Virtual Transition Contacts Meeting

May 21, 2020

Secondary Transition Specialist

Wendy Metty

FLORIDA DEPARTMENT OF EDUCATION
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Agenda

Agenda

- Bureau of Exceptional Education and Student Services (BEESS) Update
- Guests:
  - Division of Blind Services (DBS)
    - Janet Chernoff, Colton Knight
  - Vocational Rehabilitation (VR)
    - Johana Valdivieso and Brandi Boyer-Rutherford
  - Able Trust
    - Allison Chase and Joseph D'Souza
  - Career Technical Education (CTE) Alignment Process
    - April Vinson
- Transition Resources
- Chat Box

BEESS Update

COVID-19 Information

- COVID-19 Updates:
  - http://www.fldoe.org/em-response/index.stml
- Important Documents
  - http://www.fldoe.org/em-response/documents.stml
- Deferral:
  - May 15 deadline extended
  - http://www.fldoe.org/core/fileparse.php/19861/urlt/DOEEmergencyOrder2020-EO-02.pdf
  - (no later than last day of school)

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Division of Blind Services
Bureau of Business Enterprise

The Mission of the Florida Bureau of Business Enterprise Program is to provide people who are legally blind with rewarding and profitable entrepreneurial ventures, broaden their economic opportunities and invigorate all blind people to be self-supporting while dispelling misconceptions about blind people by showcasing their abilities.

www.FLDOE.org

Requirements for an Applicant to the Division of Blind Services Bureau of Business Enterprise Program

You must be legally blind
You must be a client of the Florida Division of Blind Services
Be at least 18 years of age
Be a United States citizen
Have a high school diploma or GED
Pass a physical exam
Submit to and pass a Level 2 Criminal Background Screening
Successfully complete Florida Bureau of Business Enterprise training and licensing requirements

"To ensure blind and visually impaired Floridians have the tools, support and opportunity to achieve success"

After concluding their 18-week training program at the Center in Daytona Beach trainees should expect to spend a minimum of 6-10 weeks in on the job training.

Following successful completion of their on the job training, trainees are administered a licensure exam and become eligible to compete for vacant facilities.
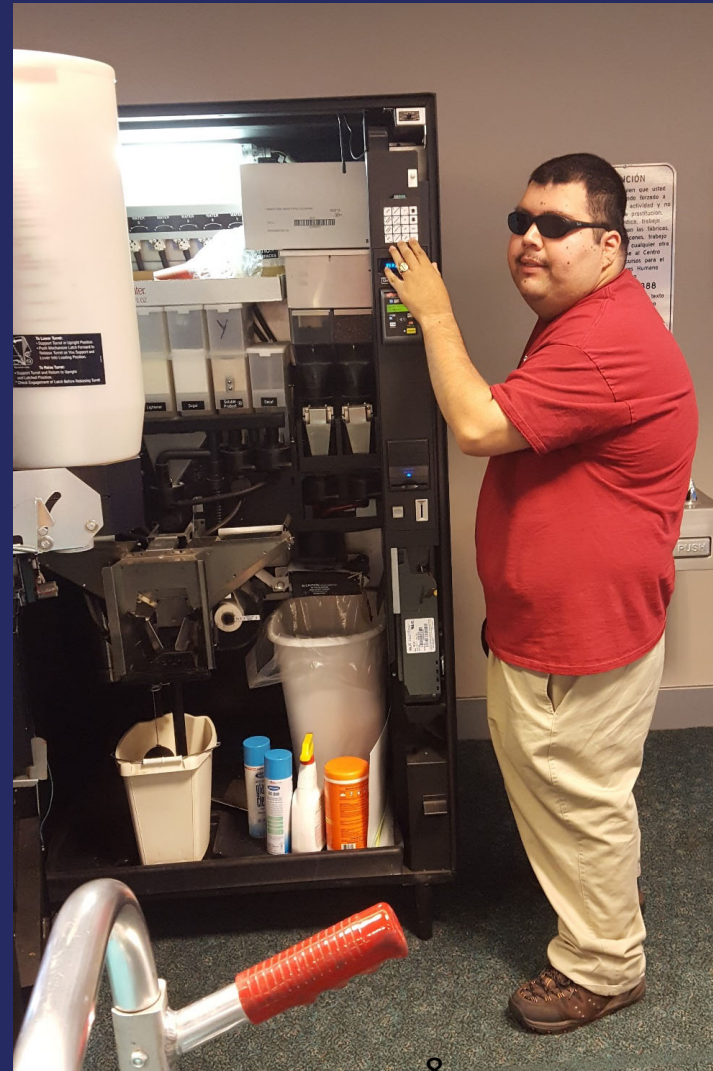
There are currently **119 licensed vendors** operating **145 facilities** from Pensacola to Key West, totaling over **$23.5 million in sales** for 2019.

Vending Route
Pensacola

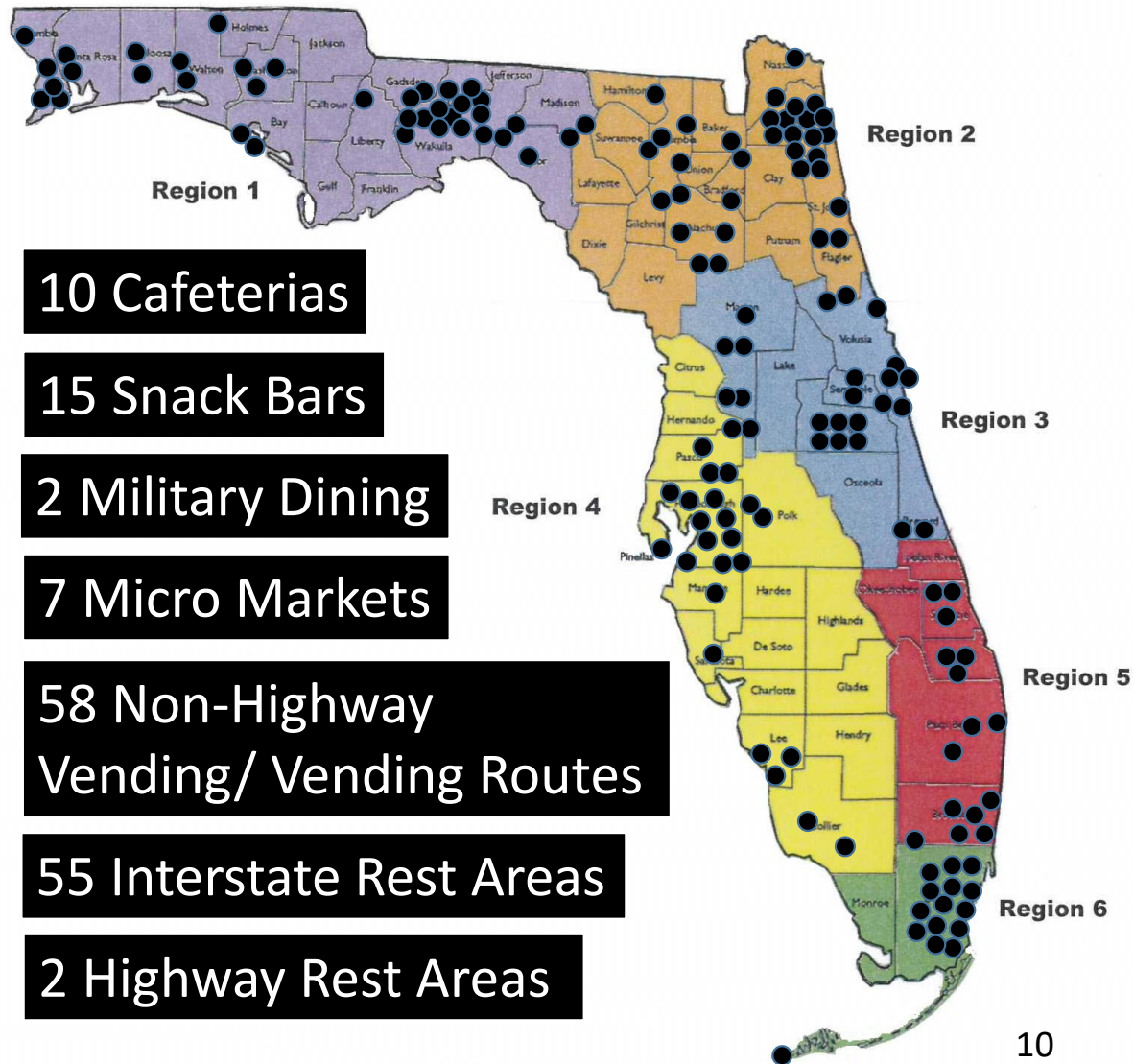Micro-Market
Tallahassee

Cafeteria
Jacksonville

Military Dining
Panama City NAS

Micro-Market
Tampa

Rest Area
St. John's County

10 Cafeterias

15 Snack Bars

2 Military Dining

7 Micro Markets

58 Non-Highway Vending/ Vending Routes

55 Interstate Rest Areas

2 Highway Rest Areas

10

2018-19 VENDOR EARNINGS

Average 1st year Vendor net earnings over $33,145

Average BBE Vendor net earnings over $71,089

11

1 **has been a BBE Vendor for over 50 years!**

12

Facilities in South Florida

Non-Highway Vending Route Lee County

Rest Area Alligator Alley I-75

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Facilities
in Central Florida

Vending and Food Service at the Kennedy Space Center

Interstate Vending I-275 Rest Area Manatee County

Facilities in North Florida

Vending at Florida's Capitol Complex Tallahassee

Snack Bar Duval County Courthouse Jacksonville

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Business Enterprise Support Staff

- **Bureau Chief**

- **Operations Manager**

- **Marketing Director**

- **Compliance Officer**

- **Business Coach/Analyst**

- **Regional Consultants**

- **Admin. Services Consultant**

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BBE Client Characteristics

Business Minded   **C**ustomer Service Oriented

Balanced   **L**ikable

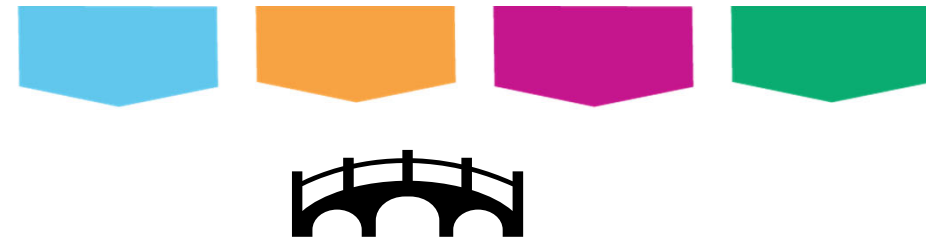**E**nthusiastic   **I**nitiative Taker

Energetic

Nomadic

Tech Savvy

Self Starter

Vocational Rehabilitation

Vocational Rehabilitation:

Work **B**ased
Learning **E**xperience

Work Based Learning Experience (WBLE)

- Uses real work to connect school to real-life work activities and future career opportunities.
- Requires direct employer/community involvement to ensure in-depth student engagement.
- Opportunities engage, motivate and augment the academic learning process.
- Includes opportunities and experiences outside the traditional school setting in an integrated environment to the maximum extent possible

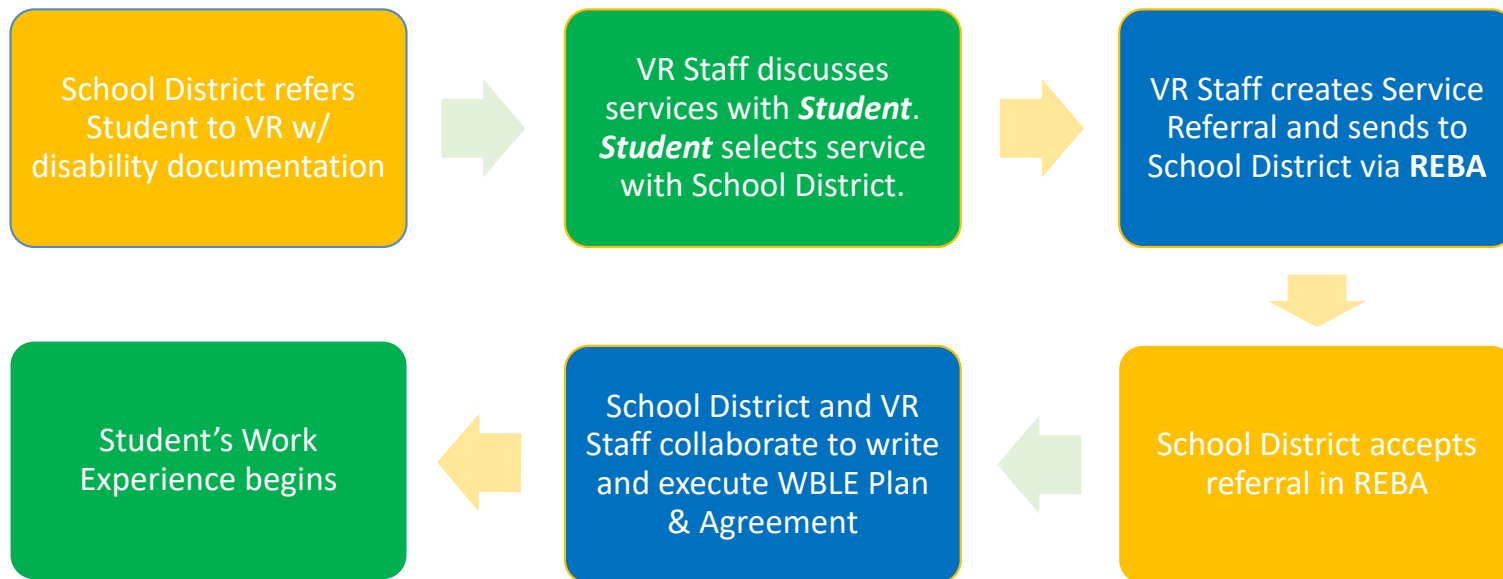# The Evolution of VR's School-Based Transition Services

As with all things, including VR's transition services, growth and change are to be expected and are vital to success.

- Third Party Co-operative Agreement (2007)

- Third Party Co-operative Agreement - *Revisited for Supported Employment* (2014)

- Contracted WBLE (2018)

- ***NEW* Fee for Service Model (2020)**

WBLE Fee for Service Model: What is different?

Contracted WBLE	Will this change?	What will this change look like under Fee for Service?
Budgets are required to establish how funds will be allocated and utilized to provide the contracted WBLE services.	Yes.	Budgets **will not be required** under the fee for service model.
Cost Analysis are required to ensure that allocated expenditures are allowable, reasonable, necessary and allocable in accordance with programmatic requirements. In addition, all costs must be ancillary to carry out the programmatic requirements.	Yes.	Cost analysis **will not be required** under the fee for service model.
Student is only allowed a total of four work based learning experiences per year.	Yes.	Students will have access to **unlimited** work based learning experiences per year.
Referral Requirement – A referral from VR is required for each WBLE.	No.	The referral requirement will remain the same, a referral will be required for each work based learning experience.
School Districts and DVR must make tier determinations for each student, for each work experience.	Yes.	Tiers will **no longer be applicable** under the WBLE fee for service model.

WBLE Referral Process in REBA

School District refers Student to VR w/ disability documentation

→

VR Staff discusses services with **Student**. **Student** selects service with School District.

→

VR Staff creates Service Referral and sends to School District via **REBA**

↓

Student's Work Experience begins

←

School District and VR Staff collaborate to write and execute WBLE Plan & Agreement

←

School District accepts referral in REBA

Things to know about the change:

- Billing can be done upon completion of the service, no longer requires a monthly invoice.

- Services can be provided during **_or_** outside of school hours, year round.

- The TPCA model will go away and training will be provided to assist with the transition to REBA.

- All School Districts with current contracts will be grandfathered in as a VR Pre-ETS provider.
  - *(If any additional information is required, VR will make contact with the District to request the information.)*

Supports for School Districts shifting to the Fee for Service Model

Initial Supports

- In-depth training for School District Employment Specialists and Points of Contact prior to the start of the new school year.

- Provider Managers assigned to each District to check in regularly and offer support.

On-Going Supports

- Local Provider Liaisons in your area to guide you through the processes and address any issues that may come up.

- Further development of relationship with VR Staff and School District Staff. (LEA Agreement)

- VR Program Administrators and Subject Matter Experts.

The Local Education Agency (LEA) Agreement:
How can it help you be effective and successful?

- Maintaining regular communication with local school and agency staff.

- Evaluating and mapping what is already being done so as to identify gaps we can meet.

- Schedule meetings throughout the year to discuss progress in collaboration.

- Staff mutual students with signed and dated release of information.

- VR and LEA cross-training

Fee For Service Model Benefits

- No Cost Analysis (Budget) Required!
- No VR stipulation on how payment for services is spent.
- No Hourly requirement for each experience.
  - ➤ Best Practice is *at least* 10 hours.
- No limit on the number of WBLEs a student can receive.
- Local Provider Liaisons to help with any issues that may arise.

Fee For Service Model will have no specified hourly requirement for each WBLE.
Best practice is at least ten (*10*) hours completed during the experience, as this is considered
an acceptable minimum amount of time for a quality work based learning experience.

(*Previous*) Contract Hour Requirements	Equivalent Hours in Fee For Service Model	Payment Rates for Equivalent hours in Fee-For-Service
TIER 1: Minimum twenty (20) hours of service.	*1-2* Plan & Agreements w/Final Reports	**1** Plan & Agreement w/Final Report = **$1,633** **2** Plan & Agreements w/ Final Reports = **$3,266**
TIER 2: Twenty one (21) to forty (40) hours of service.	*2-3* Plan & Agreements w/Final Reports	**2** Plan & Agreements w/ Final Reports = **$3,266** **3** Plan & Agreements w/Final Report = **$4,899**
TIER 3: Minimum forty-one (41) hours of service.	**4** Plan & Agreements w/Final Reports	**4** Plan & Agreements w/Final Reports = **$6,532**

Tier determination is **not required or applicable** under the fee for service model.
The payment amount per each completed experience will be disbursed at a rate of $1,633.
There is no maximum number of WBLEs in which a student can participate under the Fee-For-Service Model.

School District Pre-ETS Providers

(as of 12/2019)

Bar chart showing School District Pre-ETS Providers: Fee for Service WBLE = 9, Work Readiness = 12, Self Advocacy = 7, Contracted WBLE = 31.

Current Service Types Allowed as a Pre-ETS Vendor

Billable rates per completed referral from VR

- OJT/WBLE
  - Plan and Agreement: $980.00
  - Final Report: $653.00

- Work Readiness Training
  - Completion of 20 hour course: $302.00

- Self Advocacy Training *(requires additional training of staff)*
  - Self-Advocacy Course 1: $400.00
  - Self-Advocacy Course 2: $400.00

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Lessons Learned During COVID-19: Silver Linings

What is it about the virtual education experience that you would like to maintain in the future?

- Use of digital teaching strategies?

- Communication methods with students, families and colleagues?

- Relationship-building with students, families and colleagues?

- Individual Educational Plan (IEP) meeting?

- Delivery of transition services?

- Graduation acknowledgements?

project10 transition education network

Able Trust

The Able Trust's
High School High Tech Program

www.abletrust.org

High School High Tech: What

- Career and postsecondary exploration program for high school students with disabilities.
- Students have IEP, 504 or self-diagnosed; aged 14-21.
- Community-based partnership made up of students, parents and families, businesses, educators and rehabilitation professionals.
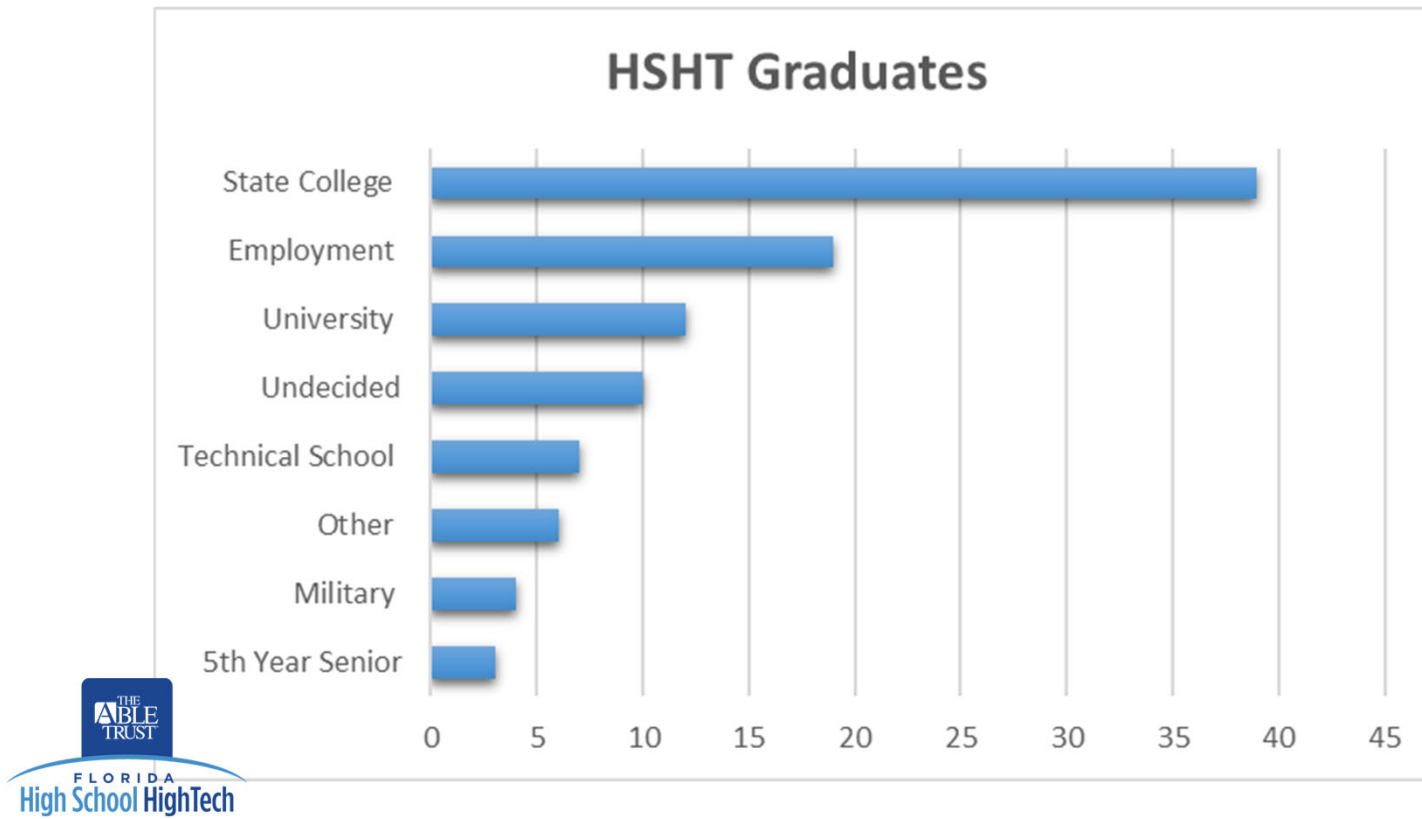
High School High Tech: What

HSHT has three basic goals:

- Ensure students graduate high school.
- Enable students to explore a variety of careers and post-secondary options.
- Establish a plan for post high school for students, preferably continuing their education which will set them on a successful career path.

High School High Tech: Who

- **596** HSHT students graduated in 2019. (Graduation rate **99%**)
- **294** students received a Career Certification, including the Florida Ready To Work Credential.
- **83%** of Florida HSHT graduates entered postsecondary education or employment
- **563** students participated in career experiences

HSHT Graduates

High School High Tech: How

- Guideposts to Success
- Community partnerships and collaborations
- Funding
- Technical support and assistance

Joey D'Souza, State Director High School High Tech

joseph@abletrust.org

850.264.8019

Career Technical Education and Students with Disabilities

CTE Course Substitution

Columbia County Schools

April Vinson

Academic and Employment Graduation Option:

- [TAP: High School Graduation Options for SWD's](#)

- What are the additional graduation options for students with disabilities ?

- Two additional options are available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:
  - Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
  - Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

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Where did we start?

- Out of necessity…

- Help student that was missing several core credits but had multiple CTE credits completed.

- Had job and enrolled in OJT courses.

- IEP team met to discuss graduation options, possibly amend IEP and complete Employment Transition Plan.

Growth Moment:

- CTE Curriculum Frameworks were pulled to look for course alignment and several of the courses we needed to use had not been aligned

- This is where our work really started.

- [CTE Curriculum Frameworks Link](#)

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Florida Department of Education
Curriculum Framework

Program Title: **Building Construction Technologies**
Program Type: **Career Preparatory**
Career Cluster: **Architecture & Construction**

Secondary – Career Preparatory	
Program Number	8720300
CIP Number	0646041502
Grade Level	9-12
Standard Length	7 Credits
Teacher Certification	Refer to the **Program Structure** section.
CTSO	SkillsUSA
SOC Codes (all applicable)	49-9071 - Maintenance and Repair Workers
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

The purpose of this program is to prepare students for employment or advanced training in the building construction industry.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Architecture & Construction career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills and occupation-specific skills, and knowledge of all aspects of the Architecture & Construction career cluster.

The content includes but is not limited to developing skills in various construction trades, as well as providing a foundation in construction management. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points. The recommended sequence allows students to complete specified portions of the program for employment or to remain for advanced training. A student who completes the applicable competencies at the first occupational completion point may either continue with the training program or terminate as an occupational completer.

Academic Alignment Tables

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Environmental Science	Genetics	Integrated Science 1	Marine Science 1 Honors	Physical Science	Physics 1
8720310	4/87 5%	4/80 5%	24/83 29%	4/69 6%	22/67 33%	4/70 6%	4/69 6%	22/82 27%	4/66 6%	22/74 30%	4/72 6%
8720320	6/87 7%	11/80 14%	26/83 31%	10/69 14%	25/67 37%	4/70 6%	7/69 10%	30/82 37%	11/66 17%	33/74 45%	10/72 14%
8720330	7/87 8%	8/80 10%	6/83 7%	7/69 10%	4/67 6%	15/70 21%	8/69 12%	6/82 7%	13/66 20%	5/74 7%	7/72 10%
8720340	22/87 25%	24/80 30%	2/83 2%	22/69 32%	3/67 4%	2070 29%	23/69 33%	3/82 4%	18/66 27%	24/74 33%	24/72 33%
8720350	2/87 2%	4/80 5%	2/83 2%	2/69 3%	3/67 4%	#	3/69 4%	3/82 4%	3/66 5%	3/74 4%	4/72 6%

2

8720360	1/87 1%	2/80 3%	#	2/69 3%	1/67 1%	1/70 1%	1/69 1%	1/82 1%	1/66 2%	2/74 3%	2/72 3%
8720370	3/87 3%	5/80 6%	2/83 2%	5/69 7%	4/67 6%	2/70 3%	4/69 6%	3/82 4%	5/66 8%	7/74 9%	10/72 14%

\# Alignment attempted, but no correlation to academic course

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8720310	17/67 25%	9/75 12%	23/54 43%	8/46 17%	8/45 18%	#	#
8720320	18/67 27%	10/75 13%	19/54 35%	5/46 11%	5/45 11%	#	#
8720330	6/67 9%	9/75 12%	5/54 9%	#	#	7/45 16%	7/45 16%
8720340	11/67 16%	16/75 21%	12/54 22%	#	#	4/45 9%	4/45 9%
8720350	4/67 6%	2/75 3%	3/54 6%	#	#	3/45 7%	3/45 7%
8720360	#	1/75 1%	#	#	#	4/45 9%	4/45 9%
8720370	3/67 4%	2/75 3%	2/54 4%	#	#	6/45 13%	6/45 13%

Columbia High School
CTE Courses and FLDOE Alignments

Course	Course #	A & P Honors	Biology 1	Chemistry 1	Earth/Space Science	Environmental Science	Marine Science 1 Honors	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
ACCT APPL 1	8203310	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
ADV TECH APPL	8601900	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR
AG FOUNDATIONS	8106810	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
ANIM SCI SERS 2	8106210	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	PR	PR	PR	PR
ANIM SCI SERS 3	8106220	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	PR	PR	PR	PR
APPLD ENG TECH I	8401110	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR
APPLD ENG TECH II	8401120	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR
APPLD ENG TECH III	8401130	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR
ARCH CONSTRC - OJT	8700400													
BLDG TR CDT 1	8722010	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
BLDG TR CDT 2	8722020	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
BLDG TR CDT 3	8722030	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes
BLDG TR CDT 4	8722040	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes
BLDG TR CDT 5	8722050	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes
BLDG TR CDT 6	8722060	No	No	No	No	No	No	No	No	No	No	No	No	No
BUSI COMM & TECH	8815150													
BUSINESS MGMT LAW	8812120													
BUSINESS OWNERSHIP	8812000													
CHILD DEV	8500310													
CPT NET SECURITY	9001320													

Initial Steps:

- Identify Students

- Pull transcripts to look at CTE courses and grades

- Identify courses that the students will need to be enrolled in, in the future

- Paid work experience class

- Create Employment Transition Plan

- What courses need to be substituted?

- Have the courses already been aligned?

IEP meeting to discuss graduation options. IEP may need to be amended.

[Employment Transition Plan Template & Instructions](#) Link

.

School district: Click here to enter text.   **School year:** Click here to enter text.

EMPLOYMENT TRANSITION PLAN

See Instructions at end of form.

1. Student and parent/guardian information

   Student name: Click here to enter text.   **Date of birth:** Click here to enter text.

   Grade: Click here to enter text.   **School:** Click here to enter text.

   Address: Click here to enter text.   **Phone number:** Click here to enter text.

   Parent/guardian name: Click here to enter text.   **Phone number:** Click here to enter text.

   Address, if different from above: Click here to enter text.

2. Expected employment dates

   Start date: Click here to enter text.   **End date:** Click here to enter text.

3. Workplace information

   Business name: Click here to enter text.

   Contact person: Click here to enter text.   **Phone Number:** Click here to enter text.

   Address: Click here to enter text.

4. School-district supervisor: Click here to enter text.   **Phone number:** Click here to enter text.

Course Substitution Process

Is the course already aligned?

- If YES,
  - GREAT!!
  - Get with guidance counselor regarding using course substitution codes. [Course Substitution Codes](pages 22 & 23)

Is the course already aligned?

- If NO,
  - Course alignment team begins the process of course alignment.

Course Alignment Teams:

Base Team

- Staffing specialist
- Guidance Counselor
- Assistant Principal

Content Expert Team

- Core Content Area Expert/Teacher:
  - Example- Economics Teacher

- CTE Content Expert:
  - Example- Logistics Teacher

  These members change out based on the courses that are being aligned

Alignment of Standards:

- Meet with Core Team and Content Area Experts to explain process and why we are working on aligning CTE classes and core classes.

- Give each participant a copy of the standards for the CTE class, the core class, district alignment document and an example of a framework that already has alignment.

- CPALMS to pull standards

- Logistics/Economics Course Alignment

CTE Standards and Benchmarks	Economics Standards
01.0 Demonstrate an understanding of global logistics and supply chain.-The student will be able to:	
01.01 Discuss the history, career fields, and benefits of the global supply chain industry.	SS912E1.2 SS912E1.3 SS912E1.4
01.02 Describe principal elements of the logistics environment and logistics systems.	
01.03 Explore career pathways within global logistics and supply chain.	
01.04 Explain ways in which handling of product throughout supply chain logistics	SS912E1.4

Sample Standards

Global Logistics & Supply Chain Technology

- CTE Standards and Benchmarks:

- 01.0   Demonstrate an understanding of global logistics and supply chain.- The student will be able to:
  - 01.05 Define basic principles of cost effectiveness throughout supply chain logistics.

Economics

- SS.912.E.1.2 Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.

- SS.912.E.1.3 Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?

- SS.912.E.1.4 Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.

Alignment of Standards

Option 1

- Have a team member go through both sets of standards and preliminarily identify standards correlation and notate on district form.

- Have all members of the team review preliminary alignment and make adjustments as needed. *We used Google Docs*

- Team reconvene to discuss and sign off on alignment.

- Once team has signed off on alignment, have district administration sign off on alignment.

- A copy of the alignment will be housed at the school, CTE office and ESE office

Option 2

- Have established times for entire team to meet to review and align standards. Summer and/or Professional Dev't Days would be ideal.

- Team members sign off on alignment

- Once team has signed off on alignment, have district administration sign off on alignment

- A copy of the alignment will be housed at the school, CTE office and ESE office

Growth Moment

- Explaining the "why" behind the process can be challenging.
  - Why can't they just take the class like everyone else?

- Personalizing the process by discussing the individual student that we are utilizing the Academic and Employment option for and how it can impact him/her long-term has helped get content area experts on board.

Where are we now?

- Two students are graduating (pending final graduation requirements review) with the Academic and Employment Graduation option.

- Incoming 9th graders have been identified as possible candidates for utilizing this graduation option from the BEGINNING… not the end ☺

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Planning Ahead

- Feeder Schools
  - Have middle schools help high schools to identify incoming 9th graders for whom the Academic & Employment graduation option may be appropriate.
  - Identify and register students for CTE courses they are interested pursuing during high school.
  - Talk to parents about this option during 8th grade IEP annual review.

- Create a matrix with graduation options using the Academic and Employment graduation option so parents and students have a visual of what courses a student will need to take throughout high school.
  - Example matrices: 24-credit option; 18-credit option; 24-credit option with dual enrollment to a CTE program at the local college.

Resources

- [CTE Curriculum Frameworks Link](#)

- [TAP: High School Graduation Options for SWD's](#)

- [Employment Transition Plan Template & Instructions](#)

- [Logistics/Economics Course Alignment](#)

- [6A-1.09963, F.A.C., High School Graduation requirements for Students with Disabilities](#)

- [Project 10](#)

Questions

Contact Information

- April Vinson, Staffing Specialist

- Email: vinsona@columbiak12.com

- Phone: 386-755-8050

- During school closure, email is best due to limited access to office phone.

Transition Resources

Online Resources

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

Resources Continued

- http://project10.info/

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

Contact Information

Wendy Metty

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850-245-0475

www.FLDOE.org

Project 10 Update:
Keeping up with COVID-19

Transition Contacts Meeting

May 21, 2020

Transition-Focused COVID-19 Resources

- ❑ Project 10's "What's New" webpage, features Upcoming & Past Webinars
  http://project10.info/WhatsNew.php#NS103

- ❑ Project 10's COVID-19 webpage
  http://project10.info/DPage.php?ID=428#NS266

- ❑ Project 10 Technical Assistance, Trainings and Publications
  http://project10.info/DPage.php?ID=319

Sharing Transition Resources: Webinar Recording and Materials

http://project10.info/DPage.php?ID=188
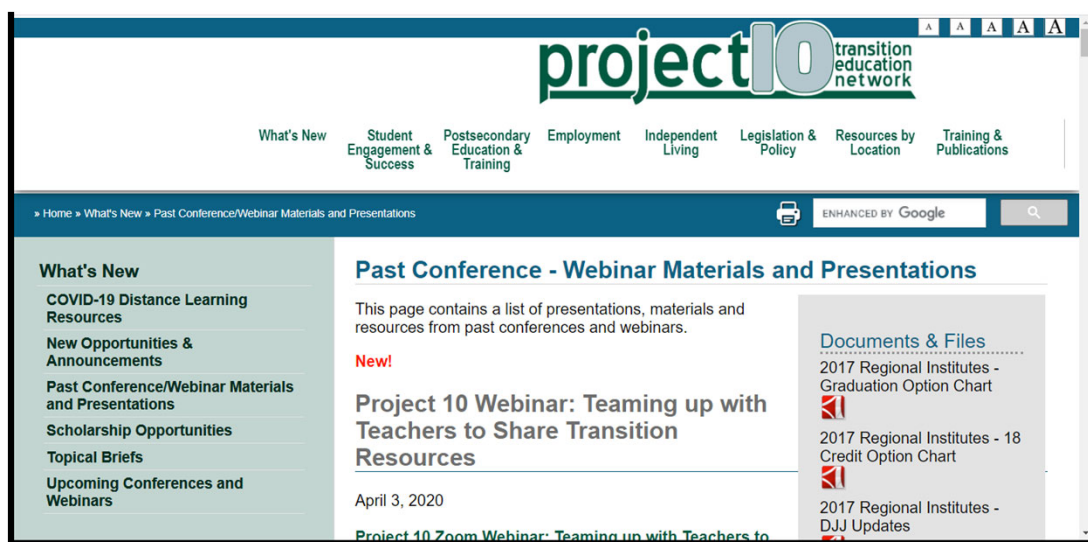
Visit our Past Conference-Webinars web page to access the following:

- ❑ Webinar recordings (4/3, 5/8)
- ❑ Captioned Transcript
- ❑ Presentation slides
- ❑ Webinar Information Exchange at Teaming Up with Teacher to Share Transition Resources
- ❑ Helpful Online Transition Resources document

Helpful Online Transition-Related Resources

Access this Resource:

http://project10.info/DPage.php?ID=428#NS266

Regional Transition Representatives (RTRs):

- Yellow: Tracy Dempsey (1)

  tracydempsey@usf.edu

- Orange: Carly Detlefsen (2)

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- Green: Franklin Coker (3)

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- Blue: Federico Valadez (4)

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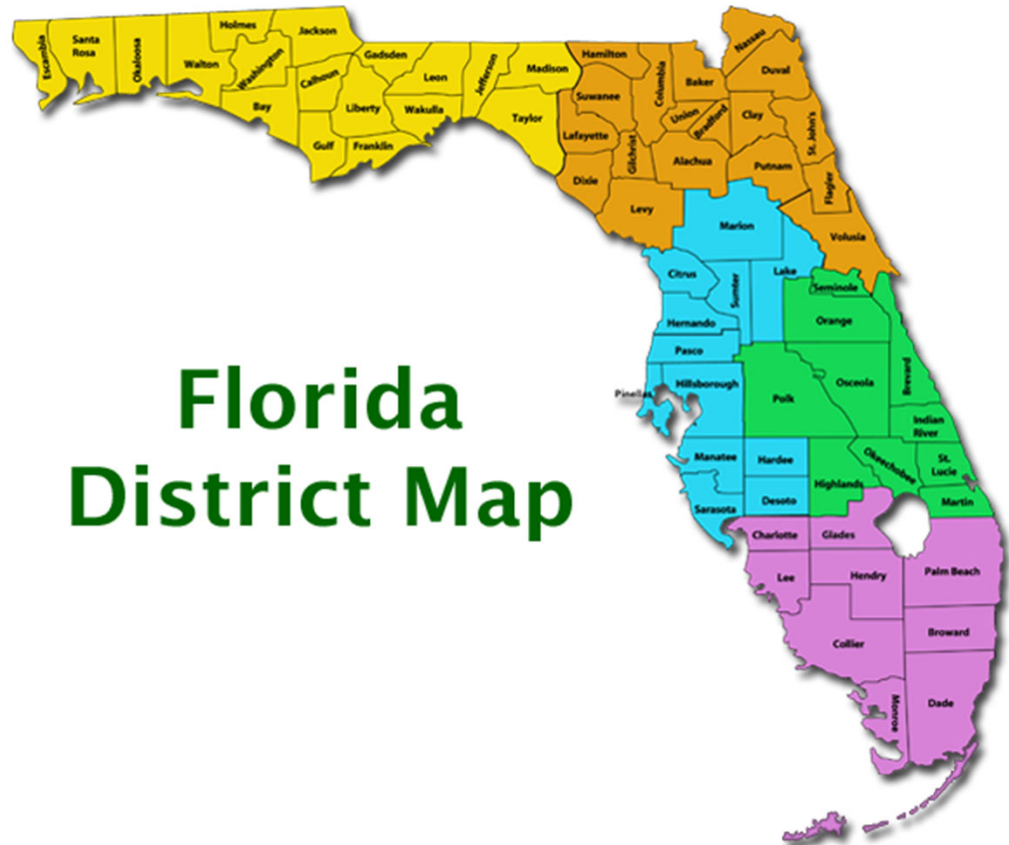
- Purple: Lisa Friedman-Chavez (5)

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Statewide Representatives:

- Carla Greene, Juvenile Justice Liaison

  carlagreene@usf.edu

- Joey Nice, Alternative Education Liaison

  cjnice@usf.edu

Florida District Map

project10 transition education network