# The Family Guide to Secondary Transition Planning for Students with Disabilities Comprehensive Toolkit

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# Introduction

This document includes all of the appendices that are included in *The Family Guide to Secondary Transition Planning for Families,* which is available on the Project 10: Transition Education Network (Project 10) website at the Publications page - http://project10.info/DPage.php?ID=77#NS138. Each of the appendices is also available to download individually through the Family Guide Toolkit Padlet. A link to the padlet is also available on the Project 10 Publications page.

Families may find these documents helpful to do the following:
- Prepare for individual educational plan (IEP) meetings
- Take notes at IEP meetings
- Keep records of IEP meetings
- Identify resources to access
- Connect with a Florida Parent Center
- Research a term or acronym
- Identify employment skills that will help your child to find a job
- Review transition services and the age at which they may be provided
- Assess your child's readiness for postsecondary education
- Evaluate your child's capacity for self-determination and employment

Additional resources for families are located on the Project 10 website at http://project10.info/DPage.php?ID=266.

On the next several pages you will find brief explanations of words used by people who work with students with disabilities. Different school districts may use these words in somewhat different ways. Always feel free to ask for definitions of words being used to describe a student or the student's education.

**Academics**
Academics refers to core subject areas such as reading, writing, mathematics, social studies and science that students are required to take in school.

**Access Points**
Access points are academic expectations written specifically for students with significant cognitive disabilities. As part of the Florida Standards, access points reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity. Only students with the most significant cognitive disabilities who are eligible under IDEA will participate in access point courses and the Florida State Alternate Assessment (FSAA).

**Accommodation**
Accommodations are a different way of doing something that takes into account a person's disability. Accommodations are changes in how a student is taught or tested. Accommodations do not change the requirements of a course or the standards the student must meet. Compare with "modification."

**Achieving a Better Life Experience (ABLE) Act**
The ABLE Act provides the opportunity for individuals with disabilities to establish a tax-free account that can be used for medical and dental care, education, community-based supports, employment training, assistive technology, housing and transportation. This account allows individuals with disabilities to work and save money for specified expenses without negatively impacting eligibility for a federal benefits program.

**Age-Appropriate Transition Assessment**
Age-appropriate transition assessments refer to the collection of data on the student's needs, preferences and interests. Transition assessments should be completed each year and the information can be used in the transition IEP. Transition assessments can cover many areas, including employment, self-determination and self-advocacy, independent living and study skills.

**Age of Majority**
The age of majority refers to the age when a person becomes a legal adult. The rights of the parent of a student with a disability transfer to the student when the student reaches the age of majority. In Florida, this is 18 years of age.

**Agency for Persons with Disabilities (APD)**
APD works in partnership with local communities and private providers to assist people who have developmental disabilities and their families. APD also provides assistance in identifying the needs of people with developmental disabilities for supports and services. In order to be eligible for services, an individual must have a developmental disability which occurs prior to age 18. Disabilities served include Intellectual Disability, Autism, Spina Bifida, Cerebral Palsy, Prader-Willi syndrome, Down syndrome,

Phelan-McDermid syndrome, or individuals between the ages of 3-5 at high risk for a developmental disability.

**Agency Responsibilities**
Agency responsibilities refer to the services listed on an IEP that agencies have agreed to provide or help the school district provide.

**Annual Goal**
See "measurable annual goal."

**Assessment(s)**
Assessments are tools or ways of collecting information about a student's knowledge, skills and needs. Assessment(s) may include formal and informal tests, observations and/or reviews of student's portfolios or work samples. Also see "evaluation."

**Assistive Technology**
Assistive technology refers to devices and/or services. See "assistive technology device" and "assistive technology service."

**Assistive Technology Device**
An assistive technology device refers to equipment that is used to maintain, increase or improve the functional capabilities of children and young adults who have disabilities.

**Assistive Technology Service**
Assistive technology service refers to a service that directly helps a child or young adult with a disability in the selection, acquisition or use of an assistive technology device. This includes evaluating assistive technology needs; purchasing equipment; selecting, fitting and repairing equipment; and training the child or young adult, family, teachers, employers, or others in the use of the equipment.

**Benchmarks**
Benchmarks refer to statements in the IEP that describe major milestones a student must reach in order to achieve his "measurable annual goals." In Florida, short-term objectives or benchmarks are only required for students who are assessed through Florida Alternate Assessment (FSAA). However, many school districts continue to develop short-term objectives or benchmarks for all students.

**Career and Technical Education (CTE)**
CTE refers to instruction and experiences designed to make students aware of the broad range of available careers, teach them general job preparatory skills and offer them **courses of study** that allow them to develop skills needed for specific careers. These may include career exploration courses, practical arts courses, diversified cooperative education, work experience, job entry programs and on-the-job training.

**Certificate of Completion**
This certificate is given to students who pass the required courses in high school, but do not earn the required grade point average and/or do not pass the state assessment and so are not eligible for a standard diploma.

**Certificate of Completion-College Placement Test (CPT) Eligible**
The CPT certificate is given to students who pass the required courses in high school and earn the required grade point average, but do not to pass the state assessment and so are not eligible for a standard diploma. Students who earn this certificate are allowed to take the CPT and be admitted to remedial or credit courses at a state college in Florida.

**Community-Based Instruction (CBI)**
Community-based instruction refers to instruction that takes place at locations in the community and is designed to help students perform skills such as grocery shopping and using public transportation. CBI often includes training in the classroom followed by practice in community settings. Often CBI is used to ensure that students can apply skills and knowledge learned through the Florida Standards in the community.

**Community-Based Vocational Education (CBVE)**
CBVE is a vocational program designed for students with disabilities that provides work experience and training to students in community work settings.

**Comprehensive Transition Program (CTP)**
A postsecondary degree, certificate or non-degree program sponsored by a college or career and technical education center that is approved by the U.S. Department of Education and is designed to support students with intellectual disabilities as they continue to receive instruction in academic, career and independent living to prepare for gainful employment.

**Courses of Study**
For the purposes of transition, courses of study describe the student's instructional program. For example, the student will take advanced placement courses leading to a standard diploma; or the student will participate in **community-based instruction** and career placement leading to a standard diploma for students who are taking the alternate assessment.

**Daily Living Skills**
Daily living skills are skills related to taking care of one's own personal needs as independently as possible. Examples include dressing for work, renting an apartment and buying a bus pass.

**Deferral of Receipt of the Standard Diploma**
Deferring the receipt of the standard diploma is done in order to continue to receive services under FAPE. There are two parts to deferral of the standard diploma. First, a student must have an IEP that "prescribes special education, transition planning, transition services, or related services through 21." This is being interpreted to mean that a student must require services to be successful. Second, a student must be enrolled in one of several specific educational programs. The majority of students who earn a standard diploma via an option open to all students will not meet these criteria.

**Discretionary Grant Project**
These projects support the work of the FDOE and are funded by grant awards through the federal government. Discretionary grants can be used to support training, service delivery, research and conference projects.

**Disability**

A disability is a condition that makes it difficult for a student to learn or do things in the same ways as most other students. A disability may be short-term or permanent.

**End-of-Course (EOC) Assessment**
The Florida EOC Assessments are designed to measure student achievement of the Florida Standards or the Next Generation Sunshine State Standards for specific courses, as outlined in the course descriptions. These assessments are part of Florida's Next Generation Strategic Plan for the purpose of increasing student achievement and improving college and career readiness.

**Eligible**
The term eligible, in reference to a student who is an exceptional student as defined in Rules 6A-6.03011 through 6A-6.03031, F.A.C., means any child or youth who requires special instruction or related services and is enrolled in or eligible for enrollment in the public schools of a district.

**Evaluation**
A way of collecting information about a student's learning needs, strengths and interests. It is used to help decide whether a student has a disability and is eligible for ESE programs and services. It may include giving individual tests, observing the child, looking at records and talking with the student and parents. Also see "assessment."

**Exceptional Student Education (ESE)**
The name given in Florida to educational programs and services for students with special learning needs (including those who have disabilities and those who are gifted). It is sometimes called "special education."

**Exceptional Student Education (ESE) Administrator**
The ESE Administrator is the leader of a school district's ESE programs. This person works for the school district, not just one school.

**Expanded Core Curriculum (ECC)**
Students who are deaf or hard of hearing (DHH) and students with visual impairments (VI) have unique needs that are specific to their needs. The ECC promotes the acquisition of compensatory skills that assist students who are deaf or hard of hearing and students who have visual impairments to access the core curriculum in a way that is equitable to students without disabilities. The ECC also promotes the acquisition of functional skills that assist students to access activities outside of the classroom, such as employment, recreation, social events and self-care. Orientation and mobility are necessary aspects of the ECC and are relevant to both compensatory skills and functional skills. Students who are deaf or hard of hearing and students with visual impairments need to develop the skills needed to travel independently and learn from a variety of environments.

**Free Appropriate Public Education (FAPE)**
FAPE refers to language used in the federal law to describe the right of a student, ages 3 – 21, with a disability to special services that will meet his individual learning needs, at no cost to parents.

**Florida Standards**
The Florida Standards are a set of objectives that describe what Florida's students are expected to know and be able to achieve at each grade level. Most students with disabilities are able to meet these standards if they have the right services and accommodations. The Mathematics Florida Standards

(MAFS) include the K-8 grade level standards, 9-12 content standards (placed in high school courses as appropriate) and K-12 Standards for Mathematical Practice. The Language Arts Florida Standards (LAFS) include the English Language Arts standards in grades K-12 as well as the content-area literacy standards for middle school and high school instruction in the following content areas: history/social studies, science and technical subjects.

**Florida State Alternate Assessment (FSAA)**
An alternate assessment is an assessment that is used for a student with a disability when a standard state- or districtwide assessment is not appropriate for that student. See "assessment(s)."

**Functional Vocational Evaluation (FVE)**
FVE is an ongoing process that identifies a student's career interests, work-related aptitudes and skills and need for training.

**GED Diploma – (Tests of General Educational Development)**
See "State of Florida High School Diploma."

**General Curriculum**
In Florida, the general curriculum is the Florida Standards which describe what students are expected to know and be able to do at various points in their education. The general curriculum leads students toward a standard diploma.

**Individual Educational Plan (IEP)**
The IEP is a written plan that describes the individual learning needs of a student with disabilities and the ESE services, supports, aids and accommodations or modifications that will be provided to that student.

**IEP Meeting**
The IEP meeting refers to the meeting that the IEP team holds to write the IEP. The IEP team must meet at least once a year to review the IEP to determine whether the annual goals are being achieved. The IEP may be revised, as appropriate, to address any lack of expected progress, the results of any re-evaluations, information about the student provided by the parent, the student's anticipated needs, or other matters. Parents must approve any changes to IEP goals. In addition to the required annual IEP team meeting, changes can be made to the IEP during an IEP team meeting held after the annual meeting, or, with the agreement of the parent and the district, without convening the IEP team.

**Individuals with Disabilities Education Act (IDEA)**
IDEA is the most important United States law regarding the education of students with disabilities.

**Interagency Council (IAC)**
IACs facilitate an evidence-based strategy that supports post-school outcomes for students with disabilities through a cross-agency, collaborative approach. The coordinated efforts of IACs reduce duplicated services and fill gaps in services for students with disabilities.

**Linkages**
Linkages refer to connections between students with disabilities and agencies that provide adult services.

**Measurable Annual Goal**
Measurable annual goals refer to goals that are written as measurable statements of the skills and behaviors the student is expected to learn to enable the student to be involved in and progress in the general education curriculum. They must be designed to meet the student's academic and functional needs that result from the disability.

**Measurable Postsecondary Goals**
Measurable postsecondary goals refer to goals written to address postsecondary education, training, employment and, where appropriate, independent living skills. They must be measurable, intended to happen after the student graduates from school and be updated annually.

**Mediation**
Mediation is a process in which parents and school personnel try to settle disagreements with the help of a person who has been trained to resolve conflicts. It may also be used to help parents and adult students with disabilities to resolve disagreements about the student's education.

**Medicaid Waiver**
The Medicaid waiver helps families to care for family members with disabilities at home. The waiver helps to provide necessary services that might otherwise be provided through a hospital or nursing home. APD handles the Medicaid waiver in the state of Florida through the system, iBudget Florida. Apply for services from APD and the Medicaid waiver at a local APD office.

**Modification**
A modification refers to a change in the requirements of a course or the standards a student must meet or a change in what the student is taught or tested on. The change is based on the student's needs because of his disability. Compare with "accommodation."

**Notice**
A notice refers to a note or letter to parents about an action the school plans to take that will affect their child's education, such as holding an IEP meeting or changing the student's services or placement.

**On-the-Job Training (OJT)**
OJT refers to instruction that provides students with work experiences and training provided in the job setting designed to help them acquire and apply knowledge, skills and attitudes needed to hold a job.

**Paratransit**
Transportation services for individuals with disabilities that are provided by public transit agencies and are additional to the traditionally provided routes. Door-to-door services may be available on-demand in some public transit systems.

**Person-Centered Planning (PCP)**
PCP is an approach to planning that places the person at the center of the process and focuses on the skills and abilities possessed by the individual. PCP also involves perspectives of family, friends and community members as everyone comes together to build a complete 360-degree view of the person during the planning process.

**Post-School Activities**

Post-school activities refer to activities that a student will pursue after finishing high school. Some post-school activities are postsecondary education, continuing and adult education, technical training, employment, adult services, independent living, recreation and community participation.

**Postsecondary Education (PSE)**

PSE is the next level of education after high school, such as college/university coursework or technical training.

**Pre-Employment Transition Services (Pre-ETS)**

Pre-ETS are provided through VR and serve students ages 15-21 who are in high school or are enrolled in training or education after high school. Students must have an Individual Educational Plan (IEP) or 504 Plan demonstrating a condition that interferes with preparing for, getting, or keeping a job. Pre-ETS include: career exploration counseling, work readiness training, community-based work experiences and self-advocacy training.

**Present Levels of Academic Achievement and Functional Performance (PLAAFP)**

The PLAAFP or present levels statement must accurately describe the effect of the student's disability on his/her participation and progress in the general curriculum. It should include a description of the student's current educational and functional performance, including grade or functioning level, to determine the goals and services the student needs. It must include a description of the remediation needed to pass the state assessment for students who participate in the general statewide assessment. For students of transition age (14-22), many IEP teams choose to incorporate age-appropriate transition assessment information into the present level of academic achievement and functional performance.

**Related Services**

Related services refer to special help given to a student with a disability in addition to classroom teaching. Related services help a student benefit from instruction. Examples of related services include transportation, career counseling, rehabilitation counseling, occupational therapy and physical therapy.

**School-Based Enterprise**

A set of entrepreneurial activities undertaken by students that provides an economic, social and educational return to the student, school and community. Student efforts are designed to enhance personal responsibility, an appreciation of risk versus reward and confidence in achieving and maintaining independence (Gamache & Knab, 2015, p.7).

**Self-Advocacy**

Self-advocacy refers to the skills necessary to be able to speak up for oneself or a cause. Self-advocacy skills include being assertive, knowing your rights, speaking up and negotiating.

**Self-Determination**

Self-determination involves taking control and making decisions that affect one's life. Self-determination helps students to make their own choices, set their own goals, manage their own lives and participate in decision-making.

**Short-Term Objectives (STOs)**

STOs are statements in an IEP that describe small, measurable steps a student must learn or master before the student can reach one of his "measurable annual goals." In Florida, short-term objectives or

benchmarks are only required for students who are assessed through Florida Standards Alternate Assessment (FSAA). However, many school districts continue to develop short-term objectives or benchmarks for all students.

**Situational Vocational Assessment**
A situational vocational assessment refers to an observation process that is used to gather information about a student's work-related behavior in a work environment. Students are generally instructed to perform work-related tasks to determine such competencies as their ability to lift, ability to follow multi-step directions, mobility skills and other related areas that are important in paid jobs.

**Special Diploma**
Legislation passed in Florida during the 2014 session repealed the special diploma statute effective July 1, 2015. The special diploma does not require its recipients to meet the same standards as those earning the standard diploma and may impact availability of post-school options. Students entering 9th grade during the 2014-15 school year and after must work toward a standard diploma. Students with disabilities who entered 9th grade prior to the 2014-15 school year may continue to work toward a special diploma if this is indicated on their IEP. There are two special diploma options for students who entered grade 9 prior to 2014-15: Option 1, which is academic-focused; and Option 2, which is employment-focused. Specific criteria for these options are available from the school district.

**Standard Diploma**
Standard diploma is the diploma granted to all students, including students with disabilities, who meet state standards and requirements. All students entering 9th grade during the 2014-15 school year and after must work toward a standard diploma.

**Standard Diploma Options for Students with Disabilities**
Legislation passed in Florida during the 2014 session required that the State Board of Education create rules regarding additional ways in which students with disabilities, beginning with the 2014-2015 ninth grade cohort, may earn a standard diploma. Consequently, in addition to the standard diploma options available to all students, there are two additional standard diploma options available only to students with disabilities with an IEP. The first is a 24 credit standard diploma with academic and employment options. The second is a 24 credit standard diploma with access courses and alternate assessment. Criteria for these options are presented in this guide. Also see the related technical assistance paper, https://info.fldoe.org/docushare/dsweb/Get/Document-7322/dps-2015-34.pdf

**Standard Diploma Options for Students with Disabilities: 24-Credit with Academic and Employment Options**
The 24-credit standard diploma with academic and employment options is a standard diploma option that is available only to students with a disability who have an IEP.

**Standard Diploma Options for Students with Disabilities: 24-Credit with Access Courses and Alternate Assessment**
This 24-credit standard diploma with is a standard diploma options that is available only to students with significant cognitive disabilities who take access courses and the alternate assessment.

**Standard Diploma with State Standardized Testing Waiver**
Florida has specific procedures that must be followed for a student to be eligible for a Standard Diploma with the state standardized testing waiver. This diploma may be granted to students with disabilities

who earn the specified number of credits and grade point average, meet the Florida Standards and meet any other school district graduation requirements, but have not passed state standardized testing and for whom the IEP team has decided that the state standardized testing is not an accurate measure of the student's achievement.

**State of Florida High School Diploma**
Any student who is at least 18 years old and who has not earned a standard diploma may earn a State of Florida diploma by passing the tests of General Educational Development (GED).
The GED consists of separate tests in English, social studies, science, literature and mathematics. Students must also write a 200-word essay.

**Summary of Performance (SOP)**
IDEA (2004) requires public schools to provide students receiving exceptional education services a "Summary of Performance" (SOP). This summary of a student's academic achievement and functional performance should also include recommendations on how to assist the youth in meeting his postsecondary goals, including postsecondary education, training, employment/career and independent living. The SOP is completed for a child whose eligibility for special education services has terminated "due to graduation from secondary school, or due to exceeding the age eligibility for a FAPE under State law" (Individuals with Disabilities Education Act of 2004 [IDEA], §614(c)(5)(B)).

**Supplemental Security Income (SSI)**
SSI refers to Federal benefits paid to people with disabilities who have limited income. A child's eligibility is based on the income of his parents. Children who were not eligible because their parents' income was too high may become eligible once they reach age 18 and should re-apply.

**Social Security Disability Insurance (SSDI)**
SSDI refers to Federal benefits paid to people with disabilities who have work credits or who were disabled before age 22 and have an eligible (disabled or deceased) parent.

**Supported Employment**
Supported employment refers to competitive work, paid at or above minimum wage, which provides regular opportunities for interaction with people who do not have disabilities. Supported employment typically includes job coaches or employment specialists who help students with disabilities to get and keep a job.

**Tests of General Educational Development (GED)**
See "State of Florida High School Diploma."

**Transfer of Rights**
At the **age of majority**, 18 years of age in Florida, the student gains all of the legal rights and responsibilities of an adult. At this time, the educational decision-making rights of parents, including parents of a student with a disability, transfer to the young adult.

**Transition**
For students with disabilities, transition is the process of getting ready to move from school to adult life. The process occurs over a period of several years and involves planning, goal setting, instruction, services and activities designed to make that move successful.

**Transition Services**
Transition services refer to a coordinated set of activities that helps a student move from school to post-school activities.

**Vocational Rehabilitation**
This state agency helps people with disabilities find and maintain employment and enhance their independence. VR Transition Youth Services focus on helping students, beginning at age 15, to make a seamless transition from school to postsecondary training, education and employment. See Pre-ETS.

## Appendix B: Directory of State Agencies and Organizations

| State Agencies and Organizations | | | |
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| **Agency/Organization** | **Purpose** | **Website** | **Phone** |
| Agency for Persons with Disabilities (APD) | APD is the agency specifically tasked with serving the needs of Floridians with developmental disabilities (autism, cerebral palsy, spina bifida, intellectual disabilities, Down syndrome and Prader-Willi syndrome). | http://apd.myflorida.com | Phone: (850) 488-4257 Toll Free: (866) 273-2273 |
| Arc of Florida | The Arc of Florida is a nonprofit organization whose mission is to improve the quality of life for persons with intellectual and developmental disabilities. | http://arcflorida.org | Phone: (850) 921-0460 Toll Free: (800) 226-1155 |
| Career and Technical Education (CTE) Centers By School District | This site provides a directory of CTE Centers available in each Florida school district. | http://www.fldoe.org/academics/career-adult-edu/dist-ps-instit.stml. | n/a |
| CareerSource | CareerSource Florida is the statewide workforce policy and investment board whose partners include the Department of Economic Opportunity, 24 local workforce development boards and 100 career centers throughout Florida. Together, they support businesses and job-seekers to create successful employment outcomes for the benefit of everyone involved. | https://careersourceflorida.com/career-assistance/ | Phone: (850) 692-6887 |
| Disability Rights Florida | Disability Rights Florida is the statewide protection and advocacy system for individuals with disabilities in the State of Florida. Their services are free and confidential. | www.disabilityrightsflorida.org | Phone: (850) 488-9071 Toll Free: (800) 342-0823 Test Driven Development (TDD): (800) 346-4127 |
| Employment First Florida | Employment First Florida's goal is to prioritize employment objectives for individuals with disabilities and help them find good jobs in their communities. | http://www.employmentfirstfl.org/ | Phone: (617) 287-4300 |
| Florida Abilities Work | Florida Abilities Work provides information to Florida employers looking to hire qualified job seekers with disabilities and to job seekers who are trying to find a job. | https://abilitieswork.employflorida.com/vosnet/Default.aspx# | Toll Free: (844) 245-3405 |
| Florida Association of Centers for Independent Living | Florida Association of Centers for Independent Living provides support and resource development for 15 CILs | http://www.floridacils.org/ | Phone: (850) 575-6004 Toll Free: (866) |

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| (CIL) | | throughout Florida, which are community-based, non-profit agencies that empower persons with disabilities to move from dependence to independence. | | 575-6004 |
| **Florida Colleges and Universities** | Florida Colleges List | This site provides a list of Florida Colleges. | https://www.floridacollegesystem.com/colleges.aspx | n/a |
| | Florida Colleges' Disability Support Services | This site provides a list of disability support providers by college. | http://www.fldoe.org/schools/higher-ed/fl-college-system/academic-student-affairs/disability-support-services.stml | n/a |
| | Florida Universities List | This site provides information on Florida Universities, college planning and other related topics. | http://www.flbog.edu/ | n/a |
| | Florida University Disability Resource Centers | This page provides a list of University Student Disability Resource Centers and web links to each center. | http://www.flbog.edu/forstudents/ati/disabilities.php | n/a |
| | State University System of Florida Admissions Tour | This site provides a matrix comparing characteristics of Florida Universities, fact sheets and a virtual tour through PowerPoint presentations. | http://www.flbog.edu/board/office/asa/admissionstour.php | n/a |
| Florida Alliance for Assistive Services and Technology (FAAST) | | FAAST provides advocacy and awareness activities that increase access to and acquisition of assistive services and technology to improve the quality of life for all Floridians with disabilities. | http://www.faast.org/ | Phone: (850) 487-3278 Toll Free: (888) 788-9216 |
| Florida Commission for the Transportation Disadvantaged | | The mission of this organization is to insure the availability of efficient, cost-effective and quality transportation services for transportation disadvantaged persons. | http://www.fdot.gov/ctd/ | Phone: (850) 410-5700 Toll Free: 1(800) 983-2435 Hearing and Speech Impaired Call: 711 Florida Relay System |
| Florida Consortium on Inclusive Higher Education (FCIHE) | | Consortium partners collaborate to increase the number of inclusive postsecondary programs for students with intellectual disabilities. FCIHE assists with the | http://ies.sdes.ucf.edu/consortium | n/a |

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| | | alignment of curriculum and credentialing among institutions of higher education and provides mini-grants for program development and enhancement. | | |
| Florida Department of Education | Bureau of Exceptional Education and Student Services (BEESS) | BEESS administers Florida's programs for students with disabilities to ensure the achievement of each and every individual's extraordinary purpose by expanding opportunities through collaboration of families, professionals, and communities who guarantee the highest expectations and individual success. | http://www.fldoe.org/ese/ | Phone: (850) 245-0475 |
| | Division of Blind Services (DBS) | DBS ensures help blind and visually impaired Floridians achieve their goals and live productive and independent lives. | http://dbs.myflorida.com/ | Phone: (850) 245-0300 Toll Free: (800) 342-1828 |
| | Division of Florida Colleges | The Division of Florida Colleges is the primary point of access to higher education in Florida. | http://www.fldoe.org/schools/higher-ed/fl-college-system/index.stml | Phone: (850) 245-0407 |
| | Division of Vocational Rehabilitation (VR) | VR is a federal-state program that helps Floridians with physical or mental disabilities get and/or keep a job. | http://www.rehabworks.org/ | Phone: (850) 245-3399 (Voice/TDD) Toll Free: (800) 451-4327 (Voice/TDD) |
| | Office of Workforce Education (Career and Adult Education) | Career and Adult Education is designed to meet the needs of Floridians through partnerships with public and private sectors to provide adult education and training to improve Florida's workforce. | http://www.fldoe.org/workforce/ | Phone: (850) 245-0446 |
| Florida Developmental Disabilities Council, Inc. (FDDC) | | FDDC advocates for and promotes meaningful participation in all aspects of life for Floridians with developmental disabilities. | http://www.fddc.org/ | Phone: (850) 488-4180 Toll Free: (800) 580-7801 TDD: (850) 488-0956 TDD/Toll Free: (888) 488-8633 |
| Florida Health and Transition Services (HATS) | | Florida HATS provides information and resources to ensure the successful transition from pediatric to adult health care for all youth and young adults in Florida, including those with disabilities, chronic health conditions or other special health care needs. | http://www.floridahats.org/ | Phone: (813) 259-8604 |
| Florida Shines | | Florida Shines provides information and | https://www.flori | Phone: (850) 922- |

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| | resources to assist high school students to go to college, including access to Florida Virtual Campus (FLVC) for academic advising and distance learning. | dashines.org/ | 6044<br>Toll Free: (877) 506-2210 |
| Project 10: Transition Education Network | Project 10 assists Florida school districts and stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve their academic success and post-school outcomes. | http://project10.info/ | Phone: (727) 873-4661 |
| Residential Options of Florida (ROOF) | ROOF seeks to empower individuals with intellectual and developmental disabilities to successfully obtain and maintain affordable and inclusionary housing of their choice. | http://flroof.org/ | n/a |
| The Family Cafe´ | The Family Café provides opportunities for collaboration, friendship and empowerment to individuals with disabilities and their families by serving as a facilitator of communication and information as well as providing a space for dialogue. | https://familycafe.net/who-we-are | Phone: (850) 224-4670<br>Toll Free: (888) 309-CAFÉ |

# Appendix C: Directory of Florida Parent Centers

| Florida Parent Centers | | | |
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| **Agency/Organization** | | **Purpose** | **Website** | **Phone** |

| | Agency/Organization | Purpose | Website | Phone |
|---|---|---|---|---|
| **Florida Parent Centers: Parent Training and Information Centers** | Family Network on Disabilities (FND) of Florida | FND and the regional parent centers listed below are federally funded providers of Parent Training and Information (PTI) services. Assistance and support is provided to parents, educators, community organizations and faith-based groups to increase the kinds and types of parental involvement and engagement to increase student academic achievement across Florida. | http://fndusa.org/ | Phone: (727) 523-1130 Toll Free: (800) 825-5736 |
| | Parent Education Network Project (PEN) | Serves: Lee, Collier, Hendry, Palm Beach, Broward, Miami-Dade, Monroe, Martin and Glades | http://fndusa.org/contact-us/programs/pen/ | Toll Free: (800) 825-5736 (in FL only) Phone: (727) 523-1130 |
| | Parents of the Panhandle Information Network (POPIN) | Serves: Escambia, Santa Rosa, Okaloosa, Walton, Calhoun, Gulf, Bay, Washington, Jackson, Liberty, Holmes, Franklin, Wakula, Gadsden, Leon, Jefferson, Taylor, Madison, Hamilton, Dixie, Suwannee, Lafayette, Gilchrist, Columbia, Baker, Levy , Alachua, Union, Bradford, Nassau, Duval, St. John's, Clay, Putnum, Flagler, Marion and Volusia | http://fndusa.org/contact-us/programs/popin/ | Toll Free: (800) 825-5736 (in FL) Phone: (727) 523-1130 |
| | Parent Support Network (PSN) Project | Serves: Brevard, Citrus, De Soto, Hardee, Hernando, Highlands, Hillsborough, Indian River, Lake, Manatee, Okeechobee, Orange, Osceola, Pasco, Pinellas, Polk, Sarasota, Seminole, St. Lucie and Sumter | http://fndusa.org/contact-us/programs/psn/ | Toll Free: (800) 825-5736 (in FL only) Phone: (727) 523-1130 |
| **Community Parent Resource Centers** | Empowerment Parent Resource Center of Northwest Florida, Inc. | Aims to provide training and resources to the families/caregivers of individuals living with a disability. Serves Escambia, Santa Rosa, Okaloosa and Walton counties in the Western Panhandle area of Florida with plans to expand further east as the EPRC develops. | n/a | Phone: (850) 444-8554 |
| | Parent to Parent of Miami, Inc. | Parent to Parent serves families in Miami-Dade and Monroe counties and helps to identify information, workshops and other resources to help families make decisions about early intervention, early childhood, education, vocational training, employment, college opportunities, as well as the laws that protect the rights of children and adults with disabilities. | http://www.ptopmiami.org | Phone: (305) 271-9797 Toll Free: (800) 527-9552 |

# Appendix D: Directory of National Agencies and Organizations

| National Agencies and Organizations | | | |
|---|---|---|---|
| **Agency/Organization** | **Purpose** | **Website** | **Phone** |
| Center for Parent Information and Resources (CPIR) | CPIR serves as a central resource of information and products to the community of Parent Training Information (PTI) Centers and the Community Parent Resource Centers (CPRCs), so that they can focus their efforts on serving families of children with disabilities. | http://www.nichcy.org | Phone: (973) 642-8100 |
| Council for Exceptional Children (CEC) | CEC is the largest international professional organization dedicated to improving the educational success of individuals with disabilities and/or gifts and talents. | http://www.cec.sped.org | Phone: (866) 509-0218 Toll Free: (800) 224-6830 TTY: (866) 915-5000 |
| Division on Career Development and Transition (DCDT) | DCDT seeks to promote national and international efforts to improve the quality of and access to career/vocational services; increase student participation in career development; and influence polices related to transition services for persons with disabilities. | http://community.cec.sped.org/dcdt/home | n/a |
| Federation for Children with Special Needs | The Federation for Children with Special Needs provides information, support and assistance to parents of children with disabilities, their professional partners and their communities. | http://fcsn.org | Phone: (617) 236-7210 Toll Free: (800) 331-0688 |
| National Collaborative on Workforce and Disability for Youth (NCWD) | The NCWD/Youth assists state and local workforce development systems to better serve all youth, including youth with disabilities and other disconnected youth. | http://www.ncwd-youth.info/ | Toll Free: (877) 871-0744 TTY: (877) 871-0665 |
| National Council on Independent Living (NCIL) | NCIL is the longest-running national cross-disability, grassroots organization run by and for people with disabilities. | http://www.ncil.org/ | Phone: (202) 207-0334 Toll Free: (877) 525-3400 TTY: (202) 207-0340 |
| National Easter Seals Disability Services | Easter Seals provides services, education, outreach and advocacy so that people living with autism and other disabilities can live, learn, work and play in the community. | http://www.easterseals.com | Phone: (312) 726-6200 Toll Free: (800) 221-6827 TTY: (312) 726-4258 |
| National Technical | NTACT assists State Education Agencies, | http://www.transi | Phone: (704) |

| | | | |
|---|---|---|---|
| Assistance Center on Transition (NTACT) | Local Education Agencies, State VR agencies and VR service providers in implementing evidence-based and promising practices ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment. | tionta.org/ | 687-8606 |
| Office for Civil Rights (OCR) | The OCR ensures equal access to education and promotes educational excellence throughout the nation through vigorous enforcement of civil rights. | http://www2.ed.gov/about/offices/list/ocr/index.html | TDD: (877) 521-2172 Toll Free: (800) 421-3481 |
| Office of Special Education and Rehabilitative Services (OSERS) | OSERS promotes inclusion, equity and opportunity for infants, toddlers, children, youth and adults with disabilities to actively participate in all aspects of life. | http://www2.ed.gov/about/offices/list/osers/index.html | Phone: (202) 245-7459 |
| Parent Advocacy Coalition for Educational Rights (PACER) National Parent Center on Transition and Employment | PACER's National Parent Center on Transition and Employment provides assistance and support to parents, youth and professionals on transition topics. | http://www.pacer.org/transition/ | Phone: (952) 838-9000 Toll Free: (888) 248-0822 |
| Social Security Administration (SSA) | SSA provides Social Security services to children, people with disabilities, widows, widowers and retirees. Use this search tool web link and your zip code to locate your local office. | https://secure.ssa.gov/apps6z/FOLO/fo001.jsp | Toll Free: (800) 772-1213 TTY: (800) 325-0778 |
| TASH International Disability Advocacy | TASH advocates for human rights and inclusion for people with significant disabilities and support needs. | http://www.tash.org | Phone: (202) 540-9020 |

# Appendix E: Educational Acronyms and Abbreviations

| | |
|---|---|
| 504 | Section 504 of the Rehabilitation Act of 1973 |
| AA | Associate of Arts |
| AAS | Associate of Applied Science |
| ACT | American College Testing |
| ADA | Americans with Disabilities Act |
| ADT | Adult Day Training Program |
| ALJ | Administrative Law Judge |
| APD | Agency for Persons with Disabilities |
| AS | Associate of Science |
| ASD | Autism Spectrum Disorder |
| AT | Assistive Technology |
| BA | Bachelors of Arts |
| BEESS | Bureau of Exceptional Education and Student Services |
| BIP | Behavior Intervention Plan |
| BPIE | Best Practices in Inclusive Education |
| BRIC | BEESS Resource and Information Center |
| C&C | Check and Connect |
| CARD | Center for Autism and Related Disabilities |
| CBI | Community-Based Instruction |
| CBVE | Community-Based Vocational Education |
| CCR | College and Career Readiness |
| CFR | Code of Federal Regulations |
| CIL | Centers for Independent Living |
| CMS | Children's Medical Services |
| CPALMS | Collaborate, Plan, Align, Learn, Motivate and Share |
| CPT | Comprehensive Transition Program |
| CRP | Community Rehabilitation Provider |
| CSFA | Catalog of State Financial Assistance |
| CTE | Career and Technical Education |
| CWIC | Community Work Incentives Coordinator |
| DBS | Division of Blind Services |
| DCDT | Division on Career Development and Transition |
| DCF | Department of Children and Families |
| DD | Developmental Disability/Developmentally Delayed |
| DHH | Deaf or Hard of Hearing |
| DI | Differentiated Instruction |
| DJJ | Department of Juvenile Justice |
| E/BD | Emotional/Behavioral Disability |

| | |
|---|---|
| EOC | End-of-Course |
| ESE | Exceptional Student Education |
| ESY | Extended School Year |
| EWS | Early Warning System |
| F.A.C. | Florida Administrative Code |
| F.S. | Florida Statutes |
| FAAST | Florida Alliance for Assistive Services and Technology |
| FAB | Functional Assessment of Behavior (also see "FBA") |
| FAFSA | Free Application for Federal Student Financial Aid |
| FAPE | Free Appropriate Public Education |
| FBA | Functional Behavioral Assessment (also see "FAB") |
| FCC | Family Care Council |
| FCIHE | Florida Consortium on Inclusive Higher Education |
| FCIM | Florida Center for Interactive Media |
| FCSUA | Florida Center for Students with Unique Abilities |
| FDDC | Florida Developmental Disabilities Council |
| FDLRS | Florida Diagnostic and Learning Resources System |
| FDOE | Florida Department of Education |
| FERPA | Family Educational Rights and Privacy Act |
| FETPIP | Florida Education Training Placement Information Program |
| FIN | Florida Inclusion Network |
| FND | Family Network on Disabilities |
| FSA | Florida Standards Assessment |
| FSAA | Florida Standards Alternate Assessment |
| FSDB | Florida School for the Deaf and Blind |
| GED | General Educational Development |
| H/H | Hospital/Homebound |
| HEOA | Higher Education Opportunity Act |
| IAES | Interim Alternative Educational Setting |
| IDEA | Individuals with Disabilities Education Act |
| IEP | Individual Educational Plan |

| | | | |
|---|---|---|---|
| IFSP | Individualized Family Support Plan | SE | Supported Employment |
| IHE | Institution of Higher Education | SEA | State Education Agency |
| InD | Intellectual Disability | SEDNET | Multiagency Network for Students with Emotional and/or Behavioral Disabilities |
| IPE | Individual Plan for Employment | | |
| IRWE | Impairment Related Work Expense | SEIE | Student Earned Income Exclusion |
| JAN | Job Accommodations Network | SGPPS | Small Group Planning and Problem-Solving |
| LD | Learning Disability | SI | Speech Impaired |
| LEA | Local Education Agency | SIM | Strategic Intervention Model |
| LI | Language Impairment | SiMR | State-Identified Measurable Result |
| LRE | Least Restrictive Environment | SL | Supported Living |
| MH | Mental Health | SLD | Specific Learning Disability |
| MTSS | Multi-Tiered System of Supports | SLP | Speech Language Pathologist |
| MW | Medicaid Waiver/ Med-Waiver | SOP | Summary of Performance |
| NAMI | National Alliance on Mental Illness | SP | Services Plan |
| NDPC/N | National Dropout Prevention Center/Network | SPP | State Performance Plan |
| NTACT | National Technical Assistance Center on Transition | SSA | Social Security Administration |
| | | SSDI | Social Security Disability Insurance |
| OCR | Office of Civil Rights | SSI | Supplemental Security Income |
| OHI | Other Health Impairment | SSIP | State Systemic Improvement Plan |
| OI | Orthopedic Impairment | STEAM | Science, Technology, Engineering, Arts and Mathematics |
| OJT | On-the-Job Training | | |
| ODEP | Office of Disability Employment Policy | STEM | Science, Technology, Engineering and Mathematics |
| OSEP | Office of Special Education (U.S. Department of Education) | | |
| | | SUFM | Standing Up for Me |
| OSERS | Office of Special Education and Rehabilitative Services (U.S. Department of Education) | SUS | State University System |
| | | SWD | Student with a Disability (SWDs = Students with Disabilities) |
| OT | Occupational Therapy | | |
| PASS | Plan for Achieving Self Sufficiency | TABE | Test of Adult Basic Education |
| PBS | Positive Behavior Supports | TAP | Technical Assistance Paper |
| PBIS | Positive Behavioral Intervention and Supports | TBI | Traumatic Brain Injury |
| PCP | Person-Centered Planning | TD | Transportation Disadvantaged |
| PE | Physical Education | TIEP | Transition Individual Educational Plan |
| PLAFP | Present Levels of Academic and Functional Performance | TPSID | Transition Programs for Students with Intellectual Disabilities |
| PSE | Postsecondary Education | | |
| PT | Physical Therapy | TTT | Train-the-Trainer |
| PTI | Parent Training and Information Center | TTW | Ticket to Work |
| QIEP | Quality Individual Educational Plan | VI | Visually Impaired/Visual Impairment |
| RtI | Response to Intervention | VR | Vocational Rehabilitation |
| RTR | Regional Transition Representative (Project 10) | WIPA | Work Incentives Planning and Assistance |
| SAT | Scholastic Aptitude Test | WIOA | Work Innovation and Opportunity Act |
| SBE | School-Based Enterprise | WOTC | Work Opportunity Tax Credits |
| S-D | Self-Determination | WSC | Waiver Support Coordinator |

## Appendix F: Local Contact List

Use these tables to gather information on school and community contacts. You may also choose to store this information in your cell phone for quicker access.

| Local School Contacts School Name: | | | |
|---|---|---|---|
| **Title** | **Name** | **Telephone** | **Email** |
| Principal | | | |
| Assistant Principal | | | |
| Exceptional Student Education Director | | | |
| Transition Specialist | | | |
| Behavior Specialist | | | |
| Social Worker | | | |
| Guidance Counselor | | | |
| School Nurse | | | |
| Teacher | | | |
| Teacher | | | |
| Teacher | | | |
| Teacher | | | |
| Other School Contact | | | |

| Community Contacts | | | |
|---|---|---|---|
| **Title** | **Name** | **Telephone** | **Email** |
| Vocational Rehabilitation Counselor | | | |
| Supported Employment Provider | | | |
| Independent Living Counselor | | | |
| Job Coach | | | |
| Transportation Contact | | | |
| College or University | | | |
| Career and Technical College/Center | | | |
| Academic Advisor | | | |
| Disability Services Coordinator | | | |
| Financial Aid Counselor | | | |
| Other | | | |
| Other | | | |
| Other | | | |
| Other | | | |

## Appendix G: IEP Preparation and Observation Guide for Families

Child's name: _____ Age: _____

What things does your student do best?_____

What needs does your student have?_____

How does your student seem to feel about:

School?_____

Work (if he goes to work)?_____

Himself or Herself?_____

Other people (friends, family, teachers, co-workers)?_____

How well does your student take care of himself or herself (dressing, eating, staying clean, getting from place to place, buying things, etc.)?_____

_____

What does your student do to help you at home?_____

How well does your student follow directions?_____

What does your student like to do when he has free time? What are his hobbies?
_____

What does your student not like to do?_____

_____

How many friends does your student have?_____

How old are your student's friends?_____

What does your student do with his friends?_____

How much, and how well, does your student communicate with other people? _____

_____

Does your student talk?       ☐ Yes ☐ No

If no, how does he communicate? _____

What kinds of jobs or chores has your student done? _____

_____

What services does your student receive from community agencies?_____

_____

How is your student performing academically? _____

_____

What are current academic needs? _____

_____

What assistive technology devices does your student use?_____

_____

Is your student aware of the types of work available in the community?    ☐ Yes ☐ No

What kind of job or career would your student like to have?_____

_____

Where would you like to see your student living and working five years from now?_____

_____

What does your student most need to learn in order to be ready for adult life?_____

_____

## Appendix H: Parents' Record of IEP Meeting

Did you get a written notice about the meeting?　☐ Yes　☐ No

If yes, date of notice: _____ Number of days before the meeting: _____

Did you get any other kind of notice? ☐ Phone call　☐ Visit

☐ Reminder note　☐ Electronic mail　☐ Other _____

Did you ask to change the date, time, or place?　☐ Yes　☐ No

If yes, were you able to make a change?　☐ Yes　☐ No

Did you go to the meeting?　☐ Yes　☐ No

If no, why not? _____

If no, did the school staff ask you to help with the IEP in some other way?　☐ Yes　☐ No

If yes, complete the remainder of this form for your records.

How? _____

When was the meeting held? (Date)_____ (Time) From:_____ To: _____

Where was the meeting held? _____

Who was at the meeting? _____

Name & title: _____

Name & title: _____

Name & title: _____

Name & title: _____

Was anyone invited who did not attend the meeting?　☐ Yes　☐ No

Name & title: _____

Name & title:_____

If a key person was not able to be present, how was this addressed?_____

_____

Did your child attend the meeting?  ☐ Yes  ☐ No

Why or why not? _____

_____

Did your child actively participate in the meeting?  ☐ Yes  ☐ No

If yes, what did your child do? _____

Was there a need for more than one meeting? ☐ Yes  ☐ No

If yes, give date(s): _____

What information and opinions did you share at the meeting? _____

_____

Did the IEP team discuss what type of diploma your student will work toward?  ☐ Yes  ☐ No

Which diploma option is your student pursuing?

☐ 24-Credit Standard Diploma
☐ 18-Credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
☐ International Baccalaureate (IB) Diploma Program
☐ Advanced International Certificate of Education (AICE) Diploma Program
☐ Performance-Based Exit Option/GED® Exit Option
☐ Special Diploma (**not available to students who began ninth grade in 2014-15 or later**)

What are your student's measurable postsecondary goals?

(Education, Training, Employment, Career and, if needed, Independent Living) _____

_____

Do you have any questions or concerns about the IEP? ☐ Yes  ☐ No

If yes, what are they? _____

_____

What are the steps you will take to address your concerns? _____

_____

Did you get a copy of the IEP? ☐ Yes  ☐ No
**Keep a copy of the IEP for your records.**

## Appendix I: Contact Log

Use this page to record the dates of telephone or in-person contacts with your child's teacher or other school personnel. Include notes about what you discussed.

Date: _____   ☐ In person   ☐ Phone call   ☐ Other_____

Notes: _____

_____

Date: _____   ☐ In person   ☐ Phone call   ☐ Other_____

Notes: _____

_____

Date: _____   ☐ In person   ☐ Phone call   ☐ Other_____

Notes: _____

_____

Date: _____   ☐ In person   ☐ Phone call   ☐ Other_____

Notes: _____

_____

Date: _____   ☐ In person   ☐ Phone call   ☐ Other_____

Notes: _____

_____

Date: _____   ☐ In person   ☐ Phone call   ☐ Other_____

Notes: _____

_____

Date: _____   ☐ In person   ☐ Phone call   ☐ Other_____

Notes: _____

_____

## Appendix J. Questions to Consider Before IEP Meetings

| Questions to Consider Before IEP Meetings |
|---|
| What things does your child do best? |
| What needs does your child have? |
| What is your child's attitude about school? |
| What is the status of your child's self-concept? |
| What is your child's attitude about other people (friends, family, teachers, co-workers)? |
| If your child is employed, what is your child's attitude about employment? |
| How well does your child take care of himself/herself (dressing, eating, self-hygiene, getting from place to place, buying things, etc.)? |
| What kind of jobs or chores does your child do to help at home? |
| How well does your child follow directions? |
| What does your child like to do when he/she has free time? What are his/her hobbies? |
| What does your child not like to do? |
| How many friends does your child have? How old are they? |
| What activities does your child share with friends? |
| Does your child talk? If no, how does he/she communicate? |
| How much and how well does your child communicate with other people? |
| What services, if any, does your child receive from community agencies? |
| How is your child performing academically? |
| What are your child's current academic needs? |
| What assistive technologies, if any, does your child use? |
| Is your child aware of the types of work available in the community? |
| What are your child's job or career interests? |
| Where would you like to see your child living and working five years from now? |
| What does your child most need to learn in order to be ready for adult life? |

| | Questions to Ask at IEP Meetings |
|---|---|
| **For Secondary School Personnel** | What are the career and vocational objectives on my child's IEP? |
| | Will my child participate in job training, if appropriate? |
| | On what social skills does the IEP team think my child needs to work? |
| | I would like my child included in more vocational classes. What classes do you suggest? |
| | What types of vocational assessments are administered to determine my child's interests and strengths? |
| | Will my child be taught functional math and reading? |
| | What functional activities contribute to independence? |
| **For Postsecondary Programs** | What training programs are offered? |
| | What is the length and cost of the programs? |
| | What are the entry requirements of the program? |
| | What support devices are available to him/her? |
| | How and where can financial assistance be obtained? |
| | What is the application procedure? |
| | Do you provide assistance in locating a job when my child finishes your program? |
| **For Adult Service Agencies** | What programs and services are offered by your agency? |
| | What types of disabilities do you serve? |
| | How do you determine eligibility? |
| | What is the cost for your program? Can financial assistance be obtained and, if so, whom do I contact? |
| | Is there a waiting list for your programs? If so, how long? |
| | Who is the contact person? |
| | How old does my child have to be to receive your services? |
| | What is the duration of the services? |
| | What is my role and level of involvement? |
| | Do you offer individual and family counseling? |

## Appendix L. Questions to Consider When Planning Transition Services

| Questions to Consider When Planning Transition Services | |
|---|---|
| Clinical Services | Will your child be connected to appropriate adult services by the time they turn 18? |
| | Which services will be needed for stabilization? |
| | Will your child need a case manager and will he/she be eligible for one in the adult system? |
| | Which services will be needed for recovery? |
| | Which support services will be needed to enable your child to transition successfully? |
| | Will your family need access to day care, parent training or domestic violence services? |
| Housing | Where will your child live? (e.g. at home, at school, in public group housing with supports, in private housing away from home) |
| | Will the housing be safe, affordable, adequate and dependable? |
| | Will your child be able to live on his/her own or does he/she need a supervised setting? |
| | Will an application for community housing be needed to be completed? |
| Financial Supports | Will your child be entitled to benefits such as Supplemental Security Income? |
| | Will your child be self-supporting? |
| | Will a Special Needs Trust be necessary? |
| | Will an application for Public Assistance and Food Stamps be necessary? |
| Transportation | Will your child have the skills and resources to get around the community? (e.g. driver's license, use of public transportation and taxi services, specialized transportation needs) |
| | Will your child need to complete an application for reduced fares for public transportation? |
| Medical/Insurance Concerns | What special health concerns does your child have? |
| | Will your child have access to health insurance as an adult? |
| | If so, will this insurance cover any inpatient mental health and chemical dependency treatment, if necessary? |
| | Will your child need access to ongoing medical care and emergency medical care? |

| | |
|---|---|
| | Will your child need to complete an application for Medicaid insurance? |
| **Employment and/or Postsecondary Education** | Will your child have a job in the community or will your child attend a college or trade school? |
| | Will your child have the necessary skills to pursue his/her choice of career or college? |
| | Will your child need independent living skills training? |
| | Will your child need supports or accommodations to succeed at work or at college? |
| | Will your child need to complete an application for Vocational and Educational Services for Individuals with Disabilities (VESID) services? |
| **Social, Personal, Recreational** | Will your child have the skills necessary to develop positive social interactions? |
| | Will your child need to develop effective communication skills with family members? |
| | Will your child have access to telephone, voicemail and e-mail? |
| | How will your child spend his/her free time? |
| | Will your child have hobbies, interests or belong to social groups? |
| **Advocacy and Guardianship** | Will your child be able to advocate for himself/herself or does he/she need training to develop self-advocacy skills? |
| | Will your child need to obtain benefits, treatment, and reasonable accommodations at work or at school that he/she is entitled to receive? |
| | Will your child be capable of decision-making or is there a need to establish legal guardianship? If so, call the Commission on Quality of Care for a guardianship packet at 1-800-624-4143. |
| | Will your family need to do any estate planning to reflect the unique needs of your child? |
| | Will your child know how to access the legal system if necessary? |

## Appendix M. Student, Family and Agency Responsibilities

| | Student, Family and Agency Responsibilities in the IEP Process |
|---|---|
| **Student Responsibilities** | Take an active role in developing the IEP |
| | Complete age-appropriate transition assessments |
| | Learn as much as possible about the transition process |
| | Think about what services would be helpful in daily adult life, so that the transition team may invite the appropriate agencies to the IEP meeting |
| | Think about plans for the future and determine direction for the years immediately after exiting school |
| | Meet and work with career and guidance counselors to determine which courses and other school experiences are required for post-school activities |
| | Learn more about how to get the services and supports needed to achieve long-term goals. |
| | Develop and use self-determination and self-advocacy skills. |
| | Attend class and complete homework assignments. |
| | Save money for post-school activities. |
| | Learn how to use and maintain the assistive technology that is needed and provided. |
| | Accept responsibility for chores at home. |
| **Family Responsibilities** | Keep records of the transition-related services and activities. |
| | Review your child's IEP goals. |
| | Review graduation requirements and help make decisions about diploma options. |
| | Provide opportunities for your child to explore post-school options (e.g., employment, career centers, community colleges, state colleges, universities, living arrangements, recreation and leisure, and community service). |
| | Support your child in developing his measurable postsecondary goals. |
| | Support your child in writing personal letters of invitation for teachers and agency personnel to attend his IEP meetings. |
| | Conduct mock IEP meetings so your child can practice participating in the meeting. |
| | Help your child to develop a portfolio that includes an updated IEP, assessment scores, learning style information, class grades and overall grade point average (GPA), honors or awards, work evaluations, work experiences and other related information. |
| **Agency Responsibilities** | Assist and provide services to your child during the secondary transition period. |
| | Assist with some of the measurable annual goals, benchmarks or short-term objectives. |
| | Purchase, maintain and/or provide training on assistive technology for your child. |
| | Provide supports and services once your child has exited the school system. |
| | Share valuable information relevant to planning for your child's future. |

| Transition Services Checklist | | | | | | |
|---|---|---|---|---|---|---|
| **Transition Services Requirements for** **Individual Educational Plans (IEPs) developed for students age 14 – 21** **\* Bold represents IDEA (federal) requirements** *\* Italics represent additional requirements in Florida legislation* | **AGE** | | | | | |
| | 14 | 15 | 16 | 17 | 18 | 19-21 |
| | \* Gray boxes denote items that are not required for that age group. | | | | | |
| **Provide notice to parent of the IEP meeting, indicating that the student will be invited to attend and that the purpose of the meeting will be to identify transition services**. | | | | | | |
| **Invite the student to the IEP meeting.** | | | | | | |
| *After obtaining written consent from the parent or adult student to invite an agency representative and release personally identifiable information, invite a representative of any agency to attend the IEP meeting that is already providing or likely to provide transition services to the student.* | | | | | | |
| **Document steps taken to ensure that the student's strengths, preferences and interests were considered.** | | | | | | |
| **Discuss measurable post-secondary goals based on age-appropriate transition assessment in the areas of education, training, employment, including career goals, and independent living (where appropriate).** | | | ■ | ■ | ■ | ■ |
| **Develop measurable post-secondary goals based on age-appropriate transition assessment in the areas of education, training, employment, including career goals and independent living (where appropriate). (If there are changes to postsecondary or career goals included in an IEP, the parent or adult student must approve the changes;** *parents may choose an independent reviewer to help decide if the change is appropriate.)* | ■ | ■ | | | | |
| **Develop annual IEP goals related to the student's transition services needed.** | | | | | | |
| **Discuss diploma designations (Scholar and/or Merit) in the IEP meeting and determine if the student will work toward one.** *The decision is made by the parent until the student has reached the age of majority and parental rights have transferred.* | | | | | | |
| **Document the diploma decision.** *Note: This requirement must be addressed in the IEP developed before a student turns 14.* | | ■ | ■ | ■ | ■ | ■ |
| *Review the diploma decision and revise if needed.* | ■ | | | | | |
| **Develop a statement regarding the student's course of study leading to a standard diploma (description of instructional program and experiences).** | | ■ | ■ | ■ | ■ | ■ |
| **Update the statement regarding the student's course of study leading to a standard diploma (description of instructional program and experiences), if needed.** | ■ | | | | | |
| **Begin identifying transition services needs of students (through annual goals, short-term objectives/ benchmarks, or services). Document the need for self-determination and self-advocacy to assist the student to participate in IEP process.** | | | ■ | ■ | ■ | ■ |
| *Develop a statement identifying the Career and Professional Education (CAPE) digital tool certificates and the CAPE industry certifications that the student wants to attain before high school graduation, if any.* | | | ■ | ■ | ■ | ■ |

| Transition Services Requirements for Educational Plans (IEPs) developed for students age 14 – 21 **\* Bold represents IDEA (federal) requirements** *\* Italics represent additional requirements in Florida legislation* | AGE | | | | | |
|---|---|---|---|---|---|---|
| | 14 | 15 | 16 | 17 | 18 | 19-21 |
| | *\* Gray boxes denote items that are not required for that age group.* | | | | | |
| **Continue identifying transition services needs of students (through annual goals, short-term objectives/ benchmarks, or services). Document the need for self-determination and self-advocacy to assist the student to participate in IEP process.** | ▦ | | | | | |
| **Develop transition services in each of the needed transition services activity areas (i.e. instruction, related services, community experiences, employment, post-school adult living and, if appropriate, daily living skills and functional vocational evaluation) that focus on improving the academic and functional achievement of the student.** (Services can be provided earlier as appropriate.) | ▦ | | | | | |
| *Develop the statement of outcomes and additional benefits expected by the parent and the IEP team by the time the student graduates.* | ▦ | | | ▦ | ▦ | ▦ |
| *As needed, revise the statement of outcomes and additional benefits expected by the parent and the IEP team by the time the student graduates.* | ▦ | ▦ | ▦ | | | |
| **Reconvene the IEP team to identify alternative strategies to meet the student's transition objectives if an agency fails to provide transition services described in the IEP.** | | | | | | |
| *Discuss and document deferring receipt of a standard diploma prior to the year the student will meet graduation requirements. This is required in order for the student to continue receiving transition or related services. (Age may vary based on multiple factors.)* | ▦ | ▦ | ▦ | | | |
| **In the year the student is expected to meet graduation *requirements*, if a student will defer receipt of the diploma, the request to defer must be received by the school district before May 15th in order for the student to continue receiving transition or related services**. *The request to defer is only needed once. (Ages may vary depending on when graduation requirements are completed.)* | ▦ | ▦ | ▦ | | | |
| **Discuss the transfer of rights and responsibilities that occur at age 18**, *including the options that are available to assist with decision-making.* | | | | | ▦ | ▦ |
| **Inform the parent and the student of the rights that will transfer to the student, at least one year prior to the student's 18th birthday, and document the notification on the Transition IEP.** | | | | | ▦ | ▦ |
| **Provide the parent and student a separate and distinct notice regarding the transfer of rights near (prior to) the student's 18th birthday.** | ▦ | ▦ | ▦ | | | ▦ |
| **Provide a Summary of Performance (SOP) for students exiting with a standard diploma or aging out of their program.** | ▦ | | | | | |
| **If the student is graduating prior to age 22, provide the parent and adult student with "Notice of Change of Placement" prior to graduation. (Age may vary based on multiple factors.)** | ▦ | | | | | |
| Additional Consideration: Vocational Rehabilitation provides pre-employment transition services (Pre-ETS) that begin at age 14 for students with disabilities and include the following: <br> • Career Exploration Counseling • Postsecondary Educational Counseling <br> • Work Readiness Training • Community-Based Work Experiences <br> • Self-Advocacy Training | | | | | | |

# Appendix O: Self-Determination Parent Checklist

Student Name:                                                  Date:

Self-Determination skills help you to know

☐ Yourself

☐ Your goals

☐ Supports you need to reach your goals
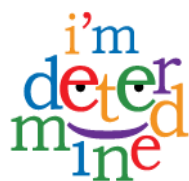
Use the following scale to rate the statements below:

3 = almost always/most of the time        2 = sometimes

1 = rarely or never                                      0 = not  observed

| Rating | | | | |
|---|---|---|---|---|
| 3 | 2 | 1 | 0 | My child sets goals to get what he/she wants or needs. |
| 3 | 2 | 1 | 0 | My child makes plans for reaching his/her goals. |
| 3 | 2 | 1 | 0 | My child checks his/her progress when working toward his/her goals. |
| 3 | 2 | 1 | 0 | My child attends his/her IEP Meetings. |
| 3 | 2 | 1 | 0 | My child participates in his/her IEP Meetings. |
| 3 | 2 | 1 | 0 | My child knows the goals listed in his/her IEP. |
| 3 | 2 | 1 | 0 | At school, educators listen to my child when he/she talks about what he/she wants or needs. |
| 3 | 2 | 1 | 0 | At home, I listen when my child talks about what he/she wants or needs. |
| 3 | 2 | 1 | 0 | My child has others in his/her life who help him/her to accomplish goals. |
| 3 | 2 | 1 | 0 | My child asks for help when he/she needs it. |
| 3 | 2 | 1 | 0 | My child knows what he/she needs, what he/she likes and what he/she enjoys doing. |
| 3 | 2 | 1 | 0 | My child tells others what he/she needs, what he/she likes and what he/she enjoys doing. |
| 3 | 2 | 1 | 0 | My child helps to make choices about the supports (educational services) and accommodations that he/she needs in school. |
| 3 | 2 | 1 | 0 | My child can describe his/her learning difficulties to others. |
| 3 | 2 | 1 | 0 | My child believes he/she has control to direct his/her life. |
| 3 | 2 | 1 | 0 | My child takes care of his/her personal needs (clothes, chores, meals, grooming). |
| 3 | 2 | 1 | 0 | My child makes friends with others his/her age. |
| 3 | 2 | 1 | 0 | My child can make good choices. |
| 3 | 2 | 1 | 0 | My child believes that working hard in school will help him/her to get a good job. |

1. What is one (1) goal that your child has for himself/herself?

2. List three (3) things that your child is doing to reach this goal.

3. How can people around your child (teachers, family, friends, etc.) help to build his/her self-determination skills?

* Used by permission of the Virginia Department of Education, I'm Determined Project

# Appendix P: Youth Employment Skills Parent Checklist

The Youth Employment Skills Parent Checklist was developed, with permission, from the NCWD (2012) publication, "Helping Youth Build Work Skills for Job Success: Tips for Parents and Families," (http://www.ncwd-youth.info/publications/helping-youth-build-work-skills-for-job-success-tips-for-parents-and-families/.

Parents and families can use the publication and checklist as a guide to help their youth develop skills that will help them get and keep a job. The checklist is organized according to five sections. Sections one through four are categories of work readiness skills that are important for all entry level jobs: communication, interpersonal, decision-making and lifelong learning. Section five addresses inclusion of work skills in the Individual Educational Plan (IEP) and Summary of Performance (SOP). After each category, there are guiding questions and strategies provided that families can use to help their youth develop employment skills.

## Section 1: Communication Skills

Communication skills involve the ability to read with understanding, convey ideas in writing, speak so others can understand, listen actively and observe critically.

1. **Is your youth able to gather, process, and use information by observing his environment?**
   **How can you help?**
   - Help your youth identify his learning style.
   - Plan family activities that help youth develop their powers of observation.
   - During a long car or bus trip, ask your youth to find and write down a few road signs and billboards.
   - If your youth has a visual impairment, help him become familiar with common accessibility strategies, such as large print or screen reader programs.

2. **Does your youth convey ideas using written language or through other technologies?**
   **How can you help?**
   - Keep an eye on your youth's writing style and make sure that he understands that it is important to use correct punctuation, complete sentences and accurate spelling in other forms of written communication.
   - Have your youth practice sending thank you notes for appropriate occasions.
   - Have your youth practice clear handwriting and proficient keyboarding skills.
   - Bring a job application home or find one online and have your youth fill it out.
   - Help your youth create an e-resume using PowerPoint, pictures, and video.

3. **Does your youth understand what he reads?**
   **How can you help?**
   - Discuss the importance of reading with your youth, and encourage him to find materials to read for pleasure.
   - Ask your family member to read a passage from a book or newspaper article, and have him answer questions you ask about what is read.
   - If applicable, advocate that your youth's IEP address skill building in functional reading.
   - Investigate job accommodations that might address reading difficulty in the workplace.

## Section 2: Interpersonal Skills

Interpersonal skills involve the ability to guide others, resolve conflict and negotiate, advocate and influence, and cooperate with others.

1. **Is your youth able to show others how to do a task?**
   **How can you help?**
   - ☐ Speak to your youth about the importance of being able to teach others how to do a task.
   - ☐ Explain that your youth must know how to do a task before he can teach others how to do it.
   - ☐ Help your family member understand that the easiest way to guide somebody through a task is to break that task into manageable segments.
   - ☐ Ask your youth to identify a task with multiple steps and guide you through it.
   - ☐ Discuss the concept of positive reinforcement with your family member.

2. **Is your youth effective in advocating for what he thinks should be done and influencing others towards their point of view?**
   **How can you help?**
   - ☐ Encourage your youth to participates in school or community-based activities that promote leadership.
   - ☐ Ask your youth to identify something their school or community needs, such as a new playground, public swimming pool, or teen center.
   - ☐ Have your youth present the case for this need to an impartial person, such as a relative or teacher.
   - ☐ Give your youth constructive feedback on the proposal, and ask him to modify the proposal based on the feedback you give.

3. **Does your youth use his creativity?**
   **How can you help?**
   - ☐ Plan a family garage sale and ask your youth to be in charge of promotion.
   - ☐ Encourage your family member to enjoy age appropriate brain teasers and other puzzles that promote creative problem solving.
   - ☐ Create a made-up situation, such as "the Nature Club needs money for a field trip to the National Forest," and have your youth brainstorm possible solutions.
   - ☐ Encourage your youth to enter a piece of art, creative writing, or homemade film into a local contest or to take a class in an area of interest.
   - ☐ Explain to your youth about when they can use creativity in the workplace.

## Section 3: Decision-making Skills

Decision-making skills involve the ability to use math to solve problems and communicate, solve problems and make decisions, and plan.

1. **When given a task, is your youth able to plan a course of action?**
   **How can you help?**
   - ☐ Consider purchasing a digital voice recorder so your youth can record directions or job tasks given by an employer.
   - ☐ Give your youth a vague task, such as "make dinner," that requires steps to plan; have him write out and describe steps to you; and help your youth complete the task.
   - ☐ Encourage your youth to ask questions about details of the tasks when vague directions are given and the next steps are unclear.

2. **Does your youth need assistance in solving problems and making decisions?**
   **How can you help?**
   - ☐ Watch a local news broadcast and ask your youth to summarize the problem or conflict detailed in each story.
   - ☐ Have your youth offer a possible solution to the issues on the news.
   - ☐ Schedule an informational interview with a worker from a job your youth is interested in.
   - ☐ Role-play a situation with your youth where an issue arises at work that he will need to report on. Have him practice describing what the situation was, who was involved and what steps he took to remedy the situation.

3. **Does your youth use math to solve problems and communicate?**
   **How can you help?**
   - ☐ Help your youth become familiar with mathematic symbols, numbers, and phrases.
   - ☐ Use home improvement tasks as an avenue to work on math-related problem solving.
   - ☐ Encourage your youth to re-check the calculations using a calculator or computer.
   - ☐ Keep your weekly grocery receipts and ask your family member to create a chart that shows what your grocery spending is for a two-month period.

## Section 4: Lifelong Learning Skills

Lifelong learning skills involve the ability to take responsibility for learning, reflect and evaluate, learn through research as well as use information and communications technology.

1. **Does your youth use technology, such as computers, with proficiency?**
   **How can you help?**
   - ☐ Create a checklist of technologies and programs that are commonly used on the job; use school resources, libraries, volunteer experiences, and technology you might have in the home to ensure your youth is familiar with each. List on his resume.
   - ☐ Encourage your youth to take computer classes in school, at the library or through other community agencies.
   - ☐ Make sure your youth is aware of how to use computers and technology appropriately in the workplace.
   - ☐ Consider exploring what is available in the area of assistive technology (e.g., Florida Alliance for Assistive Technology [FAAST], www.faast.org).

2. **Does your family member seek information from other sources when faced with a problem or task?**
   **How can you help?**
   - ☐ Discuss the importance of employees being able to gather information to solve problems.
   - ☐ Ask your youth to find a new dessert that your family can bring to a holiday gathering, using three different sources of information (e.g., Internet, cookbook, television)
   - ☐ Have your youth use an Internet search engine to research a topic of interest.
   - ☐ Role-play with your youth a situation where he has to ask a co-worker or supervisor for help or advice.

3. **Is your youth able to recognize and count money and to make change if necessary?**
   **How can you help?**
   - ☐ Use actual money or purchase an imitation money set that includes coins and have your youth practice identifying the currency and coins.
   - ☐ Carry cash when shopping for small items and have your youth interact with the cashier and pay for the items.

☐ Help your youth find opportunities to practice working with money (e.g., yard sale, concession stand, selling raffle tickets).

**Section 5: Including Work Skills in the Individual Educational Plan (IEP) and Summary of Performance (SOP)**
Families of students receiving special education services can advocate for incorporating goals that relate to building work skills into their youth's IEP. In addition to requiring an IEP for youth with disabilities, the Individuals with Disabilities Education Improvement Act (IDEA 2004) also requires public schools to provide students receiving special education services a "Summary of Performance" (SOP). This summary of a student's academic achievement and functional performance should also include recommendations on how to assist the youth in meeting his postsecondary goals. The SOP is provided to students with disabilities who are due to graduate with a standard diploma, or exceed the age eligibility for a free and appropriate public education. The SOP is most useful when linked with the IEP process and the student has the opportunity to actively participate in its development.

1. **Does your youth's IEP address work skills?**
   **How can you help?**
   ☐ Advocate for IEP goals that teach reading for understanding.
   ☐ Advocate for goals that teach technology skills.
   ☐ Advocate for goals that provide community- and school-based work experiences.

2. **Does your youth's SOP include work skills?**
   **How can you help?**
   ☐ Make sure that your youth's SOP lists work skills that he has mastered.
   ☐ Make sure that your youth's SOP includes work-related academic and interpersonal or soft skills that he has mastered (e.g., counting money, reading and following instructions, following directions from supervisors).
   ☐ Consider including an updated resume with the SOP.

**Summary**
Youth with and without disabilities can increase their chances of successful employment by acquiring the work skills that employers seek. Families need to be aware that youth develop these skills from a variety of sources, including through the influence of family life and activities. Families are partners in the effort to build work skills. By providing opportunities for youth to build and practice key work skills, families can set the stage for a lifetime of employment success and community participation.

Important Note: The Youth Employment Skills Parent Checklist was developed, with permission, from the NCWD 2012 publication, "Helping Youth Build Work Skills for Job Success: Tips for Parents and Families," http://www.ncwd-youth.info/wp-content/uploads/2016/11/infobrief_issue34.pdf.

The key to the success of youth with disabilities in postsecondary education is their attitude, ability to self-advocate and preparation. The following are some guiding questions and recommendations for families of youth with disabilities to help prepare them for postsecondary education (Office for Civil Rights, U.S. Department of Education (2011).

**1.  Does your youth understand his disability?**
Youth with disabilities need to know the nature of their disability and how their disability impacts their learning. Youth should also know their strengths, interests, and which accommodations have helped them be successful in learning. They will need to be able to explain these things to the disability office coordinator and staff. These skills can be learned while in school and practiced during the IEP process, so that youth are prepared to describe their disability and advocate for supports that will help them success in college.

**2.  Does your youth accept responsibility for his success?**
Youth with disabilities who want to go to college will move from a school system where adults advocated for and directed their learning and accommodations to a postsecondary education system that requires them to advocate for themselves and be responsible for their own learning. As stated by OCR, "Students with disabilities need to understand that, while federal disability laws guarantee them an equal opportunity to participate these laws do not guarantee that students will achieve a particular outcome, for example, good grades" (p. 1).

**3.  Is your youth taking an appropriate preparatory curriculum?**
Students who plan to go to college when they graduate will need to complete a course of study that will adequately prepare them. In Florida, ALL students, including students with disabilities, are expected to graduate with a standard diploma. There are courses of study that prepare students for college (see section on graduation requirements). It is important for youth to meet with their high school guidance counselor to make sure their on the right course of study. It is also important for youth with disabilities to learn study skills and be able to write well; taking advantage of tutoring and workshops while in school can help prepare youth for the demands of college.

**4.  Has your youth learned time management skills?**
Youth with disabilities typically receive a high amount of guidance and direction in high school to follow schedules, on where and when to go to classes, and what to bring to class. This level of monitoring and support will not be provided in the postsecondary setting; rather, youth will be responsible for managing their own time, schedules, and assignments. It is critical for youth with disabilities to develop time management skills while in school so they can be successful once they are on their own in college.

**5.  Does your youth have computer skills?**
Youth with disabilities will need to have good computer skills to be successful in college, so they should be learning computer skills while in school. There are many postsecondary tasks that must be completed using a computer, including: applying to college and for financial aid, registering and paying for classes, completing assignments and research, accessing grades, and email correspondence – just to name a few. Assistive technology can help students who have visual, hearing, physical, or other disabilities use computers. Youth with disabilities can work with the college's disability services office, as well as computer lab and library staff, to coordinate technology tools that will help them use computers.

**6.  Have you and your youth considered supplemental postsecondary education preparation programs?**
Many colleges and universities have summer programs for students who are still in high school so they can

experience campus life. Living in a dorm, socializing in the student center, instruction in certain areas (e.g., math, technology, study skills), and dining in the food court or cafeteria are just a few of the experiences typically provided. Parents can work with their youth's high school teacher to identify preparation programs at their local college or university.

**7. Have you guided your youth in researching postsecondary education programs?**
It is important for youth with disabilities and their families to research colleges and universities and learn about available supports and services, as well as the process and requirements for arranging needed accommodations. Meeting with student disability services office to learn about what they provide and documentation requirements can be very helpful when deciding which college or university to attend.

**8. Have you and your youth considered getting involved on campus?**
The first year of college can be very challenging, especially if your youth will be living far from home. New student or freshman orientations are a great place to begin learning about the campus, making friends, and deciding in which activities to participate. Many colleges and universities have special offices (e.g., student life, student engagement) that have staff available to help students find the organizations that best suits their needs, talents, and interests.

To access the full publication entitled, "Transition of Students with Disabilities to Postsecondary Education: A Guide for High School Educators," visit http://www2.ed.gov/about/offices/list/ocr/transitionguide.html