



Transition Contacts Meeting

What Systems are in Place to Support Transition?

Wendy Metty

Secondary Program Specialist



FLORIDA DEPARTMENT OF
EDUCATION
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Agenda

- Welcome
- Guests:
 - ABLE United
 - Regional Educational Laboratories
 - Vocational Rehabilitation
 - Florida Center for Students with Unique Abilities
- BESE Way of Work – System
- Alignment to Support Post-school Outcomes
- Data
- Reminders
- Transition Opportunities
- What's New?
 - Think About
 - Recent Research
 - Resources
 - State, District and School Report Cards



ABLE United

Rachel Fackender

John Finch

Bridget Hawk



BESE Way of Work

The Emphasis of IDEA 2004

“Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities” (20 U.S.C. section 1400(c)(1))

Individuals with Disabilities Act (IDEA)

- 34 CFR 300.1 ensures that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living;
- And in the least restrictive environment (LRE)

Secondary Transition

- 34 CFR 300.43 provides for a coordinated set of activities for a student with a disability that:
 - is designed within an outcome-oriented process, **that promotes movement from school to post-school activities**, including postsecondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, or community participation.
- S. 1003.5716, F. S., ensures quality planning for a successful transition of a student with a disability to postsecondary education and career opportunities. An IEP team shall begin the process of, and develop an IEP for, identifying the need for transition services before the student with a disability attains the age of 14 years in order for his or her postsecondary goals and career goals to be identified and in place when he or she attains the age of 16.

Moving from Access to Attainment: Statewide Equity and Attainment

- Increase Number of Students Graduating College and Career Ready
 - Improve Graduation Rate
 - Decrease Dropout Rate
 - Improve Post-school Outcomes Results

Best Practices for Inclusive Education

According to section 1003.57(1), Florida Statutes (F.S.):

“Once every 3 years, each school district and school shall complete a Best Practices for Inclusive Education (BPIE) assessment with a Florida Inclusion Network facilitator and include the results of the BPIE assessment and all planned short-term and long-term improvement efforts in the school district’s exceptional student education policies and procedures.”

Definition of Least Restrictive Environment (LRE)

- Students with disabilities (SWD) are educated with their nondisabled peers to the maximum extent possible.
- Per federal regulation, the long-standing use of the term regular educational environment “encompasses regular classrooms and other settings in schools such as lunchrooms and playgrounds in which children without disabilities participate” (71 Fed. Reg. 46585).
- Removal of students from the regular education environment occurs only when the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Best Practices for Inclusive Education

According to section 1003.57(1)(a), Florida Statutes (F.S.):

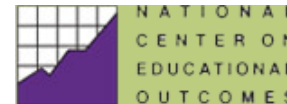
“The school district shall use the term ‘inclusion’ to mean that a student is receiving education in a general education regular class setting, reflecting natural proportions and age-appropriate heterogeneous groups in core academic and elective or special areas within the school community; a student with a disability is a valued member of the classroom and school community; the teachers and administrators support universal education and have knowledge and support available to enable them to effectively teach all children; and a teacher is provided access to technical assistance in best practices, instructional methods, and supports tailored to the student’s needs based on current research.”



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Moving Your Numbers

Purpose: To help school districts nationwide better learn how to identify and help struggling learners



Summary of State Systemic Improvement Plan (SSIP)

- Florida's theory of action is based on the evidence-based practices (EBPs) identified in *Moving Your Numbers: What Matters Most and Key Practices* (NCEO, 2011).
- The following six key practices are critical to facilitate improved learning and achievement for all students, including students with disabilities:
 - Use data well
 - Focus your goals
 - Select and implement shared instructional practices
 - Implement deeply
 - Monitor and provide feedback
 - Inquire and learn



movingyournumbers.org

The screenshot shows the homepage of the Moving Your Numbers website. At the top is a navigation bar with a green 'moving your numbers' logo and links for Home and Contact Us. To the right are tabs for Our Purpose, Feature Stories, Key Practices, What Matters Most, Tools & Resources, and About Us. The main content area on the left features a text block about children benefiting from adult collaboration, with a 'Read more' button. To the right is a photo of a young boy with a large number '3' on his shirt. Below this is a purple section with four icons and links: Our Purpose (bar chart), Feature Stories (pie chart), Key Practices (key), and Key Audiences (family). The bottom section is divided into 'Our Work' (text about real districts), 'Feature Stories' (a map of the US with location markers and a 'Download MYN Resources' button), and a call to action: 'Have a success story to share? We would love to feature it! Click here »'.

moving your numbers
Home | Contact Us

Font size:

Children benefit when adults work together to:

- Rethink Roles
- Redefine Leadership
- Reverse the "Blame Game"

[Read more](#)

Our Purpose
To help school districts nationwide, better learn how to identify and help struggling learners
[Learn More](#)

Feature Stories
Learn from the success of various districts across the country – large and small
[Learn More](#)

Key Practices
Six essential practices to help generate and sustain academic gains
[Learn More](#)

Key Audiences
Explore what this work means for YOU in your role
[Learn More](#)

Our Work
Moving Your Numbers provides examples of real districts — from small rural communities to large urban centers — that are positively affecting the performance of all children, including students with disabilities, through collective and focused actions of adults. While different in demographics, each of these districts has publicly committed to improving teaching and learning for every child through effective data use and changing the ways in which adults across the system work and learn together.

Why It Matters
Is it possible to affect the learning of all children and win the 'numbers game' in the process? YES! The work featured on this site is not intended to tell people what to do. It is not about offering the program or strategy that can take the place of instructional leadership. Instead, this work is about encouraging people — at all levels of the education enterprise — to examine what they do

Feature Stories
[Download MYN Resources](#)

Have a success story to share? We would love to feature it! [Click here »](#)

Support Plan

FDOE provides a Multi-tiered System of Support (MTSS) to assist LEAs in problem solving and making data-based decisions.

- **Tier 1 (universal supports)** includes general, statewide support designed to inform, assist and improve results for all districts.
- **Tier 2 (supplemental supports)** includes more focused, targeted, frequent support in addition to and aligned with universal supports provided to subgroups of districts in response to identified needs.
- **Tier 3 (intensive supports)** is the most focused, targeted, frequent support in addition to and aligned with universal supports that are provided to individual districts in response to identified needs.



The Office of Special Education Programs (OSEP) Accountability Framework - Results Driven Accountability

OSEP Accountability

OSEP's accountability system includes a shift from a system focused primarily on **compliance** to one that puts more emphasis on **results**. Therefore, it is critical that resources be aligned to support improved educational results and functional outcomes for students with disabilities.

Part B State Performance Plan (SPP)

- Federal Requirement
- Evaluate the state's implementation of Part B
- Describes how the state will improve implementation
- Reports annually to OSEP on:
 - Performance of LEAs according to set targets
 - State performance according to set targets



SPP Continued

- There are 17 indicators to report on annually.
- We report LEA and state performance on all 17.
- Four indicators related to secondary transition:
 - **Indicator 1 – Graduation**
 - **Indicator 2 – Dropout**
 - **Indicator 13 – Secondary Transition with IEP goals – compliance**
 - **Indicator 14 – Post-school Outcomes**

Graduation Target

- Each year BESE submits an Annual Performance Report to the federal Office of Special Education Programs.
- States must choose a focus for improvement - State Identified Measurable Result (SIMR).
- Florida's is to **graduate students with disabilities college, career and life ready** and decrease the gap between SWD and all students.
- **5 of 17 Indicators**





Alignment to Support Post-school Outcomes

Alignment



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

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

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



NTACT

National Technical Assistance Center on Transition

Aligning Efforts



Source: NTACT



Transition Practices Research

Macro Level

- Systems
- Programs
- “Generic” practices

Micro Level

- Specific interventions

Source: https://transitionta.org/sites/default/files/NTACT_Kohler_CBI%20Present_Taxonomy%202_05_04_2016.pdf



Transition Practices Research

Predictors!

Macro Level

- Systems
- Programs
- “Generic” practices

Practices!

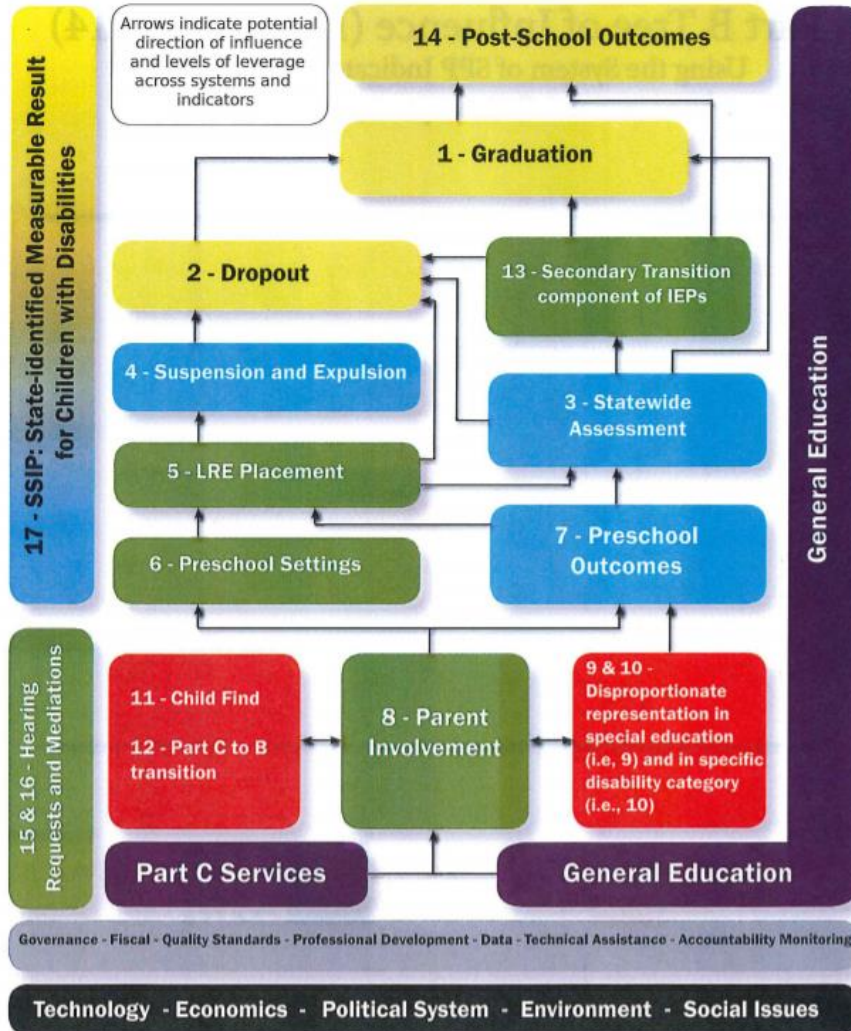
Micro Level

- Specific interventions

Source: https://transitionta.org/sites/default/files/NTACT_Kohler_CBI%20Present_Taxonomy%202_05_04_2016.pdf



Part B Tree of Influence (Rev. May, 2014)
Using the System of SPP Indicators as a Blueprint
for State Improvement



<https://www.doe.in.gov/sites/default/files/special/indicator-graphic-tree-influence.pdf>

Legend:



Long-term Outcomes: changes in conditions (e.g., graduation, social well-being, health, economic, civic)



Intermediate outcomes: changes in behaviors, decision-making, policies, or social action



Outputs: strategies and activities conducted that reach targeted participants or populations



Inputs: the resources invested that allow us to achieve the desired outputs



State level infrastructure (e.g., professional development, fiscal)

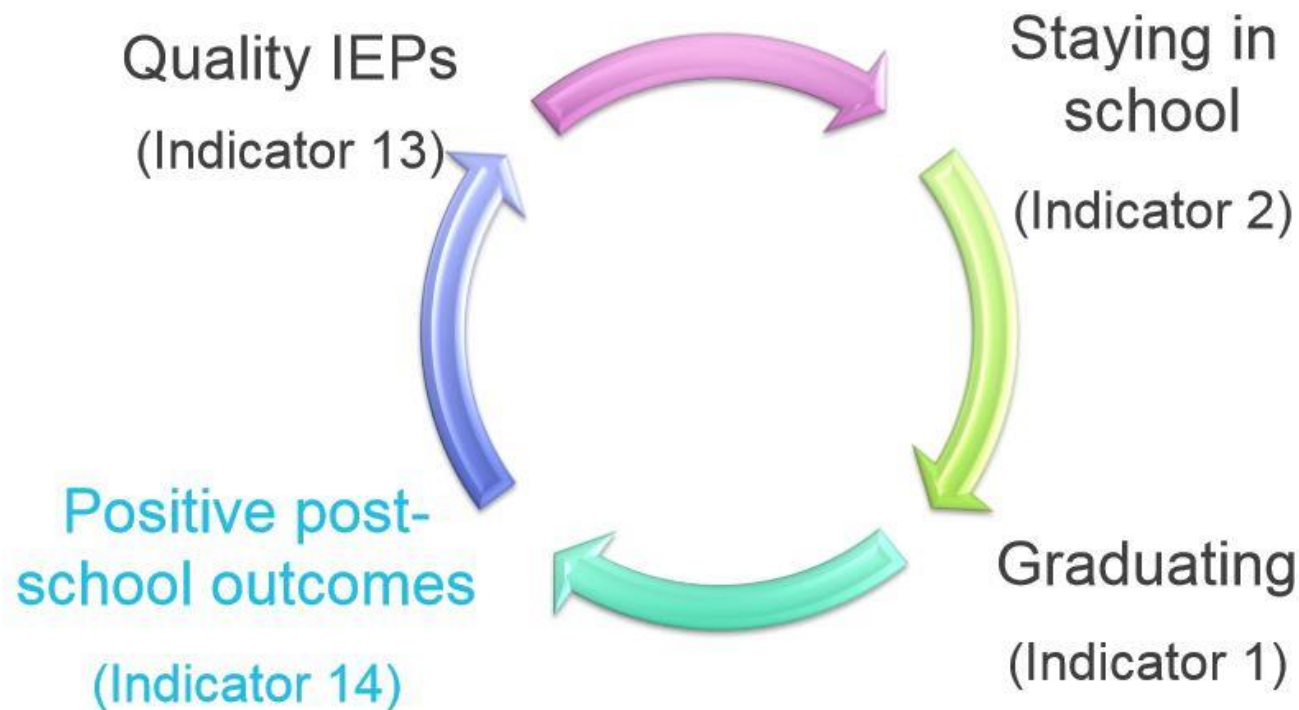


External Factors that influence state performance planning (e.g., economics technology)

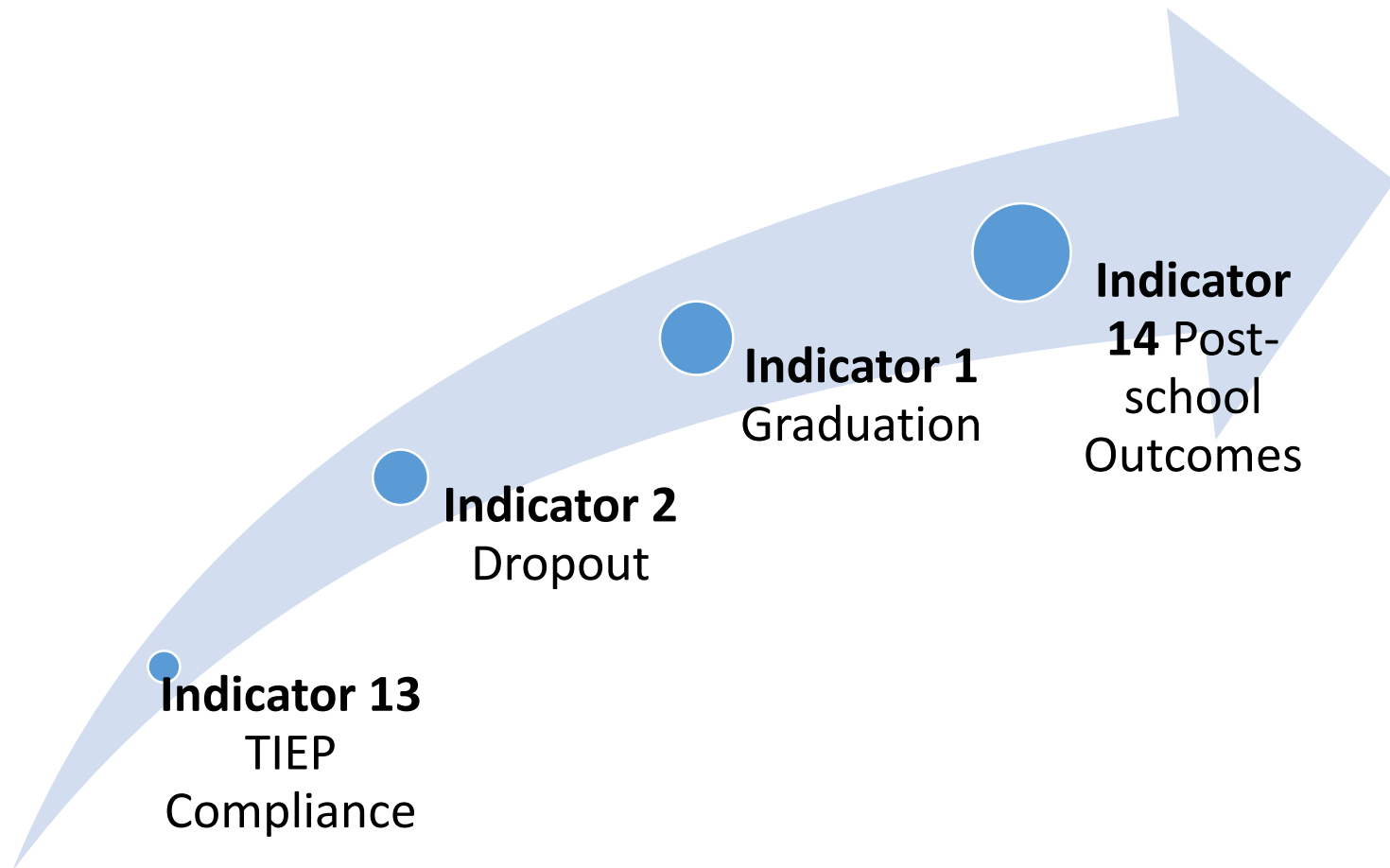


Education Systems (e.g., Part C, General Education)

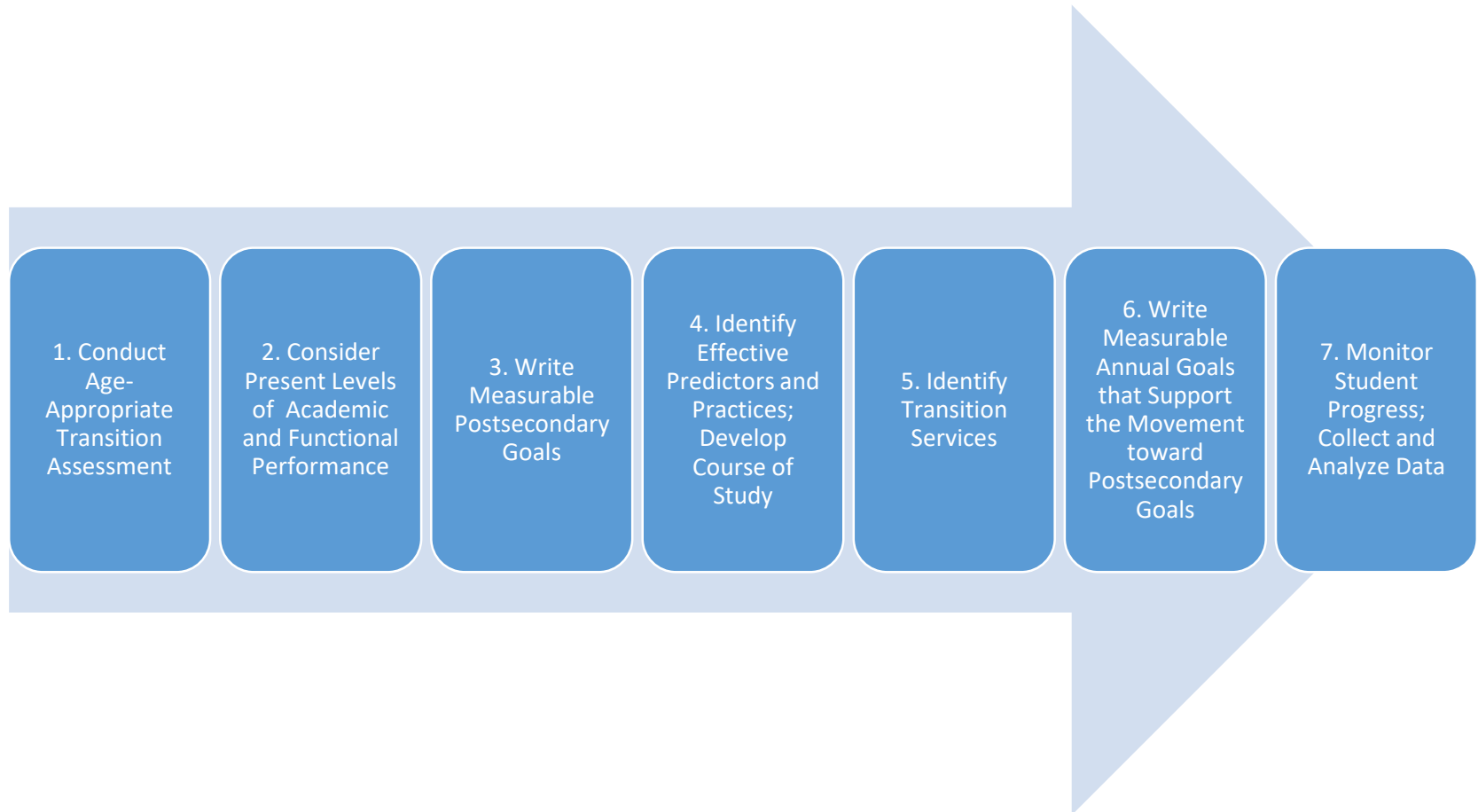
Critical Interrelationships for Achieving PSO



Transition Indicators



Transition Individual Educational Plan (TIEP)



Individual Educational Plan

- Special education and related services that are provided through FAPE
- Developed by a team:
 - a group of individuals responsible for developing, reviewing or revising plan for a child with a disability
- Reviewed at least annually
- Includes special education and related services needed to assist student in meeting unique needs

Individual Educational Plan (IEP)

- **34 CFR 300.320** Definition of individualized education program
- **34 CFR 300.324** Development, review and revision of IEP

34 CFR § 300.320

- A statement of Present levels of performance
- A statement of Measurable annual goals and objectives
- A description of how the child's progress toward meeting the annual goals will be measured
- A statement of Special Education, Related Services, and Supplementary Aids and Services to advance toward attaining annual goals
- An explanation of the extent to which the child will not participate with nondisabled children in the regular class and activities
- “Per federal regulation, the long-standing use of the term regular educational environment “encompasses regular classrooms and other settings in schools such as lunchrooms and playgrounds in which children without disabilities participate” (71 Fed. Reg. 46585).

34 CFR § 300.320

- An explanation of the extent to which the child will not participate with nondisabled children in the regular class and activities
- A statement of accommodations to measure progress
- Projected date for the beginning of the services, the duration of services including time, place and frequency
- Transition Services
- Transfer of Rights at Age of Majority

34 CFR § 300.324

Consideration of special factors.

- In the case of a child whose behavior impedes the child's learning or that of others:
 - In the case of a child with limited English proficiency,
 - In the case of a child who is blind or visually impaired,
 - Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing,
 - Consider whether the child needs assistive technology devices and services.



Data Review

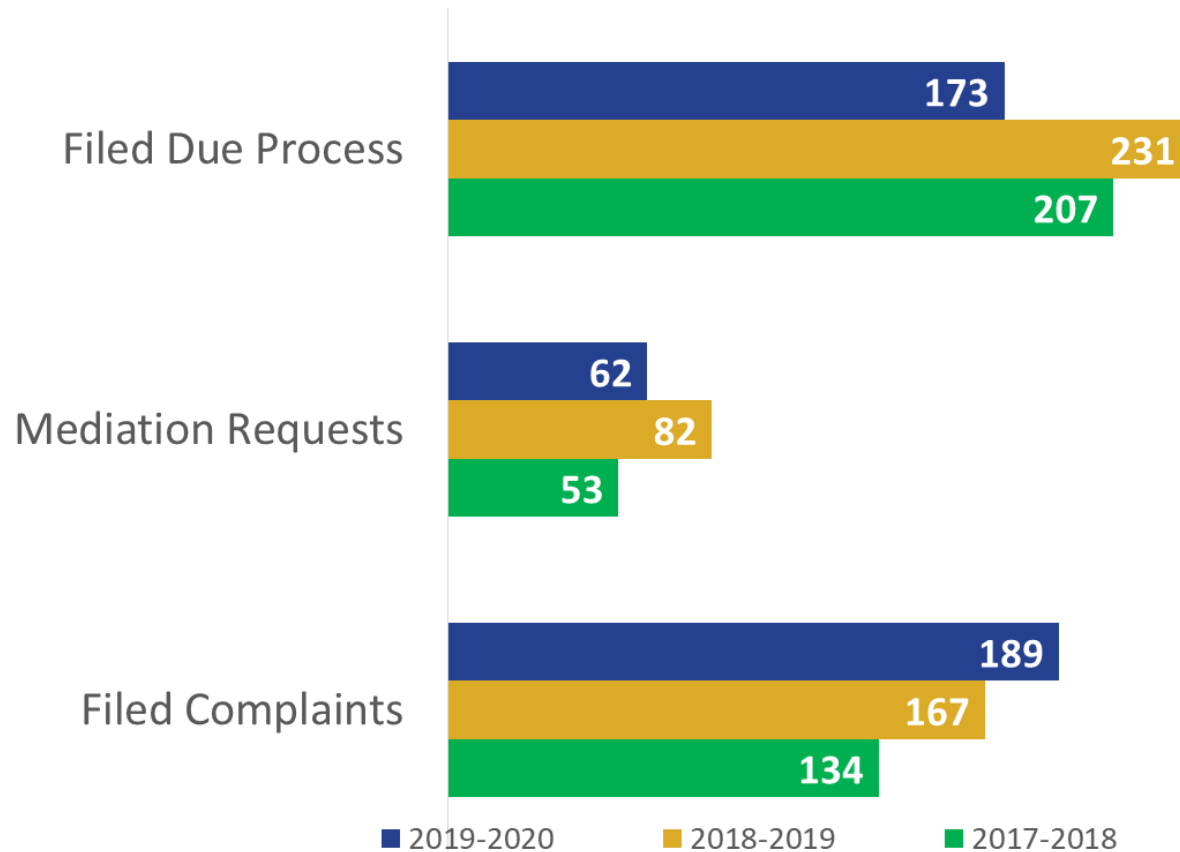
Dispute Resolution

Large States

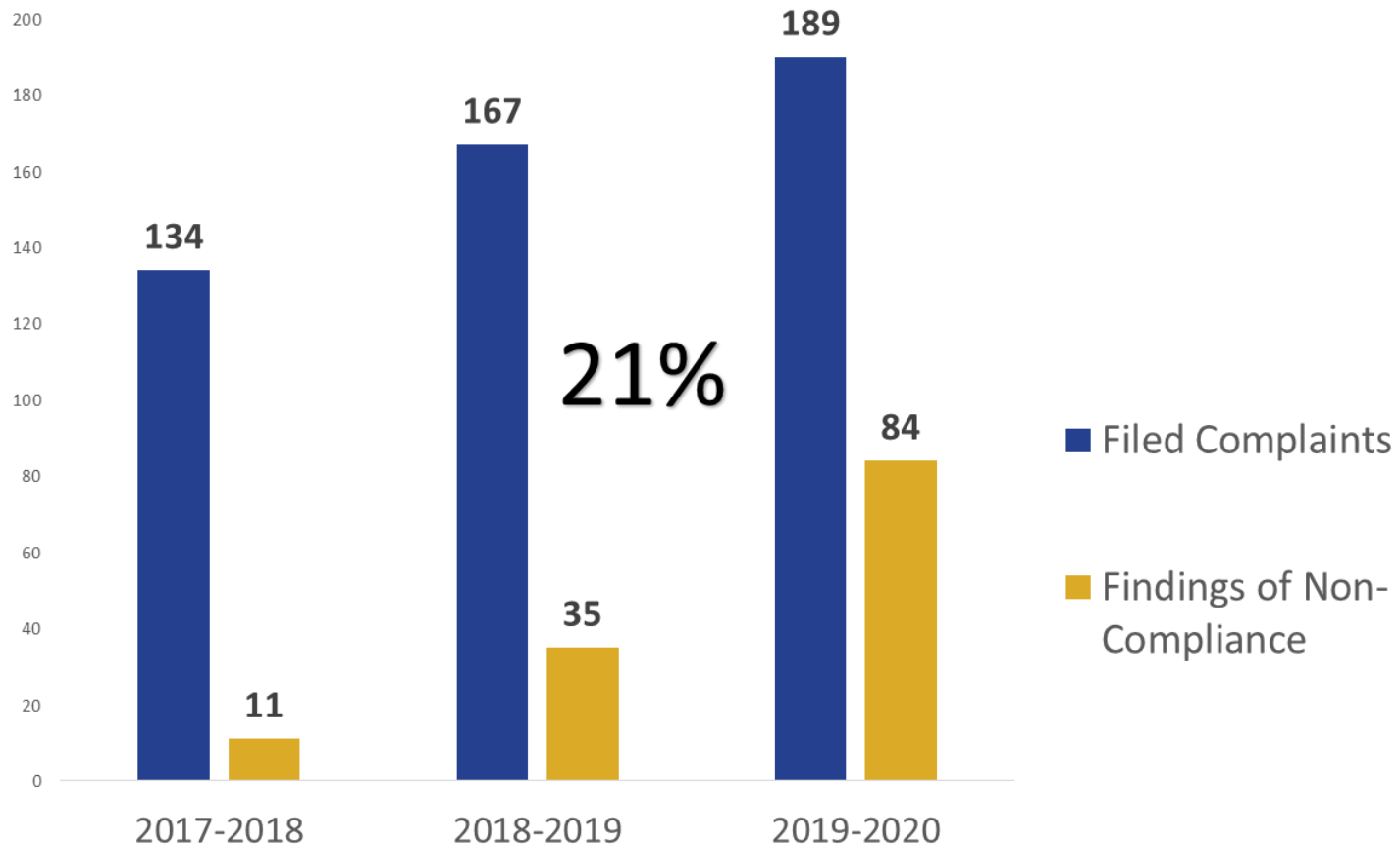
Florida Data

Parent Survey & Transition Indicators

Dispute Resolution



Complaints and Non-Compliance



IDEA STATE COMPLAINTS: TOP Issues (2019-2020)

3000.323 When IEPs must be in effect (67)

300.321 IEP Team (23)

300.320 Definition of individualized education program (59)

300.303 Reevaluations (16)

300.503 Prior written notice by the public agency; content of notice (54)

300.301 Initial Evaluation (15)

300.324 Development, review and revision of the IEP (51)

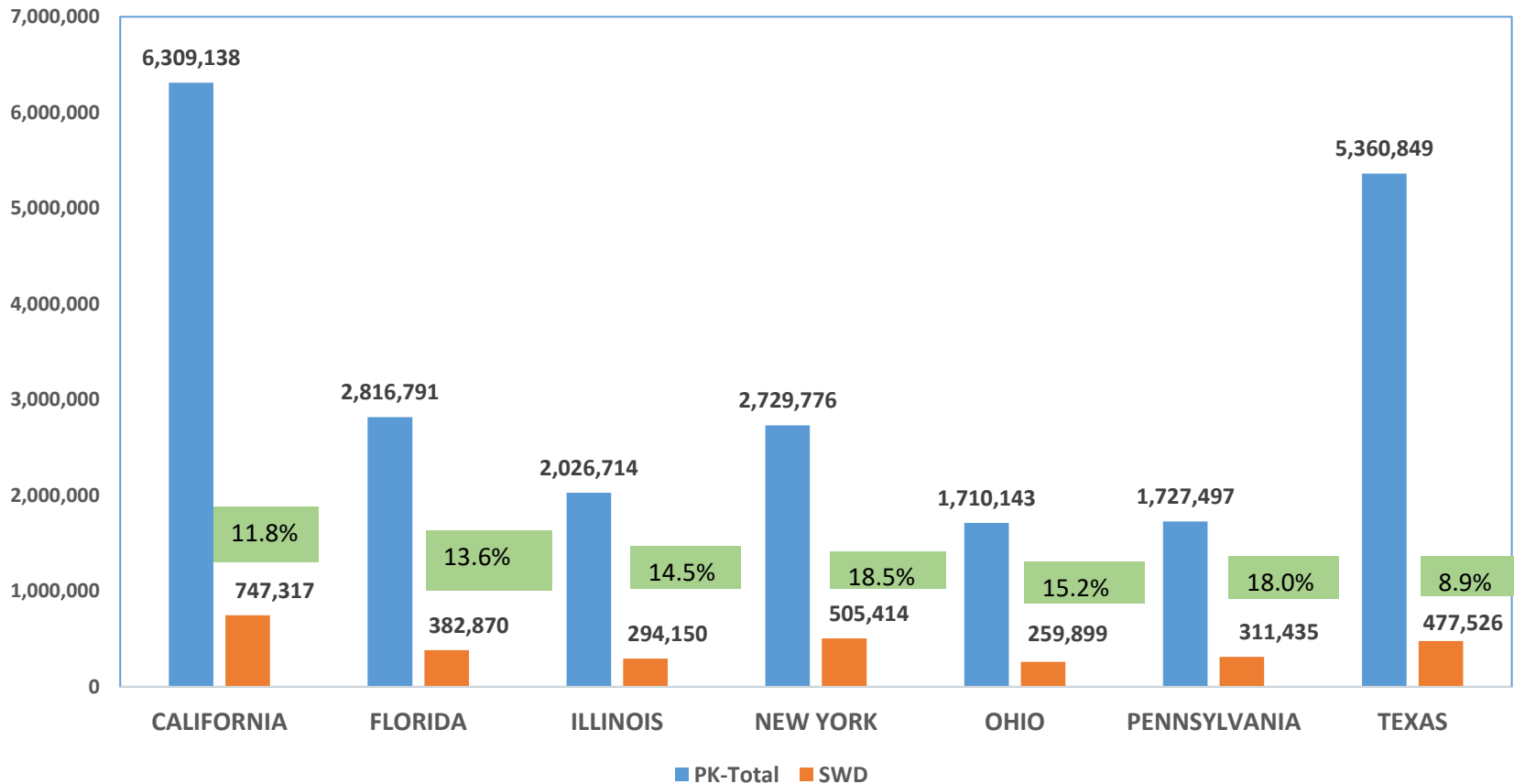
300.300 Parental consent (13)

Parent Participation (25)

300.530 Authority of school personnel (13)

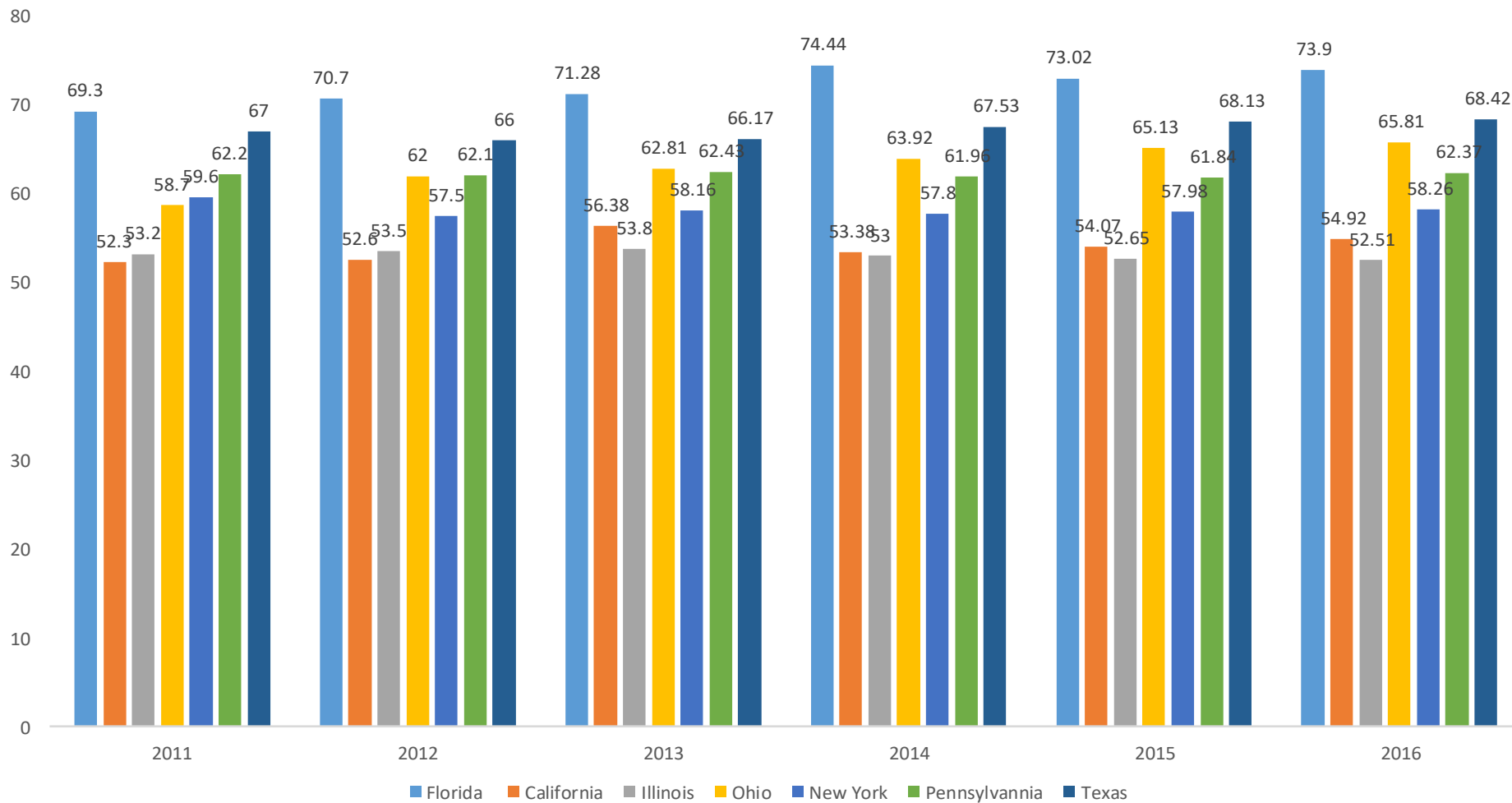
Seven Largest States

Total Membership and Membership for Students with Disabilities, 2016-17



Source: NCES

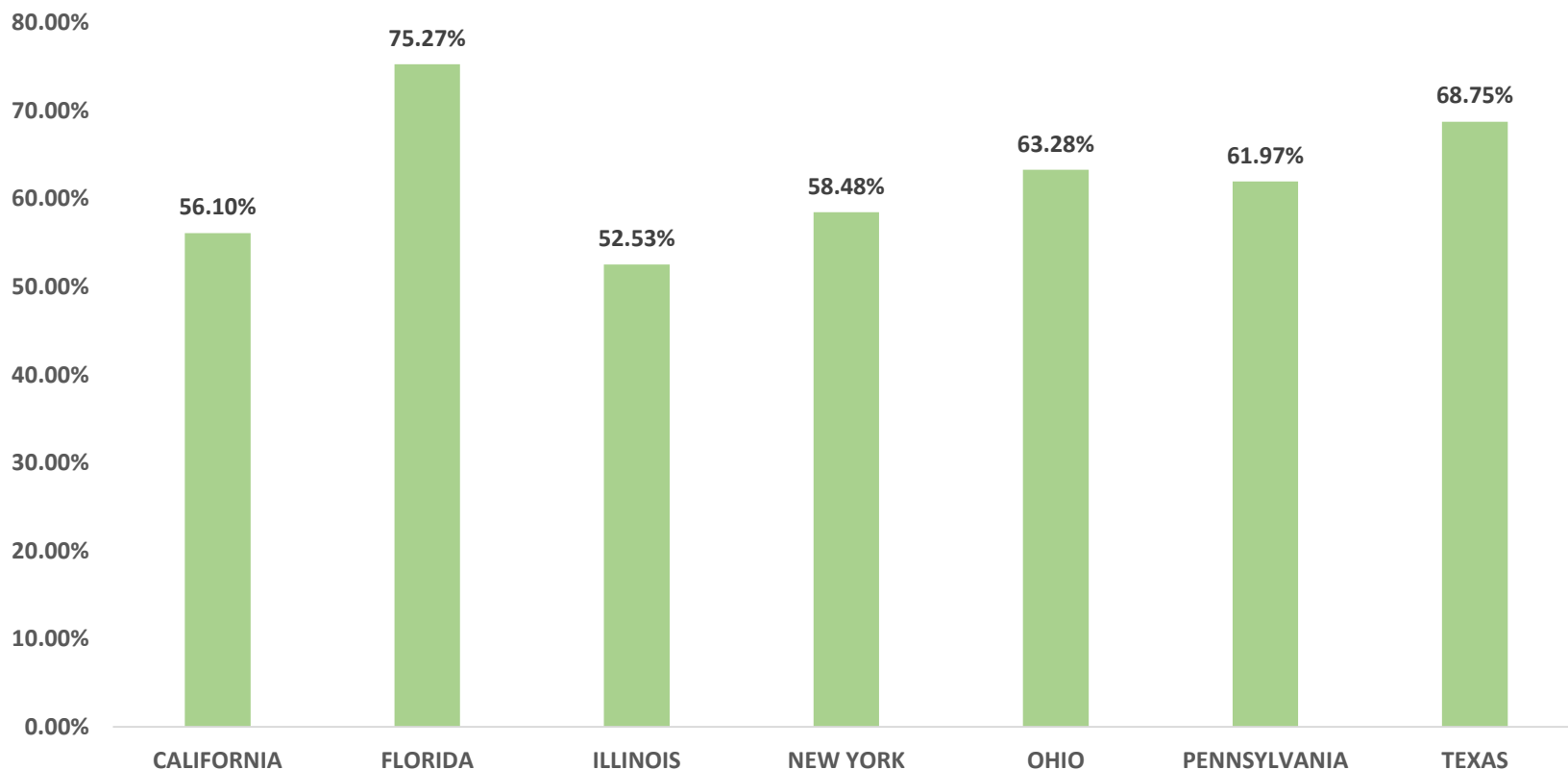
Least Restrictive Environment



Source: GRADS360

Seven Largest States

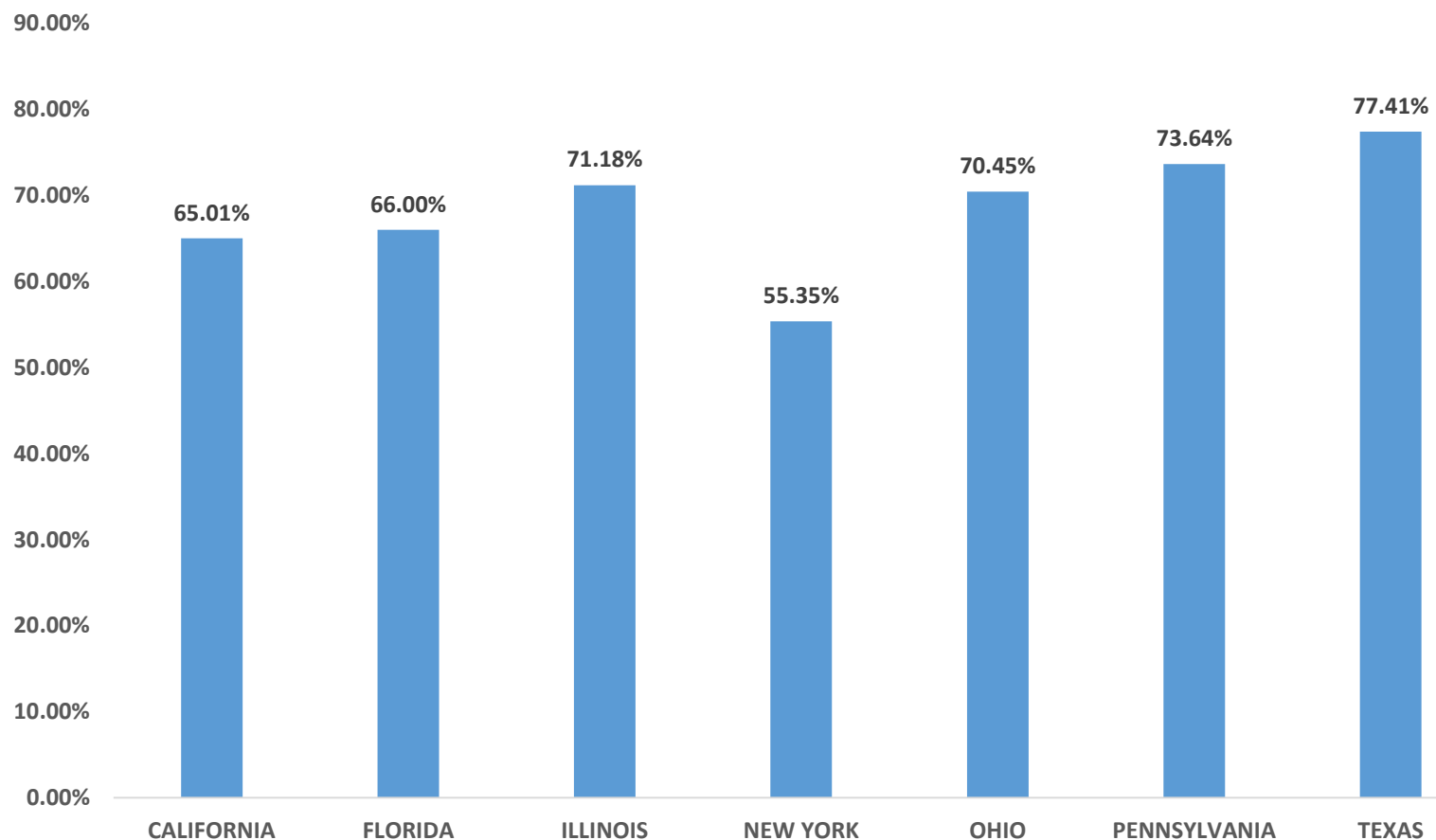
Percent of Students with Disabilities in Regular Class Placement 2017-18



Source: GRADS360° Final APR FFY2017

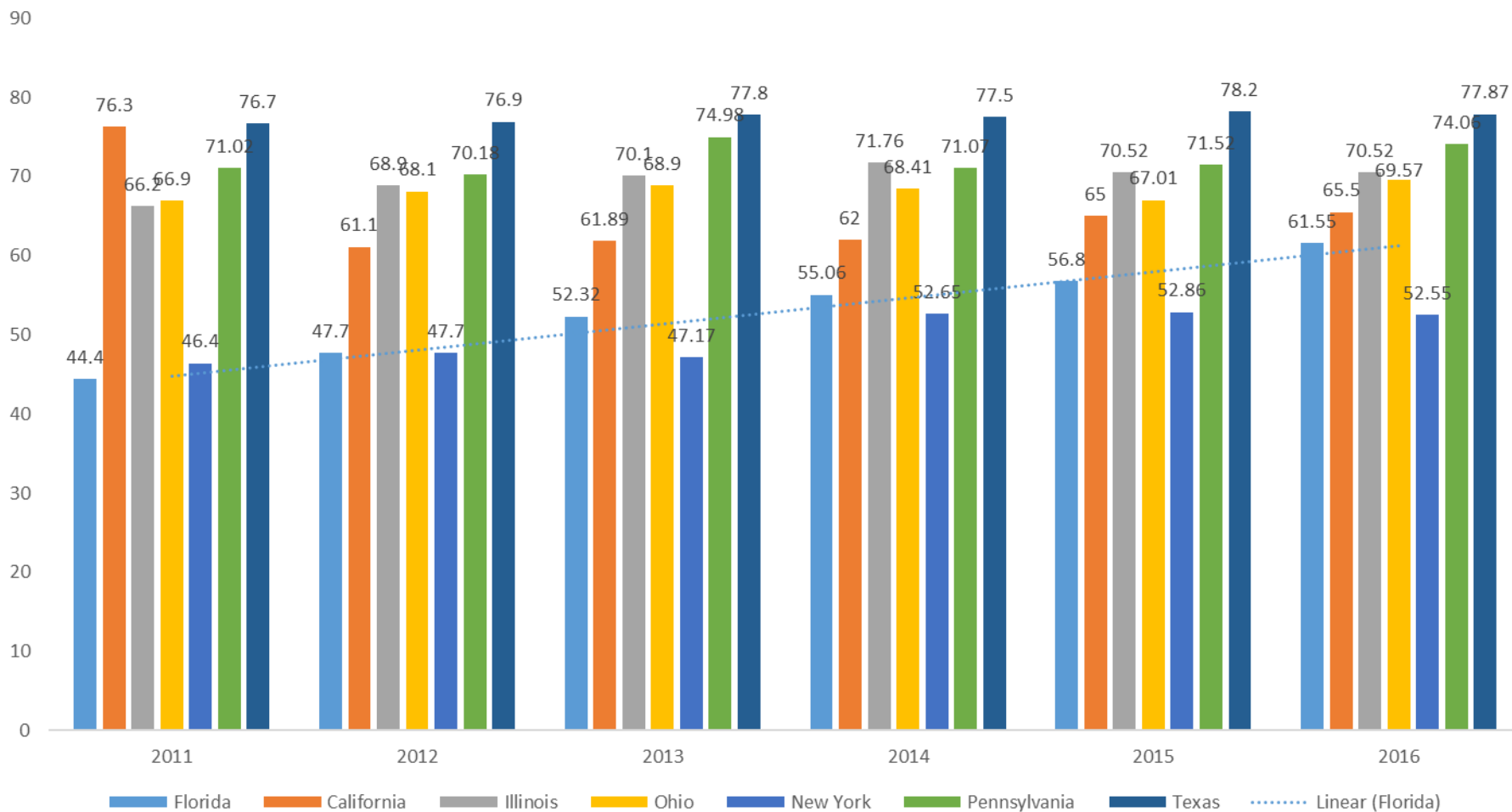
Seven Largest States

Graduation Rates for Students with Disabilities 2016-17



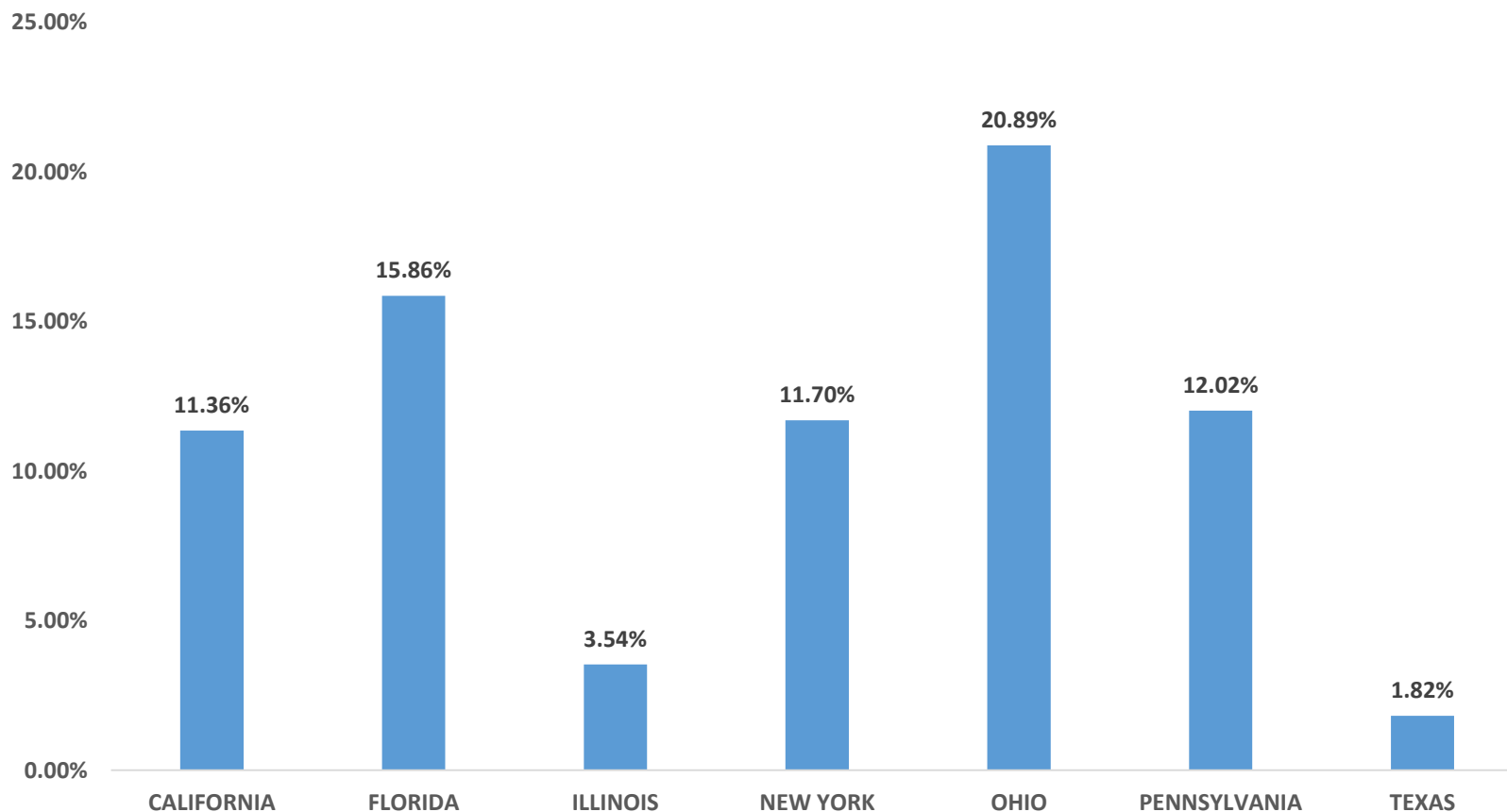
Source: GRADS360° Final APR FFY2017

Graduation - Indicator 1



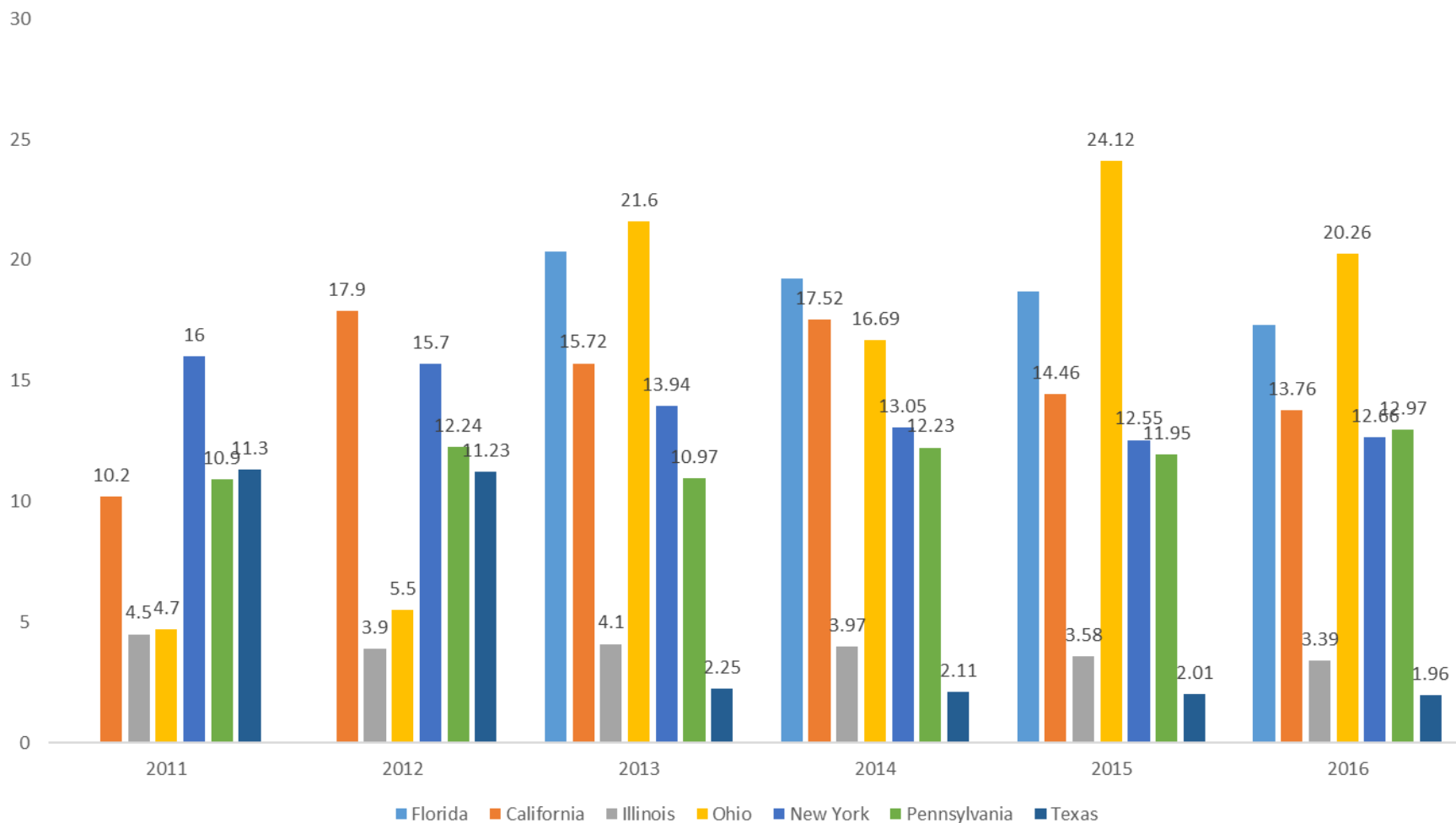
Seven Largest States

Dropout Rates for Students with Disabilities 2016-17

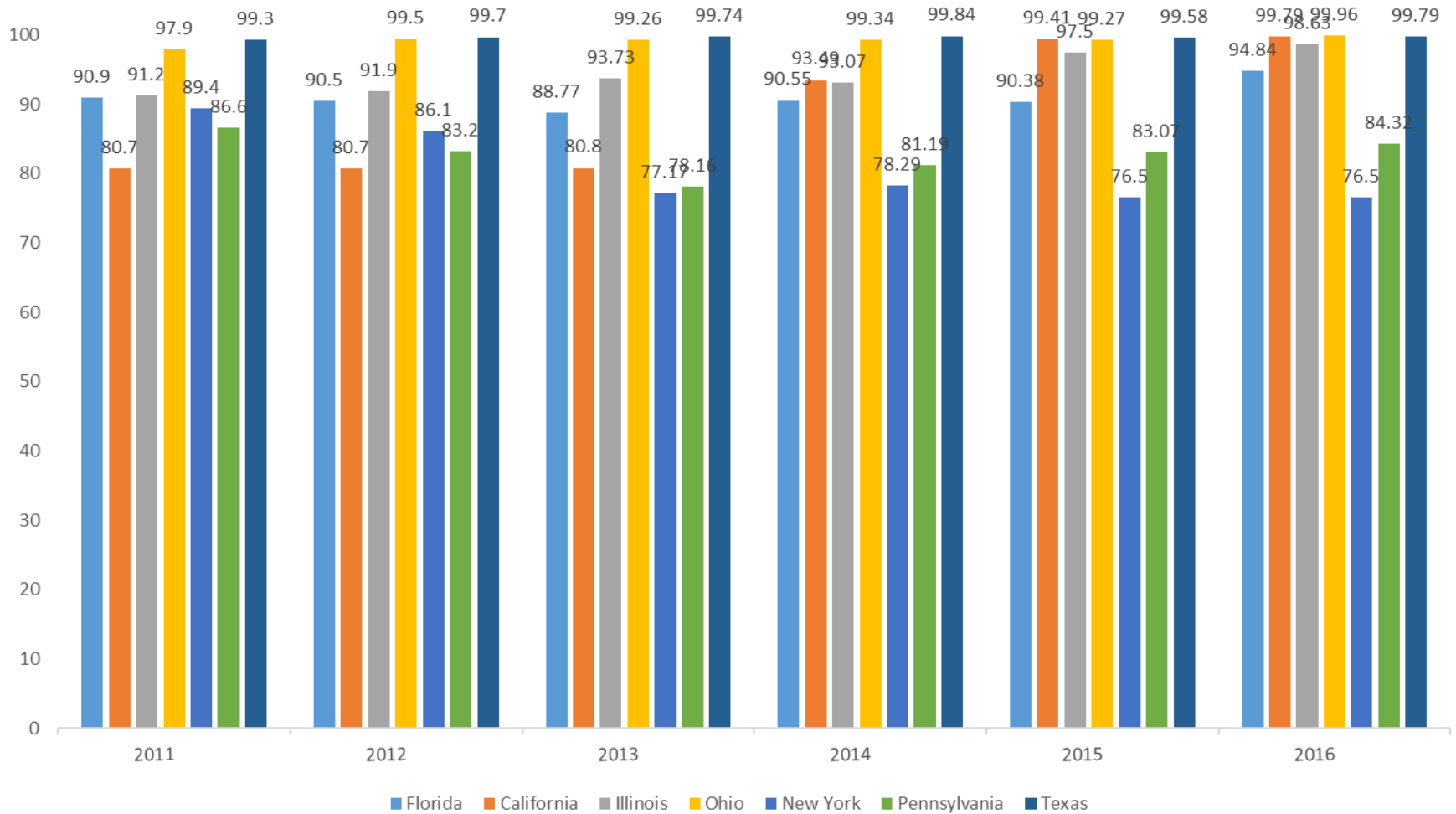


Source: GRADS360° Final APR FFY2017

Dropout - Indicator 2



TIEP Compliance - Indicator 13





Florida Data

ESE Parent Survey

Indicator 8

The percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Target: 85% Positivity/Satisfaction Rate

ESE Parent Survey

- 26-Item Survey
- PreK and K-12
- Open **February 1st – May 30th**
- English, Spanish and Haitian Creole Surveys
- Paper Surveys
 - Over 400,000 ScanTron surveys printed
- Online Survey Option
 - Accessible by computer and smart phone

K-12 Highest Scoring Items 2019-20

- Written information I receive is written in an understandable way. 92.3%
- My child's IEP tells how progress towards goals will be measured. 91.0%
- Teachers are available to speak with me. 90.9%

K-12 Lowest Scoring Items 2019-20

- School personnel provide me with information about supports my child may use after graduation, such as job training. 68.9%
- School personnel have discussed with me what options my child has for work or further education or training after graduation. 71.4%
- I was given information on parent training about special education. 72.2%
 - *2/3 Transition Related

Transition Survey Results Trend Data

Survey Question	2017-18	2018-19	2019-20
<i>School personnel provide me with information on agencies that can assist my child in the transition from school.</i>	71.3%	72.6%	73.2%
<i>School personnel have discussed with me what options my child has for work or further education or training after graduation.</i>	67.5%	71.0%	71.4%
<i>School personnel provide me with information about supports my child may use after graduation, such as job training.</i>	67.3%	68.7%	68.9%

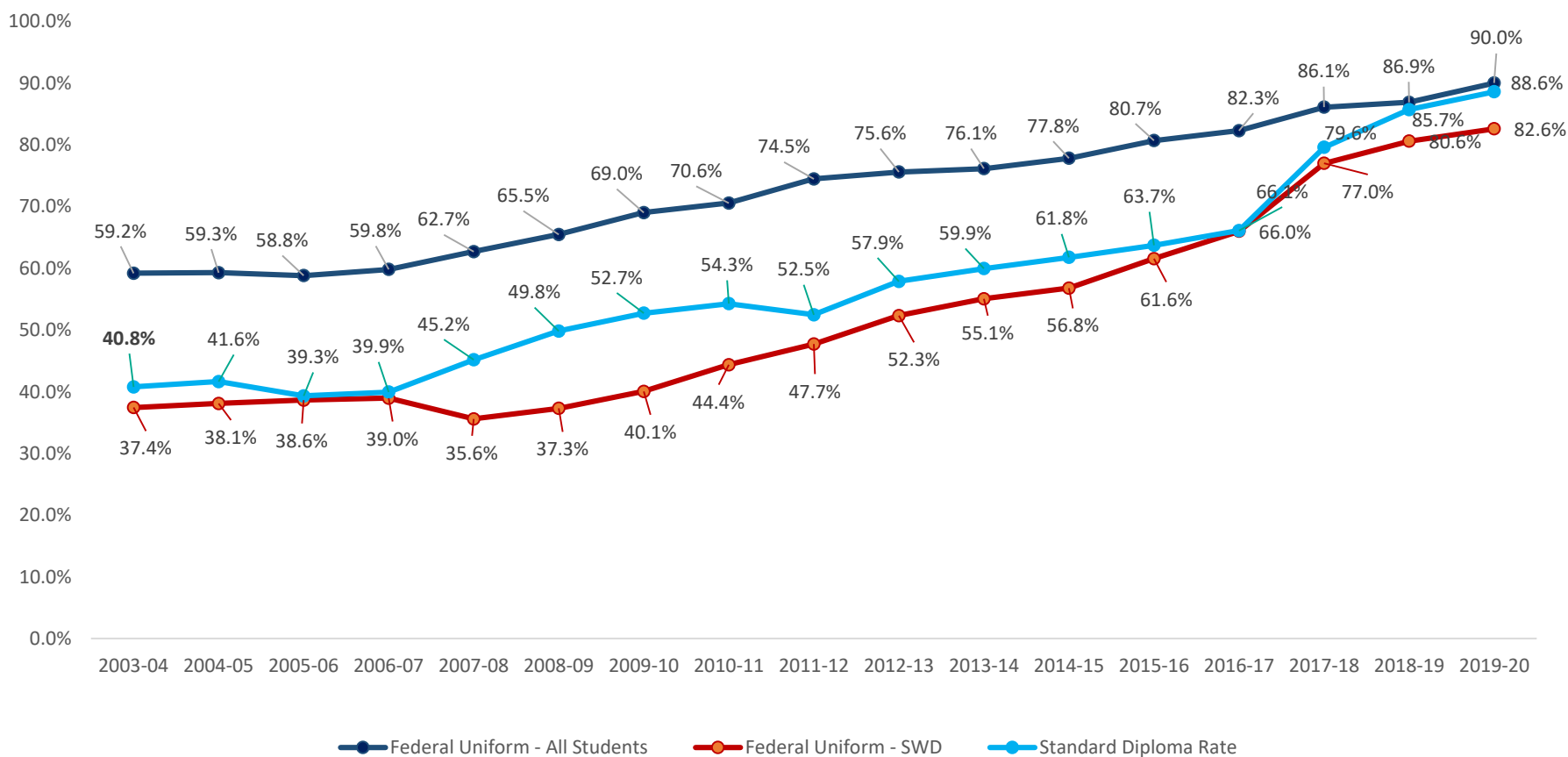
Current Parent Survey

- Encourage families to complete
- Thank you to those who have notices on websites!

Florida's Progress Toward Graduation, Dropout and LRE for SWD

Indicator	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Graduation	Target: 54.3% Actual: 55.1%	Target: 56.3% Actual: 56.8%	Target: 58.3% Actual: 61.6%	Target: 60.3% Actual: 66.0%	Target: 62.3% Actual: 77.0%	Target: 70% Actual: 80.6%
Dropout	Target: 16.8% Actual: 19.2%	Target: 15.1% Actual: 18.7%	Target: 13.4% Actual: 17.3%	Target: 11.7% Actual: 15.9%	Target: 10.0% Actual: 13.0%	Target: 9.5% Actual: 9.9%
LRE (Regular classroom)	Target: 74% Actual: 71.3%	Target: 77% Actual: 74.4%	Target: 79% Actual: 73%	Target: 82% Actual: 73.7%	Target: 83% Actual: 75.3%	Target: 85% Actual: 76.2%

Florida's Graduation Rates



2019-20 Graduation Rate

Districts that Met the State Target (72%)

Very Large Districts

Broward - 83.8%
Miami-Dade - 84.4%
Duval - 87.2%
Hillsborough - 80.6%
Orange - 80.4%
Palm Beach - 85.1%
Pinellas - 81.8%

Large Districts

Brevard - 80.6%
Collier - 83.5%
Escambia - 75.4%
Lake - 79.2%
Lee - 78.7%
Manatee - 75.8%
Marion - 77.5%
Osceola - 83.6%
Pasco - 81.2%
Polk - 82.7%
Sarasota - 80.1%
Seminole - 85.1%
Volusia - 78.4%

Medium Districts

Alachua - 84.1%
Bay - 81.6%
Clay - 87.4%
Hernando - 85.3%
Leon - 87.8%
Okaloosa - 80.2%
St. Johns - 85.8%
St. Lucie - 91.6%
Santa Rosa - 85.1%

2019-20 Graduation Rate

Districts that Met the State Target (72%)

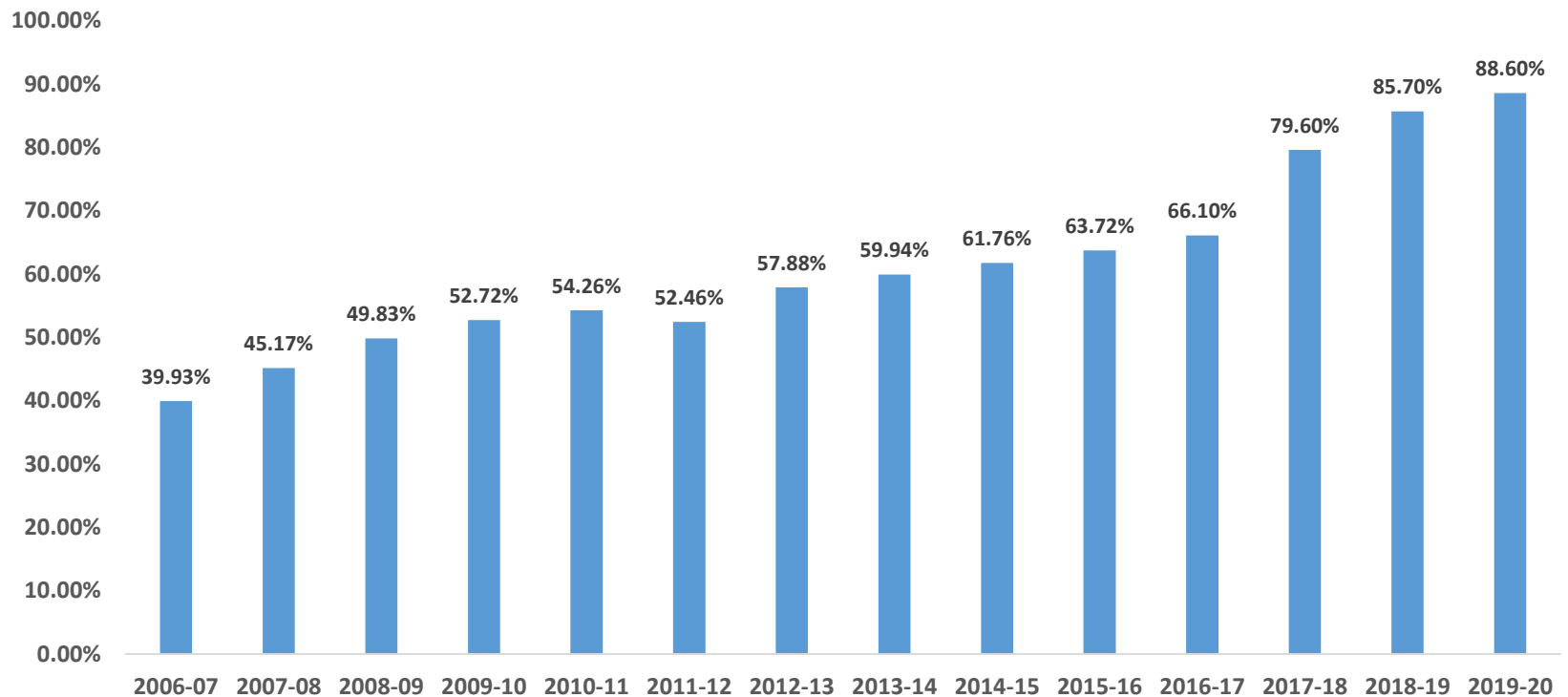
Medium/Small Districts

Alachua – 84.1%	Martin – 78.5%
Bay – 81.6%	Monroe – 85.1%
Clay – 87.4%	Nassau – 85.1%
Escambia – 75.4%	Putnam – 81.2%
Hernando – 85.3%	Sumter – 82%
Leon – 87.8%	Walton – 80.8%
Okaloosa – 80.2%	
Santa Rosa – 85.1%	
Charlotte – 86.5%	
Citrus – 76.1%	
Columbia – 88.8%	
Flagler – 81%	
Hendry – 83.5%	
Indian River – 86.7%	

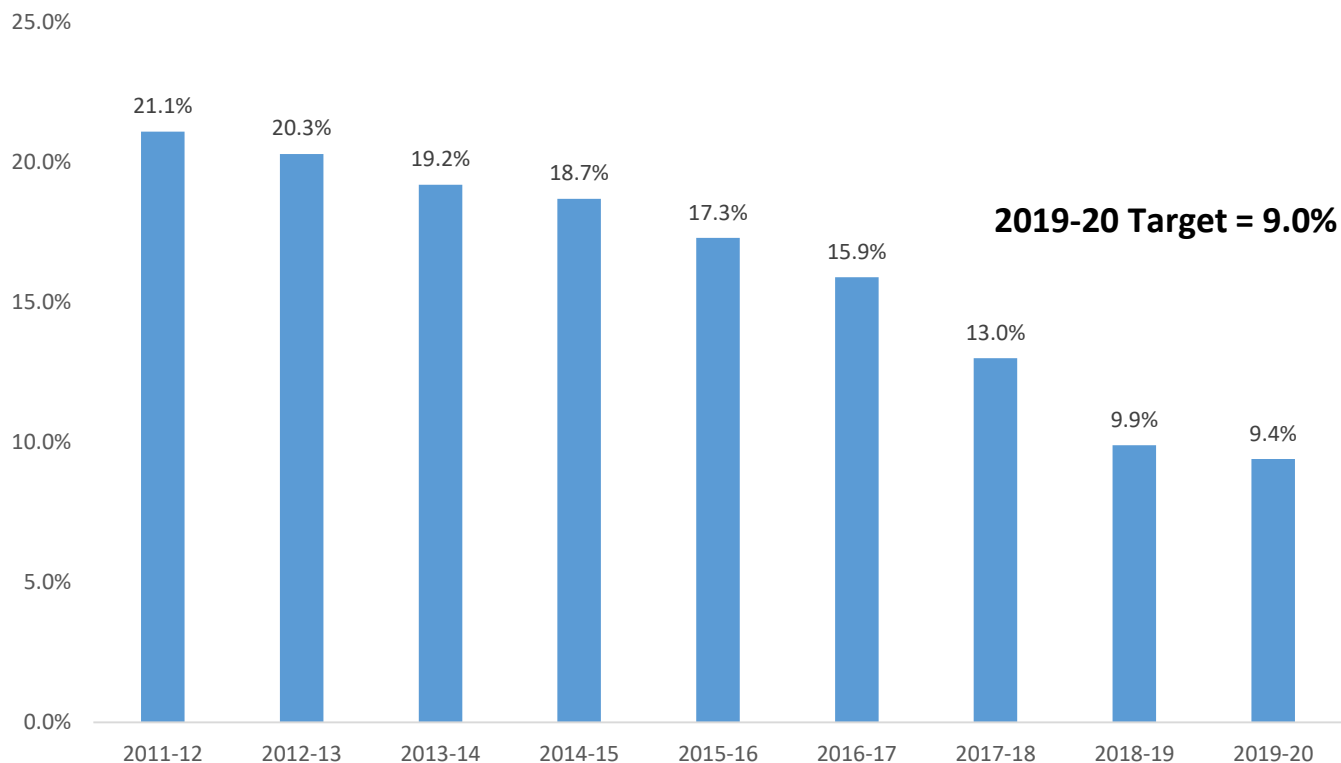
Small Districts

Baker – 80.8%	Taylor – 90.9%
Calhoun – 89.5%	Union – 75%
Dixie – 91.7%	Wakulla – 94.1%
Gilchrist – 80%	Washington – 89.7%
Glades – 94.4 %	FSDB – 90.4%
Gulf – 84.6%	FLVS – 100%
Hamilton – 84.6%	FAU – 100%
Hardee – 91.7%	FSU – 100%
Jackson – 93%	UF – 100%
Jefferson – 100%	UCP – 100%
Lafayette – 100%	South Tech – 96.6%
Levy – 80.3%	Lake Wales – 93.5%
Madison – 80%	
Okeechobee – 81.7%	
Suwannee – 88%	

Exiters with a Standard Diploma 2006-07 to 2019-20



Dropout Rates for Students with Disabilities 2011-12 to 2019-20



2019-20 Dropout Rate

Districts that Met the State Target (9.0%)

Very Large Districts

Broward - 3.8%
Hillsborough - 6.9%
Orange - 5.3%
Pinellas - 8.8%

Large Districts

Brevard - 7.5%
Collier - 6.3%
Escambia - 1.2%
Lake - 5.6%
Lee - 6.3%
Marion - 8.7%
Osceola - 2.3%
Pasco - 5.11%
Sarasota - 3.5%
Seminole - 3.6%

Medium Districts

Alachua - 3.5%
Bay - 8.5%
Clay - 7.7%
Leon - 4.5%
Okaloosa - 3.5%
St. Johns - 6.7%
St. Lucie - 6.4%
Santa Rosa - 3.5%

2019-20 Dropout Rate

Districts that Met the State Target (9.0%)

Medium/Small Districts

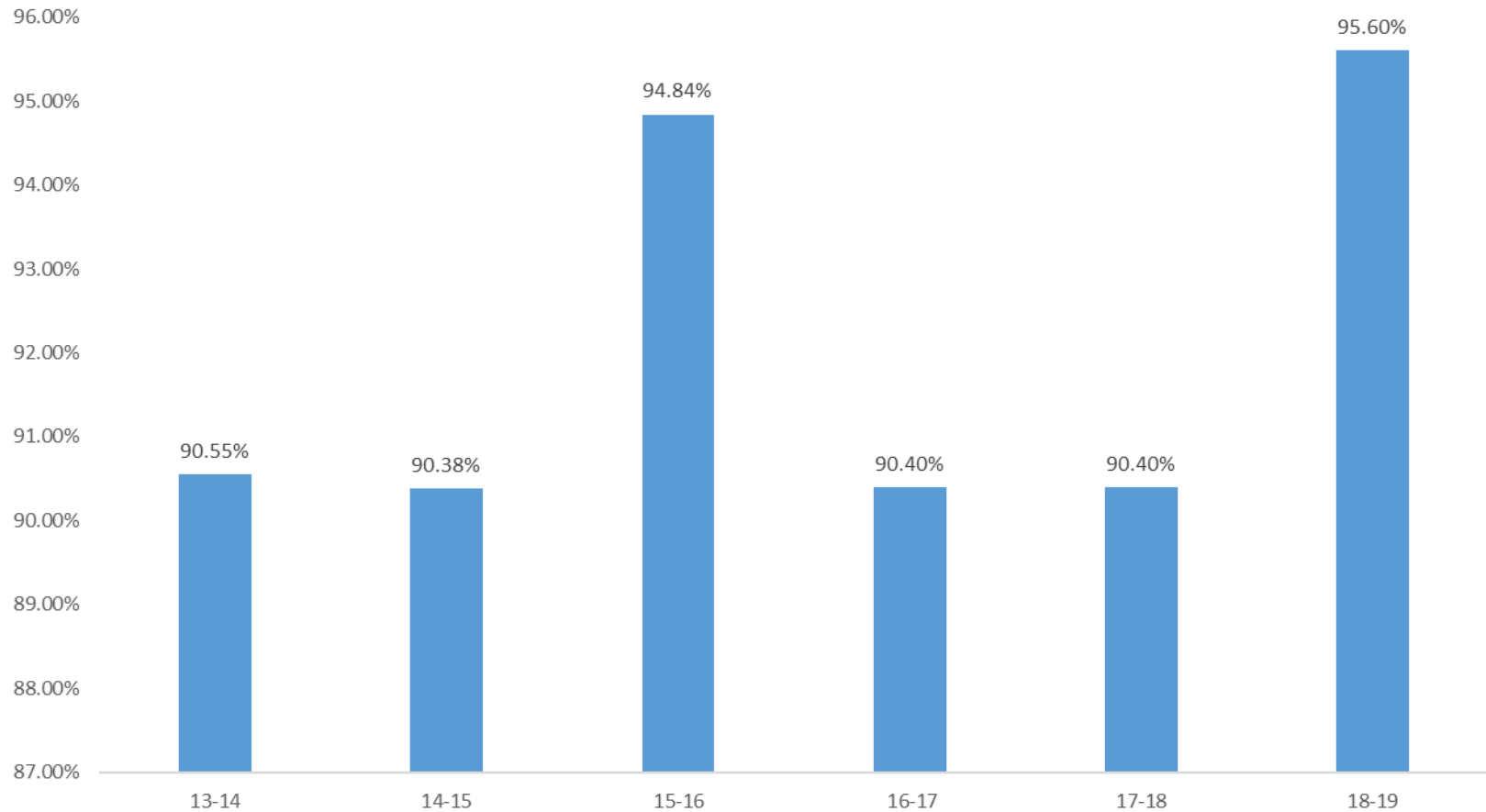
Columbia - 4.0%
Indian River - 3.4%
Martin - 7.5%
Monroe - 8.8%
Nassau - 1.7%
Putnam - 5.5%

Small Districts

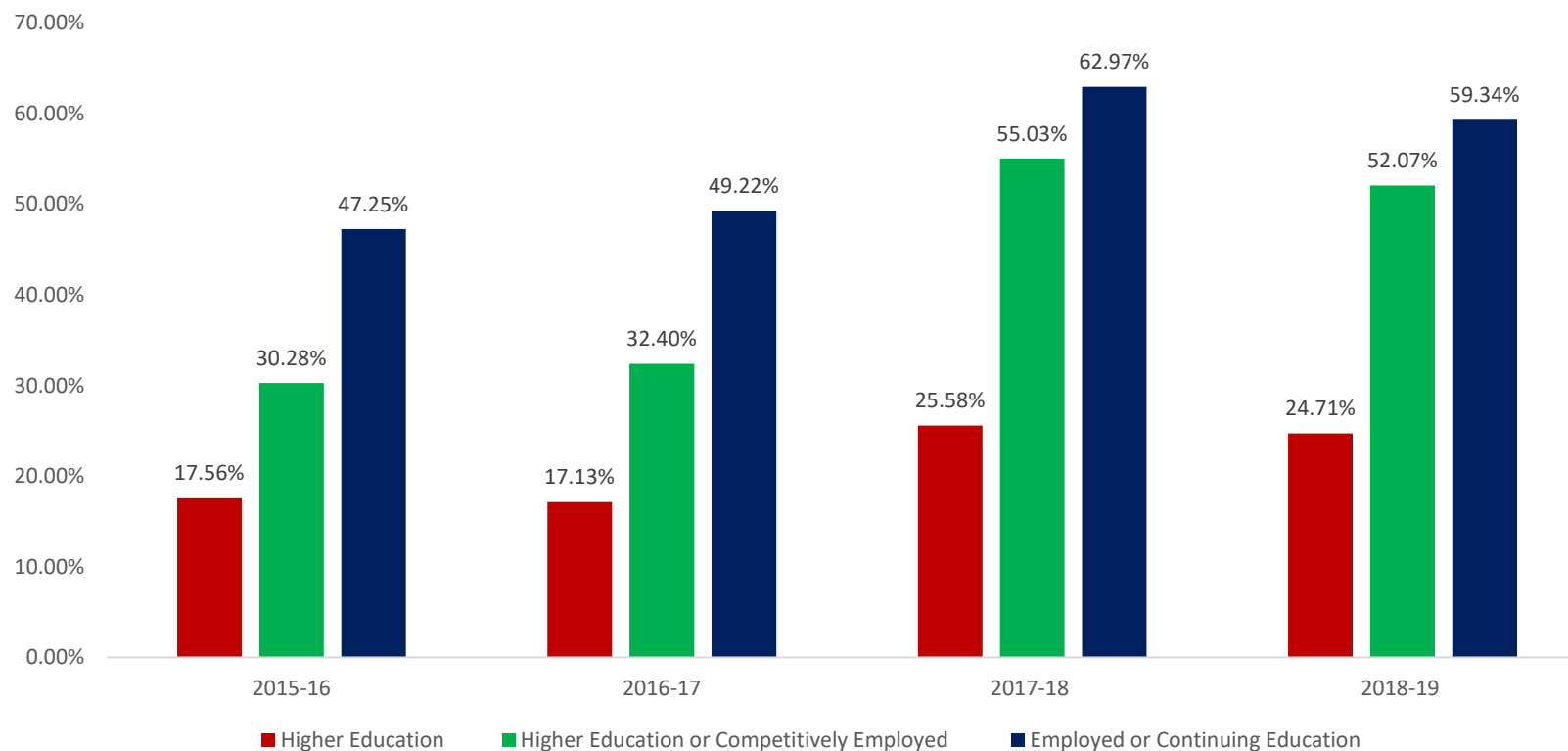
Baker - 3.3%
Calhoun - 4.3%
FAMU Lab - 0%
FAU Lab - 0%
FLVS - 0%
Gilchrist - 0%
Hamilton - 0%
Hardee - 7.7%
Holmes - 3.2%
Jackson - 7.1%
Jefferson - 0%
Lafayette - 0%

Lake Wales - 4.8%
Taylor - 0%
UF Lab - 0%
Union - 3.8%
Wakulla - 0%

Indicator 13 Transition IEP Compliance

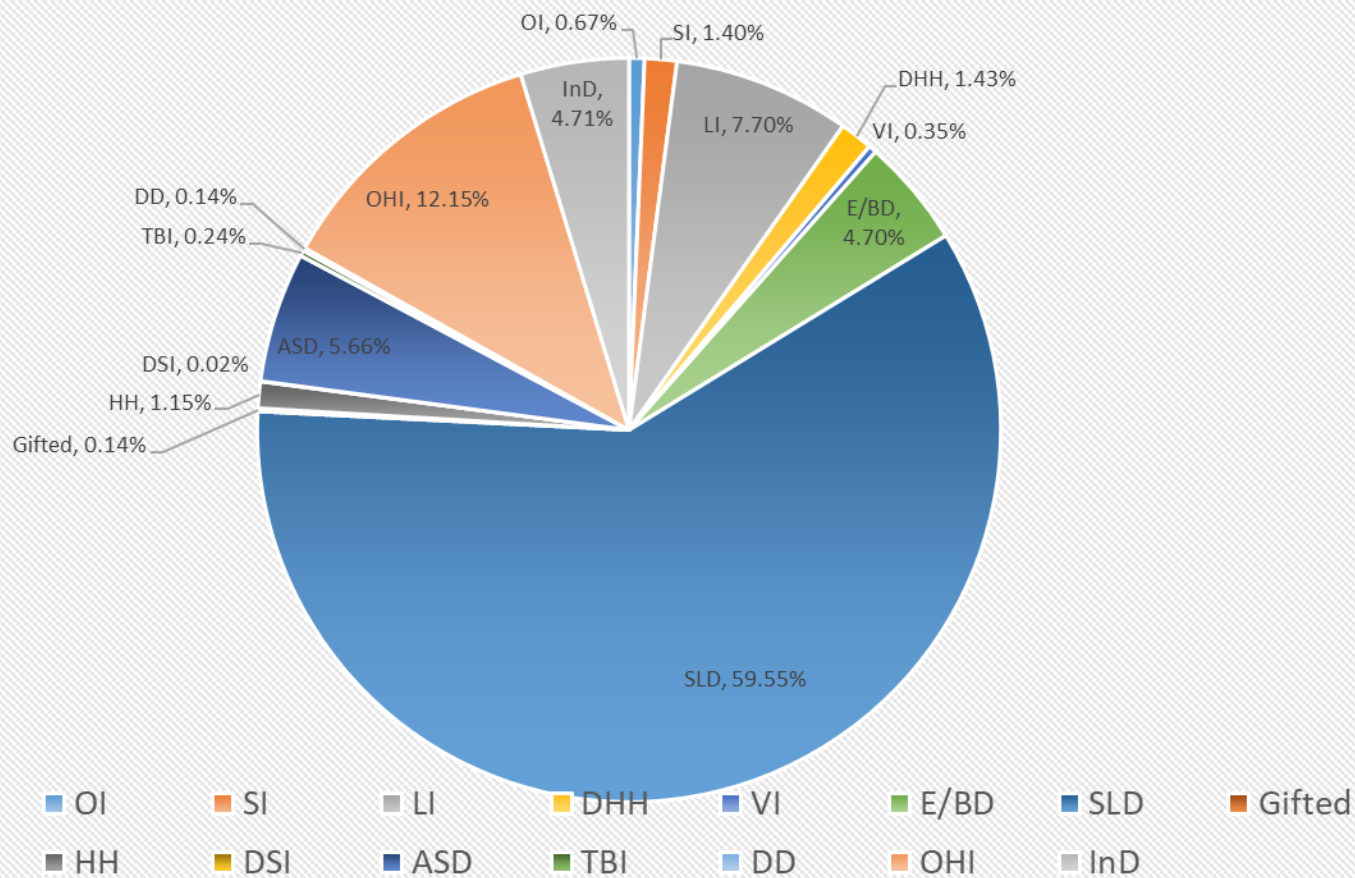


Post-school Outcomes for SWD (Performance)

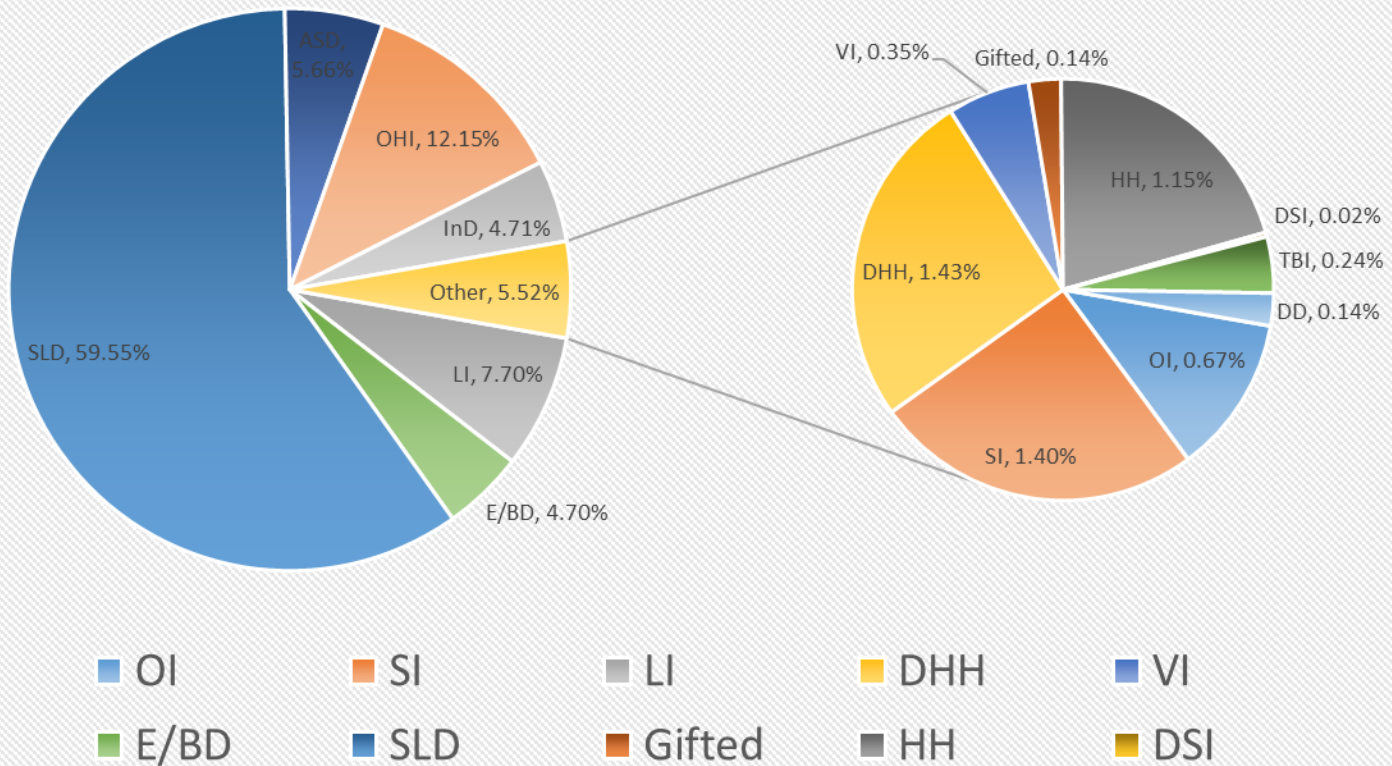


Source: Florida Education and Training Placement Information Program (FETPIP)

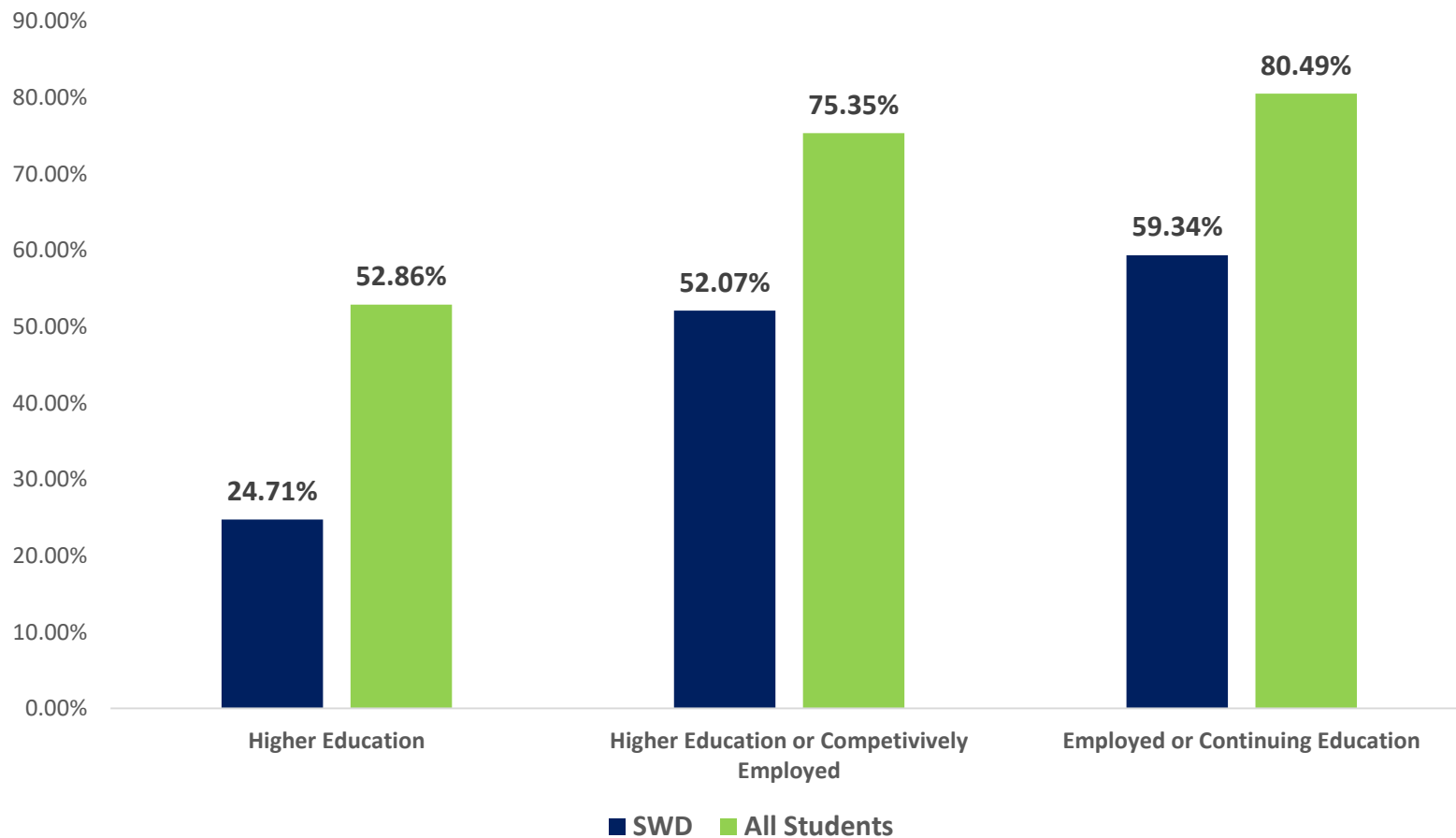
ESE Outcomes by PE 2018-2019



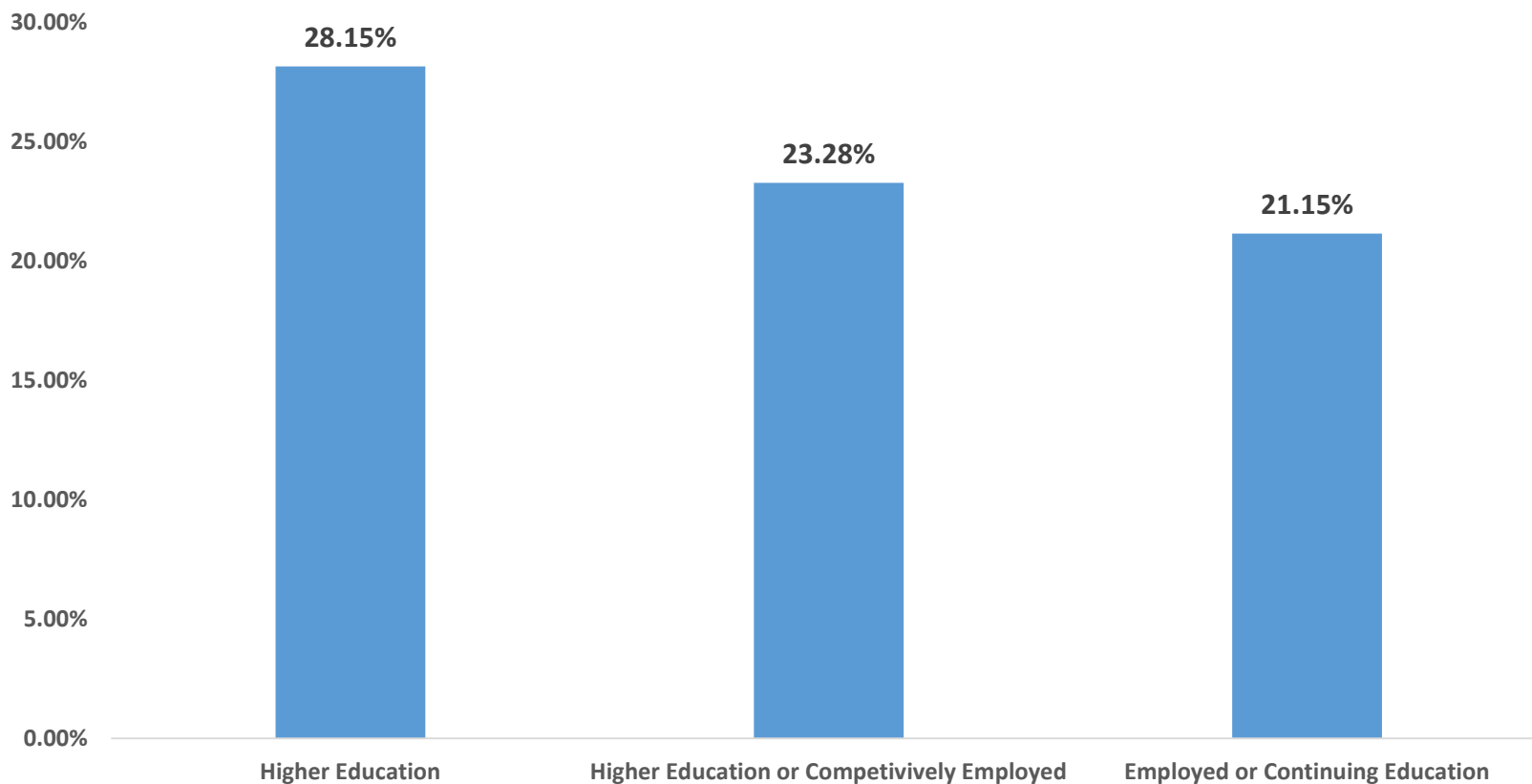
ESE Outcomes by PE 2018-2019
with breakout for lower incidences



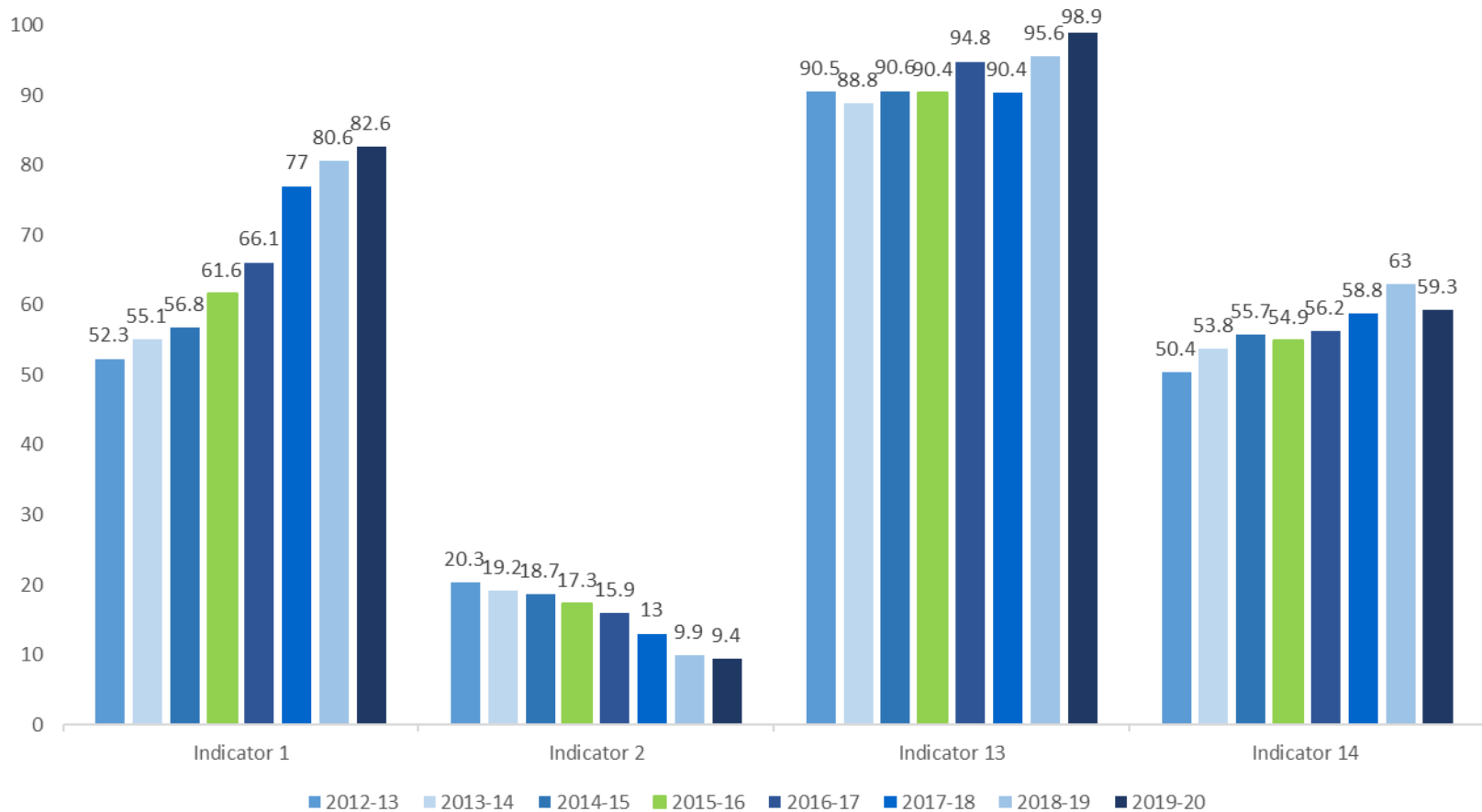
2018-19 Post-school Outcomes (SWD and All)



2018-19 Outcomes Gap (SWD and All Students)



Transition Indicators Trend 2012-2020





Regional Education Laboratory (REL)

Senior Research Associate

Kevin Smith, Ed.D.

Self-Study Guide for Career Readiness in Secondary Schools



Self-Study Guide for Career Readiness in Secondary Schools

Regional
Educational
Laboratory
Southeast

At Florida State University

REL 2020-025
U.S. DEPARTMENT OF EDUCATION

A Publication of the National Center for Education Evaluation and Regional Assistance at IES



The Institute of Educational Science (IES) has created the following Career Readiness materials by the Regional Educational Laboratory Southeast (REL Southeast):

- [Self-Study Guide for Career Readiness in Secondary Schools](#)
- [Preparing A Career-Ready Student](#)
- [Career Readiness: Preparing the Student](#)

PREPARING A CAREER-READY STUDENT

10 Evidence-Based Practices for Career Counseling

The following practices were selected by REL Southeast Florida Career Readiness Research Alliance members after reviewing and discussing a literature review on effective career counseling practices.



Preparing the Student

1. Establish work readiness behaviors and social skills (employability skills)¹
2. Systematically explore the “career-related aspects” that promote better person-environment fit, including initial goal formation, exploratory actions, and computer-assisted career guidance programs²



How Do We Teach?

3. Organize classes around a career goal³
4. Integrate instruction that demonstrates the relevance of course content to the world of work³
5. Assist students in formulating Individualized Learning Plans⁴



Building School/ Career Networks

6. Encourage career days, work-related experiences (role-playing or job shadowing), and visits to



How Do We Counsel?

Preparing A Career-Ready Student

Career Readiness: Preparing the Student



The following two practices from the REL Southeast infographic, [Preparing a Career Ready Student](#), focus on how parents and educators can help with *Preparing the Student* for careers.



Establish work readiness behaviors and social skills (employability skills)¹

It may be helpful for parents and teachers to discuss the importance of employability skills with students. There are free federal online resources that can help. For example, the U.S. Department of Labor [Career One Stop website](#) provides resources that focus on work readiness behaviors and social skills.

These include how to:

- [write a resume](#)
- [complete a job application](#)
- [interview and negotiate for a job](#)
- [network and make helpful contacts](#)
- [consider readiness for background checks](#) including a [student's online social media presence](#)
- [focus on work values.](#)

It may be specifically beneficial to focus on the steps for finding a job with little or no work experience.

Systematically explore the “career related aspects” that promote better person-environment fit, including initial goal formation, exploratory actions, and computer-assisted career guidance programs²

Students will benefit from encouragement by parents and teachers to explore careers that may be a good fit for them. There are free federal online resources that can be used for this purpose. For example, the U.S. Department of Labor Career One Stop website provides students with [computer-assisted career guidance programs](#). At this site, parents, students, and teachers will find three free assessments including an [interest assessment](#), a [skills matcher](#), and an [interest profiler](#) that will help students consider which careers align with their interests and skill set. Teachers and parents may also want students to consider [creating a job search plan](#) and making an [initial goal formation](#) for their career search.

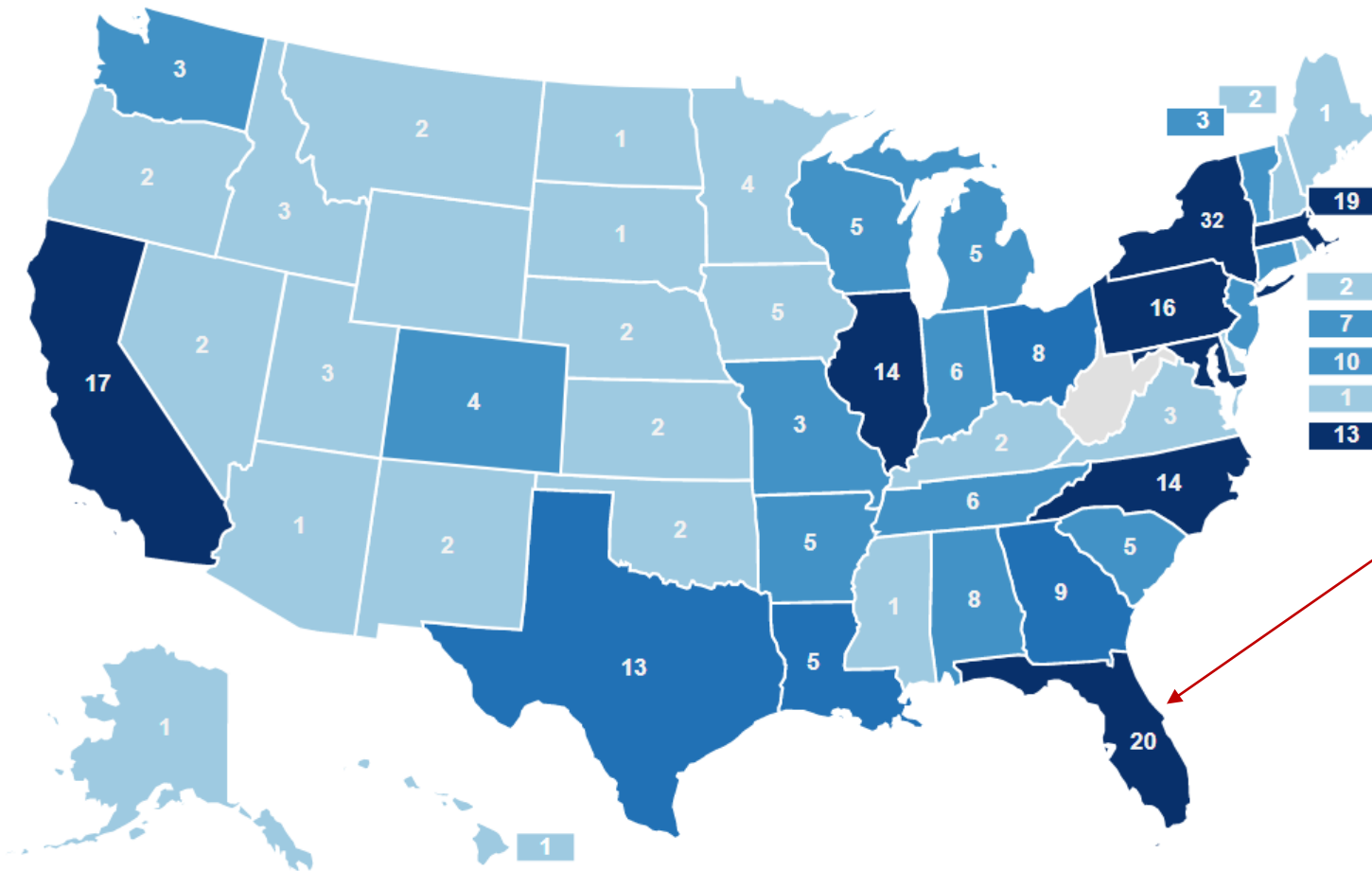
Another resource for exploring careers is the U.S. Bureau of Labor Statistics [Occupational Outlook Handbook](#). Parents and educators may ask students to explore occupation groups listed there or select occupations of interest while considering median pay, education level requirements, projected jobs, and growth rates. The U.S. Bureau of Labor Statistics [K-12 Student Resources and Teacher's Desk site](#) also offers an app for digital devices and K-12 Student and Teacher Resources including games and quizzes, student resources, and classroom and home activities.



Career Readiness: Preparing the Student



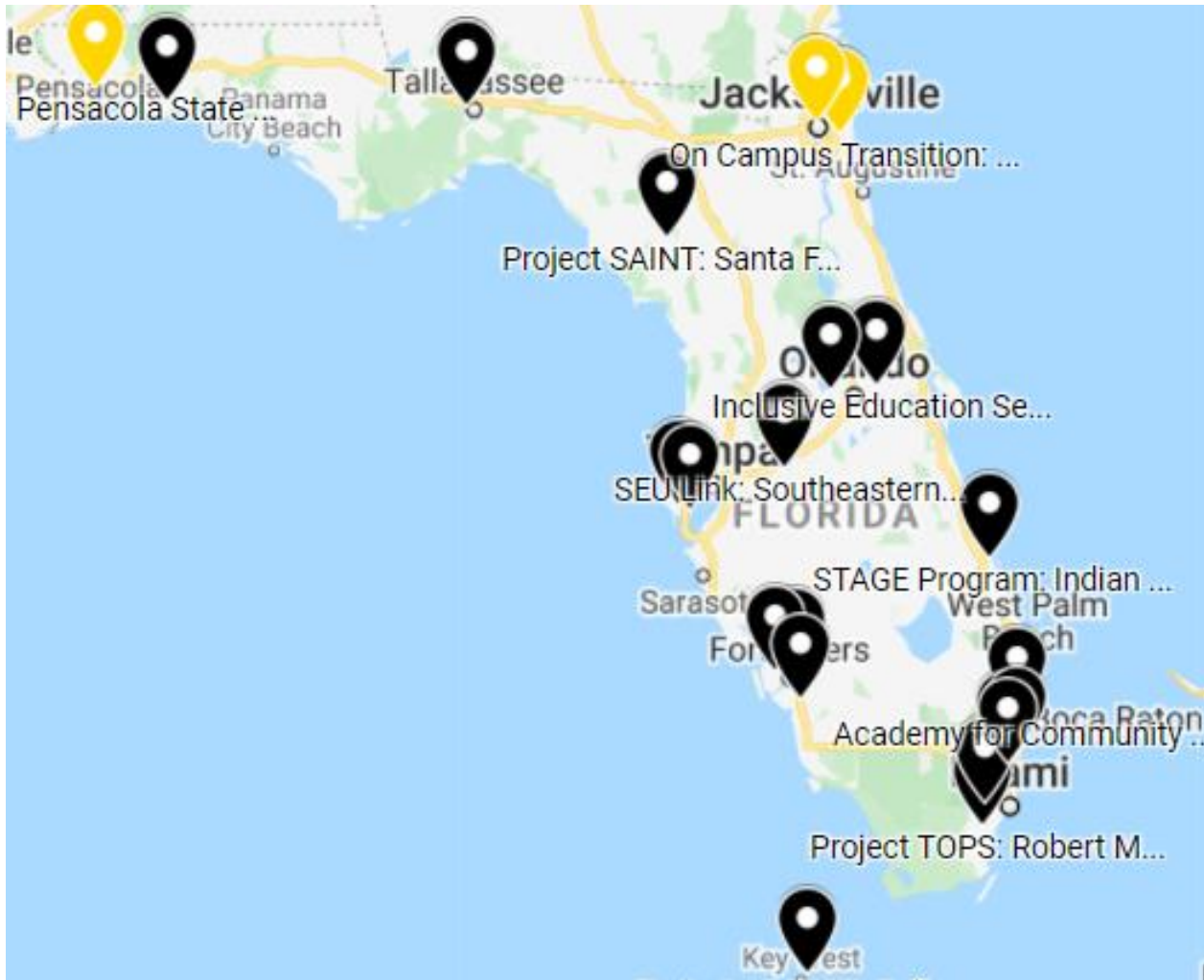
Inclusive Postsecondary



NUMBER OF PROGRAMS



Source: <https://thinkcollege.net/college-search>



Florida Center for Students with
UNIQUE ABILITIES

Source: https://fcsua.org/E_postsecondary.php



Florida Center for Students with Unique Abilities (FCSUA)

Iris Neil, M. Ed.

W. Drew Andrews, Ed.D.

Janice Seabrooks-Blackmore, Ph.D

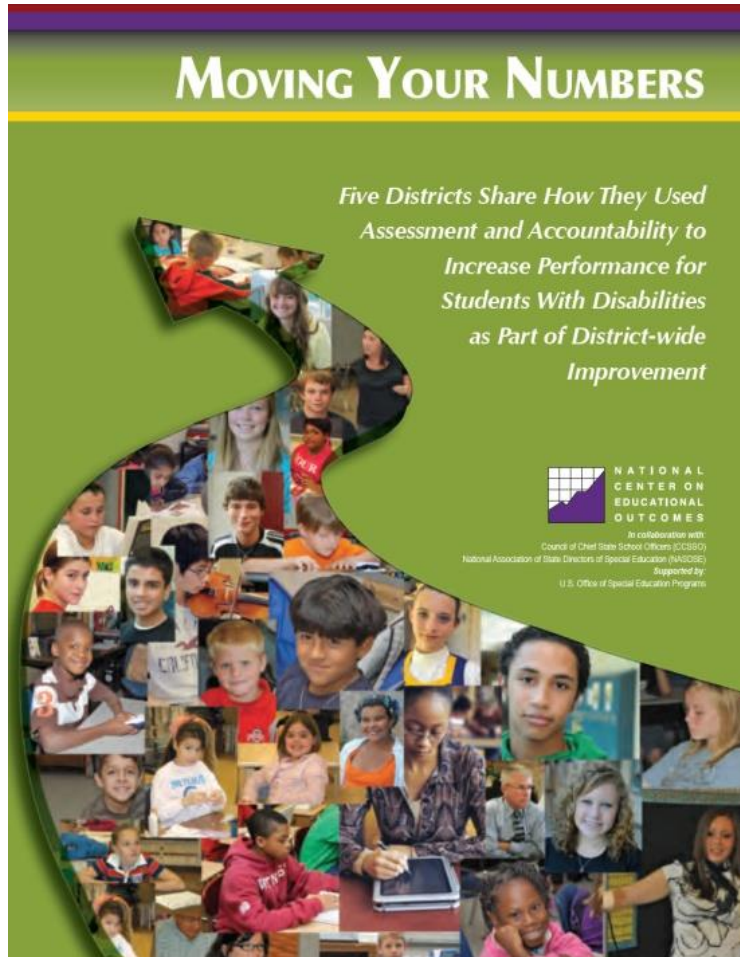


Vocational Rehabilitation (VR) Collaboration

Johana Valdivieso

Brandi Boyer Rutherford

What Matters Most for SEAs and LEAs



Focus on **what adults do** – intentionally and collectively – to include and assist all students in learning at higher levels.

Initiated and funded by the
National Center on
Educational Outcomes (NCEO)

Use Data Well

Use (and require the use of) data at **all levels** to:

- Focus conversations;
- Identify needs;
- Gauge/monitor progress; and
- Make continual improvements to instructional practice (ensuring that teams are working with district-wide data, not only school-level data).

Focus Your Goals

- Establish a foundation to guide all work.
- Align all work across the district with the district goals/district strategic plan to improve student learning.
- Focus all work across the district to meet district-wide goals and strategies.
- Align decisions about resource management with district goals.
- Focus PD on district goals.

Select and Implement Shared Instructional Practices

- Hold all adults to high standards and clearly define expectations around the core work of teaching and learning, and for supporting all children to learn at higher levels.
- Reduce the number of initiatives and ensure that all work aligns directly with a small number of goals and strategies.
- Avoid programs or initiatives as the “answer” or silver bullet.
- Support shared learning and responsibility among adults for the success of all students.
- Embed intervention as part of the district’s instructional process/framework.

Monitor and Provide Feedback

- Measure both adult implementation and student achievement to focus on the impact of district actions on student performance.
- Value accountability and make results the central focus of the school system.
- Provide a balance of defined autonomy and flexibility for schools to meet expectations, but require that every single school meet them.

Inquire and Learn

- Share leadership and support the development of essential leadership practices across the district.
- Align curriculum, instruction and assessment in real ways.
- Move from a focus on individual buildings to a focus on district-wide implementation to sustain the work.
- Make sure the district leadership team includes staff from across the district, not only cabinet level personnel or administrators.
- Use the expertise around you, always reaching to the next level; never be satisfied with where you are.

Redefining SEA Work to Support All Districts

Effective SEAs:

- Focus and align their work to effectively support ALL districts, schools and teachers in improving student learning.
- Establish mechanisms for providing high quality and consistent support on a statewide basis.

Redefining SEA Work to Support All Districts

Effective SEAs:

- Take steps to continually reduce fragmentation across SEA offices/departments.
- Provide tools, products and/or services that facilitate the development, implementation and evaluation of coherent district plans focused on student learning.

Redefining SEA Work to Support All Districts

Effective LEAs:

- Known to be engaged in certain practices believed to be associated with higher learning;
- Committed to district-wide implementation of such practices; and
- Committed to and showing evidence of improving the performance of all students and student groups.

Workforce Innovation and Opportunity Act (2014)

The Workforce Innovation and Opportunity Act (WIOA) amended the Rehabilitation Act of 1973 and went into effect on July 22, 2014. WIOA defined **5** required **Pre-Employment Transition Services (Pre-ETS)** that must be made available to all students with disabilities enrolled in an educational agency.

Additionally, WIOA no longer required students to be determined eligible for VR services in order to receive these Pre-ETS. Students with disabilities could now receive these Pre-ETS under a classification of “Potentially Eligible.”

Realizing the Promise for all Students



Theory of Presuming Competence: Least Dangerous Assumption

“...in the absence of conclusive data, educational decisions ought to be based on assumptions which, if incorrect, will have the least dangerous effect on the likelihood that students will be able to function independently as adults. Furthermore, we should assume that poor performance is due to instructional inadequacy rather than to student deficits.”

– Anne Donnellan, 1984
as quoted by Cheryl Jorgensen, 2005

Students with Disabilities as 21st Century Learners

Students can be active learners in 21st Century Learning Environments when they have:

- Instructional supports that invite their engagement
- Instructional accommodations that change materials and procedure, but not the standards
- Assistive technology that ensures access to the standards and curriculum

School District Collaboration and Division of Vocational Rehabilitation

Benefits of collaboration

- Benefits to mutual student
- Aligns program indicators of performance
- Supplementing IDEA Transition Services

How to collaborate?

- Local LEA agreements
- Interagency Committees

WIOA Indicators of Performance

- **Credential** Attainment-for those enrolled in an education or training program
- **Measurable Skills Gains**
 - *(Industry Credentials or Program Completion)*
- **Employment Rate 2nd and 4th quarter after exit**
- **Median earning 2nd quarter after exit**

IDEA Part B Indicators

- ***Indicator 1***: Youth with IEPs graduating from high school with a regular diploma.
- ***Indicator 2***: Youth with IEPs dropping out of high school.
- ***Indicator 13***: Youth with IEPs aged 16 and above including appropriate measurable postsecondary goals.
- ***Indicator 14***: Post-school Outcomes for students who had IEPs at the time of graduation.

LEA Template

Purpose

- Pre-Employment Transition Services Definitions
- DVR Responsibilities
- LEA Responsibilities

LEA Template Components

Components

- Transition Planning Coordination
- Outreach
- Supplementing versus Supplanting



LEA Template Components

- Technical Assistance and Consultation
- Grievance Procedures and Conflict Resolution
- Other Consideration: Section 511

Current Data Pre-ETS

STAR District Cases	Total
Cases Since August 1, 2020	7,116
Cases Opened in March 2021	443
Total Cases	20,394
Data Source: VR April 1, 2021	

Partnering with VR

- **26** Districts are current VR Vendors.
- BESE has included questions about VR experiences during parent and teacher focus groups from on-site visits.
 - More are familiar with VR.
 - More have shared positive stories.
- VR completed a template to assist districts with local collaboration.

Pre-ETS Potential Impact on Students



- Connects students with disabilities to VR earlier and prior to application for services.
- May fill service gaps in schools.
- Potentially increases students' ability and desire to engage and complete high school at higher rates.
- Potentially increases students' ability and desire to explore post-secondary training options, leading to more industry recognized credentials, and meaningful post-secondary employment.
- Work-based learning experience may increase students' ability, including students with the most significant disabilities, increased opportunities to practice and improve workplace skills in competitive integrated work settings before HS exit.
- Other (social, independent and self-advocacy skills).

Collaborators in Action Planning



State Level



- Set the vision and help focus effort.
- Engage stakeholders.
- Develop and implement a formal SEA/LEA Interagency Agreement.
- Continue to evaluate and refine.
- Use data-based decision making.
- Support local implementation.



Colleague Time



Reminders

Considerations for Students with Disabilities

- **Graduation Options**

- Two Additional Pathways only available for students with disabilities
 - Standard Diploma via Academic and Employment-Based Courses
 - Standard Diploma via Access Courses
- Both allow for CTE substitutions

- **Deferral of Standard Diploma**

- Free and Appropriate Public Education (FAPE) ends upon receipt of a standard diploma or age 22
- Deferral of diploma is allowed
- Process for both described in Rule [6A-1.09963](#), F.A.C.
- [Technical Assistance Paper](#) for information related to deferral

Deferral

- Deferral is an IEP team decision.
- It is based on the individual transition needs of the student.
- Remember:
 - Accelerated college credit
 - Industry Certification
 - A collegiate high school program
 - Courses to satisfy the Scholar designation or
 - A structured work-study program

Deferral

If you have any students who deferred in the spring and are not currently attending now or stop attending this fall, the district should ensure:

- All efforts are made to contact the student and parents and hold an IEP meeting to discuss.
- After all efforts have been made, the district could propose a change in placement and issue the diploma.
 - Please note, ending FAPE constitutes a change in placement, requiring prior written notice in accordance with section 300.503 Title 34 , Code of Federal Regulations ([34 CFR §300.503](https://www.ecfr.gov/current/title-34/chapter-I/subchapter-B/part-300/subpart-D/section-300.503)) if the district confers the diploma.

Waiver

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

Waiver

- Please also see A-1 and A-2 from the [Technical Assistance Paper Waiver of Statewide, Standardized Assessment Results for Students with Disabilities](#).
- There are 4 criteria for a waiver. A waiver is for a student:
 - Identified as a student with a disability;
 - With an individual educational plan (IEP);
 - Who has taken the statewide, standardized assessment with appropriate allowable accommodations at least once; and
 - For whom the IEP team determines that a statewide, standardized assessment does not accurately measure the student's abilities.

Waiver

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

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

Waiver

2019-2020 Florida Adult High School Technical Assistance Paper

Henry Mack, Chancellor
Career and Adult Education

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

The extension of the waiver to the AHS program only applies to students who received waivers as part of s. 1008.22(6), F.S. Additional information can be found in the *Waiver of Statewide, Standardized Assessment Results for Students with Disabilities Technical Assistance Paper* at:
<http://www.fldoe.org/core/fileparse.php/7522/urlt/1920assessmentTAP.pdf>.

Section 1003.4282, Florida Statutes

For a student with a disability for whom the IEP team has determined that mastery of **academic and employment** competencies is the most appropriate way for a student to demonstrate skills:

Documentation:

- Completion of the minimum high school graduation requirements, including the number of course credits prescribed by rules of the State Board of Education
- Achievement of all **annual goals and short-term objectives for academic and employment competencies**, industry certifications, and occupational completion points **specified in the student's transition plan** - documentation must be verified by the IEP team

Section 1003.4282, F.S.

Documentation continued:

- successful employment for the number of hours per week specified in the student's transition plan, for the equivalent of 1 semester, and payment of a minimum wage in compliance with the requirements of the federal Fair Labor Standards Act

Section 1003.4282, F.S.

Documentation continued:

- mastery of the academic and employment competencies, industry certifications and occupational completion points **specified** in the **student's transition plan**
- must be **verified by** the **IEP team**, the employer and the **teacher**

Section 1003.4282, F.S.

The transition plan must be **developed** and **signed by** the student, parent, teacher and employer before placement in employment and must identify the following:

- The expected academic and employment competencies, industry certifications, and occupational completion points;
- The criteria for determining and certifying mastery of the competencies;
- The work schedule and the minimum number of hours to be worked per week; and
- A description of the supervision to be provided by the school district.

Academic and Employment Option

Technical Assistance Paper High School Graduation Options for Students With Disabilities

B-6

- **In what course(s) should a student who is earning course credit through employment enroll?**
- *Students may enroll in any employment-based course, including 7980130 Career Placement.*
*Consult the most recent **CCD** for a list of appropriate courses.*

Academic and Employment Option

D-1

- **Who is responsible for finding employment for students who chose the high school graduation option that requires paid employment?**
- *The law is silent on this. It is expected that the school district, student, family and appropriate community agencies, including Vocational Rehabilitation, will work together to locate suitable employment.*
- *The district can support the student in their efforts to find employment through courses such as [7980110 Career Preparation](#), [7980120 Career Experiences](#) or other appropriate employment-related courses in the CCD.*

Academic and Employment Option

D-2

- If a student in the high school graduation option that requires paid employment does not secure such employment, or loses their job before goals are achieved, can they graduate with a standard diploma?
- *Yes, if other suitable employment is found or if the student meets the graduation requirements under another high school graduation option. Only s. 1003.4282(10)(b)2.c., F.S., requires that students be employed at or above a minimum wage, in compliance with the federal Fair Labor Standards Act, for the number of hours per week noted in their employment transition plan and for the equivalent of at least one semester in order to meet graduation requirements.*

Academic and Employment Option

D-2 Continued

- *In the event that paid employment is not secured, or is lost before the student meets their goals and another employment site cannot be found, the requirements of all other high school graduation options should be reviewed to determine whether the student has already met, or can meet through additional coursework, the graduation criteria of a different high school graduation option.*

Academic and Employment Option

D-3

- **May a student earning their standard diploma via access courses earn credit through employment?**
- *Yes, if the parent of student taking access courses wants the student to gain work experience in order to meet their postsecondary goals, the series of ESE CTE courses, including 7980110 Career Preparation, 7980120 Career Experiences and 7980130 Career Placement or 7980150 Supported Competitive Employment, or other employment-based courses listed in the CCD, may be used.*
 - *These courses can be repeated as often as required for the student to attain the skills they need to be successful in future employment.*



Transition Opportunities

Federal and State Initiatives

- **WIOA**
- **Perkins V**
- **Get There Faster Initiative**
 - \$75 million dollar investment toward two new initiatives to expand access and enrollment in quality, in-demand CTE courses and work-based training programs
- **Florida Department of Education Perkins V Entrepreneurship Education and Training Grant**
 - \$1.5 million for Florida school districts and technical colleges
 - Aims to help scale entrepreneurship-related initiatives across the state's career and technical education (CTE) programs.
 - A total of [22 agencies](#) were awarded, ranging from \$25,000 to \$100,000 dollars for each proposal.

Carl D. Perkins Career and Technical Education Act

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

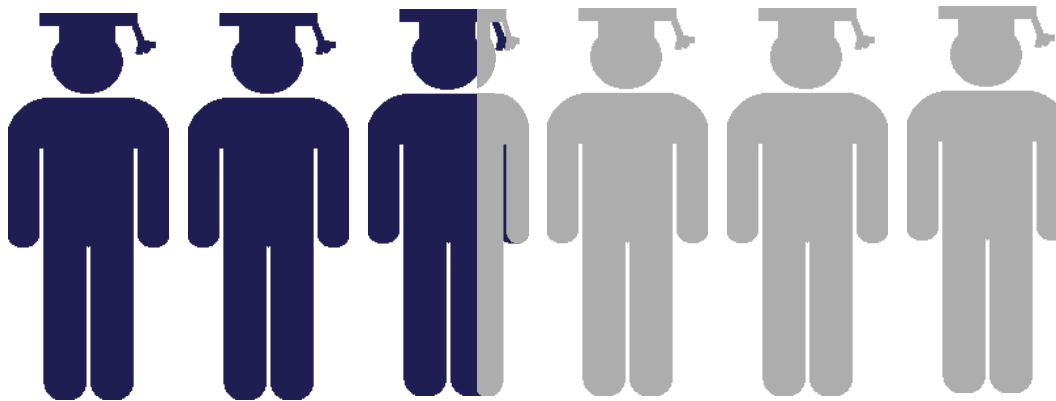
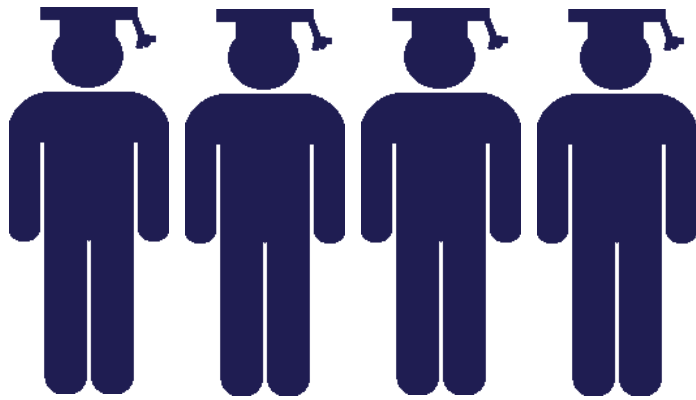


What's New?



Think About

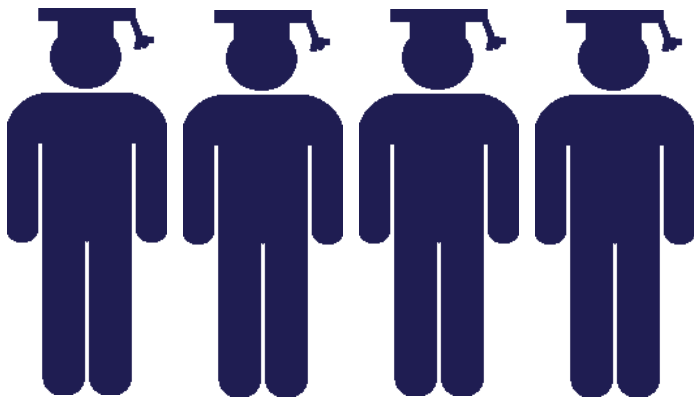
FUTURE SHOCK



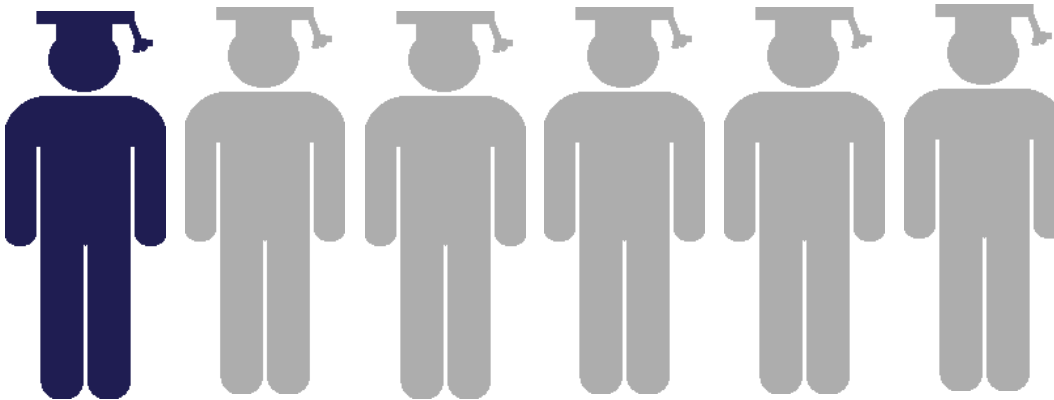
By 2025, 67% of all jobs in Florida will require postsecondary education beyond high school.

Source: <http://floridacollegeaccess.org/wp-content/uploads/2020/08/THE-MORE-YOU-LEARN-THE-MORE-YOU-EARN.pdf>

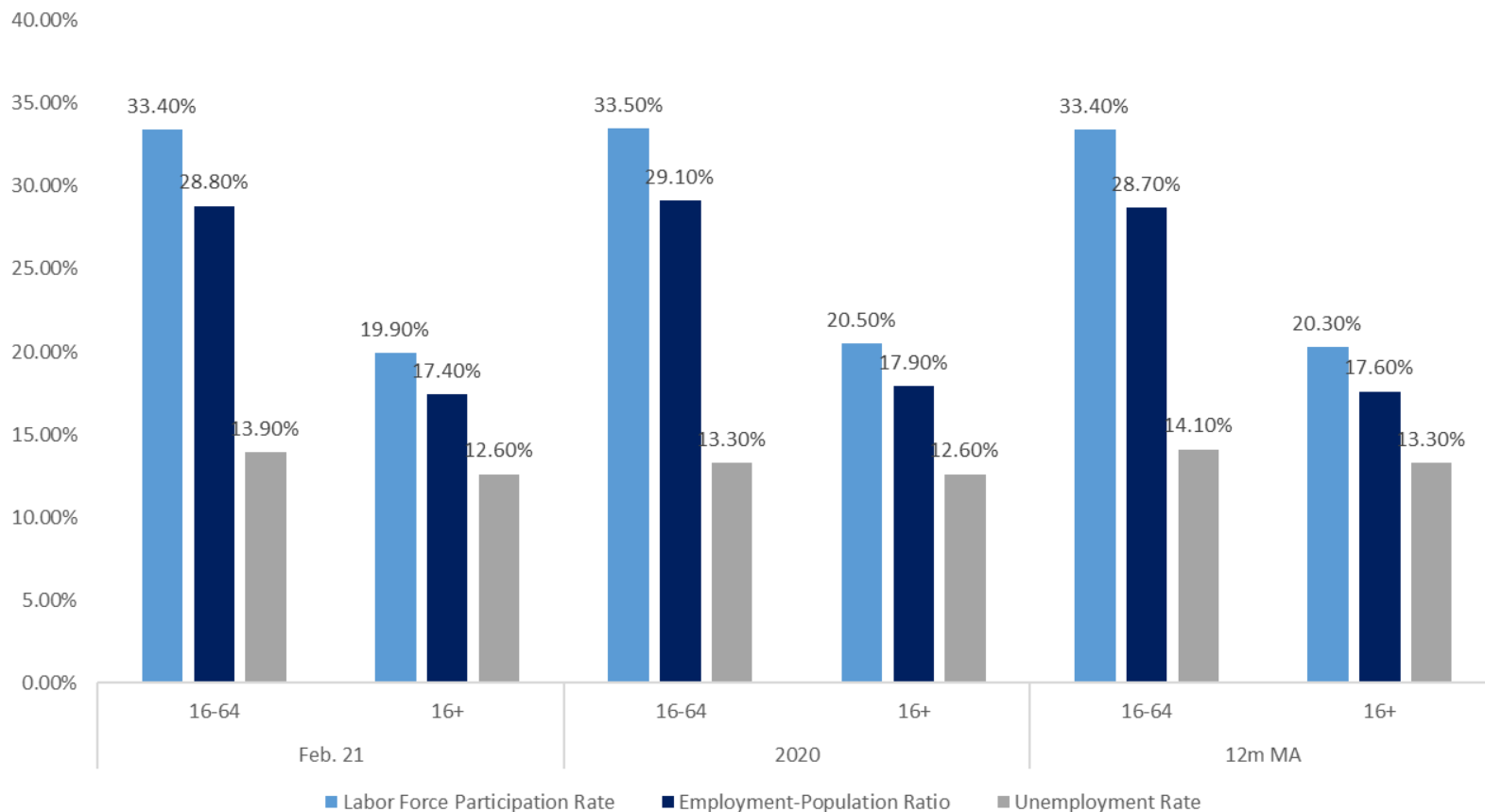
FUTURE SHOCK



**Nearly 50% of
Floridians have
obtained some sort
of credential of value.**

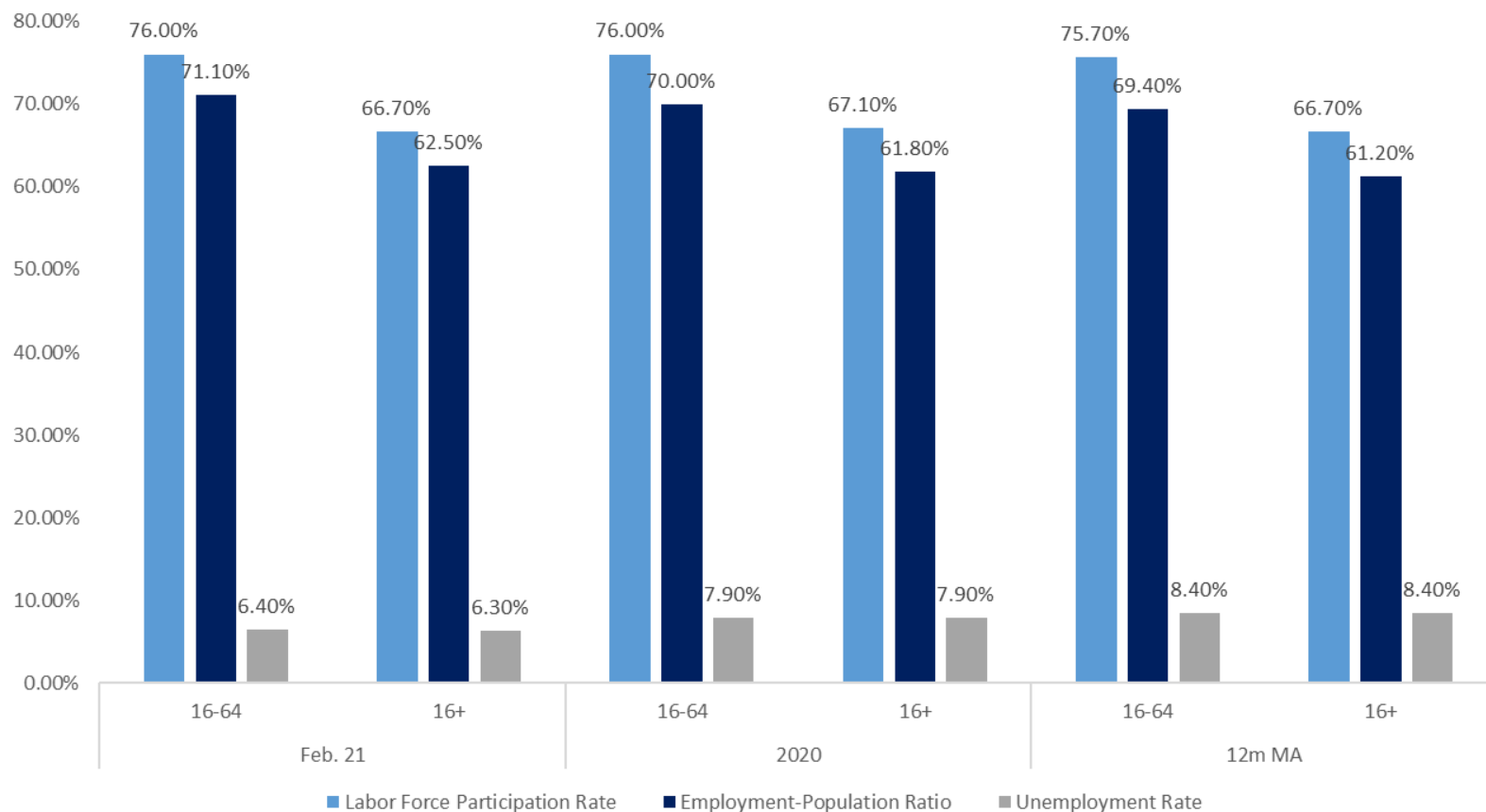


Persons with Disabilities



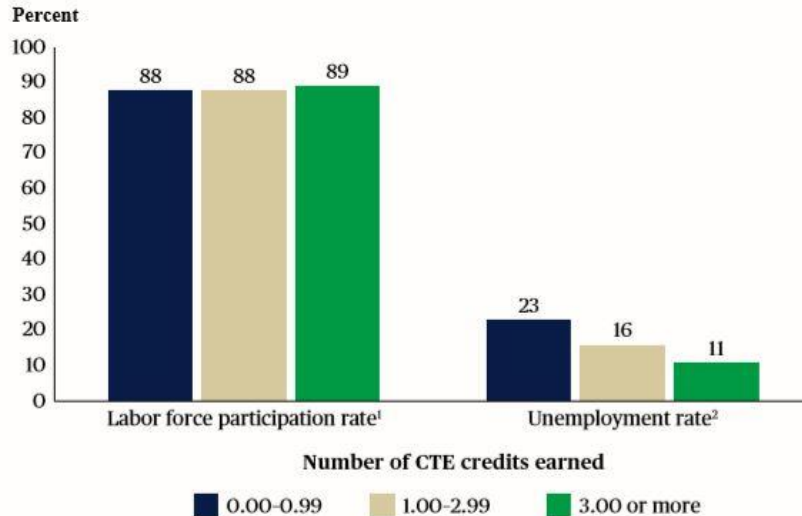
Retrieved from: <https://www.dol.gov/agencies/odep/publications/statistics>

Persons without Disabilities



Retrieved from: <https://www.dol.gov/agencies/odep/publications/statistics>

FIGURE 1. Among 2013 public high school graduates currently not enrolled in a postsecondary credential program, labor force participation rate and unemployment rate, by number of career and technical education (CTE) credits earned in high school: 2016



¹The labor force participation rate is the percentage of the HSL:09 analysis population that is (1) working or (2) not working but actively looking for work.

²The unemployment rate is the percentage of the HSL:09 labor force that is not working but actively looking for work.

NOTE: Public high school graduates are defined as students who graduated from a public high school with an honors or standard diploma by August 31 of their scheduled graduation year (2013). CTE comprises coursetaking in agriculture and natural resources; business, finance, and marketing; communications and communication technologies; computer and information sciences; construction; consumer services; engineering, design, and production; health care; mechanical repair and operation; and public services. Estimates and standard errors are available at <https://nces.ed.gov/surveys/ctes/tables/h247.asp>.

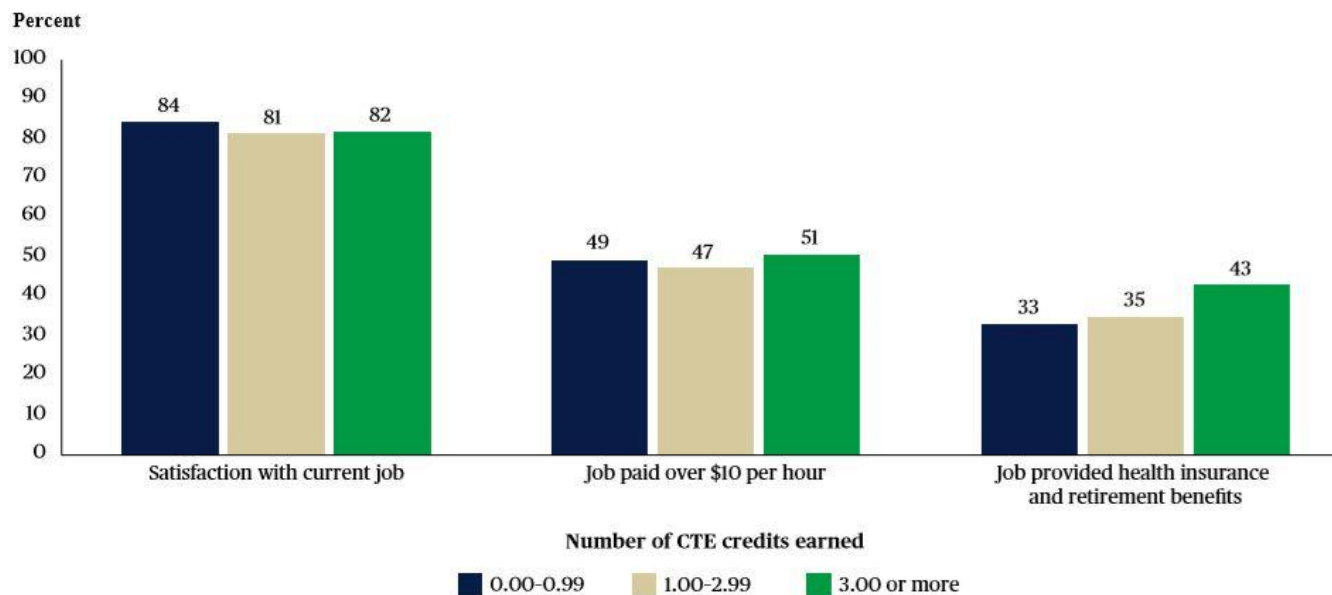
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSL:2009), Base-year, 2013 Update, Second Follow-up, and High School Transcript File.

Labor Market Outcomes for High School Career and Technical Education Participants: 2016

<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2020060>

Source: NCES

FIGURE 2. Among employed 2013 public high school graduates currently not enrolled in a postsecondary credential program, percentage with selected job-related outcomes, by number of career and technical education (CTE) credits earned in high school: 2016



NOTE: Public high school graduates are defined as students who graduated from a public high school with an honors or standard diploma by August 31 of their scheduled graduation year (2013). CTE comprises coursetaking in agriculture and natural resources; business, finance, and marketing; communications and communication technologies; computer and information sciences; construction; consumer services; engineering, design, and production; health care; mechanical repair and operation; and public services. Estimates exclude the 25 percent of nonenrolled public high school graduates who were not employed (either not in the labor force or unemployed). Estimates and standard errors are available at <https://nces.ed.gov/surveys/ctes/tables/h252.asp>, <https://nces.ed.gov/surveys/ctes/tables/h253.asp>, and <https://nces.ed.gov/surveys/ctes/tables/h254.asp>.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Longitudinal Study of 2009 (HLS:2009), Base-year, 2013 Update, Second Follow-up, and High School Transcript File.

Labor Market Outcomes for High School Career and Technical Education Participants: 2016

<https://nces.ed.gov/pubssearch/pubsinfo.asp?pubid=2020060>



Implementation & Improvement Sciences

Working together to produce socially significant outcomes



Commonalities and Complements

Use teaming structures <p>Network Improvement Communities² and Linked Implementation Teams¹ use data to identify needs, develop theories of action, and follow iterative cycles of improvement that prioritize implementers' voices in planning and problem solving.</p>	Use a variety of data <p>Both sciences use data related to process, fidelity, context, organizational factors, and stakeholder input to drive problem solving and decision making.</p>	Focus on systems <p>Both approaches are system focused. Improvement science focuses on factors outside individuals while implementation science focuses on roles, structures, and functions that support capacity to use a practice with fidelity.</p>
Use Improvement Cycles <p>Repeated Plan-Do-Study-Act (PDSA) cycles answer questions (<i>What are we trying to accomplish? How will we know that a change is an improvement? What change can we make that will result in improvement?</i>) to learn and improve practices and systems as a result of change.</p>	Start small across varied contexts <p>Both sciences propose starting small with learning from PDSA cycles before scaling using either a Transformation Zone¹ or Improvement Project² methodology to develop capacity, refine the practice, and build readiness before scaling.</p>	Focus on practitioner level needs <p>Both sciences emphasize use of a systemic selection process. Improvement science identifies high leverage problems and related solutions. Similarly, implementation science examines fit and need of systems, practices, and users.</p>

Implementation Science¹

"Methods or techniques used to enhance the adoption, implementation, and sustainability" of a practice (Proctor et al., 2013).

- Systems are central focus of support for effective use of practices
- Uses bi-directional feedback loops
- Practices selected based on local need and fit
- Aligns initiative and leverages resources to meet coherent goals
- Iterative cycles of data guide improvement
- Follows a stage-based approach to change

Improvement Science²

A methodology that uses cycles of inquiry to learn what is needed to improve practice (Bryk et al., 2015).

- Problem specific and user focused
- Address variation in performance
- Cannot improve what cannot be measured
- Anchors improvement in disciplined inquiry
- Sees the system
- Accelerates improvement through Networked Communities

The goal is not to answer factual questions about what is, but rather to determine what is required."

"They knew what they wanted to happen but were now trying to figure out how to get it to happen."

Implementation & Improvement Science

http://www.captain.ca.gov/documents/ISandIS_info_graphic_021219Final.pdf

Implementation & Improvement Science

Implementation Science¹

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Predictors of Post-School Outcomes



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

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



Predictor #1 Career Awareness

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

Ideas for Families

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



Predictor #2: Community Experiences

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

Ideas for Families

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



Predictor #3: Exit Exam Requirements/High School Diploma

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

Ideas for Families

Predictors:

- Career Awareness
- Community Experiences
- Exit Exam/High School Diploma
- Goal Setting
- Inclusion
- Interagency Collaboration
- Occupational Courses (CTE)
- Paid Employment/Work Experience
- Parent Expectations
- Course of Study
- Parent/Family Involvement
- Self-care/Independent Living Skills
- Social Skills
- Self-determination/Self-advocacy
- Student Support
- Transition Program
- Travel Skills
- Work Study
- Vocational Education
- Youth Autonomy

Image retrieved from:

http://project10.info/Documents/FINAL_Post_School_Predictor_Product_6.13.19C.pdf



Recent Research

Additional Predictors

Secondary Transition Predictors of Postschool Success: An Update to the Research Base

- Identified 3 new predictors
- [https://transitionta.org/sites/default/files/news/Predictors Mazzotti 2020 CDTEI.pdf](https://transitionta.org/sites/default/files/news/Predictors_Mazzotti_2020_CDTEI.pdf)

Additional Predictors

- **Psychological Empowerment**
 - (i.e., belief in the relationship between actions and outcomes)
- **Self-realization**
 - (i.e., having an understanding of one's strengths and support needs)
- **Technology Skills**
 - (i.e., computer competence, computer skills) were identified as a promising predictor of post-school employment)

Additional Predictors

Recommendations:

- Ensure professionals working with youth in transition have:
 - An awareness of predictors; and
 - The ability to implement predictors.
- **Develop policies that link students and families with services and support.**
- State and local levels implement policies and procedures based in research.



Resources

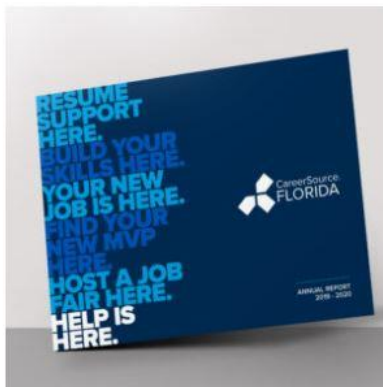
Reports and Publications



Gig Economy Report

CareerSource Florida commissioned a comprehensive study on the potential impacts of the emerging gig economy on Florida's workforce system. This report synthesizes the results of the research undertaken to further CareerSource Florida's understanding of the gig economy and the potential workforce, education and economic development implications for Florida.

[!\[\]\(d66ff64371a51729ac8c1cdaa685ba6f_img.jpg\) Gig Economy Report](#)



CareerSource Florida Annual Report

As an organization and as a statewide network, CareerSource Florida advanced a series of ongoing and new initiatives over this past year to enhance and expand our work to help Floridians achieve prosperity.

- [!\[\]\(e40bb48ad1470e3a14017c64c5673877_img.jpg\) 2019-2020 CareerSource Florida Annual Report](#)
- [!\[\]\(de28875f44a359ca6d30bbb1d9f6cdbd_img.jpg\) 2018-2019 CareerSource Florida Annual Report](#)
- [!\[\]\(2d84cfc19096ca16fe323c530253896b_img.jpg\) 2017-2018 CareerSource Florida Annual Report](#)



Skills Gap and Job Vacancy Survey

The Skills Gap and Job Vacancy Survey of Florida employers provides a snapshot of skills needed, and which industries have the greatest need for talent. CareerSource Florida commissioned the research to drive data-informed decisions to help shape future education and workforce development strategies and investment.

[!\[\]\(95b425611cbd2b8716a140cf67c81822_img.jpg\) Summary: A Look at Skills Gaps and Job Vacancies in Florida 2018](#)

ANALYZING THE RESULTS

In the survey, Florida employers offered feedback on the importance and availability of a range of skills needed by their employees to support the success of their enterprises. When gaps were noted by employers, foundational skills gaps were reported twice as often as technical skills gaps. This snapshot offers a high-level summary of key findings and information.



FOUNDATIONAL SKILLS | Soft Skills



COMMUNICATION

- Interpersonal
- Reading and Writing
- Phone Etiquette
- Customer Service
- Sales
- Active Listening
- Following Directions



RELIABILITY AND TIME MANAGEMENT

- Attendance
- Meeting Deadlines
- Dependability



LEADERSHIP

- Management
- Team Work/
- Team Participation
- Initiative
- Motivation
- Entrepreneurial/
- Business Ideas



PROBLEM SOLVING

- Critical Thinking
- Analytical
- Research
- Troubleshooting

Source:

<https://careersourceflorida.com/wp-content/uploads/2018/04/2018-3-21-CSF-SkillsGap-Booklet-Digital-FINAL.pdf>

LARGEST FOUNDATIONAL SKILLS GAPS



COMMUNICATION

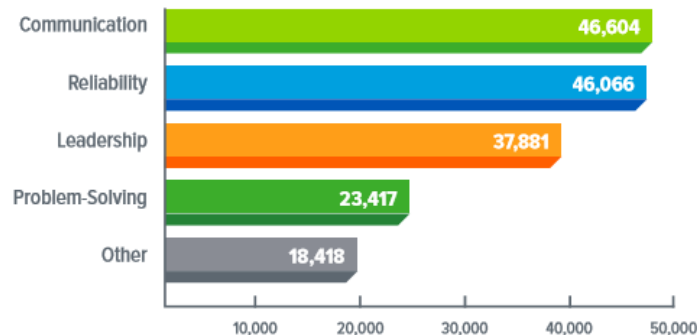


RELIABILITY AND TIME MANAGEMENT

Communication gaps were reported in all industries, yet specific skills varied:

- Construction – Following Directions
- Business Services – Interpersonal Skills
- Trade, Transportation and Utilities – Customer Service

FOUNDATIONAL SKILLS GAP TOTALS



FAFSA

FLORIDA FAFSA CHALLENGE DASHBOARD

Check our dashboard to view school-level FAFSA completion data. You can also check our leaderboard to see who's rising to the Florida FAFSA Challenge.

2021 FLORIDA LEGISLATIVE PREVIEW

Stay up to date on policy developments impacting higher education in Florida.

DASHBOARD: CREDENTIALS BEYOND HIGH SCHOOL

One of the state's most powerful indicators of economic development is the rate of Floridians with a credential beyond high school. Use FCAN's dashboard to explore Florida's progress.

DASHBOARD: FAFSA COMPLETION BY STATE

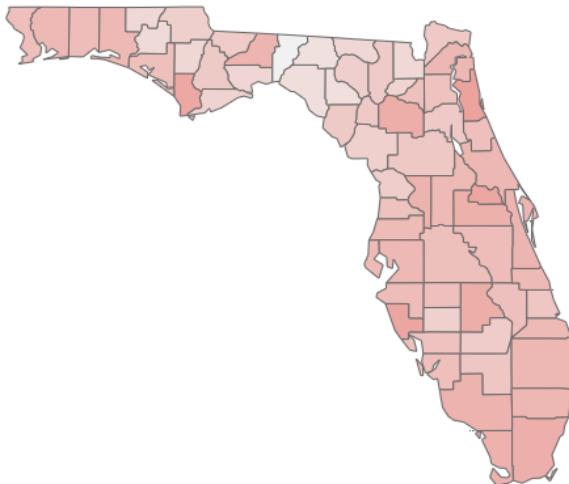
Learn how your state's FAFSA completion rate compares to others with this FCAN dashboard, which also tracks Pell Grant eligibility and FAFSAs submitted with errors.

Source: <http://floridacollegeaccess.org/research-and-data/>

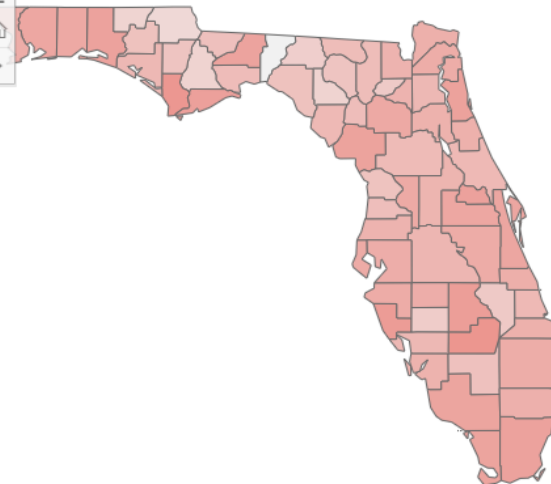
[By School](#) [School Detail](#) [School District Map](#)



Current Week FAFSA Data:
2020-21 School Year
(10/1/19 - 2/19/21)



2020 FAFSA Challenge Data:
2019-20 School Year
(10/1/18 - 3/27/20)



Source: <http://floridacollegeaccess.org/research-and-data/2020-21-florida-fafsa-challenge-dashboard/>



EFFECTIVE JANUARY 1, 2021

\$8.65 per hour

2021 FLORIDA MINIMUM WAGE

\$5.63 per hour + tips

2021 FLORIDA MINIMUM
TIPPED WAGE

Florida Department of Economic Opportunity
Bureau of Workforce Statistics and Economic Research
Phone: 850.245.7205 | Toll Free: 866.537.3615
www.FloridaInsight.org

An equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities. All voice telephone numbers may be reached by persons using TTY/TDD equipment via the Florida Relay Service at 711.

Minimum Wage & CONVERSIONS



HOURLY	WEEK*	MONTH	YEAR
\$8.65**	\$346.00	\$1,496.45	\$17,992.00
\$10.00	\$400.00	\$1,730.00	\$20,800.00
\$12.00	\$480.00	\$2,162.50	\$26,000.00
\$14.00	\$560.00	\$2,508.50	\$30,160.00

[http://lmsresources.labor
marketinfo.com/library/pu
bs/wage_conversion.pdf](http://lmsresources.labormarketinfo.com/library/pubs/wage_conversion.pdf)



Education and Training after High School Key to Florida's COVID-19 Recovery

June 2020



FCAN Survey

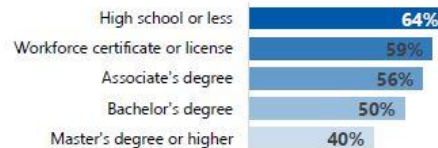
Across the nation, American lives have been upended by COVID-19. Since March, hundreds of thousands have lost their jobs or seen their wages and hours cut, and many who are fortunate to work from home juggle childcare and home schooling with their jobs.

In mid-May, FCAN commissioned Sachs Media Group to conduct a survey of 1,500 Florida voters with a 2.2% margin of error and a 95% confidence level. As Florida continues with its reopening plan, FCAN hopes this survey will equip stakeholders with information about the impacts of the pandemic on residents' employment status and postsecondary plans.



Over half of Floridians have lost their job, had a pay cut, or saw a reduction of hours because of COVID-19. Another 8% anticipate this might happen to them.

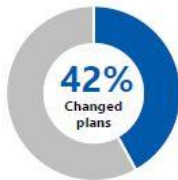
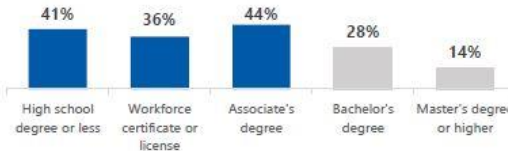
Floridians with a high school degree or less report the highest rates of job loss, pay cuts, or reduced work hours.



35%

of Floridians believe they would need additional education or training to find another job with the same wages or income if they lost their job because of COVID-19

Floridians with an Associate's degree or less are most likely to believe they would need additional education or training.



Just under half of currently enrolled Floridians said their postsecondary plans have changed, including taking a semester or year off, starting sooner than planned, or transferring to another school.

1 in 4

parents of juniors and seniors in high school say their children's plans for life after high school graduation have changed:

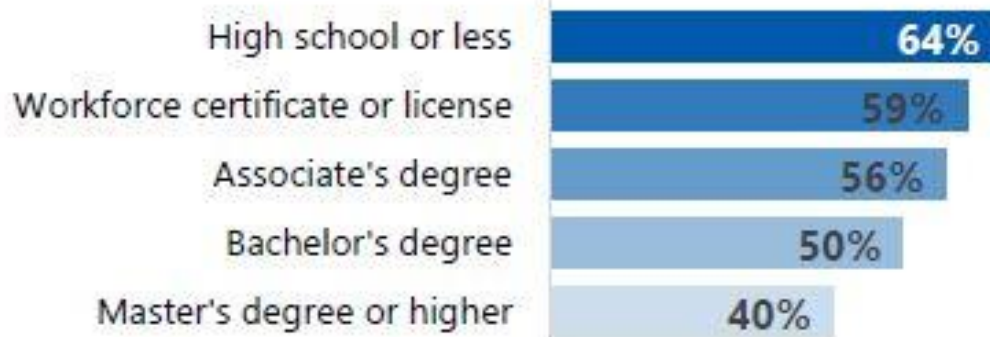


Florida College Access Network (FCAN) leads the collaborative movement to ensure every Floridian achieves an education beyond high school and a rewarding career. We envision a Florida working together where education is the pathway to economic mobility for all. For more research and data from FCAN, visit www.floridacollegeaccess.org

Education and Training after High School Key to Florida's COVID-19 Recovery

Source: Florida College Access Network

Floridians with a high school degree or less report the highest rates of job loss, pay cuts, or reduced work hours.



1 in 4

parents of juniors and seniors in high school say their children's plans for life after high school graduation have changed:

31%

Postponed their plans.

27%

Switched to an option closer to home.

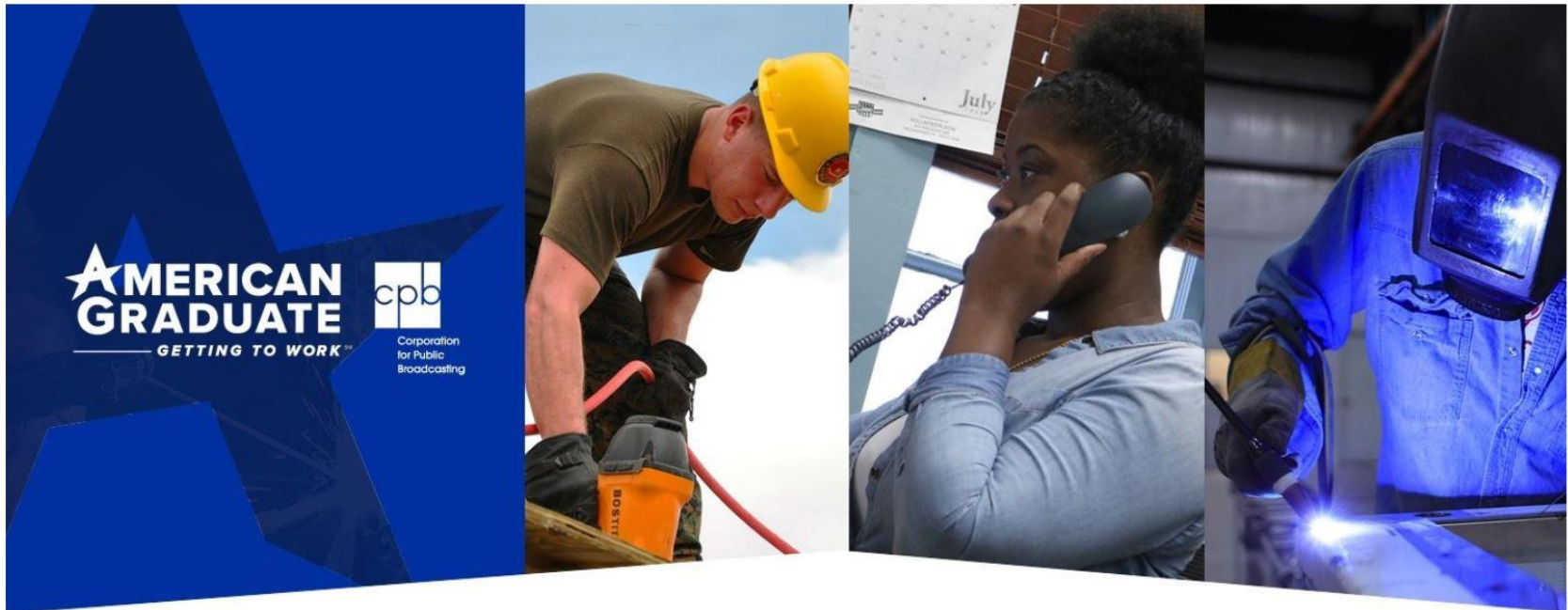
22%

Switched to a less expensive option.

Considerations for High School Students

Source: [Florida College Access Network](#)

TCC2WORK.COM



<https://americangraduate.wfsu.org/>

<https://www.wedu.org/education/american-graduate/>

<https://www.youtube.com/playlist?list=PL6Lk9agZRfrABh12G0zDcEMt03aryUPBF>



Gender		Student Career Development Plan		Mean Number of Activities per Child	
Male	0	No	0	Career Awareness Activities	#DIV/0!
Female	0	Yes	0	Career/Transition Fair (CW)	#DIV/0!
Total # of students	0	Total # of students	0	Career Exploration Online(CW)	#DIV/0!
				Career Interest Inventory (CW)	#DIV/0!
				Career Aptitude Assessment (CW)	#DIV/0!
				Career Awareness Unit in Course (CW, VE)	#DIV/0!
				Industry Tour (CW)	#DIV/0!
				Job Shadowing (CW)	#DIV/0!
				Career Mentor (CW, SS)	#DIV/0!
				Mock Interviews (CW, PW)	#DIV/0!
				Job Search Support (CW, PW)	#DIV/0!
				Resume Writing (CW, PW)	#DIV/0!
				Mean Number of Activities per Child	
				Work Experience Activities	#DIV/0!
				Mock Interviews (CW, PW)	#DIV/0!
				Job Search Support (CW, PW)	#DIV/0!
				Resume Writing (CW, PW)	#DIV/0!
				Internship (unpaid) (PW)	#DIV/0!
				Internship (paid) (PW)	#DIV/0!
				Volunteering (PW)	#DIV/0!
				Paid Work (student initiated)(PW)	#DIV/0!
				Paid Work (school/service initiated) (PW)	#DIV/0!
				Job Performance Evaluation (PW)	#DIV/0!
				Career Skills Instruction (problem solving, communication) (PW)	#DIV/0!
				School Credit for Work (PW)	#DIV/0!
				Referral Complete to VR (PW, IAC)	#DIV/0!
				Outside Services for Work (PW, IAC)	#DIV/0!
				Mean Number of Activities per Child	
				Inclusion Activities	#DIV/0!
				Participate in Grade Level/ Course Exams (Exit/Diploma)	#DIV/0!
				Remediation for Failed Courses/Exams (Exit/Diploma, SS)	#DIV/0!
				General Education Academic Core Courses (I)	#DIV/0!

Disability category		Attended IEP meeting	
AU	0	No	0
EBD	0	Yes	0
HI	0	Total # of students	0
ID	0		
OI	0		
OHI	0		
SLD	0		
SLI	0		
VI	0		
Total # of students	0		

Grade/Age distribution		Role in IEP Meeting	
Gr 6	0	Attended	0
Gr 7	0	Introduced	0
Gr 8	0	Reviewed progress	0
Gr 9	0	Made suggestions	0
Gr 10	0	Led most of the meeting	0
Gr 11	0	Total # of students (should equal F9)	0
Gr 12	0		
Age 18	0		
Age 19	0		
Age 20	0		
Age 21	0		
Total # of students	0		

Skills Training	
Self-determination skills	0
Independent living skills	0
Travel skills	0
Social skills	0

Post-School Outcomes	
Postsecondary Education	0
Post-School Employment	0
Both	0

Risk Factors	
# of students with GPA < 2.5	0
# of students with 1 or more Fs	0
# of students with attendance < 90%	0



Instructions

Enter student data here

Year 1 Summary

Year 1 Charts

Year 2 Summary

Year 2 Charts

Cross-year summary

Resources

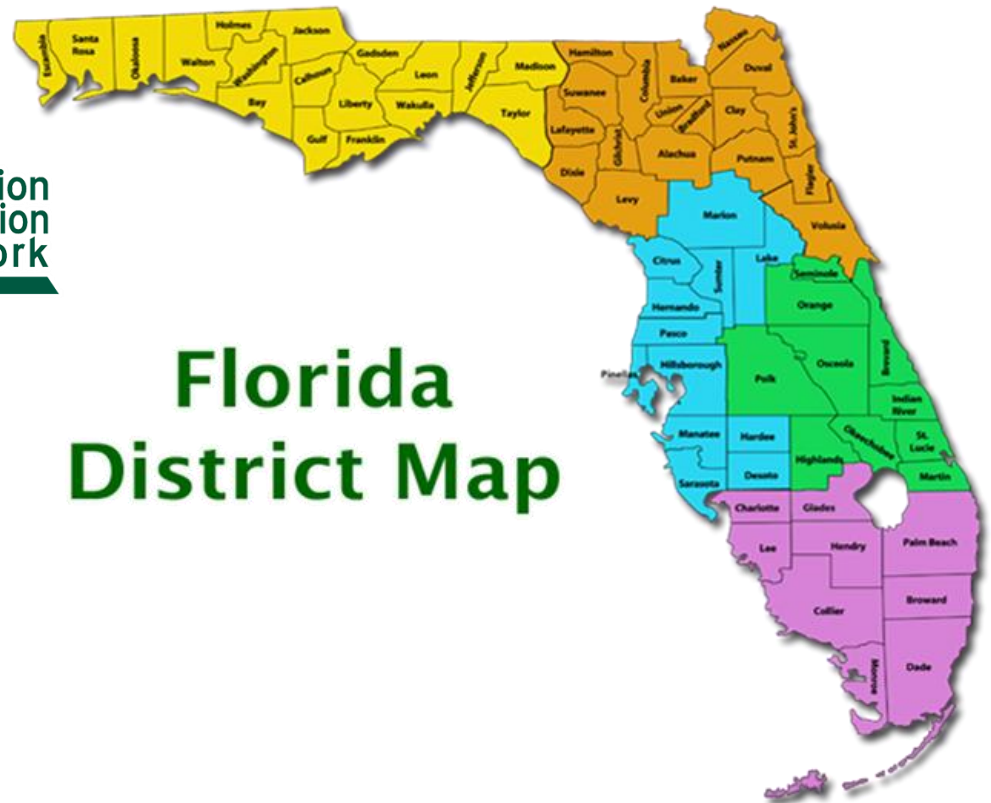
- [Predictors of Post-School Outcomes](#)
- [Transition Services Checklist](#)
- [Secondary Transition Roadmap for Families](#)
- [Middle School Transition Trail Map for Families](#)
- [Benchmarks for Middle School Transition Planning](#)
- [Resources and References for the Middle School Transition Trail Map](#)
- [Getting Ready for Educational Opportunities After High School: Families Supporting Students for Success](#)
- [Indicator 13 Toolkit: Writing Compliant Transition Individual Educational Plans \(TIEPs\)](#)
- *Additional resources may be found at*
<http://www.fldoe.org/academics/exceptional-student-edu/secondary-transition.shtml> and <http://project10.info/>



project10

transition
education
network

Florida District Map



BESE Portal

Professional Development Alternatives

The BESE Portal to Professional Development Alternatives (PDA) offers a variety of online courses for Florida educators that will increase their ability to respond to the needs of students with disabilities. The courses from the PDA site and the PD Portal site have been combined to create a “one-stop” for professional development related to students with disabilities.

Facilitated Courses

To enroll or for more information about a course, contact your local [PDA Coordinator](#) at the FDLRS center that serves your district. If you are already enrolled, select Sign in to access a course.

Sign in

Independent Study Courses

Select Sign in to access courses or to begin the registration process.

Sign in

<https://fl-pda.org/>

www.FLDOE.org



State, District and School Report Cards

State, District and School Report Cards

- A new interactive report card provides the federally required components for the state, district and school report cards.
- It includes the information that is now accessed through SPARS in a more accessible format for parents and the general public.
- Includes the following:
 - School grade and school grade components, and Federal Index
 - Components disaggregated by subgroup
 - State, District, School level
 - English Language Proficiency Progress
 - State, District, School level
 - Whether the school was identified for support

EduData Portal and Report Cards

<https://edudata.fldoe.org/index.html>

EduData

Beta Test Site - [Provide Feedback](#) | [Subscribe for News and Updates](#)

Florida's Education Information Portal

The goal of Florida's EduData Portal is to increase the advancement of Florida students and schools by providing access to information that will facilitate important decisions about education in Florida. The links below provide access to **Florida report cards, advanced and standard reports** in a variety of formats including graphs, tables, maps, custom reports, and spreadsheets based on your interests in education-related data.

The Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act (ESSA), requires every state and district to publish report cards that show how the state, district, and schools are doing with regard to student achievement and success. Secretary DeVos' [Parent Guide to State and Local Report Cards](#) is published as a resource to help parents and other stakeholders fully utilize the information provided in the report cards linked below. The [Florida Report Cards Quick Start User Guide](#) is designed to help parents and the public to navigate key components of Florida Report Cards.

Standard reports are grouped by subject below. These reports are the most frequently requested files/reports and can be downloaded in an Excel file.

Help us improve your experience by completing the [Florida Report Card Feedback Survey](#).

It is recommended that you download the latest version of a supported browser for the best report card experience. Fully supported browsers include Chrome, Firefox, and Internet Explorer.

Florida Report Cards & Advanced Reports



Florida Report Card
(Under Construction)



School Report Cards



District Report Cards



Advanced Reports

Standard Reports

[PK-12 Schools ▾](#)

[PK-12 Students ▾](#)

[PK-12 Staff ▾](#)

[District Career & Adult Education ▾](#)

[Florida College System ▾](#)

[Florida Education & Training Placement Information \(FETPIP\) ▾](#)

School Report Card

2017-18 School Report Card

Search by District:

Search by School:

Select a District

Select a School

View Report Card

YOUR HIGH SCHOOL

Title 1: ☒ Exceptional Student Education Center: ☐ Charter: ☐ Alternative Education: ☐

Grades Served: **9** 10 11 12

District: Your District

Type: High School

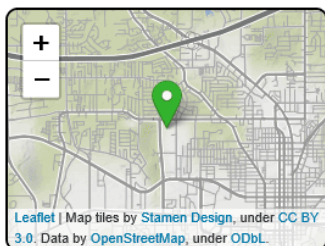
Principal: John Smith

Contact Info:

1000 ABC Circle

Your City, FL 32000-0000

(850) 111-1111



School Performance

School Grade

C

Graduation Rate:

84%

Identified for Support:

Yes

Details

View Components

For more information see the [School Grades Overview](#) and the [Guide to Calculating School and District Grades](#).

For information about Florida's Consolidated State Plan see [Every Student Succeeds Acts \(ESSA\)](#).

Profile

Support and School Grade Breakdowns

Support Breakdown

Overall Federal Index

Overall Federal Index, 48%

Low Overall Federal Index = 40% or Less

A school is identified for **Comprehensive Support & Improvement (CS&I)** if it earns a D or F school grade, has an overall federal index of 40 percent or less, or has a graduation rate of 67 percent or lower.

A school that is not identified for CS&I, but has an underperforming subgroup (any subgroup with a federal index at or below 40 percent), is identified for **Targeted Support & Improvement (TS&I)**.

The Florida Department of Education will work with school districts to provide additional assistance to increase student outcomes in CS&I and TS&I schools.

D or F School: ☐ Low Overall Federal Index: ☐ Low Graduation Rate: ☐

Underperforming Subgroup(s): ☒ Subgroup Federal Index

White	<input type="checkbox"/>	61%
Black/African American	<input type="checkbox"/>	44%
Hispanic	<input type="checkbox"/>	46%
Asian	<input type="checkbox"/>	*%
American Indian/Alaskan Native	<input type="checkbox"/>	*%
Native Hawaiian/Other Pacific Islander	<input type="checkbox"/>	*%
Multiracial	<input type="checkbox"/>	41%
English Language Learners	<input checked="" type="checkbox"/>	27%
Students with Disabilities	<input checked="" type="checkbox"/>	32%
Economically Disadvantaged	<input type="checkbox"/>	45%

School Grade Breakdown

Total School Grade Percent of Points

Percent of Points for all Components, 47%

A = 62% or greater, B = 54% to 61%, C = 41% to 53%, D = 32% to 40%, F = 31% or less

Components of School Grade by Subgroup

Instructions: Use the Subgroup selector and View Subgroup button to display the percent of points earned for each component by the selected subgroup.

Data Masking: Data are suppressed when the number of students in the selected subgroup is less than 10 and is noted by "Not Enough Data".

Select Subgroup:

Total Students

View Subgroup

English Language Arts

Achievement, 36%

Learning Gains, 43%

Low 25% Gains, 35%

Social Studies

Achievement, 60%

Acceleration

College & Career, 54%

Math

Achievement, 36%

Learning Gains, 40%

Low 25% Gains, 41%

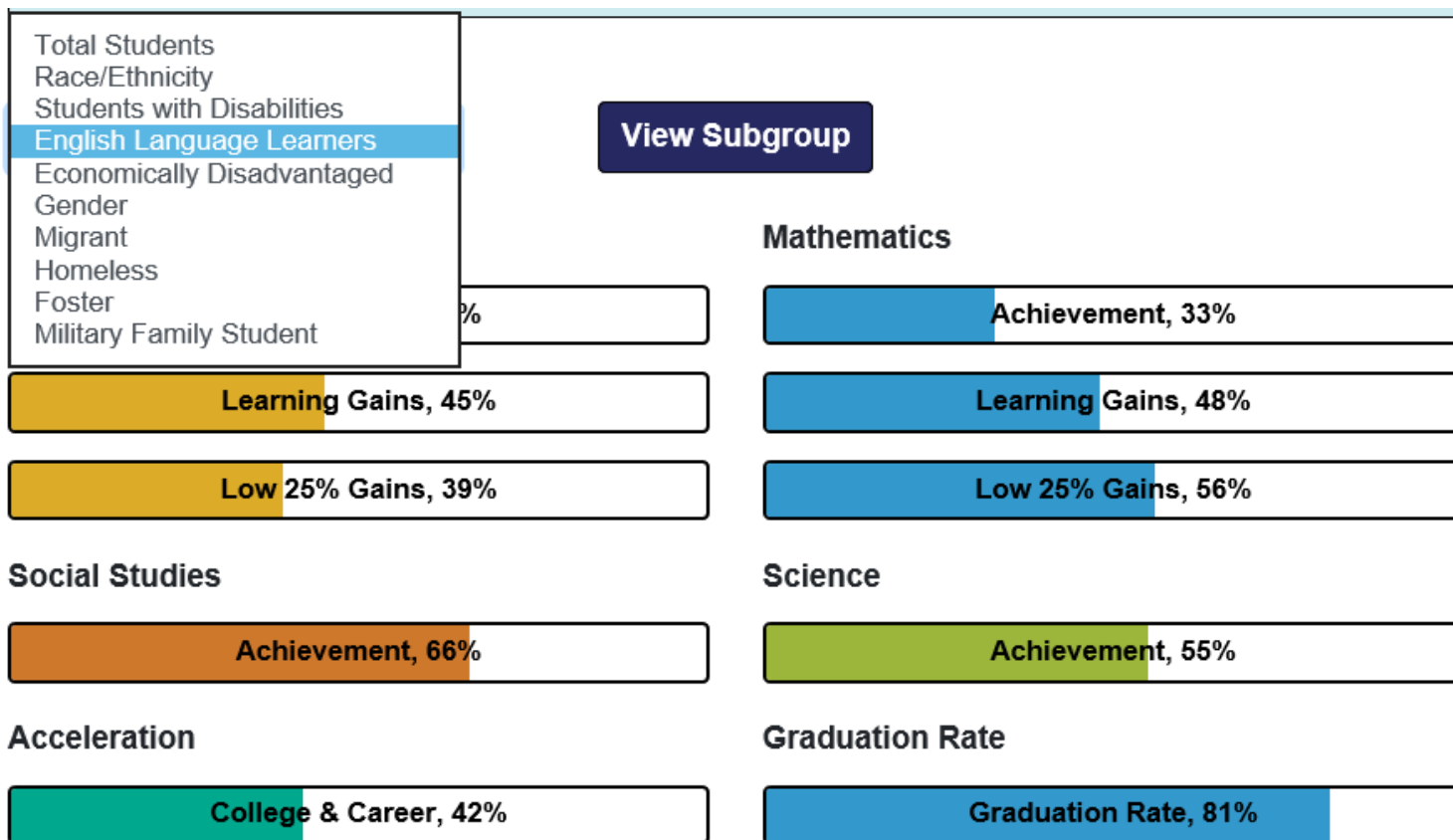
Science

Achievement, 44%

Graduation Rate

Graduation Rate, 84%

Components of School Grade by Subgroup



Contact Information

Wendy Metty

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Bureau of Exceptional Student
Education

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Division of Vocational Rehabilitation

Johana.Valdivieso@vr.fldoe.org

Brandi Boyer Rutherford

Transition Program Administrator
Division of Vocational Rehabilitation

Brandi.BoyerRutherford@vr.fldoe.org



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