**Project 10's "Teaming Up with Teachers to Share Transition Resources" Webinar (4/3/20) – Captioned Transcript**

- Okay I see it. Good morning everyone, my name Jordan Knab and I have the privilege and pleasure to serve as the Principal Investigator and Co-Director of Project 10 Transition Education Network. I want to begin this morning by acknowledging how upside down and hectic our lives are right now, and by thanking you all for taking the time and the having the professional commitment to participate in today's webinar. These are likely the most troubling and difficult times that we have all ever lived through, and yet we are all maintaining our sense of duty and commitment to our youth throughout the state of Florida. The significance of transition has never been more important than it is today. We are all transitioning right now into a different way of work, a very different way of social interaction, and generally a different way of life. Thank you all for being there for our youth, be safe and be well. I will now turn this over to Danie Roberts-Dahm, Co-Director of Project 10, and she will guide you through this webinar. Thank you.

- Good morning. Thanks so much for joining us and thanks for the great intro, Jordan. We're so glad that you're here with us today to learn about some transition related resources that will help in the midst as we're all transitioning to distance learning, and in some virtual environments. So, I just want to start off with some webinar N-etiquette and so please use the chatbox to ask questions and make comments. We can unmute you, you can unmute yourself but with the number of folks that we have on this call and webinar we would surely appreciate it if you would use the chatbox and we'll moderate and get back to you. As you're entering the webinar please mute your mic and disable your video and we're only having the speakers use video at this time. We will be recording this webinar and it will be posted on our Project 10 website. We will also send an email with the recording and any related materials and links following this webinar. And also the PowerPoint and other materials will be available too. So, fear not that will all be shared with you via email and thank you so much for registering. Just to give you a sense of the agenda. We're going to start very briefly with introductions. We have Wendy Metty on to give us a Florida Department of Education Bureau of Exceptional Education and Student Services update. We're going to share our transition resource list and then we want to hear from all of you on, for some discussion on the challenges needs, and also sharing strategies and resources that you all have found as you're making your way in this new transition. We're going to end with some additional resources and sharing from not only Project 10 as a discretionary grant project, but other discretionary grant projects. And then we'll tell you how we can stay connected and keep sharing information and helping each other. And so that kind of summarizes up what our goals of this webinar are. We want to hear from you and know what your most pressing needs are as you're supporting students with disabilities in secondary transition. We want to give you all opportunities to share these strategies, and we wanna provide you with some useful resources to start now and keep that support going as we're all figuring this out. So with that, Oh, I also wanted to introduce our Project 10 team. Project 10 is a discretionary grant project and Wendy will talk a little bit more about that. But if my team could just show their faces virtually. We have folks living and working all across the state. So in region one we have Ms. Tracy Dempsey. We have--

- Good morning.

- Good morning. In region two we have Ms. Carly Detlefsen. We have Franklin Coker for region three. Region four is Frederico, also known as Freddy, Valadez, and then in south Florida region five we have Lisa Friedman-Chavez. And then we have several statewide liaisons, Ms. Carla Green, she's our juvenile justice liaison, covers the entire state. And then Ms. Joey Nice, our alternative educational liaison, again another statewide representative. Thank you, and you'll hear more from each of these my awesome team later on in the webinar, and we also have some folks from headquarters along with me. We have Dr. Donna Phillips, our assistant director who is our product guru, and then we have Ms. Amanda Schoenberger our program planner analyst. Who handles so much, she's our administrative ninja and financial fiscal guru as well. So with that I want to turn it over to Wendy Metty and she's going to share some resources from the state.

- Thank you Danie. Thank you Danie and Jordan both for doing this. I'm so happy and pleased that Project 10 is able to offer this assistance to the districts, to the teachers, to everyone supporting the students around Florida. So good morning and welcome and let me thank each of you who are participating today. I applaud and appreciate all the work you are doing to support students throughout this time and your continued commitment to educating the students of Florida. I really appreciate Project 10 putting this together and making this all available to all of you. The Florida Department of Education has many discretionary projects as Danie shared and these projects help build capacity and districts so that they can support you and the students and families that you serve. You'll hear a little bit more about some additional discretionary projects. Many of you are probably most familiar with FDLRS. That's one that a lot of teachers are very familiar with. So just like apps, BEESS has a number of discretionary projects, or there's things out there that. Just like an app there's a discretionary project for that with all of the sudden adjustments from COVID-19 all the districts around the state, the Florida Department of Education and the discretionary projects are here to support you. We understand that this is an unprecedented time and we are here to help. Again I thank you for all the work that you are doing in your districts with your students and supporting them and their families throughout this. And I applaud your flexibility with all of the sudden changes. So what I'd like to share is some guiding documents from both the federal and the state levels that you may find helpful as you work supporting students and families. The first one is from the U.S. Department of Education the Office of Civil Rights and it's a fact sheet. This document provides information and links to helps districts protect the health, safety and welfare of their students. There's additional links in there, question and answer format and there's information about providing FAPE or what we refer to as FAPE or "free appropriate and public education." The next document is also from the U.S. Department of Education and it provides questions and answers, providing services to children with disabilities during the coronavirus outbreak. This document outlines the state's responsibilities to infants, toddlers, children and children with disabilities and their families. And then the next documents are state documents. The first one, if you go to our home page, our Commissioner has a short video, it's less than a minute, so take your time go to it, listen to it. It's like I said less than a minute and shares a little bit about our current situation with the coronavirus. There's additional guidance related to information that you'll find available on that page as well. There's a Florida Department of Education Q&A or questions and answers guiding document. They're answers to questions you may have and were continuing to work to update these things with the changes. As you can see the first question that pops open about schools being closed til April 15th and you know with guidance this week that's changed as well, too. So, we're continuing to address the changes as they come up. But be sure to visit that page and look for additional information. And then the last document that is on there is from, it's actually a PowerPoint that our Bureau Chief, Dr. Monica Verra-Tirado, shared guidance with information to support students with IEPs, 504s and gifted plans and for students who are already being served under DJJ. So those are some of the federal and state resources that are out there and available to you and, like I said, please feel free to go back to that website, the DOE website, and visit often as your continue, continually. Let me try that again, continually updating information. So thank you.

- Thank you so much for that Wendy. Before we go any further I wanted to find out who's on this call, this webinar. So I am launching a poll hopefully everyone can see it. If you can't, you might just have to sort of click into the Zoom a little bit. Sometimes if you sort of hover over the beginning at the top or the bottom of your screen you can see where there is like a poll or just like the Zoom screen and yourself. So you should be seeing a poll. Basically we're just trying to see who is on the call whether you're a teacher, agency personnel, district level practitioner, and then just gauge your familiarity with Project 10. So I'm gonna leave that open for just a second while we're transitioning to the next slide. And can everyone see the poll?

- I can't see it.

- [Carly] It's not up there Danie.

- Okay. Let's try that again. Launch.

- I can see it now.

- Okay great, so now it's up there. So we'll give a minute or two for that. And Lisa and Freddy are getting prepped to share some helpful online transition related resources.

- [Lisa] Let me know whenever you want me to get started Danie. I'm not sure if you want folks to wait to do the poll.

- [Danie] Yeah I don't want to take away from what you have to say because it's super important. So, we just have, we're getting some great responses, up to 35% have voted. So they're coming in strong let's give it about 15, 20 more seconds.

- Perfect.

- And Lisa just checking on our technology you're able to see the resources document right that you're going to go over?

- [Lisa] Yes.

- [Danie] Okay.

- [Danie] All right. Well I'm gonna leave the poll up and I'll stop it shortly but you can always put it to the side if you've already completed it.

- [Lisa] I'm seeing that someone's saying they can't see submit and maybe if you scroll down there are two questions and then submit is at the bottom.

- [Danie] Yes there are two questions thank you Lisa.

- [Lisa] Lots of chat messages it's hard to see all of them. Thank you everybody so much for joining us today, we're really excited to be able to connect, albeit virtually, but at least we are connecting in some way but. As you can see on your screen we have, and hopefully all of you have already had a chance to take a look at this. But Project 10 has developed what we're calling our "Helpful Online Transition-Related Resources" document. And you can see at the top we have a little tidbit about how to use this guide. We would love for you folks to get in touch with us, your regional transition representatives, so that we can help provide assistance. Today we're not going to be going into depth regarding the resources but we're happy to do that via technical assistance later on, with schools, with one on one, with districts. However, you know, whatever best suits your needs. The link that's included in the top is actually how you would get in touch with all five of us your regional transition representatives. The way the document is divided is into two big sections. I'm going to talk about section one and Freddy is going to be talking about section two, and each of the sections have sub sections. So in section one you can see at the top we have basically two big sub-sections. The first is about transition assessments and then the last part is additional resources, and within the transition assessments you're going to see online student led, or student directed assessments. Some of them, like Casey Life Skills I think a lot of you are familiar with that. The teacher might need to set up the students' accounts but the students would be the ones that would be actually doing the online assessments. And in the next section you're going to see teacher-led assessments, and some of those could be printed and put in take home packets if that's how the districts are handling that. So you can see that there are seven that we have listed there. We also have a section for general transition assessment resources. You can see number two we have the age appropriate transition assessment toolkit from the National Technical Assistance Center on Transition . That's fabulous. What we've included in there it's not everything on the face of the planet, but there are a lot of wonderful resources and a lot of great ways for you to be able to find additional resources. And in the final section we have additional resources. Florida Shines is listed there, I think all of you hopefully are familiar with My Career Shines, definitely a free resource to all students within the state of Florida. We have some videos in there. Some of you like TED Talks, well there's also TED-ED if you haven't tapped into that. But those are just a few of the resources that we've included in our website and, well in our document, and I know later on we're also going to be showing you our COVID-19, we have a webpage and we'll talk more about that later. And I'm not sure if any of you just kind of browsing through. Are there any of these assessments or additional resources that you're currently using or any comments about those resources. If so you can put that in the chatbox and then we'll move into the next section with Freddy.

- [Freddy] So I hope you're going to find this tool very useful. What we did is we decided to align those resources by the 79 series of transition related courses consisting of self-determination, transition planning, career preparation, career experience and preparation for adult living. Which we know a lot of you use those 7900 series courses. What we did is we aligned the 7900 series courses by interrelated topical areas that each course has in common in terms of the standards, course requirements, and objectives. So there's several areas that they have in common. So if you look at your screen right now it has those five courses. There's another course on entrepreneurship but we didn't pull that one down because we only had a finite space. But what we did was if you notice that on each of those courses self-determination and self-advocacy is a required area or objective and standard that students need to meet. So underneath what we did was we gathered as many resources as possible that might fit in the area of curriculum, instruction, lesson planning and lesson plans and instructional videos that you might be able to use with your students. If you're using online or even if you need to print out lessons. So there's just a listing of 10 under that particular topical area under each of the standards for those courses. If you wanna scroll some more so that they can see the next topical area. So the next topical area if you wanna look all of those have common areas as well. Choice making, decision making and problem solving, personal career planning, career planning, personal and career planning. They're all similar in content. So then once again in the yellow box are those curriculum, instruction and lesson plans that you can use. If you happen to, we have all 67 school districts possibly represented today as well as other schools. If you come across any neat resources that you'd like to share, share with the five of us so that we can continue you to add to this list because we want to make it as helpful as possible during these trying times.

- [Danie] Great and there are some updates in the chatbox. Folks wanna know where can they find this, this particular resource.

- [Lisa] I think we're going to be... Oh you're gonna show it. I was gonna say we're going to be giving a tour a little bit later but that's fine, now is a great time too.

- [Danie] Yeah but just to let folks know you can go to our website, Project10.info. What's new, under "COVID-19 Distance Learning Resources" and it's this very top resource, it's a PDF. You can go ahead and open it and it'll open into this document.

- [Freddy] I just wanted to highlight one of my favorite resources in there real quick, I wanted to share it. It's a website created by individuals with disabilities and it's under self-determination, self-advocacy section and it is the one, where is it. Oh, if you could scroll back up, the first section of. There it is. Number one, oh you passed it. Number in the yellow box, the selfadvocacyonline.org is very, very well done and it's done by individuals with disabilities and what they have is a series of videos that individuals with disabilities recorded on self-advocacy and you can create lesson plans around those various videos. It's just one of, it's so well done it's one of my favorite resources so I hope you find that helpful when you go to that link.

- [Danie] All right thank you so much, Freddy and Lisa. Going back to. All right and up next we have Franklin and Carly who are going to walk us through our current status and challenges, and this is an interactive part and so we'll be doing a poll which they'll introduce and be guiding you through some sharing.

- [Franklin] Thank you, Danie. Good morning everyone this is Franklin Coker region three and I'm delighted to be able to work with my colleague, Carly Detlefsen, on this particular section of the webinar. We're really excited because this is really to me a robust conversation, collaborative and sharing portion. So there's a couple parameters while we also put up a poll. So if we could put up a poll, Danie, and then while we're putting up the poll and doing that I can share the parameters, excellent. So go ahead and complete this and scroll down because there is question two and then hit submit. While you're doing that, the parameters of this is just a friendly reminder that all of your mics are muted because there's 280 plus of you. And the way that this is going to be designed is we're going to share some guiding questions and Carly Detlefsen is going to be looking and waiting at the chatbox and highlighting some responses and maybe even calling on some of you to share or elaborate or explain a little further. So we'll have you unmute your mic for that moment to elaborate. So if you could be more than willing to do that and then after you're done talking, if you could mute your mic back. So we're gonna be focused on exchanging information over in the chatbox so that's our go-to. So all of you will be talking within the chatbox and sharing and then Carly will be soliciting some responses and highlighting some for you to talk. So thank you so much. So with that being said, I don't know how long we want the poll open, so that way we can see the slide. But, here are some of our guiding questions that we'll be covering over the next 30 minutes or so. Is what are your most pressing needs? All of you are in different places with different resources and different opportunities and we wanna share with each other what your most pressing needs are and we'll be addressing some of those. So we can share some solutions possibly. What are the barriers you are facing with distance learning including the methodology in which you exchange lessons with your students, is it web-based, online only, a hybrid. And then equity and access making sure we're reaching all of our students including the students with the most significant disabilities. How are your support facilitators or co-teachers being used? So you have paras, support facilitators, co-teachers. It's an interesting time to be one of those roles with distance learning, and so we're interested to see how your district or how you, yourself, are being utilized. How are you conducting IEP meetings? How is that going and then lastly, how are your overall transition services being delivered. Particularly maybe with the 18 to 22 extended transition services. So we're really interested in having that conversation and what an opportunity. So with that being said, I'm gonna hand it over to Carly, my colleague, and were gonna see how we can guide this facilitation in sharing.

- [Carly] Thanks Franklin. So we've had some people are already commenting in the chatbox about allowing students to take pictures and share completed assignments, and also having online verbal discussions about topics. Ian hosted a group video conference during normal class time using Schoology and the students can join and leave at their own leisure. Heidi expressed a need for students in terms of technology and access to the internet. She is doing some follow up there on her own. Lots of comments about the polling. Student phone conferences with students and their parents seems to be helpful. Some are using Zoom, Facetime, text, phone calls that's how they're reaching out to their students and their student interns on job sites. Some have begun setting up online classrooms, calling students daily to provide assistance. Pressing need, Nicole Deflorio, pressing need as it scrolls right on by me. Is appropriate material for students with autism who have significant cognitive impairments. Many non-readers but some read, just need simple videos et cetera, they're using Google Classroom. And I think we'll be sharing some resources from as well later, Nicole, that may be able to help connect you with somewhere you can find some of those resources for student with severe autism. IEP and 504 meetings via telephone with parent permission. Support facilitation teachers have been calling students. Joan mentioned that trying to get students online has been a challenge. They're using Google Meets for their meetings. I've seen a lot of folks talking about using Google Hangout. Microsoft teams for IEP meetings, re-evals, evaluation phone conferences and work packets. Flipgrid is a great resource for asynchronous participation and Sherry put the link in there www.flipgrid.com. I see lots of Zoom, Google Hangout, phone conferencing, social lessons live. Carl is a transition specialist in the Panhandle and they're utilizing Zoom and Microsoft Teams to communicate and plan. Teachers at FSDB are setting up individual meetings with student either in teams or video phones. So that everything, because everything is so individualized they also have open Zoon type meetings for office hours. Putnam is using Zoom, Unique and Moby Max. Again lots of Google Classroom, Marco Polo. Tiffany, can we unmute you to hear what Marco Polo is? I'm not sure I've heard about Marco Polo. So Tiffany Kitchens if you can unmute or we can get somebody to unmute you. If you could explain Marco Polo that would great.

- [Danie] I'm scrolling, it'll just take a second.

- [Carly] No problem,Danie.

- [Danie] Also I want just mention, okay Tiffany I found you and unmuted you. That we'll be compiling all this information from the chatbox to share with all participants too. We know it's a lot.

- [Franklin] So Tiffany you might be unmuted--

- [Tiffany] Hello.

- [Carly] Hey Tiffany.

- [Tiffany] How's everyone doing?

- [Carly] Good how are you.

- [Fraklin] Hi Tiffany.

- [Tiffany] I'm hanging in there. It's nice to see you guys or hear from you guys. Marco Polo is an app that one of our teachers is using in their classroom, and it's similar to a walkie talkie and it just allows them to have, sometimes the students will just kind of reach out when they're doing a lesson to see if they have questions and that way they need to do some type of Zoom lesson with them or maybe a Facetime phone call. It allows them to reach the para or the teacher pretty quickly.

- [Carly] Okay that's great.

- [Tiffany] Yeah, and it seems to be working out. Not everyone's using it but it is kind of fun for them to have, and this of course the students love it.

- [Carly] Great, thank you Tiffany. Oh let's see we got lots of live lessons via Zoom. Oh and Nancy says they're dropping off work packets to students so they can see their smiling faces from a distance. It's difficult for us, we have students with no access and we have to use phone for some and Zoom for the ones with access. Certainly understood there. Lots of Google Classroom. Students have been broken up working with teachers and with some job coaches as well. That's great to hear that we still have our job coaches involved working with our students. IEPs via Google Hangouts or Zoom, digital PDF signatures - good. Packets sent home or delivered, some online web-based portal access. Christy Ward said they're still providing job coaching with students who are still working and they're doing that via phone or via video. So that's great, that's an excellent use of technology. to do that, Christy. Kudos to you guys. Some districts are not using Zoom due to confidentiality. St. Johns' using Schoology.

- [Franklin] And just a quick comment, Danie reminded us that all of this will be transcribed. So we'll collect all of these comments and try to organize it maybe in a way to put into kind of categories. That could be an option we could think about doing. But in this as Carly is reading these out. If you have a pressing need, like, "Wow, we really need to solve this..." or, "We'd like help with this...", or "We're having trouble with this.." Maybe as you're typing it out in the chatbox you could preface it by saying "we need" or "need." Because I'm really curious as to what gaps you particularly have in your district or school, that if we filled those they will be really helpful for you.

- [Carly] Thanks Franklin. I have seen a lot people saying they are utilizing their paras in different ways, so that's great. Santa Rosa has their job coaches very actively involved, great job. So Michael Daily mentioned being able to provide billable services as part of Project SEARCH such as the OJTs is challenging, still unsure how that will work. Lack of home support is a huge barrier. Still working with teachers and keeping students busy via email and Google Classroom. Michael, I did get an email this morning actually from another Project SEARCH site who spoke to an area supervisor through VR, and they still able to do 20 hour pre-ETS virtually. So you guys maybe able to look into at least doing some of that which would be billable and still get students on those pre-employment transition services. So we can certainly connect you to that district that mentioned that earlier that I got an email from earlier today, that's certainly not a problem. Lots of our Project SEARCH sites doing their interviews virtually and selections virtually. Trying to stay on track with the timeline, that's great. Para-professionals and job coaches participating with social skills lessons, checking in on students - awesome. All right. Let's see. Franklin I'm not seeing a whole lot of you know prefacing with "we need" so.

- [Franklin] Right.

- [Carly] That's, you know, I'm glad in way, that means that you guys are figuring things out, and being able to support students the best you can. Pepin Academies' job coaches make how-to videos with online discussions about daily living skills and employability skills posted to YouTube, which includes students participating - that's really great. Palm Beach, their job coaches are creating how-to videos, posting on Google Classroom.

- [Franklin] Alley French, I think this is, she mentioned this once before but if you could highlight her need.

- Sure. FSDB needs some kind of career interest inventory tool that has least complicated language, takes hours of interpreting surveys for students who use ASL. Sure, Alley, we have, I can connect you to some of our resources. We do have some that are picture based and some that do have little amount of words and least complicated language and we can get those resources over to you. Let's see, supporting students who have lost their jobs during this time. Sure, that's I'm sure certainly tough right now. Here's a need, how will WBLE as it scrolls right by me extremely fast. How will WBLE VR work to complete contracts when we cannot take students to job sites. Yeah, Evelyn, I'm going to, we can get that information out. I have heard that VR, you can do the WBLE a lot of the pre-ETS stuff still virtually. But we can certainly connect you to people at VR that can help with that as well, and we'll get that out to you. Talent Assessment product with the PAES Lab.

- [Danie] Yeah Wendy had mentioned in the chat pod we're working with, BEESS is working with VR, to get out some information very soon and it might even be in the form of an upcoming call sort of like this. But certainly some email information will be coming out soon. Wendy did you wanna share your update about families supporting families?

- [Wendy] Sure can you hear me?

- [Danie] Yup.

- [Wendy] Okay, perfect. Yes I know that through this meeting it's been something you know just as for teachers and districts have had a sudden shift so have families. And you know talking about students who've lost their jobs, you also have families at home who've lost their jobs as well. And you have families who are now educating their students on top of all of these other changes that have come suddenly to them. So we recognize that there are huge needs out there. This is another area that we do plan to do more of these types of meetings and actually we've been discussing more on how to support families, as well. Teachers helping in that area as well so providing information and resources for teachers to be able to help these families as well. So look for more information to come on that soon. But we understand, you know, these times are just, very impactful for all, for all stakeholders and I appreciate your concerns and sharing that. So, look forward to providing more information and resources and seeing how we can help. Thank you.

- [Carly] Thanks Wendy. I think, as you mentioned, possibly a call or something with VR will be very helpful. A lot of people are mentioning in the chatbox some concerns with VR services right now. So that would probably be really helpful to the districts.

- [Wendy] Yes, Carly, that's true. I did reach out to VR. We've been in discussions - we have regular discussions. But I know that they working on guidance for the WBLE and it will be shared soon. So thank you and we are working on it.

- [Carly] Sure, so we have a request, Brevard is asking if districts can share how they're utilizing their job coaches during this time, and what role do they have other than contacting interns. So if you are a district and you feel like you're utilizing your job coaches really well during this time. If you let us know we can get you unmuted so that you can provide that information, that would pretty great. Danie are they able to unmute themselves or you have to do it manually?

- [Danie] I think they can undo it themselves so give it a try and if not--

- Okay. [Carly] So Ellisa Hayes said that she has something to share about job coaches. Ellisa you should be able to unmute yourself. And then after Ellisa, if Linda Andrews from Santa Rosa would like to go ahead and speak that would be great. They also have 11 job coaches actively involved.

- [Ellisa] Okay I've unmuted myself.

- [Carly] Yep we can hear you go ahead.

- [Ellisa] Good morning everybody. It's good to see you guys.

- [Franklin] Good morning.

- [Ellisa] I'm gonna behave so they will get to Franklin. So anyway, so one of the things that we're doing with our job coaches is the website that you all shared, the Explore Work. That website are you guys familiar with that?

- [Carly] Explore Work? Yes.

- [Ellisa] So within that, what's happened is that one of the teachers are breaking it up where she has some but that also job coaches are assigning themselves to a student so they can stay connected with that Explore Work website. It's like a Pre-ETS service online. I'm not sure if you guys are familiar with that. But when the student connects themselves with somebody they are posting their job coach. So then the job coach is monitoring and helping assist because it is, you know, getting ready for employment and career exploration. So that is one thing that they're doing as well as, you know, being a part of the social skills lessons. And then also we have had some students that have lost their jobs, you know, out there with in the community because of what it is, and so we're also helping access students with how to do unemployment. So in this time of crisis, how does that work and navigating students through that process. So the job coaches are doing those pieces and that's not only at Frank H. Peterson which is a level of students that are more independent down to Alden Road. The job coaches are being paired with the teacher who where the student is connected. So they doing lessons and being a part of that career exploration still "live" via the internet and through Teams.

- [Carly] Great and thank you. Lisa Friedman-Chavez put the website for Explore Work into the chatbox there, so you'll see that in the chatbox. It's just explore-work.com. And then I think Danie is going to unmute Linda Andrews from Santa Rosa and then Nicole and then I know Citrus had something to share as well as Ryan Sterm from Pinellas.

- [Linda] Good morning everybody. I'm glad to be here and thank you for having this format for us to hear what's going on across the state during this challenging time. Our job coaches, we're very fortunate to have 11 of them, and they're very dedicated and very driven and just really care about what's happening with these students. And we always worked very collaboratively. We have monthly meetings, trainings with this group of people anyway. So we're accustomed to very frequent communication and they work our high school and our transition program job coaches are collaborating daily with the teachers, which is nothing new for us. We share our Outlook calendars so that we know what each other is doing. We have a schedule established for all of our teams of when they are meeting with students. They meet as small groups, they meet as individually. The individual meetings with the students are going to be to discuss their work maturity evaluations from their on the job training placements. Because they just got those back right before the spring break so they had not even had an opportunity to go over those and so then there from those discussions in what they are assigning them appropriate activities that are individualized. We, our transition programs, are using that Class Dojo and you know most of the students do have the virtual access so that's been working extremely well. So it's, the job coaches like I said, they take everything they almost become like our teachers you know. They're very knowledgeable and they are hungry for the resources and so they are wonderful about whatever resources I give them, they're sharing them with the teachers. So we're all helping each other, we're having weekly meetings with even our high school instructors. This morning before this, 23 of us met virtually to discuss about what's happening and how we're planning for next year for the career experience course. So, I'm very satisfied with the way things are working for us. I do have a question though about the explorerwork.com. I went on that last night and got the message it was the future home of something quite cool that it hadn't been launched yet. So I am curious I even went to the WINTAC website. So I don't know if that's changed today but it must have, for content.

- [Lisa] I was just going to mention, I think when we were putting together the document some of us were having trouble and I don't know if it depends on what your browser is. I got into it again today because I saw it in the chatbox and I'm like, "Is it not working again?" But it should be up, I don't know it might have to be you entering it directly. I actually, I copied and pasted it into the chatbox directly from my browser and I went through the different parts of it and actually even tried doing some of the trainings within it. And somebody that spoke also had mentioned that they're actually using it and it's an awesome website. So hopefully it will be working for you.

- [Freddy] Lisa and everyone, it is the browser so you need to access it via Chrome and the other one I forgot what it's called, the other browser not explorer--

- [Carly] Firefox?

- [Lisa] Firefox.

- [Freddy] Firefox.

- Thanks, Freddy.

- [Carly] All right, thank you Linda for sharing. I think, Danie, you were going to have Nicole Deflorio speak next.

- [Nicole] Hi, so I'm at Palm Beach School for Autism. So obviously all of our students are on the Spectrum. Many of them have pretty significant cognitive disabilities as well so we did a lot hands-on stuff. My coaches right now, we have Google Classroom. They're creating slideshows of the students working on and off campus, also other slideshows of them going on their CBIs. But when they go they're familiar and reminded of what they were doing and feel more connected. We are looking for videos on various jobs skills. "Day in the life" of different community helpers, simple things under two minutes. So my job coaches are finding those videos, creating our own videos from everything from doing healthy activities to inventorying their pantry to [inaudible sounds] And there's also virtual CBIs in there, like the Georgia aquarium has a live feed and other virtual CBIs we're putting up, and then the unique transitions lessons. So I have my coaches working on building that virtually.

- [Carly] Great, thank you, Nicole. I know we had Toby Rollanson from Citrus and Ryan Sterm from Pinellas who we're happy to share. I'm not sure if either of you guys are unmuted right now. But while we're getting to that, St. Johns is creating, their job coaches are creating task analysis and job task to match what students are doing on their WBLE job sites and working with students to develop resumes and letters of recommendation as another sample there. So if we have Toby or Ryan who will share.

- [Toby] Hi guys this is Toby from Citrus and we are using our job coaches to help facilitate lesson plans, using Unique is our foundation, and we've currently been working with the job coaches in learning Google Classroom and Zoom and the other components that we're hoping to teach our students. So next week the plan is for the job coaches to select a certain group of students and call them and walk them through their lesson. But also to help them navigate through the school email because we want that to be the foundation. So when they create the accounts for the resources you all have shared with us, everything is tied to their school email account. So my students at the Transition Academy will be on rotation and they'll have a directive lesson with the job coaches each day. So by the end of the week, all the students have progressed through the different lesson for the week in a rotation. But then we're also going to have follow up activities and for those parents who are still working and need some supports in the evenings, we're taking turns as far as being available to answer questions and help parents then.

- [Carly] Great, thank you, Toby. Ryan Sterm from Pinellas, do you want to share?

- [Ryan] Hey good morning everyone.

- [Carly] Good morning.

- [Ryan] I hope everyone is well and staying as safe and sane as possible. Some of the things that we have our job coaches doing here in Pinellas and it's very similar to a lot of the activities that a lot of people have already touched on. We're going two to three check-ins a week with students making sure that they're doing well, making sure that their families are doing well. You know, if their families are experiencing unemployment problems or things like that, job coaches are you know just assisting with making sure that they're getting the resources they need. We're setting up mock job interviews especially for a lot of our students who are doing the WBLE type programs or the community based instruction type programs. They're kind of indicating what kind of positions that they would like to apply for once they're, you know, once employment is regularly happening again. So the job coaches are setting mock job interviews. They're doing obviously the career and interest inventory assessments online and the job coaches are walking them through that. They're also going through job applications. I don't know how it is in other districts, I assume it's the same. But a lot of the grocers in our area - Publix, Winn-Dixie, Sam's Club, Walmart - they're all hiring like mad right now, and some families haven't been real receptive to that because they don't feel safe sending their students out into these positions. Like for some kids who, they are ready to go out there and they do feel like they can stay safe. They're applying for those and our job coaches are actually reaching out to the employers and trying to set up job interviews and things like that. And then also very similar to what someone else had touched on. We have our job coaches assisting with, you know unfortunately some of our students have lost their jobs and they have been laid off and they're assisting with unemployment and activities like that. Assisting with activities around the house, chores, job searching online applications and things like that and then also just making sure that the students are making healthy decisions while they're at home. You know looking at what they're eating are they exercising, are they sleeping right you know things like that. So that's what we're up to around here.

- [Carly] Great, thanks, Ryan. I think we'll do one more Cathy Galloti in Volusia. I know you mentioned you have nine employment specialist still working right now. So if you have anything additionally you want to share that'd be a great time. You can come on and share what you guys are doing in Volusia.

- [Cathy] Just we're doing basically the same thing as everybody else. We are using the Unique and we are using Teach Town and we took some of the task analysis from there and the students who we were job developing for, we actually sent the task analysis to the students and we're actually having them perform you know sweeping, wiping the tables, whatever it is, at home using Teams so that the employment advisors can see them actually performing the job task. We're doing mock interviews through Teams and whatever classes they're in, whatever assignments the teachers give them, we're following up one on one to help the students.

- [Carly] Great, thanks, Kathy.

- [Franklin] Thank you, Cathy. Great to hear you, too, Cathy.

- [Carly] Yeah. And I know Stephanie in Nassau commented in the chatbox about some of the work that she's doing alongside the instructors. Some language emersion, doing some lesson in health like Ryan mentioned also. Uploading short videos and interactive activities to help break down and other instructional pieces as well. So it sounds like those are some great ideas. Hopefully you guys were able to capture some of that and again it'll all be in the recording afterwards. Many people have commented about Career Source videos being a great resource so that might be something else to check into. Some of their "day in the life" videos are really good out there. So Franklin I think we've kind of, and Danie, I think we've kind of hit a point of we don't see much more being added to the chatbox right now. Do we want to kind of move on now to Tracy and Freddy?

- [Danie] Right, yep. Strategies that are working. So Freddy and Tracy, if you guys want to come on I think that's a great segway. Great sharing everyone thank you so much for your willingness to share.

- [Tracy] Hey guys, can you hear me okay?

- [Several] Yup, yes.

- [Tracy] Okay, good. Hi I'm Tracy from region one and we're going to work on this next section I'm going to be with Freddy Valadez from region four. Thank you for sharing your challenges and you guys jump right on board to share your strategies because we're all problems solvers. You know, thank you for that and we're all facing challenges that you know every school is struggling with what decisions are right and we may not know what is right until we have the benefit of hindsight. So as a project and prior to this webinar we've been in contact with our districts around the state to exchange ideas and resources. And so Freddy and I we're going to highlight some practices from the field and beyond that seem to be working. But you guys just jumped right in on that last section and shared so many wonderful ideas. And as I was scrolling through the chatbox I was looking for things that I knew about but I didn't see you guys were practicing or maybe I missed it. However, I'm gonna go over a couple of those things. So there were some districts doing speech therapy Zooms, So the speech therapist was actually having Zoom lessons with their student, one on one, and was sharing speech lessons that way. You guys talk about educational packs I know that a beginning to get through those first two weeks and now you're getting on that online distance learning platform. A lot of districts are using Focus, too, to provide student assignments. Uploading those assignments, students are getting those assignments and then submitting them through Focus as well. Lots of professional development is in progress as we all are really bombarded with trying to get on board with the online learning. Attendance records are being kept through an internet sign in, we do hear about that from other districts. Recorded PowerPoint that Freddy's going to talk about in just minute. And then some ideas that I've heard just recently include weekly Facebook chats for students who are gifted. So the gifted students sign in to a Facebook chat and that's there one a week that's already on their educational plan. And then of course OT parent coaching. So OTs are having Zooms with parents and they're coaching parents through some soft skills with the students at home and they're doing that through Zoom like I said. And also Go-To Meetings for IEP meetings. And so Freddy is going to jump on and he's going to elaborate on some other resources that are available.

- [Freddy] So what I didn't see in the challenges and it was cool that you all were problem solving. But what I didn't hear from some of you and, I know Carly in one of her districts, and one of mine, where the bandwidth was an issue and where Schoology or Google Classrooms may have crashed. This might be a possible problem solver around that issue with bandwidth is, also it has to do a lot with attention span of students, too. Think about it they're now at home and so how focused are they in front of the computer or the laptop or the I-pad when it comes to doing those actual lessons. So a way of doing that is using PowerPoint. There's a recording mechanism in PowerPoint where you can provide that instruction, those lessons, and record your voice and give them a visual of that instruction. So that you can do it in shorter intervals like 15 minutes. There's also a neat tool called Screencast-O-Matic where you record your computer screen. For free, I think it lets you record up to three maybe five minutes. You might look into your district purchasing it where you can record longer. But I don't think you want to provide the instruction and the lesson for a long period of time. If you keep it at 15 minutes and then do the homework assignment after you email out the recordings. So you can do PowerPoint, Screencast-O-Matic and YouTube. Zoom let's you record, Adobe Connect lets you record as well. So if you would do simple lessons regarding the timeframe of keeping it short. What that allows too is think about it, our families, our parents, our guardians are just beyond just transition related. If they need assistance with an algebra lesson and it's recorded by the algebra instructor, the parent or the guardian is more likely to be able to help the students. Same comes from, has to do with transition as well. Whatever that lesson or the instruction is, if you keep that recording under 15 minutes and give them a visual, then that helps with the bandwidth issue and systems crashing is recording those lesson on PowerPoint, Screencast-O-Matic, YouTube, Zoom and Adobe. I can give you all an example of that, of a lesson that's done simply using a recoding with some questions if you'd like. I played with Screencast-O-Matic doing a simple lesson, using that self-advocacy website, having the students watch a video that I could share with you potentially and you might be able to create more along that line so. If you all have any other strategies that you want to share that we haven't mentioned yet, it seems like we don't many pressing needs or challenges right now from what I could tell in the earlier segment. If there's any pressing needs or challenges you want to share at this point, or any strategies that haven't been mentioned thus far.

- [Tracy] And, of course, if you run into any challenges using any of these strategy especially if it's involving HIPAA or anything like that. Please share that as well. Thank you. Danie, I think this is a good segway to the next section.

- [Danie] Okay, thank you so much. All right so now we're going to share some existing resources and what's new that we've developed particularly as a response to the increase distance learning. I have some colleagues, I have got Amanda Schoenberger, Carly and Lisa are going to join us and share some of these and I'm going to share my screen so they can walk us through these.

- [Amanda] Great, thanks, Danie. If you go to our website project10.info, you will see a new tab or a new page that we have created called "COVID-19 Distance Learning Resources". And this page is a page dedicated to all resources that will support teachers and families throughout the state and the nation. So, we've got a great list of resources and we will be updating it on an ongoing basis. And at the top of the screen as Danie had showed earlier we do have that Helpful Online Transition-Related Resources as well posted there for you to click on, download and view. And I will hand it over to Carly to go over our training, technical assistance and publications page.

- [Carly] Amanda, so as Danie navigates you'll see our training and publications page which also includes our online training opportunities. So I know some districts have reached out looking for some online training opportunities or modules that folks could do in this time of virtual distance learning. So on the page there you see our online training opportunities. We have four, Project 10 has four different transition related online training opportunities for you. We also at the bottom have an additional one that was created by the Florida Consortium on Post-secondary Ed which goes into UDL. So when you go to the BEESS portal for the professional development you'll see lots of online opportunities and then our Project 10 ones are listed there as well. And then Danie's gonna navigate next to our training page and so in this time now when we're all kind of working remotely. Please know that your Project 10 regional transition representative is still available to provide any kind of training and technical assistance needs that you have, and we'll do it in a virtual platform much like we are right now. So as you see on the screen Danie is scrolling through our training page so any of those trainings that are listed there, they give you a brief description they give you a timeframe. Please don't be worried about the timeframe we can make the training or technical assistance fit into whatever timeframe you need for it to work in, and we can accommodate that without a problem. So your RTR is definitely still here for you just in a virtual capacity that we can still provide any kind of trainings that you need. And then lastly the publications page. So you'll on the right hand side there's a document and file pod where you'll find a lot of our publications and you have the list there in the middle, which Danie is gonna slowly scroll through. One of the things that I wanna mention is you'll see right there the Helpful Online Transition-Related Resources. So again that document that Lisa and Freddy shared at the beginning of our webinar is also where Amanda showed you on the COVID-19 page, it's also on our publications page as well. You'll see our "Family Guide to Secondary Transition Planning for Students with Disabilities" as well as the toolkit and within the toolkit there you'll find the Padlet as well which has a lot of great handouts that are related to the appendix of our Family Guide. You will see, oh thanks Danie. So there's the Family Guide. You'll see our Predictors of Post-school Outcomes, that's one of our newer publications. Very visually appealing, Donna Phillips worked really hard to put these 20 predictors of post school outcomes together so that document is there for you as well. A lot of districts have commented on what a great resource that has been for them. You'll also see the Project 10 website handout. So, I know many of you are familiar with Project 10, some of you might be new to Project 10. Maybe you haven't explored our website yet, our website can be a little overwhelming. When you get to the main page there are eight major buckets. But our Project 10 website handout will kind of help show you what sorts of topics fall in those eight major buckets from our home page and kind of help you navigate around the website. So it's a great resource if your, in particular if your new to visiting our website. And then lastly, our Secondary Transition Roadmap for Families that came out a couple years ago, has been very popular. Ongoing popularity with that document with districts. A lot of districts use that and they share that with families during IEP meetings. Kind of guide families through what to expect in transition planning starting before age 14 all the way up to 22. So we have our Secondary Transition Roadmap. We are currently in the process of developing a middle school trail map, which hopefully will be available in the very near future as well that will help for our middle school age students. In that file pod on the right hand side you'll also see that some of our publications have been translated into other languages. So you'll be able to find that as well in that section. And I think now we're going to go to Lisa who's going to talk about some of the resources that have come from NTACT. [Lisa] Yes, thanks Carly, and I also wanted to mention for our trainings we can always do a Project 10 overview or combine that with another one of our trainings. We can you know kind of pick and pull slides from different trainings. We really work with you to tailor your training and technical assistance needs during this time. Well even when things are hopefully back to normal again. But yeah if we can definitely tailor we wanna work with you guys. So this is the National Technical Assistance Center on Transition website, so many of us just call it "NTACT." Hopefully you're signed up for their weekly newsletter it has fantastic resources. They have created a web page you can see us transition resources during the COVID-19 outbreak. It's very tiny I don't know if we can make it any bigger Danie. I'm kinda like. But I did wanna point out a couple of things on the NTACT website. First of all you're going to see some national resources on their website towards the top under transition assessment and planning resources. I wanted to bring your attention to the third resource down which is their update and instructional planning resources. Notice that the date is April third, they really are updating that on a regular basis. So please do check back on the NTACT's website you know often. Like I said I was just on it yesterday and, yeah, things have already updated since then. So you have that for April third, also under "Transition focused instructional resources" you're going to see that they have a recording of the webinar that they did which was fabulous. That's from March 24th. They also have some of the resources they discussed in the webinar including those choice boards. And one of the things that they've done and I was thinking about it as we were talking about you know job coaches and some of things that you're doing in your districts. But they've broken out some of the resources by post-secondary goal area. So you can see postsecondary education preparation, employment preparation, independent living skills instruction. So those are all wonderful, wonderful resources that you guys can take a look at and they keep adding additional resources to them. And then you can see some online instruction resources and tips, and then they also have some guidance and resources from other states. So just wanted to make sure you guys are aware that that is also something that you can check out and we have them listed on our website under you know our new web page. But definitely wonderful resources there for everyone to peruse and access. You know thank you. [Danie] Thank you three for those awesome resources and sharing those. Up next we've got Carla Greene and Joey Nice to talk about DJJ and alternate education resources.

- Hi good afternoon this is Carla Greene. I'm the Juvenile Justice Liaison for the state and Project 10. And I would just have to say that I am thoroughly impressed by the engaging opportunities that I'm hearing, that you all talk about that you've either developed or you're utilizing in your school districts. And Joey and I, we are always happy when we have the opportunity to advocate for our most vulnerable students. Those who are in our DJJ schools, our country jails, and all of our alternative schools. So really our biggest question to all of you is are you the providing the same opportunities for these students in these settings and even for the teachers? So we're really asking you to please share your expertise with the teachers in these settings and train them and teach them how they use these same opportunities for those students. And really our message to the superintendents and I know that Dr. Monica Verra-Tirado she has had opportunities to speak on superintendent's calls and this is what you seen on the screen is exactly what she's sharing with them. You know and really just to highlight those two areas in the middle that all of our virtual platforms, and distance learning opportunities, any training support, every student with an IEP or 504 plan, all of that should be included in the district's plan for the continuity of learning, and they should be to the same extent as all other students. So that's really our message and that's what we are encouraging all of you to do. We do have some challenges with technology and just really working with those programs to determine what their technology needs are and how the district can support them. So we just thank you for this opportunity. I want to turn it over to Joey for any last words. But ours is brief but it's important and powerful in our eyes, so Joey. [Joey] Yeah, thank you, Carla. I'm Joey Nice the Alternative Schools Liaison and it's really good today to see so many familiar faces from across the state and say hello and take an opportunity that you've all been sharing. One thing we know about alternative settings is historically they have always had to think outside of the box to meet those unique needs of the students. And as we continue to do that and move forward in these new times just to remind you that we are here to help support and provide technical assistance and be a friend alongside you during this time. So we thank you for sharing some time with us this morning. [Danie] Thank you Carla and Joey. We appreciate your updates and being there to support us. All right up next we've got a few discretionary grant projects, like Project 10, that might be relevant to your needs today and in the future. And so Sara you, do you want to tell us a little bit about what is going on with it FDLRS and what they have to offer.

- [Sara] Yes absolutely thank you Danie. Like Project 10 we've also on the FDLRS website collected a lot of different resources and we have a lot of webinars and trainings that are available at this time. So the FDLRS website is fdlrs.org and on that website if you scroll down towards the bottom under "News and announcements" there are several different webinars that we've done a lot a lot a lot, like three a day webinars, this week, and those are all available as recording with the close caption transcripts with all of the PowerPoint materials. So if you see any those webinars that you would have liked to attend and that you weren't able to, feel free to click on that and you can get all of the resources and view it as if you were a participant in it. The most popular definitely was, "Providing accommodations in a virtual learning environment." This takes our most common accommodations for our students, gives you an idea, an example of how that would look in a virtual setting and how you can provide those accommodations and document those accommodations. We have a few CARD webinars that are still coming up and these are parent webinars. "The ABCs of behavior and the anxious child." We had SEDNET that came and did a couple for us on setting up the learning environment. So you can find that under the "virtual webinar resources and recordings" and like I said there's just a lot of them being added throughout. So those are all the virtual ones, they're both for parents and for teachers. So it's a good way to spread information, not only to our educators, but for parents who are confused and there's a level of frustration and confusion as to where to go and how to provide this education for their students. So, FDLRS is always happy to provide support. You can locate your local FDLRS center by the "find a center" link on the FDLRS website. It's in the center right there and then you can just click on your district. FDLRS website fdlrs.org and also I just want to bring up the BEESS portal once again which is fl-pda.org. Which is all virtual trainings for educators and there is a para training on there as well. Thank you Danie. [Danie] Thank you Sara. We also have two other discretionary projects. There are a number of them I think over 100, Wendy would know, and you can go to the link she shared earlier. But two other discretionary projects that we wanted to highlight are the ACCESS Project. Christi I think I saw you on here. Do you want to unmute and say a few words about ACCESS?

- [Christi] Good morning everybody. Just like what everybody else has said. Thank you so much for all of the hard work, ground work that you're doing around the state for students. The ACCESS Project does have a new tab on there website that has working with families and distant learning. If you click on the "more" tab you'll see a link with some of the resources that we've begun to start finding and we will be of course adding to that as we go along. We are also going to be setting up some virtual meetings so that teachers that work with our most significant cognitive disabilities students, can have a platform and a place where they can share ideas and what's working well. So thank you and as always, Jeff Pruitt and I are both available through email, so please feel free if there's something in particular that we can help you with to reach out and contact us.

- [Danie] Thanks so much Christi, we appreciate it and all the work you do. And the other discretionary project we wanted to highlight today was the Florida Inclusion Network also known as FIN. And I have Meghan Everett listed here as the director but I think we have JaSheena on here today. Do you wanna say a few words JaSheena and tell us about FIN?

- [JaSheena] Yes good afternoon everyone. Thank you all for your commitment to students. Basically we developed two hand outs recently they're are on our website that focus on collaborative teaching in a virtual environment and tips for parents to support their child or children with virtual learning. The family tips are also translated in Spanish and Haitian Creole. The Florida Inclusion Network will be hosting a webinar for educators on the 13th of 2020 at 9 a.m. and this is in collaboration with FDLRS and we're bringing a national expert, Dr. Paula Kluth.

- [Danie] I think we're a little bit of a bandwidth issues. I'm not hearing JaSheena's. Is it just my computer?

- [Donna] No I'm not hearing her either Danie, this is Donna.

- Okay, all right JaSheena I'm so sorry we lost you. Your internet it probably had a blip like mine has in the past too. I traveled to the office today to give this webinar to be sure. But we'll be sure to share any additional resources about FIN and their upcoming events, following this webinar. But thank you.

- [JaSheena] Okay I'm sorry, then I will okay. Then I will put this information in the chatbox. [Danie] That would be great thank you so much. I'm sorry about that.

- [JaSheena] Perfect thank you. Not a problem. [Danie] All right, so what's next, how can we continue to connect and support you? Donna is going to tell us a little bit about this but we need your input and so as she's talking about how we can connect next. I'm going to start another poll to get your input on how you want to connect next, both on topic, the size of the groups and also when, when, is a good time for you to connect. So Donna take it away. [Donna] All right. Just a note about the polls I saw that some of you were unable to scroll down and submit your polls and Tracy suggested that if you were unable to complete your polls that you could post your preferences or your input on that on the chatbox. So please feel free to do that if your chatbox is not being kind to you. So right, you might be wondering what to expect during the next coming weeks, the next few weeks and I suppose that's a fairly common feeling that all of us are sharing right now. It seems like wondering what's next is like what I think about every morning when I wake up, I think, "Oh what's gonna happen today?" Because it seems like the landscape is just like changing daily with new information about the virus and new policies and procedures that guide us. So to the best of our knowledge, here's what we know about what's next. First I would like to say that Project 10 and as you've also heard from the other discretionary projects that have been represented today, that we will all be supporting you in any way that we can. We really appreciate the information that you've shared today about challenges and successes and we feel like that's going to be really helpful information as we look ahead to how we can support you all. We'll be using that information to guide our work as much as possible. So please contact your RTR, your regional transition representative, when you have emerging needs. Because we may see needs tomorrow that we don't see today and we'll do our very best to assist you. Also next is follow up webinars and as you're sharing in the poll here, you're giving us your preference in regard to how we'll do those follow up contacts. We've been thinking obviously about regional meetings or webinars and also size alike districts or maybe both. We do know one thing that is not on our what's next list and that is the annual Visions Conference. And we're all sorry to see that have to be delayed. But it will be rescheduled and we'll announce a "save the date" as soon as we receive that information from the Florida Division on Career Development and Transition. But on a positive note, the Transition Contacts Meeting that is traditionally held prior to the Visions Conference will still be held virtually. The date for that is still to be determined but we'll share that information as soon as it's available. And that covers I think all of our what's next. [Danie] Yes thank you so much Donna. And Wendy Metty and the Project 10 admin team are going to use a lot of the information shared today from you all to help inform what is it that we need to provide moving forward and with the Transition Contacts Meeting and things like that. So we'll be in touch. And so are there any closing questions? We ended a little bit early and so we still have a few minutes. Are there any questions or comments that anyone wants to share? And please also a reminder to continue to fill out the poll if you haven't done so and share your input on how to meet in the future. Somebody asked about a recommendation for a student to attend the Visions Conference and they will be opening up I think all of the awards again in the fall. And I think Visions will be held in December and so more information can be found on the Florida DCDT website. Which is FloridaDCDT.org. I see a lot of kind words in the chatbox, thank you so much. This will be recorded, just a reminder. This webinar will be recorded. It will be available on our website early next week and you will receive an email with the webinar and any related links. We will also be sending out an evaluation and so we really appreciate your feedback and completing that evaluation. We submit that data as part of our project. So please do take a moment to just fill out, it's four or five short questions. Sara shared the BEESS Portal para training and the link to that in the chatbox. I'm not seeing any questions so, have a great afternoon everyone and thank you so much for staying with us and please reach out to us. We are here to serve you. Thank you so much and thank you to all of our speakers for your time today.