors throughout the state.
- 56,946 Certified YMHFA First Aiders throughout the state.
- 23,938 online completers for Kognito Gold Standard Modules

Data and statistics through July 22, 2019.



Alternate Assessment (ESSA and 1% Cap)

Every Student Succeeds Act (ESSA)

- Requires that states have no more than 1% of all students assessed using an alternate assessment
- Florida is currently at 1.5% in ELA and 1.6% in Math and Science (2019)
- Memo sent to districts July 2017 explaining that the 1% cap is at the state level - not district - but **appropriate participation** in the alternate assessment would be monitored at district level
- Each district recently provided with detailed data on 2018-19 assessment

Reminders about Access Courses:

1. Students enrolled in access courses should take the Florida Standards Alternate Assessment (FSAA)
2. Only students determined to have a significant cognitive disability may be enrolled in access courses (Rule 6A-1.0943(5), Florida Administrative Code (F.A.C.)).
3. Students determined to have a specific learning disability or an emotional/behavioral disability have been determined **not** to have a significant cognitive disability and may **not** be enrolled in access courses
 - EBD - 34 CFR §300.8(c)(4) (i)(A)
 - SLD- Rule 6A-6.03018 F.A.C.

Checklist for Course and Assessment Participation

Questions to Guide the Decision-Making Process

1. Does the student have a significant cognitive disability?
2. Even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials, does the student require modifications, as defined in Rule 6A-6.03411(1)(z), F.A.C., to the grade-level general state content standards pursuant to Rule 6A-1.09401, F.A.C.?
3. Does the student require direct instruction in academic areas of English language arts (ELA), mathematics, social studies, and science based on Access Points in order to acquire, generalize, and transfer skills across settings?

Assessment Planning Resource Guide For Individual Educational Planning

https://fsaa-training.onlinehelp.measuredprogress.org/wp-content/uploads/sites/8/docs/FlaAlt_ResourceGuideIEP.pdf



Technical Assistance

Transition Individual Educational Plan (TIEP) Compliance Reminders

- Measurable Postsecondary Goals (MPGs)
- Age-appropriate assessments
- Measurable Annual Goals
- Transition Services to assist the student in reaching MPGs

Deferral

- Free and Appropriate Public Education (FAPE) ends upon receipt of a standard diploma
- Deferral of diploma allowed per [s. 1003.4282 \(10\)](#), F.S.
- Process described in [Rule 6A-1.09963](#), Florida Administrative Code
- Please see Section E of High School Graduation Options for Students with Disabilities TAP for additional information at:
<https://info.fldoe.org/docushare/dsweb/Get/Document-7322/dps-2015-34.pdf>

Deferral Continued

- Deferral is an IEP team decision
- Based on the individual transition needs of the student
- Remember:
 - accelerated college credit
 - industry certification
 - a collegiate high school program
 - courses to satisfy the Scholar designation *or*
 - a structured work-study program

What happens when the student defers, but is not attending?

- Based on the statute there are two parts required for deferral:
 1. The IEP requires special education, transition planning and services
 2. The student is enrolled in accelerated college credit, industry certification, a collegiate high school program, courses to satisfy the Scholar designation or a structured work-study program
- All efforts should be made to contact the student and parents and hold an IEP meeting to discuss
- After all efforts have been made, the district could propose to make a change in placement and issue the diploma
 - Ending FAPE constitutes a change in placement, requiring prior written notice in accordance with [§300.503](#)

Deferral

- Provided through Rule 6A-1.09963 found at:
<https://www.flrules.org/gateway/ruleNo.asp?id=6A-1.09963>
- Please visit the TAP at:
<https://info.fldoe.org/docushare/dsweb/Get/Document-7322/dps-2015-34.pdf>

Additional School Year Reporting



ADDITIONAL SCHOOL YEAR REPORTING GUIDELINES

Technical Assistance Document

<http://www.fldoe.org/core/fileparse.php/7574/urlt/0101163-coding.pdf>

Waiver

According to 1008.22(3)(c)2., F.S. [found at http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1008/Sections/1008.22.html](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1008/Sections/1008.22.html) allows for a student with a disability, as defined in s. [1007.02](#), for whom the individual education plan (IEP) team determines that the statewide, standardized assessments under this section cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma.

Waiver

Is a waiver available to students without disabilities who meet all the other requirements for graduation except passing a statewide, standardized assessment required to receive a standard diploma?

- No. The statewide, standardized assessment results waiver may only be considered for eligible students with disabilities as defined in s. 1007.02, F.S.
- See question A-2 of the Waiver of Statewide, Standardized Assessment Results for Students with Disabilities at:
<https://info.fldoe.org/docushare/dsweb/Get/Document-7321/dps-2015-16.pdf>

Waiver

If a student is determined to be a student with a disability after the administration of a statewide, standardized assessment, can the student's assessment results be considered for a waiver?

- Yes, if after the assessment administration a student has been determined to be a student with a disability, the student may be considered for a waiver as long as the student meets the criteria under question A-2 of TAP.

2018-2019
Florida
Adult High
School
Technical
Assistance
Paper

Rod Duckworth, Chancellor
Career and Adult Education

Students with disabilities who have withdrawn from the K-12 system and possess a statewide, standardized assessment waiver, may now transfer this waiver to the Adult High School program upon enrollment.

The extension of the waiver to the AHS program only applies to students who received waivers as part of s. 1008.22(6), F.S. Additional information can be found at: Waiver of Statewide, Standardized Assessment Results for Students with Disabilities TA Paper.

[http://www.fldoe.org/core/fileparse.php/7522/
urlt/1819-AHSTAP.pdf](http://www.fldoe.org/core/fileparse.php/7522/urlt/1819-AHSTAP.pdf)

Complaints

- Prior Written Notice
- Independent Educational Evaluations (IEEs)
- IEP Implementation and Record Keeping

Prior Written Notice

Written notice must be given to the parents of a child with a disability in a reasonable amount of time **before the district proposes to initiate or change the identification, evaluation or educational placement of the child or the provision of a free appropriate education to the child.** Per Section 300.503, Title 34, Code of Federal Regulations (CFR) and Rule 6A-6.03311, Florida Administrative Code (FAC)

Independent Educational Evaluations (IEEs)

Parents have a right under federal law and regulations to an independent educational evaluation (IEE) at the district's expense if they disagree with an evaluation obtained by the district. The district cannot refuse to conduct an IEE in accordance with the provisions of the procedural safeguards without immediately requesting a due process hearing. Per Section 300.502, Title 34 CFR and Rules 6A-6.0331 and 6A-6.03311, FAC

IEP Implementation and Record Keeping

- Proof of implementation for an IEP
 - Student Schedule, Staff schedule
 - Service logs, lesson plans
 - Executed contracts and Personnel records
 - Other
- Laws and regulations regarding records
 - Parents have the right to inspect and review education records relating to their children that are collected, maintained, or used by the agency within a reasonable amount of time and at least within 45 days after the request. These records may include records generated by a third party/contractor. [34 CFR 99.3](#) ; [34 CFR 99.10](#) (a); and [34 CFR 300.613](#) (a).

Record Keeping

- Parents have the right under FERPA to request the amendment of a student's education records. [34 CFR 99.20](#) through [34 CFR 99.22](#). Any parent who believes that his child's records contain information that is "inaccurate, misleading, or in violation of the privacy rights of the student" may ask the district to amend the record or ask for a hearing to correct or amend the records. The district must respond in a reasonable amount of time. FERPA hearings can be utilized to resolve disputes related to this. [34 CFR 99.20](#) (a); and [34 CFR 99.21](#) (a).
- Notice before destruction of records: District must notify parents when personally identifiable information collected, maintained, or used under the IDEA Part B is no longer needed to provide educational services. [34 CFR 300.624](#) (a).



Transition Opportunities

Federal and State Initiatives

- State Education Agreement – LEA template coming soon
- Carl D. Perkins Career and Technical Education Act or Perkins V
- Collaborative Opportunity
- USDOE Q & A
- Executive Order and more



DOE/DVR IA# IA-952

**AGREEMENT BETWEEN
FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF PUBLIC SCHOOLS
DIVISION OF BLIND SERVICES
AND
DIVISION OF VOCATIONAL REHABILITATION
No.: IA-952**

This agreement ("Agreement"), as of the date this is executed by the last party, is between the Division of Public Schools ("DPS"), the Division of Blind Services ("DBS") and the Division of Vocational Rehabilitation ("VR"). The parties may be referred to herein separately as "Partner" and jointly or other combination as "Partners."

WHEREAS, DPS is the unit of the Florida Department of Education, through the Bureau of Exceptional Education and Student Services, responsible for the successful transition of students with disabilities from secondary school to postsecondary education or employment;

WHEREAS, DBS is the unit of the Florida Department of Education responsible for planning and coordinating Pre-Employment Transition Services for students with visual disabilities as they successfully transition from secondary school to postsecondary education and employment;

WHEREAS, VR is the unit of the Florida Department of Education responsible for planning and coordinating Pre-Employment Transition Services for students with disabilities as they successfully transition from secondary school to postsecondary education or employment;

THEREFORE, the Partners enter into this Agreement and agree as follows:

I. Background

Both the Individuals with Disabilities Education Act (IDEA) and the Rehabilitation Act of 1973 (the Rehabilitation Act), as amended by the Workforce Innovation and Opportunity Act (WIOA), require State Educational Agencies and Vocational Rehabilitation (VR) agencies to plan and coordinate transition services. The transition services include Pre-Employment Transition Services (Pre-ETS) for students with disabilities through a formal interagency agreement (Section 612(a)(12) of the IDEA and Section 101(a)(11)(D) of the Rehabilitation Act). The Partners are all divisions of the Florida Department of Education. This formal Agreement between the Partners is to plan and coordinate transition services for students with disabilities as required under Section 612 of the Individuals with Disabilities Education Act (IDEA) and Section 101 of the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act (WIOA). WIOA went into effect on July 22, 2014, and requires Pre-ETS be made available to all students with disabilities being served by a local educational agency (LEA). Pre-ETS required activities include the following:

- A. Workplace readiness training;



Carl D. Perkins Career and Technical Education Act

- Currently Districts and State Reviewing
 - Completing needs analysis
- Districts will submit plans to state in Spring 2020
- Students with disabilities are considered one of the subcategories under Perkins Special Populations
- Note: If your CTE department hasn't been in touch with ESE department, be sure to reach out and ask how students with disabilities will be included

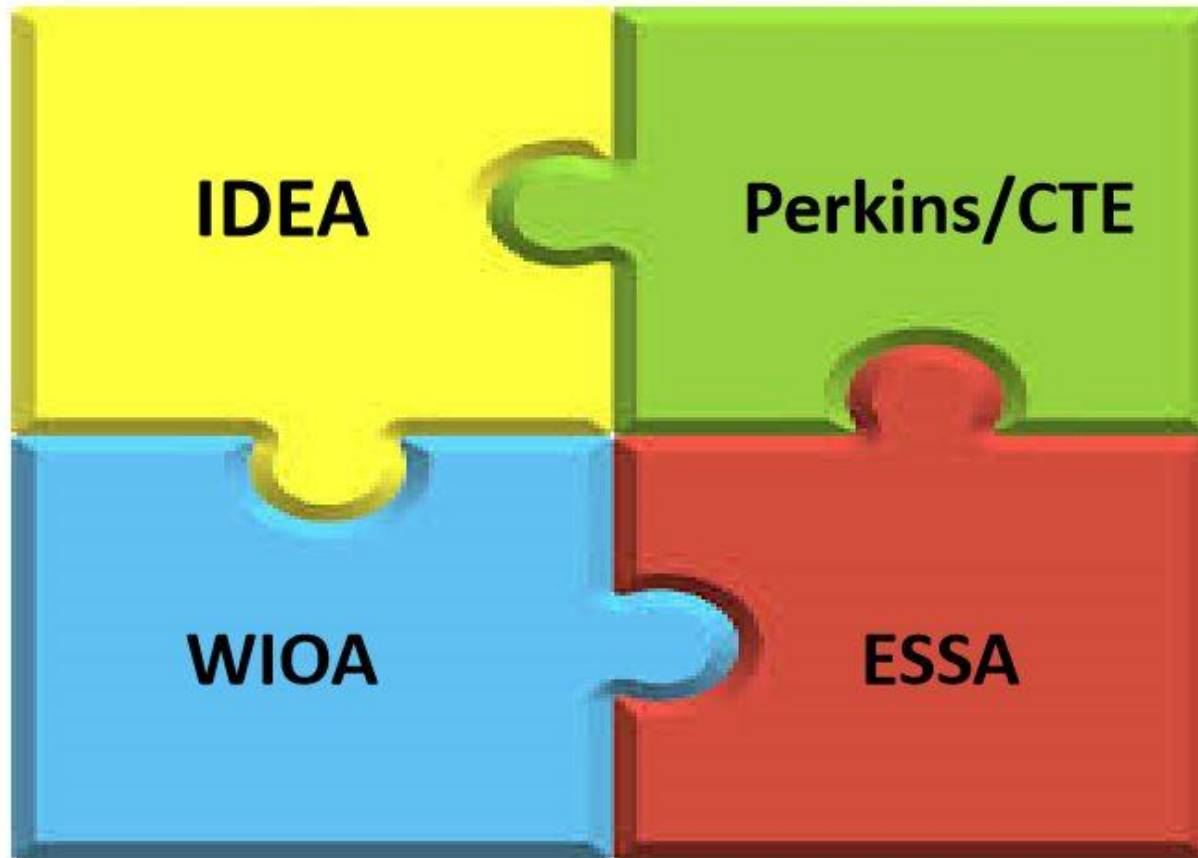


Carl D. Perkins Career and Technical Education Act

Special Populations

- **Individuals with disabilities (IDEA & ADA)**
- Individuals from Economically Disadvantaged Families
- Individuals Preparing for Non-Traditional Fields
- Single Parents
- Out of Workforce Individuals
- English Learners
- Homeless Individuals
- Youth in Foster Care
- Youth with a Parent in Active Military
- Migrant Students

Collaborative Opportunity



Retrieved from: https://transitionta.org/system/files/cop/CTE%20Summit%20PPT%20updates_2Dec19.pdf?file=1&type=node&id=1971&force=0

Under WIOA, the VR program has six indicators of performance, five of which measure program participant level performance and are reflected in this document. These indicators closely align with the four transition priorities and indicators outlined in Part B of IDEA (i.e., 1, 2, 13, 14) and the Secondary and Post-Secondary indicators outlined in Perkins V accountability requirements.

VR Performance Indicator	IDEA Part B Indicator	Perkins V Indicator*
4. Percentage of participants enrolled in an education or training program who attain a recognized postsecondary credential or secondary school diploma or equivalent during participation in or within one year of exit from the program.	1. Percent of youth with IEPs graduating from high school with a regular diploma. 2. Percent of youth with IEPs dropping out of high school	Secondary Measure: 1. Four-Year Graduation Cohort Rate 2. Extended Cohort Graduation Rate (Optional)
VR Performance Indicator	IDEA Part B Indicator	Perkins V Indicator*
4. Percentage of participants enrolled in an education or training program who attain a recognized postsecondary credential or secondary school diploma or equivalent during participation in or within one year of exit from the program. 5. Percentage of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving documented academic, technical, occupational or other forms of progress towards such a credential or employment.	13. Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.	Secondary Measure: <ul style="list-style-type: none"> • Four-Year Graduation Cohort Rate • Extended Cohort Graduation Rate (Optional) • Academic proficiency (i.e., Reading, Language Arts, Mathematics, Science) Postsecondary Measure: <ul style="list-style-type: none"> • Retention and Placement • Credential, Certificate or Diploma
VR Performance Indicator	IDEA Part B Indicator	Perkins V Indicator*
1. Percentage of program participants who are in unsubsidized employment during the 2nd quarter after program exit. 2. Percentage of program participants who are in unsubsidized employment during the 4th quarter after program exit. 3. The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program. 4. Percentage of participants enrolled in an education or training program who attain a recognized postsecondary credential or secondary school diploma or equivalent during participation in or within one year of exit from the program and who were employed or enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit.	14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.	Postsecondary Measure: <ul style="list-style-type: none"> • Retention and Placement • Credential, Certificate or Diploma <p><i>*Perkins V Indicators can vary from State to State. In order to verify alignment (e.g., definitions, timelines), this must be done at the local level. This chart provides example areas of alignment with VR and education.</i></p>

This guide was developed by the WINTAC, a project funded under # H264G15005 of the U.S. Department of Education (Department). The information contained in this document does not necessarily reflect the position or policy of the Department and no official endorsement should be inferred.



UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

September 17, 2019

**Increasing Postsecondary Opportunities and Success
for Students and Youth with Disabilities**

The U.S. Department of Education (Department) is committed to ensuring that students and youth with disabilities are held to high expectations and have the resources and supports needed to expand their learning opportunities and prepare them for success in postsecondary education or careers. To that end, this “Questions and Answers” (Q&A) describes how State educational agencies (SEAs), local educational agencies (LEAs), and State vocational rehabilitation (VR) agencies may coordinate to assist students and youth with disabilities, including students and youth with intellectual disabilities who are in high school and at postsecondary education institutions, through appropriate supports funded under the Individuals with Disabilities Education Act (IDEA) and the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by Title IV of the Workforce Innovation and Opportunity Act (WIOA).

This Q&A addresses the following topics:

- The opportunity for students with disabilities to enroll in postsecondary education programs while still in high school;
- The opportunity for students and youth with disabilities to enroll in comprehensive transition and other postsecondary programs for individuals with disabilities after leaving high school;
- The coordination of transition-related services that students with disabilities may receive under the IDEA and under the VR program; and
- The financial aid available to students with disabilities enrolled in comprehensive transition and postsecondary education programs for students with intellectual disabilities offered at Institutions of Higher Education (IHEs) under the Higher Education Act of 1965, as amended (HEA).

Attached to this Q&A is an Appendix with further details on these topics.

We hope this information is helpful as State VR agencies, SEAs, LEAs, and postsecondary education institutions, including those with comprehensive transition and other postsecondary education programs, continue to review, develop, and implement policies, procedures, and programming for the provision of services for students and youth with disabilities, including students with intellectual disabilities, and for those students with disabilities who are dually enrolled in secondary and postsecondary education programs. If you have any further questions, please contact Jessica Spataro at 202-245-6493 or by email at Jessica.Spataro@ed.gov.

Sincerely,

/s/
Johnny W. Collett

/s/
Robert King

<https://www2.ed.gov/policy/speced/guid/increasing-postsecondary-opportunities-and-success-09-17-2019.pdf>

STATE OF FLORIDA

OFFICE OF THE GOVERNOR

EXECUTIVE ORDER NUMBER 19-31

(Charting a Course for Florida to Become Number 1 in the Nation in Workforce Education by 2030 and Ensuring Florida Students are Prepared for the Jobs of the Future)

WHEREAS, our State Constitution, pursuant to Article IX, section (1)(a), provides that the education of children is a fundamental value of the people of the State of Florida and that it is the paramount duty of the state to make adequate provision for the education of children residing within its borders;

WHEREAS, Florida is currently ranked 24th in the nation of people age 25-64 with an associate in arts degree or higher or with a high-quality workforce relevant certificate; and

WHEREAS, students must acquire advanced knowledge and skills to find meaningful work and enjoy productive careers; and

WHEREAS, a knowledgeable and skilled workforce is essential for future economic growth and expanded opportunity; to wit:

Florida's economy will need a skilled labor force for opportunities in health services, education, transportation, trade, utilities, computing, as well as for jobs that require an industry certification or license; and

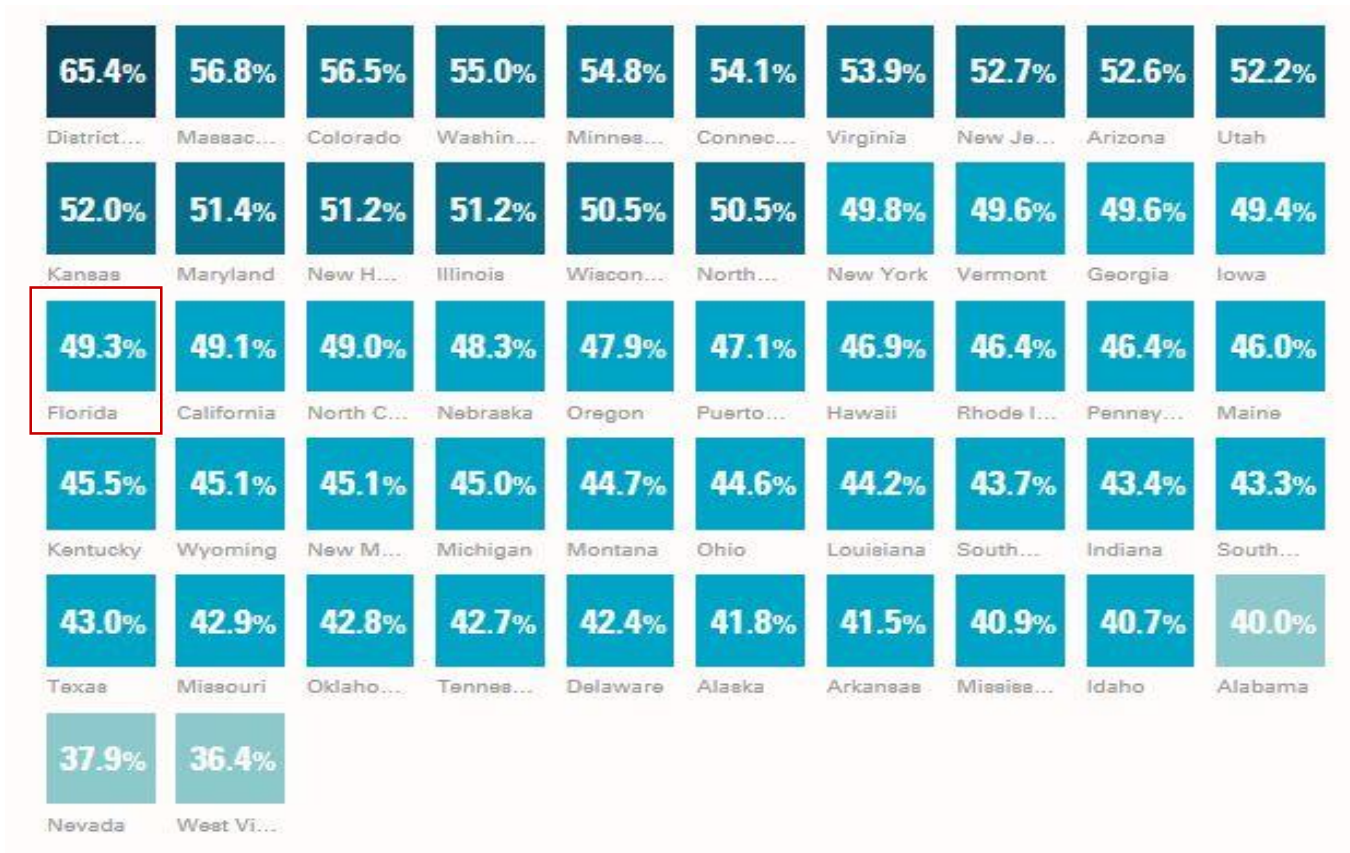
WHEREAS, enhancing Florida's workforce education will provide more economic opportunities for our graduates and support further diversification of Florida's economy.

NOW, THEREFORE, I RON DESANTIS, as Governor of Florida, by virtue of the authority vested in me by Article IV, Section (1)(a) of the Florida Constitution, and all other applicable laws, do hereby issue the following Executive Order, to take immediate effect:

Section 1: I hereby direct the Commissioner of Education to ensure the following objectives are completed:

<https://www.flgov.com/wp-content/uploads/orders/2019/EO19-31.pdf>

Florida Ranks #21 in Educational Attainment Beyond High School



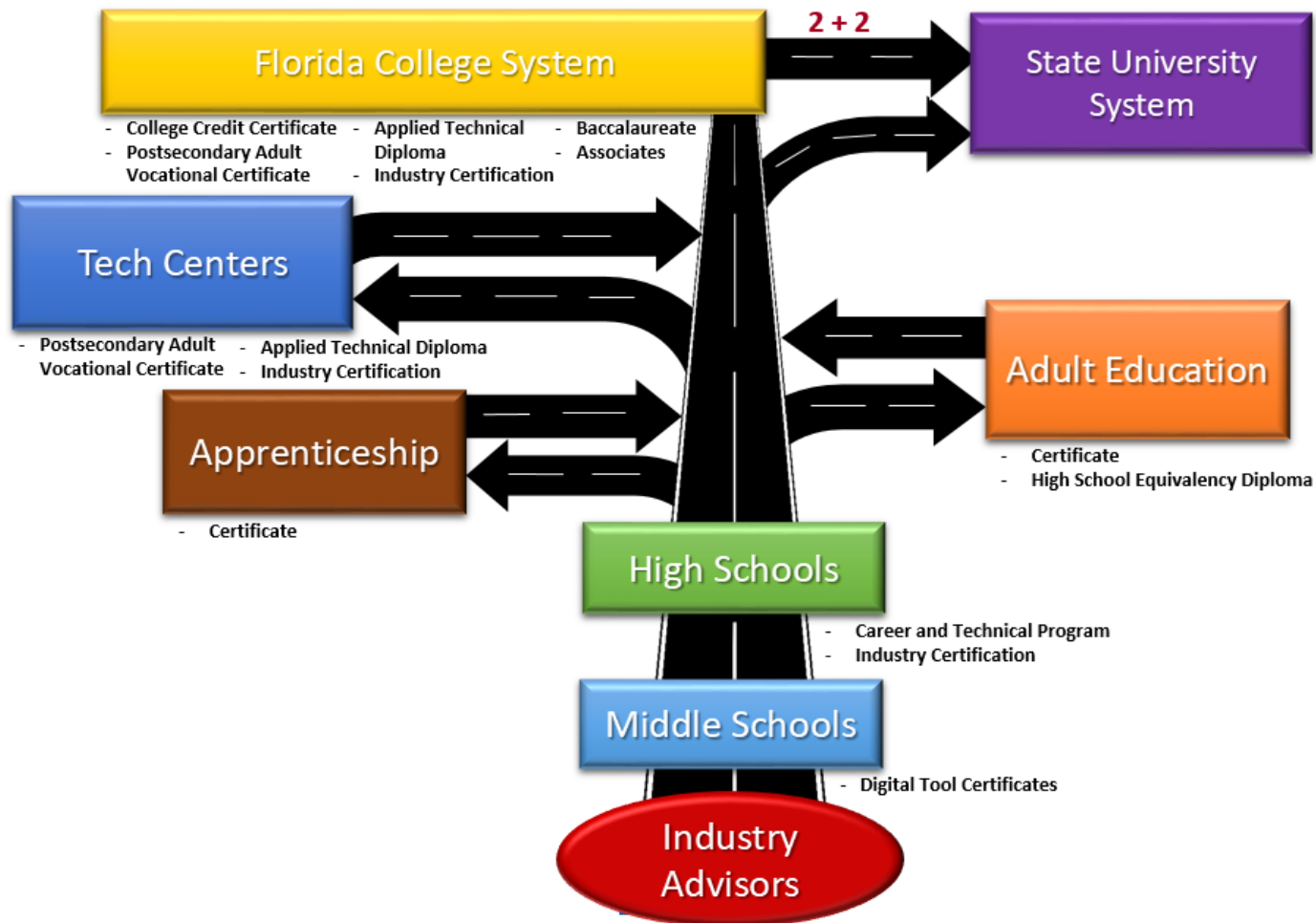
Source: Lumina Foundation's "A Stronger Nation" <http://strongernation.luminafoundation.org/report/2018/#nation&n-tsid=byAttainment>

Florida District Educational Attainment



Source: Lumina Foundation's "A Stronger Nation" <http://strongernation.luminafoundation.org/report/2018/#nation&n-tsid=byAttainment>

Workforce Education System – Pathway to a Career



Partnering with VR

- **26** Districts are current VR Vendors
- BEESS has included questions about VR experiences during parent and teacher focus groups from on-site visits
 - More are familiar with VR
 - More have shared positive stories
- VR is in the process of creating a template to assist districts with local collaboration

The Able Trust – High School High Tech

- 43 Grants throughout the state with school districts and non-profit organizations for local administration
- Serves approximately 1500 students with disabilities each year
- Provides career development and exploration services
- Leads to post-secondary education and employment



Announcements

Youth Leadership Forum (YLF)

- YLF is a unique leadership-training program for high school students with disabilities, hosted by the Florida Association of Centers for Independent Living (FACIL).
- Will be held July 22-26, 2020.
- Four-day event will cultivate leadership, citizenship, and social skills
- Delegates represent a wide range of educational backgrounds, ethnicities, and disabilities, mirroring the richly diverse world in which we live and will be selected based on their leadership potential through participation in school, extracurricular activities and/or community involvement.
- Please visit the FACIL website at: <http://floridacils.org/youth-leadership-forum> to download an application.
- Deadline for applications is March 20, 2020.

VISIONS 2020

VISIONS Conference

- April 15-17, 2020
- Sheraton Lake Buena Vista
- Orlando, FL
- <https://floridadcdt.org/visions-annual-conference.html>

VISIONS 2020

- The Florida Division on Career Development and Transition (FL DCDT) is offering scholarships for professionals, family members, self-advocates and students to attend VISIONS 2020.
- To learn more information, please visit:
<https://floridadcdt.org/index.html>
- Deadline is March 3, 2020

Parent Survey

- Survey open period February 1-May 31, 2020
- Paper surveys were shipped from ScanTron directly to districts on January 13, 2020
- Paper surveys should be distributed by the district to schools
- The online survey option is still available to parents and can be accessed by smart phone



Transition Resources

Online Resources

- Please visit the BEESS Portal at: <http://www.fl-pda.org/> to access Online Independent Study Courses which include:
 - Graduation Requirements
 - Using an Early Warning System to Increase Graduation Success
 - Job Development
 - Secondary Transition
- For information on Facilitated Courses, contact your local FDLRS Center.

Resources Continued



- <http://project10.info/>
- Additional Discretionary Projects
 - <http://www.fldoe.org/core/fileparse.php/7567/urlt/projectslisting.pdf>



www.FLDOE.org

