

PROJECT 10 TOPICAL BRIEFS are published on a bi-monthly basis. Each issue focuses on a specific topic or theme, highlighting current and upcoming information and events related to secondary transition. This month the Topical Brief is focused on **Collaboration for a Smooth Secondary Transition**.

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Beginning

Let's reflect for a moment about how we developed into the people that we have come to be. How did we acquire the skills that are a routine part of our daily lives? If we begin to peel back the layers of our own developmental timelines, we can trace our job skills, social skills, academic skills, physical skills, literally everything we know and can do, back to the day of our birth. Developmental Theory 101 reminds us that this is true. At each stage of life, there are physical and cognitive milestones along the pathway to becoming an adult. Under the microscope of developmental theory, we see that secondary transition may begin at age 14, but it starts much earlier.



Transitioning Children with Disabilities from Early Childhood through Adulthood, an edited book with multiple contributing authors, described the need to conceive of transition as a process that begins early in the lives of students with disabilities. In the chapter entitled, "Rethinking the Paradigm: Comprehensive Transition from Birth to Adulthood", Gothberg, Stegenga and Cate (2017) stated,

Overall, early coordinated planning starting at birth can help students with disabilities and their families gain the skills necessary for a lifetime of successful transitions. As such, we need to assist and empower families of children with disabilities to mitigate the process from birth to adulthood to ensure the greatest independence, self-determination, and highest quality of life possible, thus shifting the paradigm from addressing transition at a point in time to a comprehensive view that is fluid and linked across the lifespan (p. 131).

A comprehensive view of transition that flows throughout the lives of students is no small feat. Collectively, we all strive to provide Florida students with the best education and support them to experience their best lives. This Topical Brief highlights partners that support the secondary transition of students with disabilities to graduate college, career and life ready.

Secondary Transition Partners: We're All in this Together

Because the goals of secondary transition are dependent on the overall process, everyone who participates in the education of students is a partner in secondary transition. The list of transition collaborators begins at a foundational level with Florida school districts and the Florida Department of Education. Teachers, transition contacts, exceptional student education (ESE) directors and administrators provide the immediate hub of support to Florida's students with disabilities and their work is highly valued. Surrounding and supporting school and district personnel are the Bureau of Exceptional Student Education and Student Services (BEESS) discretionary grant projects, agencies and community organizations. This lengthy list of collaborators makes it impossible to list all of the organizations whose efforts we value and respect.

As we look forward to the 2019-20 school year, we want to highlight a few partners in secondary transition with whom you may want to forge deeper connections. Everyone benefits when we work together.

[Access Project](#)

The Access Project focuses on evidence-based

instructional strategies and supports that align with the Florida Standards access points. The Access Project continues to support statewide professional development for teachers to ensure a greater understanding of Florida Standards access points, resources and supports, as they apply to more effective instructional planning, teaching and learning of academic content.

[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.



[Employment Enhancement Project \(EEP\)](#)

APD's EEP provides supported employment services to individuals who are on the APD Waiting List who would like to work. For each person who participates as a job seeker in the EEP, APD will allocate funds to provide the following services: Supported Employment coaching to secure a good job match; Supported Employment follow-along services to help retain the job; assistance with transportation needed for work and securing paid internships as pathways to competitive employment. The intent is for APD, local school districts, local workforce career centers, and other collaborating agencies and organizations to work together to assist young adults who are leaving school, and others who are currently on the APD Waiting List, to secure competitive employment.

[Center for Autism and Related Disabilities \(CARD\)](#)

The seven regional CARD centers provide support and assistance to individuals with autism and related disabilities, to their families and to the professionals who work with them. CARD's purpose is to enhance the lives of individuals served by helping them become valued members of their communities. CARD offers free supports within the natural contexts of all settings including homes, childcare programs, schools, work and community businesses and programs.



[Check & Connect](#)

Check & Connect is a comprehensive student engagement and dropout prevention program for students at risk of dropping out of school. Check & Connect is about relationship building. Each student participating in Check & Connect is paired with a mentor and those mentors seek to build long-term, sustained relationships with participating students that will promote connections to school and academic progress.



[Family Network on Disabilities \(FND\)](#)

FND is a parent resource center with several federally funded programs, they host the Family to Family Health Information Center, the Statewide Family Network and the three Parent Training Information Center (PTI) that works in communities around Florida organizing events, delivering free workshops, delivering training and providing one on one resources to families who have children with special needs. FND provides assistance and support to parents, educators, community organizations to increase parental engagement, and student academic achievement



across Florida. FND reaches parents through three regional outreach programs entitled, Parents of the Panhandle Information Network (POPIN), Parent Support Network (PSN) and Parent Education Network (PEN), and their two statewide programs United Families for Children's Mental Health Statewide Family Network (UFCMH SFN) and Family STAR.

[Florida Developmental Disabilities Council \(FDDC\)](#)

FDDC is committed to advocating and promoting programs, practices and innovative initiatives that enhance the independence, productivity, inclusion and self-determination of individuals with developmental disabilities in all aspects of life.



[Florida Diagnostic and Learning Resources System \(FDLRS\)](#)

FDLRS provides diagnostic, instructional and technology support services to district exceptional education programs and families of students with disabilities. Service centers include 19 centers that directly serve school districts in the areas of Child Find, Parent Services, Human Resource Development (HRD) and Technology. In addition, the FDLRS Network also includes six Multi-disciplinary Centers who focus on in-depth evaluations and several statewide projects offering specialized services. In addition, FDLRS coordinates the BEESS portal: Professional Development Alternatives facilitated modules and several independent studies in addition to the statewide Strategic Instruction Model and support for the State Personnel Development Grant/SIM.



[Florida Inclusion Network \(FIN\)](#)

FIN collaborates with all districts and schools to provide customized services and supports ensuring all students with disabilities have the same educational, social and future opportunities as their peers. FIN facilitators can provide information about effective inclusive practices, family-school collaboration and communication, opportunities for networking with other families and ways to access local resources and support.



[Florida Association of Centers for Independent Living \(FACIL\)](#)

FACIL provides support and resource development for 15 CILs throughout Florida, which are community-based, non-profit agencies that empower persons with disabilities to move from dependence to independence. Members of FACIL share best practices, brainstorm ideas and find solutions, with the shared goal of assisting persons with disabilities to achieve their personal, educational and professional goals while living in their communities.



[Institute for Small and Rural Districts \(ISRDR\)](#)

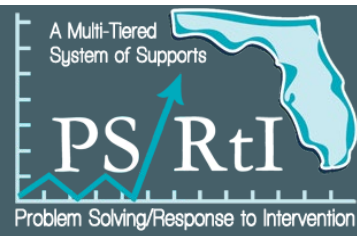
ISRDR provides staff development, training and technical support to a network of 48 small and rural school districts, lab schools, the Florida Virtual School and the Department of Corrections. ISRDR's goal is to ensure that service to students with disabilities and their families is enhanced and that positive outcomes for students with disabilities are achieved through increased student performance.



[Problem Solving/Response to Intervention \(PS/Rtl\)](#)

PS/Rtl helps to facilitate and inform implementation of a

problem-solving and response-to-intervention model in the state. Educators are trained in the use of an effective and efficient multi-tiered system of supports to ensure the academic, behavioral and social-emotional growth of all students within one universal education system.



[Resource Materials and Technology Center for the Deaf/Hard of Hearing \(RMTC-D/HH\)](#)

RMTC-D/HH serves as the coordinating center for accessible materials including captioned and signed videos, professional development books and other reference materials. RMTC-D/HH staff provide on-site training and technical assistance to all school districts, families, and other state and federal discretionary projects working with students who are deaf/hard of hearing.



[Multiagency Network for Students with Emotional/Behavioral Disabilities \(SEDNET\)](#)

SEDNET creates and facilitates a network of key stakeholders committed to assisting in the provision of a quality system of care for students with or at-risk of emotional and/or behavioral challenges. A network of 19 regional projects provides an intensive integrated educational program that includes a continuum of mental health treatment services to enable students with or at risk of emotional and/or behavioral disabilities (EBD) to develop appropriate behaviors and demonstrate academic and career education skills.



[Vocational Rehabilitation \(VR\)](#)

The Vocational Rehabilitation (VR) Transition Programs provide individualized services to assist students with disabilities in a seamless transition from high school to a meaningful career path. Under the Workforce Innovation and Opportunities Act (WIOA), every student with a disability has the opportunity to participate in Pre-Employment Transition Services (Pre-ETS) through VR, including sponsored job exploration counseling, work readiness training, work-based learning experiences, postsecondary educational counseling, and self-advocacy training (including training delivered by peer mentors). Students with disabilities may participate in Pre-ETS without having to apply to VR or be determined eligible for services. The focus is to develop work skills, practice social skills, and acquire a network of community supports while the student is still in high school.



A complete list of the Bureau of Exceptional Education and Student Services (BEES) Discretionary Grant Project Descriptions are available [here](#).

A directory of state agencies and organizations from the appendix of The Family Guide to Secondary Transition Planning for Students with Disabilities is available [here](#).

Working Toward Positive Post-School Outcomes

The ultimate measure of transition education and services is when students with disabilities successfully move from student life to adult life on a self-selected path. On-going research is yielding essential information about the

activities and experiences that produce positive post-school outcomes for students with disabilities. The National Post-School Outcomes (NPSO) Center and the National Technical Assistance Center on Transition (NTACT) developed a list of predictors associated with positive post-school outcomes with descriptors. Transition stakeholders can use these research-based predictors as a menu of recommended services and experiences to offer students.

Predictors of Post-School Outcomes	
Predictors	Description and/or Example
Inclusion in General Education	Inclusion in general education requires students with disabilities to have access to general education curriculum and be engaged in regular education classes with peers without disabilities.
Occupational Courses	Occupational courses are individual courses that support career awareness, allow or enable students to explore various career pathways, develop occupational specific skills through instruction, and experiences focused on their desired employment goals.
Paid Employment/ Work Experience	Work experience is any activity that places the student in an authentic workplace, and could include: work sampling, job shadowing, internships, apprenticeships, and paid employment. Paid employment can include existing standard jobs in a company or organization or customized work assignments negotiated with the employer, but these activities always feature competitive pay (minimum wage) paid directly to the student by the employer.
Transition Program	A transition program prepares students to move from secondary settings to adult-life, utilizing comprehensive transition planning and education that creates individualized opportunities, services, and supports to help students achieve their post-school goals in education/training, employment and independent living.
Youth Autonomy & Decision-Making	Students with disabilities, who exhibited more autonomy and decision-making were more likely to be engaged in post-school education.
Career & Technical Education (CTE)	CTE is a sequence of courses that prepares students for a specific job or career at various levels from trade or craft positions to technical, business or professional careers.
Career Awareness	Career Awareness is learning about opportunities, education, and skills needed in various occupational pathways to choose a career that matches one's strengths and interests.
Interagency Collaboration (IAC)	IAC is a clear, purposeful, and carefully designed process that promotes cross agency, cross program, and cross-disciplinary collaborative efforts leading to tangible transition outcomes for youth.
Self-Care/ Independent Living Skills	Self-care/independent living skills are skills necessary for management of one's personal self-care and daily independent living, including the personal management skills needed to interact with others, daily living skills, financial management skills, and the self-management of healthcare/wellness needs.
Parent Expectations	<ul style="list-style-type: none"> * Postsecondary education expectations = More likely to be engaged in post-school education * Postsecondary education expectations = More likely to have more social interactions post-school * Employment expectations = More likely to be engaged in post-school employment and education * Self-supporting expectations = More likely to be engaged in post-school employment
Self-Advocacy/ Self-Determination	Self-Determination is the ability to make choices, solve problems, set goals, evaluate options, take initiative to reach one's goals, and accept consequences of one's actions.
Social Skills	Social skills are behaviors and attitudes that facilitate communication and cooperation (social conventions, social problem-solving, body language, speaking, listening, responding, verbal and written communication).
Student Support	Student support is a network of people who provide services and resources in multiple environments to prepare students to obtain their annual transition and postsecondary goals aligned with their preferences, interests and needs.
High School Diploma	Diploma status is achieved by completing the requirements of the state awarding the diploma including the completion of necessary core curriculum credits.

Work Study	A work-study program is a specified sequence of work skills instruction and experiences designed to develop students' work attitudes and general work behaviors by providing students with mutually supportive and integrated academic and vocational instruction.
Community Experiences	Community experiences are activities occurring outside of the school setting, supported with in-class instruction, where students apply academic, social, and/or general work behaviors and skills.
Parent/ Family Involvement	Parent Involvement means parents /families/guardian are active and knowledgeable participants in all aspects of transition planning and advocating for their child.
Program of Study	A program of study is an individualized set of courses, experiences, and curriculum designed to develop students' academic and functional achievement to support the attainment of students' desired post-school goals.
Travel Skills	Students with disabilities who could travel independently outside the home were more likely to be engaged in post-school employment.

* This table was adapted from NTACT's *Predictor Implementation School / District Self-Assessment* available at https://www.transitionta.org/system/files/resources/Predictor_Self-Assessment2.0.pdf?file=1&type=node&id=1359&force=

Sharing Predictors of Post-School Outcomes with Families

Project 10 has recently developed a product for families that describes the 19 research-based predictors of positive post-school outcomes and provides suggested actions that families may take to help their students engage in activities/experiences that support the transition to life after high school. Families, together with all transition stakeholders, can collectively provide the transition services and experiences that students need in order to move into the adult lives they desire. Gothberg, Stegenga and Cate (2017) sum it up well, "Life is an amazing journey and professionals play an essential role in the outcomes of those we serve. The ultimate question becomes not what's next in the steps of transitions, but rather how can we work together and develop our ties to prepare our youngest citizens for optimal life outcomes and true impact on society" (p. 141).

This product is available on the Project 10 website on the Publications page and the Family Involvement page. You may access it [here](#).

Predictors of Post-School Outcomes



Transition from school to adult life requires collaboration and planning by many stakeholders. Students, families, teachers, schools, school districts and community agencies work together to support student success. To assist students in preparing for life after high school, researchers have identified the following predictors that have been shown to support post-school outcomes for students, including the areas of postsecondary education/training, employment and independent living.

For a student with an individual educational plan (IEP), federal law requires planning to begin by age 16 and defines transition as "a coordinated set of activities" that are designed to promote movement from life as a student to life as an adult. By the age of 16, each IEP meeting should include discussion and identification of post-school goals related to education, employment and may include independent living skills. As you make choices related to your student's future and transition from school to adult life, consider and discuss how to use these predictors to support your student throughout the journey.



Predictor #1 Career Awareness

Career Awareness is learning about opportunities, education and skills needed to choose a career that matches one's strengths and interests.

Ideas for Families

- + Discuss skills and qualifications needed for careers in which your student is interested.
- + Discuss connections between academic skills your student is learning with careers that require those skills.



Predictor #2: Community Experiences

Community experiences are activities that occur outside of the school, supported with in-class teaching, where students apply academic, social and/or general work behaviors and skills.

Ideas for Families

- + Consider instruction your student may need to catch a bus, taxi or rideshare and how he/she will travel throughout the community independently.



Predictor #3: Exit Exam Requirements/High School Diploma

Exit exams are standardized state tests that measure skill levels in content areas, such as Algebra or English that students must pass in order to earn a high school diploma. Diploma status is achieved by completing the requirements of the state awarding the diploma, including the completion of courses needed to fulfill the student's selected graduation pathway, such as the 24-credit, 18-credit and merit or scholar designation.

Ideas for Families

- + Identify study skills and test-taking strategies your student may need to develop and practice.



Predictor #4: Goal-Setting

Students who take part in goal-setting are more likely to be found employed after high school. Students who want to attend a college or university are more likely to be engaged in postsecondary education.

Ideas for Families

- + Consider practicing goal-setting at home by identifying a goal; making a plan or breaking the goal into smaller steps needed to reach the goal; following the plan and reaching the goal. Start with a simple goal and slowly build up to goals that may take more time and determination to achieve.

Resources

[Council for Exceptional Children: Transition Success Stories](#)

This website shares success stories about transition programs and the successes of individual students.

[Predictor Implementation School/District Self-Assessment](#)

This tool provides operational definitions of each of the research-based predictors of post-school success and suggestions for school/district level teams to assess the level of implementation of each.

[Post-School Success Predictors by Outcome Area](#)

This document shows the post-school outcome predictors and indicates the areas in which the predictor has a significant impact.

[Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities \(OSERS\)](#)

This guide, produced by the Office of Special Education and Rehabilitative Services (OSERS), was developed to ensure that all students and youth with disabilities are equipped with the skills and knowledge to be engaged in the 21st Century workforce. The guide covers topics that will facilitate a seamless transition from school to post-school activities.

[Transition Services Checklist](#)

This document shows the transition services requirements for a transition individual educational plan (TIEP). Note that the bold lettering indicates federal requirements and italics indicate requirements in Florida legislation.

[What to Know About Youth Transition Services \(OSERS\)](#)

This fact sheet addresses transition goals identified by the Federal Partners in Transition Workgroup and provides a quick glance at available resources.

Upcoming Events

Literacy Summer Institute by Center for Autism and Related Disabilities (CARD) and Partnership for Effective Programs for Students with Autism (PEPSA)

CARD and PEPSA are offering a no-cost two-day Literacy Summer Institute, "Learn and Practice: Emergent Literacy for Complex Students," presented by Susan Norwell, M.A. Click [here](#) to view the flyer for more information.

Date: July 23-24, 2019

Location: Gainesville, FL

Click [here](#) to register.

Save the Date - Florida Council for Exceptional Children (FCEC) 72nd Annual Conference

Date: October 13-15, 2019

Location: Daytona Beach, Florida

For registration and more information click [here](#).

Save the Date - Educational Strategies and Student Engagement Institute (ESSEI)

Date: November 18-20, 2019

Location: The Florida Hotel and Conference Center, Orlando, Florida



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3 Reasons Why You Can't Miss This Event:

- 1 Networking** - You will have the opportunity to meet new professional connections and exchange ideas with presenters and your colleagues.
- 2 Best Practices and Takeaways** - You will get to learn about new learning and behavioral tools, curriculum, published and unpublished data, new technology and best practices that you can take home and immediately put to use in your working environment.
- 3 Collaboration** - You will be amongst like-minded people who are willing and committed to learning new things and using the new information to enhance the academic achievement and post-school outcomes for the students we serve.

Make Plans To Join Us Today!



Upcoming Webinars

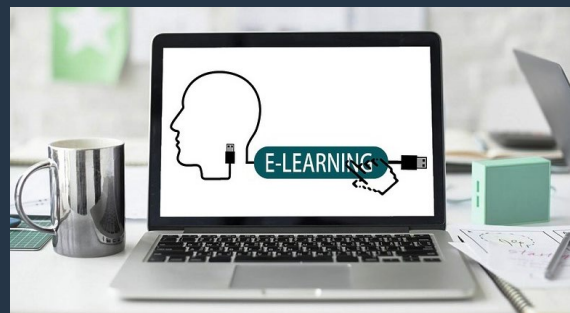
Assistive Technology to Support Employment: Tools that Bring Accessibility to the Workplace

A variety of assistive technology tools will be demonstrated in this webinar, including alternative keyboards, adaptive mice (not the furry sort) as well as devices and apps to support organization and time management.

Remember to choose "Live Web Streaming Option" during registration.

Date/Time: July 17, 2019 2:00 PM Eastern Time (US and Canada)

Click [here](#) to register.



Strengthening the Education-to-Workforce Pipeline for Students with Disabilities

This webinar shares the updated resource Developing a College- and Career-Ready Workforce: An Analysis of ESSA, Perkins V, IDEA and WIOA, which can help state and local agencies identify opportunities to align and leverage policies, programs and funding across the four laws to support the education-to-workforce pipeline. Participants will hear from Delaware and national experts on how aligning the

education-to-workforce pipeline can help increase cost efficiency, promote coherence and produce better outcomes for all students and workers, including those with disabilities.

Date/Time: July 17, 2019 2:00 PM Eastern Time (US and Canada)

Click [here](#) to register.

Overview of Labor Laws and Employment Related Issues (National Technical Assistance Center on Transition)

This webinar is designed for professionals who are involved with obtaining and providing work experiences for youth and young adults with disabilities. Information will be presented on the Fair Labor Standards Act and how these laws apply to youth with disabilities. Participants will learn how federal and state laws affect work experiences for transition age youth aged 14-21.

Date/Time: July 18, 2019 3:00 PM Eastern Time (US and Canada)

Click [here](#) to register.

Open Doors: Create a Healthy School Climate

Imagine a place where you can't wait to go every day - where you feel safe, connected, supported and excited about learning. What does it take for schools in your community to be like this? In the third webinar of the 2019 Attendance Awareness Campaign, our speakers share school-wide strategies to create an engaging, healthy school climate that supports everyone in the school building. Whether it's in an elementary or secondary setting, when school staff work together to increase students' and families' sense of belonging, safety and connection to school, and support their physical and emotional health, they can motivate kids to attend even when life is challenging.

Date/Time: August 8, 2019 2:00 PM Eastern Time

Click [here](#) to register.

References

Gothberg, J., Stegenga, S. & Cate, D. (2017). Rethinking the paradigm: Comprehensive transition from birth to adulthood. In Ellis, A. L. (Ed.), *Transitioning children with disabilities from early childhood through adulthood*. (pp. 129-144). Boston, MA: Sense Publishers.

National Technical Assistance Center on Transition (NTACT). (2015). *Predictor implementation school/district self-assessment*. Retrieved from https://www.transitionta.org/system/files/resources/Predictor_Self-Assessment2.0.pdf?file=1&type=node&id=1359&force=



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

Have a question? Want to find or recommend a resource? Have some great news to share?

Email us at project10@stpete.usf.edu.

For back issues of Project 10 Topical Briefs, visit our [Topical Briefs](#) page on the [Project 10](#) website.

Project 10: Transition Education Network

Assists Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve their academic success and post-school outcomes.

**Project 10: Transition Education Network
University of South Florida St. Petersburg**

Questions or comments?

Email us at project10@stpete.usf.edu.

www.project10.info