




Using Deferment and Extended Transition Programming (ages 18-22) to Support Postsecondary Readiness for Students with Disabilities



Objectives

After this training participants will be able to:


- Define deferment of receipt of the standard high school diploma according to Florida law.
- Compare and contrast five deferment options available for students with disabilities and list the characteristics of each one.
- Identify postsecondary and college/career readiness skills necessary for attainment of a standard high school diploma and postsecondary goal achievement.
- Describe the essential role that Transition Individual Education Plans components play in successful deferment and postsecondary planning.
- Locate resources to support deferment planning and understanding. 

Presentation Outline

- Deferment Definition and General Considerations
- A Review of Deferment Program Options
 - Deep-Dive into Structured Work Study Programs
- Postsecondary and College and Career Readiness Skills
- How Deferment is Guided by Quality Transition Planning and Transition Individual Education Plan Components
 - Discussion of Deferment Implications and Considerations for Transition Planning Activities
- The Deferment Years
 - Exploration of Topics Essential for Successful Enrollment Into and Exit from Deferral Programs
- Deferment Summary, Frequently Asked Questions, and Resources

Deferment

Definition and General Considerations and Implications



Deferment and Free Appropriate Public Education (FAPE)

Legislative Underpinning	Considerations/Implications
<p><u>Individuals with Disabilities Act (IDEA) 2004:</u></p> <p>IDEA specifies that a free and appropriate public education (FAPE) must be available to all students with disabilities who have not reached age 22 AND who have not earned a standard diploma. If a student graduates with a special diploma, a certificate of completion, a special certificate of completion, or GED and has not reached age 22, the school district must make FAPE available to the student (at the student's option) until the student's 22nd birthday or until he or she earns a standard diploma.</p>	<p>All students with disabilities are on one of several pathways to earn a standard diploma.</p> <p>A standard diploma acquisition is considered a change of placement after which the state will no longer have to provide the student with FAPE.</p>

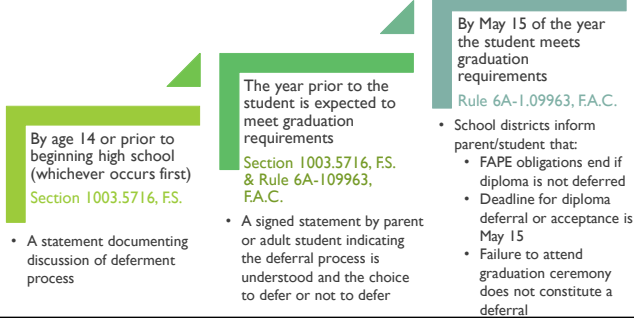
Deferment and Florida Law

Legislative Underpinning	Considerations/Implications
<p><u>FS. 1003.4282(9)(c):</u></p> <p>A student with a disability who meets the standard high school diploma requirements in this section may defer the receipt of a standard high school diploma if the student:</p> <ol style="list-style-type: none"> Has an individual education plan that prescribes special education, transition planning, transition services, or related services through age 21; and Is enrolled in accelerated college credit instruction pursuant to s. 1007.27, industry certification courses that lead to college credit, an early college program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or pre-apprenticeship program. 	<p>Deferment is an additional period of time to support experiences and skill readiness to support successful postsecondary outcomes.</p> <p>Deferment services and programs should be specific, intentional and in alignment with students' needs and their postsecondary goals.</p> <p>Continue to consider Least Restrictive Environment (LRE).</p>

Definition of "Is Enrolled"

- "Is enrolled" for the purposes of deferment eligibility could be interpreted as either:
 - A student is **expected** to successfully meet all entrance criteria for an eligible deferment program, including required program application deadlines, by the conclusion of the academic semester/year in which they meet graduation requirements, or
 - A student **actively** enrolled in a deferment eligible program prior to the conclusion of the academic semester/year in which they meet graduation requirements and remain eligible to continue enrollment in that program at the start of the following semester/year.
- The IEP for a student who will defer may require amendments prior to the start of the program.

The Deferral Timeline and Florida Legislation




General Deferment Considerations & Implications

- No disability category/categories are excluded from potential eligibility of deferral.
- Accuracy and dissemination of deferment information and deferment program offerings to all relevant stakeholders are essential.
- The IEP team must be knowledgeable of the eligibility requirements to defer.
- IEP teams must be able to discuss the eligibility requirements and application process for deferment programs and incorporate any identified needs into the student's IEP as appropriate.
- Deferment may be a more restrictive setting for many SWD versus entry directly into postsecondary settings.



Deferment Options

A Review of Florida's Five Categories of Eligible Deferment Programs




Deferment Options At-a-Glance					
	1. Accelerated College Credit	2. Early College Programs	3. Industry Certification Courses Leading to College Credit	4. Scholar Designation	5. Structured Work Study, Internships or Pre-Apprenticeships
Program Focus	Academic	Academic	Academic and/or Employment	Academic	Academic, Employment and/or Independent Living
Academic Rigor	High	High	Medium-High	High	Low-High
Setting	High School and/or Postsecondary Institution	High School and/or Postsecondary Institution	High School and/or Postsecondary Institution	High School	High School and/or Business/Community Site
Application Process	Yes	Yes	Yes	No	Sometimes

1. Accelerated College Credit

According to s. 1007.27 FS. Articulated acceleration mechanisms:

- It is intended that articulated acceleration serve to shorten the time necessary for a student to complete the requirements associated with the conference of a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject.
- Articulated acceleration mechanisms shall include, but are not limited to, dual enrollment and early admission as provided for in s. 1007.271, advanced placement, credit by examination, the International Baccalaureate Program, and the Advanced International Certificate of Education Program.
- Credit earned through the Florida Virtual School shall provide additional opportunities for early graduation and acceleration.



Accelerated College Credit- Considerations

- Available accelerated college credit options will vary by school district.
- Requirements may vary depending on dual enrollment in an academic or vocational program.
- These programs may have rigorous eligibility requirements, such as GPA and previous coursework.
- Districts have flexibility in how to document participation and course completion (e.g., Pass/Fail, Letter Grades), but GPA is not impacted by deferment performance.
- District interdepartmental and postsecondary institution collaboration may be necessary.



2. Early College Programs

- Section 1007.273, Florida Statutes defines Early College Programs:
 - ...The term "early college program" means a structured high school acceleration program in which a cohort of students is enrolled full time in postsecondary courses toward an associate degree. The early college program must prioritize courses applicable as general education core courses under s. 1007.25 for an associate degree or a baccalaureate degree...
- In addition:
 - ... Each student participating in an early college program must enter into a student performance contract which must be signed by the student, the parent, and a representative of the school district and the applicable Florida College System institution, state university, or other institution participating pursuant to subsection (4). The performance contract must include the schedule of courses, by semester; student attendance requirements; and course grade requirements...



Early College Programs- Considerations

- Requires an articulation agreement between the district and college
- Eligibility requirements vary by district, program and/or articulation agreement, and may include:
 - Assessment scores
 - GPA
 - Application
- Cohorts may begin as early as grade 9
- Students enrolled in early college programs are significantly more likely than control students to enroll in college and earn a college degree within six years after expected high school graduation (Song and Zeiser, 2019)



3. Industry Certification Leading to College Credit

- ❑ Career Technical Education (CTE) helps learners develop the knowledge and skills they need to be prepared for college and careers.
- ❑ CTE emphasizes real-world skills and practical knowledge within a student's career of interest. CTE is a cost-effective way for students to start a career in as little as one or two years of school.
- ❑ The Florida Department of Education (FDOE) has a wide variety of CTE degree and certificate programs across 17 Career Clusters.
(<https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/>)



Industry Certification Leading to College Credit- Considerations

- ❑ Available courses and programs for industry certification will vary by school district.
- ❑ Some Career and Technical Education (CTE) programs may have eligibility requirements.
- ❑ Students with the most significant cognitive disabilities can benefit from CTE programs with modifications as allowable.
- ❑ Project 10 CTE resources
 - Career and Technical Education: Enhancing Educational Experiences in Middle School, High School and Postsecondary Education
 - Project 10 Topical Brief on CTE (January 2019)



4. Courses for Scholar Diploma Designation

In addition to the requirements of s.1003.4282, F.S., a student must satisfy the following requirements per s. 1003.4285, F.S.

- | | |
|--|---|
| ❑ Earn 1 credit in Algebra 2 or an equally rigorous course | ❑ Earn 2 credits in the same World Language |
| ❑ Earn 1 credit in Statistics or an equally rigorous math course | ❑ Earn at least 1 credit in AP, IB, AICE, or a dual enrollment course |
| ❑ Earn 1 credit in Chemistry or Physics | ❑ Pass Geometry, Biology* & U.S. History* EOCs |
| ❑ Earn 1 credit in a course equally rigorous to Chemistry or Physics | ❑ Resource: https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/ |

*A student is exempt from the Biology I or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.

Courses for Scholar Diploma Designation- Considerations

- ❑ The IEP team should consider the timeline for completion of the required components.
 - School counselors may need to be involved to support appropriate scheduling.
- ❑ The IEP team can review relevant past discussions and notations related to the student's intention to pursue a Scholar diploma designation.
- ❑ Required statewide testing results cannot be waived.
- ❑ Districts have flexibility in how to document participation and course completion (e.g., Pass/Fail, Letter Grades) but grade point average (GPA) is not impacted by deferment performance.



General Considerations for the First Four Deferral Options

- ❑ Alignment of the program option with the student's transition assessment data, course of study and measurable postsecondary goals
- ❑ Documented IEP team discussions
- ❑ Modifications & accommodations
- ❑ Specially designed instruction, related services, and transition services
- ❑ Logistics
 - Staff/service delivery
 - Schedule
 - Setting
 - Transportation



5. Structured Work-Study, Internship, or Pre-Apprenticeship Program



- ❑ Most students who defer will be enrolled in a structured work-study, internship, or pre-apprenticeship program.
- ❑ These programs can be very diverse to meet a wide range of students' needs.
- ❑ Availability will vary by school district.
- ❑ Some programs have an application process, eligibility requirements and/or enrollment caps.



Internships

- Internships are exploratory or preparatory paid or unpaid work-site experiences where students work for an employer or agency for 40 or more hours to learn about a particular industry or occupation.
- Activities may include special projects, a sample of tasks for different jobs, or tasks from a single occupation. Internships may include community service (service learning) placements if they meet the above requirements and are related to the student's program of study or career goals.
- County governments and/or other community organizations, such as CareerSource, may offer internship opportunities to high school students.



Internships- Project SEARCH

- Nine-month transition-to-work internship program for people with disabilities.
- Total immersion in a business-led setting with hands-on training and the acquisition of employability and marketable work skills.

Medical Facilities	Universities and Colleges	Large Retail Stores
Hotels, Resorts, Conv. Centers	School District Offices	Manufacturing
City and County Governments	Zoos	Distribution Facilities

- Project SEARCH interns work in three rotations and have support from a team that includes their family, instructors, skills trainers and local and state agencies.
- The outcome of this one-year program is competitive, integrated employment.



For more information, visit P10's Project SEARCH website page: <http://project10.info/DPage.php?ID=357>

Pre-Apprenticeship Programs

- Pre-apprenticeship programs provide training in work readiness and other foundational skills to prepare youth or adult workers to succeed in a registered apprenticeship program.
- Registered pre-apprenticeship programs provide an avenue for both adults and youth who are at least 16 years old to become qualified to enter registered apprenticeship programs.
- District school boards and community colleges are often involved in pre-apprenticeship programs, assisting sponsors in providing related technical instruction. Programs for high school students may begin in the junior year and may include on the job training with participating employers.



Structured Work Study

Structured work study provides work-readiness training through a combination of academic, employment, and independent living instruction. Structured work study can be provided in the following ways:

- Pre-vocational skills
- Community-Based Instruction (CBI)
- Community-Based Vocational Education (CBVE)
- On-the-job training
- Work-Based Learning Experiences (VR)
- School-Based Enterprise (SBE)



*Students may participate in more than one of these structured work study options.

Components of Structured Work Study

Prepare students for employment and may include:

- Instruction to address students' transition services needs and special education services
- Support as needed from related service providers (therapies, transportation, mental health counseling, etc.)
- Staff that support employment (job coach/supported employment specialists, job developers, paraprofessionals, etc.)



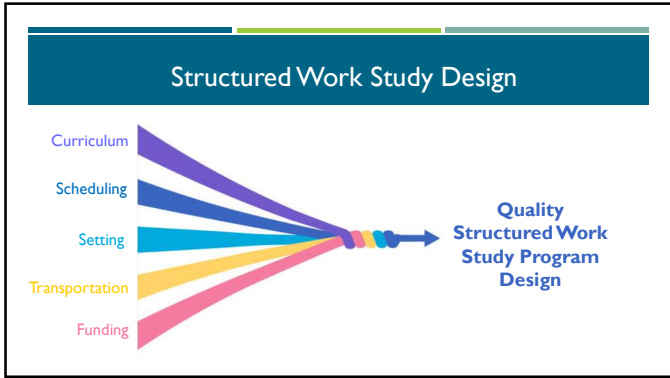
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Skill Elements of Structured Work Study

Various skills, based upon student's needs, can be addressed during structured work study, such as:

- Self-determination and self-advocacy
- Social interaction
- Pro-social behavior
- Travel and mobility
- Communication
- Activities of daily living (ADL)
- Independent living





Curriculum	
Components to Consider	Examples of Included Content
Career Exploration, Workplace Readiness, & Work-based Learning	Transition assessments, interest inventories, time management, hygiene/personal appearance, managing emotions, listening skills, task completion, resume and interview skills, maintaining a clean and organized workspace, communication skills, CBI, CBVE, etc.
Postsecondary Training	Disability disclosure, applying for postsecondary and enrolling in postsecondary institutions, knowing legal rights, executive functioning
Self-Determination and Self-Advocacy	Disability awareness, self-efficacy, what is an IEP, accommodations, modifications, goal setting, community resources, self-regulation and making choices, etc.
Community Exploration and Safety	Cell phone safety, transportation/travel training, choosing leisure activities, safe choice-making, etc.
Activities of Daily Living	Personal health care, dressing, toileting, eating/self-feeding, transfers, etc.
Independent Living	Laundry, cooking, cleaning, making a financial plan, paying bills, wants versus needs, making smart purchases, etc.

Setting

- Multiple settings could be used to support student experiences in deferment.
- With LRE in mind, structured work study programs can be implemented in a variety of settings.

The following are a few examples:

School campus	Community provider	University/college campus	Government offices
Charter school	Regional cluster site	Business location	Faith-based organization

Scheduling

- As with the previous deferment options, a student's school day may look differently when they are enrolled in structured work study, for example:
 - Partial or full day
 - A few days out of the week or Monday through Friday
 - The student may be on different campuses/sites
- The student's schedule may include services provided by community agencies (e.g., VR Pre-Employment Transition Services)
- The scheduling is an IEP team decision and is driven by the student's needs.



Transportation

- Transportation is considered a related service (IDEA, Part B) and is an IEP consideration in how a student accesses their specially designed instructional needs.
- Some deferment programs require independent student transportation.
- Below are several transportation options that may assist structured work study development:

District school buses, vans, cars, etc.	Transportation Network Company
Rental cars	Paratransit
Public transportation	Transportation Disadvantaged/Council on Aging
Contracting with a provider	Carpool
Faith-based provider	Parents, personal (bike, scooter, car, etc.)
Creative solutions: WBLE funds, business/community, IDEA funds, Driving Choice Grant Program, grants	

Funding Considerations

- Funding for Florida School Districts
 - <http://www.fldoe.org/fefp>
- Local, state and federal monies fund school district public education
- Buy-in from school district leadership, relevant departments and stakeholders
- Accountability to local school board and superintendent
- Alignment of career readiness for SWD embedded into district strategic plan may prove beneficial
- Community partnerships (e.g. donated materials, space, time, transportation, etc.)
- Budgeting for start-up and ongoing costs



Course Codes that Support Structured Work-Study, Internships, and Pre-Apprenticeship Programs

- ☐ Career Preparation: 9-12 (#7980110)
- ☐ Career Experiences: 9-12 (#7980120)
- ☐ Career Placement: 9-12 (#7980130)
- ☐ Supported Competitive Employment (#7980150)
- ☐ Preparation for Entrepreneurship/Self-Employment (#7980040)
- ☐ Preparation for Adult Living (#7963010)
- ☐ Self-Determination (#7963140)
- ☐ Pre-apprenticeships and CTE curriculum frameworks have their own specific course codes





- ☐ The FDOE and districts/schools are committed to ensuring that all students are ready for **college, career and life**.
- ☐ How is the school/district preparing all students, including students with a wide variety of abilities and support needs, to exit with postsecondary readiness skills needed to be college, career and life ready?

POSTSECONDARY READINESS



Deferment and the TIEP

Transition IEP Requirements and Deferment Implications



FINISH **START**

“A goal without a plan is just a wish”

TIEPs BEGIN WITH THE END IN MIND

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- STEP 1** Conduct age-appropriate transition assessment data.
- STEP 2** Establish postsecondary goals based on age-appropriate transition assessment data.
- STEP 3** Identify transition services or activities, annual goals, and agency linkages that support achievement of students' MPGs.

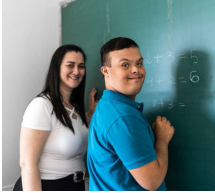
Transition Assessment- Deferment Implications

- ☐ Used to align and address other components in the IEP:
 - Specially designed instruction
 - Annual goals
 - Related services, and other transition services
- ☐ Provides evidence of student's progress towards achieving their postsecondary goals.
- ☐ Determines the student's need for instruction/information in the areas of self-determination and self-advocacy.
- ☐ Assists with the following:
 - Determining if the student is eligible to defer
 - Planning/preparing the student for a particular deferment program
 - Monitoring progress towards achieving postsecondary goals while in a deferment program

Measurable Postsecondary Goals- Deferment Implications

- ☐ A critical consideration when determining if a student will be eligible for deferment
- ☐ Will drive the student's deferment programming in the following ways:
 - Selection of the deferment option
 - Determining the student's course of study leading up to the deferment program and while in the deferment program
 - Determining deferment program progress, and if any adaptations are needed
- ☐ Changes in a student's postsecondary goal(s) may impact their deferral program options, and other transition components that support the new postsecondary goal.

Measurable Annual Goals- Deferment Implications



- Assists IEP teams in determining prong one of deferment eligibility.
- Reflects the emphasis of the functional, academic and transition-related skills the student requires to prepare for and attain postsecondary goals.
- Progress made on annual goals in deferment programs can assist IEP teams in determining student readiness for program completion and/or postsecondary settings.



ESE Instruction and Services- Deferment Implications

- Can vary greatly among the various deferment programs.
- IEP team consideration: What supports and services, provided by a **certified ESE teacher**, does the student need to make progress towards their measurable postsecondary goals and annual goals?
- Examples may include:
 - Learning strategies to support a student in dual enrollment, Scholar designation courses, industry certification courses and/or early college program courses
 - Modifications to industry certification courses (as allowable)
 - Instruction delivered in community settings
 - Instruction in self-determination/self-advocacy



Transition and Related Services- Deferment Implications

- Transition services:
 - Can be identified in the present levels which drive annual goals, short-term objectives and/or benchmarks.
 - Can also be documented within the Transition Services section of the IEP by a list of activities the student requires to make progress towards their measurable postsecondary goals in education and/or training, employment and career, and independent living (if appropriate).
 - Should be specific and individualized for the student.
- Related services:
 - A shift in thinking from what these services have typically looked in settings that led to a standard diploma.
 - How can a students benefit from these services in deferment to make progress towards their postsecondary goals?

Self-Determination and Self-Advocacy- Deferment Implications

- The need(s) for instruction/information in the areas of self-determination and self-advocacy can be addressed in various ways:
 - Annual measurable goals, short-term objectives or benchmarks, or transition services in the IEP.
 - Integrated into character education or other relevant courses.
 - Workshops for students, and/or one-on-one sessions provided by the counselor, teacher of record, etc.
- Deferment programs may require certain levels of self-determination and self-advocacy skills to enter the program.
- Students must self-disclose to receive accommodations in higher education and employment settings. Self-determination skills support this process.

Provision of Information- Deferment Implications

- Considering deferment options (e.g., CTE programs leading to industry certification, dual enrollment, extended transition programs, etc.) based upon transition assessment data and the student's postsecondary goals.
- Looking at eligibility requirements and application deadlines for specific deferment programs and planning accordingly
- Connecting with agencies that can help support the student in the transition process (e.g.VR and Pre-ETS, the Division of Blind Services, etc.).
- Looking at postsecondary options and supports available for students who choose not to defer, or who may be ineligible to defer.



Agency Linkages- Deferment Implications

- Consent must be provided for each IEP meeting by the parent, or the student if over 18 and rights have transferred.
- Information regarding VR, APD, CIL, DBS, and FCSUA must be shared annually beginning at age 12/7th grade.
- VR Pre-Employment Transition Services are available to students with disabilities ages 14-21.
- Agencies may have varied eligibility requirements related to providing supports and services prior to a student meeting graduation requirements, while in deferment status, and/or in postsecondary settings.



Course of Study- Deferment Implications



- The course of study:
 - Continues to be documented on the IEP through the student's time of deferment
 - Is used to communicate deferment program completion requirements and/or expectations for the year.
 - Supports students to meet their MPGs.
- While in deferment status, a student's course of study should describe the deferment program that they are in and the requirements (e.g. courses, internships, work experience, industry certifications, etc.).

CAPE Certifications, Graduation Options and Diploma Designations- Deferment Implications

- CAPE Digital Tool certificate(s) and/or CAPE Industry Certification(s):
 - CAPE certifications can be detailed in the CAPE section of the IEP and in the course of study.
 - Any changes or updates should be captured in the IEP at least annually, including while the student is in deferment.
- Graduation Option & Diploma Designation:
 - Are reviewed annually and updated if needed prior to meeting graduation requirements.
 - A student's graduation option and/or diploma designation history may support IEP discussions relevant for deferment program eligibility.
 - The graduation option will remain unchanged once a student defers.
 - The diploma designation may change after a student defers if they are working towards earning a Scholar Designation or earn a Merit Designation.

Outcomes and Additional Benefits- Implications for Deferment

- If a student with a disability would potentially benefit from deferring, the IEP team could capture details in this section of the IEP.
- Information from this section will assist the IEP team in transition planning, such as determining transition services, annual goals, related services, and programs that are in alignment with the student's course of study.
- Outcomes and additional benefits could include a variety of things, such as:
 - Participation in Special Olympics and other extra-curricular activities
 - Work-based learning experiences such as community-based instruction (CBI) and community-based vocational education (CBVE)
 - Accessing agency-provided services such as VR Pre-ETS



Summary of Performance- Implications for Deferment

- Can be developed over multiple years and finalized just before the student exits the school system.
- Provides recommendations on how to assist the student in meeting postsecondary goals in the areas of education, training, employment/career, and independent living (if appropriate).
- The student's academic achievement and functional performance should be described in language that is easy to understand and describes the accommodations and assistive technology used in secondary settings.
- As a best practice, student input should be included in the SOP.
- Ensure that students and their families are aware of the SOP and how it can be utilized (e.g. when requesting accommodations on a college campus).

The Deferment Years

Exploration of Topics Essential for Successful Enrollment Into and Exit From Deferral Programs



IEP Team Guiding Questions

- The following are sample questions that should be a part of the determination process:
 - Collectively, what do the student's postsecondary goals, course of study and present levels of academic and functional achievement indicate?
 - What rate of progress is the student making towards their annual goals and short-term objectives in relation to their postsecondary goals?
 - What specially designed instruction and transition service needs does the student receive?
 - Will the student continue to need specially designed instruction and transition services after meeting graduation requirements in order to make progress towards and/or achieve their measurable postsecondary goals?



Guiding Questions (continued)

- Could the student achieve progress towards their measurable postsecondary goals by taking receipt of their standard diploma and receive accommodations and services provided under Section 504 of the Rehabilitation Act and/or the Americans with Disabilities Act (ADA)?
- What agency linkages and services have been part of the student's transition plan, and are these agencies and services available/needed in deferment and/or in postsecondary life?
- Has the student had any work-based learning experiences prior to meeting standard diploma requirements?
- Are there program applications, prerequisites, deadlines and or eligibility requirements needed for a desired deferment program (and has/will the student meet those)?
- What role does LRE play in preparing the student for postsecondary success in meeting individual goals and postsecondary setting expectations?

Initial Deferment Decision Declaration

For the IEP in effect prior to the beginning of the school year the student is expected to meet graduation requirements, two deferment actions are documented in a signed statement by the parent or adult student (whose rights have transferred):

1	2
Understanding of the deferral decision process	Identification of whether the student intends to defer or not defer the receipt of a standard diploma upon meeting graduation requirements

The deferral decision may be revisited at any time up to May 15 of the school year the student is expected to meet graduation requirements.

Deferral Decision Possibilities Before Meeting Graduation Requirements

Deferral Intention	Final Deferment Decision	Discussion	Relative Frequency of Occurrence
No (Do not defer)	No (Do not defer and take receipt of standard diploma)	Most SWD intend to take receipt of their standard diploma at the time they meet graduation requirements and/or are not eligible to defer.	Significant Majority of Students
Yes (Defer)	Yes (Remain deferred-withhold standard diploma)	Some SWD may need (and be eligible) for deferment and extended transition programming to successfully bridge their diploma to postsecondary goals and environments. For students who defer, most have indicated 'yes' in their year before graduation and remain eligible for deferment by the end of their Senior year.	Some Students

Deferral Decision Possibilities Before Meeting Graduation Requirements			
Deferral Intention	Final Deferment Decision	Discussion	Relative Frequency of Occurrence
No (Do not defer)	Yes (Change to 'defer' and withhold standard diploma)	Some SWVD may have changed decision on deferment intention and are eligible for deferment by May 15 of their Senior year.*	Limited Number of Students
Yes (Defer)	No (Change to 'do not defer' and take receipt of standard diploma)	In limited scenarios, some SWVD may have changed decision on deferment intention and no longer want to defer receipt of their standard diploma and/or are not eligible to defer.*	Limited Number of Students

*An IEP team meeting would allow for review of data and deferment eligibility consideration/change.

Documenting Deferral-Logistics and Considerations

- Document the deferral decision in the IEP.
- Document the deferment program option and specific course of study aligned to the option.
 - Include specific program details, expected dates of completion and any relevant credentialing, certificate, course and/or skill acquisition anticipated to be completed or earned by the student.
- Data Management Coding: Students who defer are coded as WD1 initially, and for each subsequent year of deferment enrollment.
 - WD1 is considered a standard diploma graduation code and can positively contribute to a district's 4-year cohort graduation rate/ESSA.

Documenting Deferral-Logistics and Considerations

- Participation in Senior year and/or graduation ceremony/activities are district determined.
- The school year in which a student meets standard diploma requirements is the one associated with the date printed on a student's standard diploma.
 - Schools should print a deferred student's standard diploma and retain it at a designated school or district site until deferment (FAPE) ends.
 - Deferred students do not take receipt of the printed standard diploma until they exit K-12 (FAPE ends).
- Once a student enters into deferment, the IEP team will not revisit documenting the deferment eligibility process or decision.
 - However, the IEP team will continue to document annual goal and deferment program progress and may consider parameters for program completion and/or student diploma acquisition.

Ending Deferment

- Deferment enrollment (and hence, FAPE) ends when one of the two actions formally occurs:
 - Student turns 22 (age 22 is defined by each Florida district's Policies and Procedures) or,
 - Student takes receipt of their standard diploma.
 Note: Specific deferment program completion can be considered an expectation within an IEP for a student to take receipt of their standard diploma.
- IEP Meeting and Change of Placement completed.



Ending Deferment

- Reminder: Make sure the SOP was updated just before Deferment/FAPE ends.
- Students take receipt of their standard diploma (with date on diploma as the date originally earned).
- Data Management Coding: Students ending deferment are counted as a standard diploma-earning withdrawal code (W06).
 - W06 is considered a standard diploma exiting code and will positively contribute to a district's one-year Indicator 1 graduation rate.



Deferment: Final Thoughts and Takeaways

Summary, Frequently Asked Questions and Resources



Deferment Summary

Students with disabilities who meet their graduation requirements for a standard diploma:


A. May be ineligible to defer and thus, obtain receipt of their standard diploma, FAPE ends, and they immediately pursue postsecondary options; or

B. May be eligible to defer receipt of their standard diploma, FAPE continues, and they immediately enroll in an extended transition program to:

Benefit from extra time	Accrue work and CCR skills	Increase communication skills	Work towards PS goals	Obtain marketable credentials
Increase self-determination and self-advocacy skills	Gain relevant work experiences	Complete a key course or requirement for PS readiness	Gain academic skills relevant to work	Engage with the community and gain independence

Deferment Summary

- Preparation for deferment eligibility and enrollment begin well in advance of a students meeting graduation requirements.
- Deferment is an opportunity and provides additional time for specific and intentional programs, services, experiences and skills to be afforded to students who need specialized instruction, transition services and related services to support meeting their unique measurable postsecondary goals.
- Postsecondary goals should not be achieved prior to exiting K-12 (including deferment years).



Deferment Resources


- Project 10 Resources
 - Secondary Transition Roadmap for Families (page 8): http://project10.info/Documents/Secondary_Transition_Roadmap_FINAL_3.10.22_ENGLISH.pdf
 - Project 10 Topical Brief, December 2022, "Deferment Requirements and Procedures": http://project10.info/Documents/December_TB_2022.pdf
 - Project SEARCH (Florida): <http://project10.info/DPage.php?ID=357>
 - Grants and Financial Resources for Teachers/Schools: <http://project10.info/DPage.php?ID=166>
 - Additional Project 10 Publications (e.g. Transition Services Checklist): <http://project10.info/DPage.php?ID=77#NSI38>
- Legislation
 - Section 1003.5176 FS: http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1003/Sections/1003.5716.html
 - Rule 6A-1.09963, High School Graduation Requirements for Students with Disabilities: <https://www.flrules.org/gateway/ruleno.asp?id=6A-1.09963>


Deferment Resources

- FDOE Resources
 - Accommodations: Assisting Student with Disabilities (2018): <https://www.fldoe.org/core/fileparse.php/7690/urlt/0070069-accomm-educator.pdf>
 - Career and Technical Education: <https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/>
 - CPALMS: <https://www.cpalms.org/>
 - Graduation Requirements web page: <https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>
 - Pre-Apprenticeship web page: <https://www.fldoe.org/academics/career-adult-edu/apprenticeship-programs/preapprenticeship.stml>
 - PK-12 Database Manuals: <https://www.fldoe.org/accountability/data-sys/database-manuals-updates/>


Questions, Evaluations, and Thank You!

- Questions, concerns, or recommendations?
- Thank you for your attendance and input today!





- Please complete the online evaluation. Your responses will help us to continue the development of our training skills and identify areas in which you would like to have more information and support.



Presenter

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