

Post-graduate Programs for Students Ages 18-22: Transition Services After Graduation

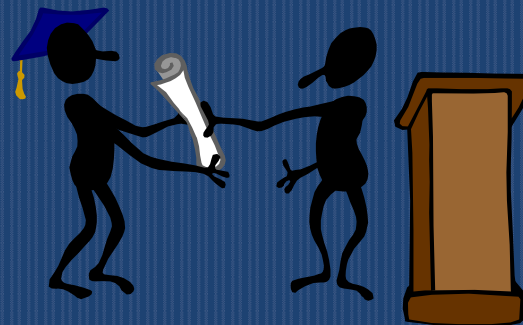
Duval County Public Schools
Transition Services Team
Exceptional Education/Student Services



Visions XX: Transitioning Students to Life in the 21st Century: Learn, Live, Labor, Leisure
May 15—17, 2013
Tampa, Florida

IMPROVING OUTCOMES

- Part B State Performance Plan for 2005-2012
 - Indicator 1 – Percent of youth with IEPs graduating from high school with a regular diploma.
 - Indicator 2 – Percent of youth with IEPs dropping out of high school.



IMPROVING OUTCOMES

- Part B State Performance Plan for 2005-2012
 - Indicator 13: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs.

IMPROVING OUTCOMES

- Part B State Performance Plan for 2005-2012
 - Indicator 13: (continued) There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

IMPROVING OUTCOMES

- Part B State Performance Plan for 2005-2012
 - Indicator 14: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - Enrolled in higher education within one year of leaving high school
 - Enrolled in higher education or competitively employed within one year of leaving high school.
 - Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

ENTITLEMENT vs. ELIGIBILITY

- There is a vast difference between *entitlement* to and *eligibility* for services for persons with disabilities.
- Students receiving special education services are *entitled* to receive these services until they complete the school year they turn 22 (Duval County), OR have met the requirements for a standard high school diploma.

ENTITLEMENT vs. ELIGIBILITY

- When an individual with a disability applies for services or funding from an adult agency, he/she will need to provide documentation to prove he/she meets the *eligibility* requirements of that particular agency.



FSCJ Project ACHIEVE

FSCJ Project T.I.E.S.

(Transition Instruction & Employment Support)

College, Career/Technical

FSCJ PROJECT ACHIEVE

- Cooperative Project between FSCJ/FCCT, Duval and Nassau Counties
- Workforce Certificate Programs
- Access through Dual Enrollment
- Students working towards Special Diploma, Option 1 (met all credit req. & 2.0 GPA)
- Intellectual Disability (InD) or Autism Spectrum Disorder (ASD)
- TABE score required for entry
 - Waiver eligible

FSCJ PROJECT ACHIEVE

- Began in 2011-2012 school year
 - 5 Duval County Students
 - 5 Nassau County Students
- 2012-2013 school year
 - 8 Duval County Students
 - 2 Nassau County Students



FSCJ PROJECT T.I.E.S.

- Began 2012-2013 school year
- Workforce Certificate Programs
- Access through Dual Enrollment
- Open to students of any disability pursuing a Special Diploma, Option 1 (met all credit req. & 2.0 GPA)
- TABE score required for entry (minimum of 6.0 in Reading)
- 11 Duval County Students

FSCJ PROJECT ACHIEVE & T.I.E.S.

- FTE allowed a Resource classroom with a DCPS certified ESE teacher & DCPS Job Coach
- Travel Training (JTA)
- FSCJ provides Project Coordinator & Administrative Specialist
- Assistive Technology: iPads, multiple software and media accessibility
- Soft Skills Instruction (every Thursday 3-5pm)
- Vocational Preparatory Instruction (VPI) Classes (Reading, Math & Language as necessary)

WORKFORCE CERTIFICATE PROGRAMS

- Aircraft Coating Technician
- Articulated Nursing
- Automotive Service
- Carpentry
- Child Care
- Commercial Vehicle Driving
- Cosmetology
- Culinary
- Diesel Engine Repair
- Electrical
- U.S. EPA Environmental Workforce Development (HAZWHOPPER)
- Facial Specialty
- Logistics & Distribution
- Massage Therapy
- Office Administration
- Welding

****NEW: Building Trades & Construction Design Technologies (HVAC, Plumbing, Electrical)**

FSCJ: Project VERTICAL

- Replace Project ACHIEVE (2013-2014)
- Focus on Continuing Workforce Education (CWE) courses
- Combination of CWE & Workforce Certificate (WFC)
- WFC-Dual Enrollment/School System
- CWE-VR funded
- Begin July 8th –7 week orientation / CWE
- Any exceptionality
- TABE waiver

Frank H. Peterson
Career Academies

FRANK H. PETERSON

- Began 2012-2013 school year
- 8 students
- Post-graduate students (graduated with a Special Diploma, Option 1)
- Participating in Career/Technical Academies working towards industry certification
 - Automotive (Auto body, Service Tech, Diesel Engine)
 - Child care
 - Cosmetology
 - Culinary



FRANK H. PETERSON

- Classroom, living lab area, certified ESE teacher, paraprofessional and job coach
- Travel training (JTA), Self-Advocacy, Employability Skills, Independent Living Skills
- 2013-2014: Adding 12-15 more students
- School-based Enterprise—possible car detailing & hydroponic garden



Englewood (CSS)

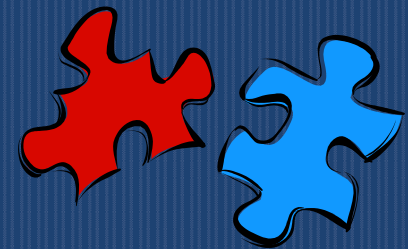
Forrest (CSS)

Ed White (SLA)

Comprehensive High Schools

ENGLEWOOD & FORREST: SWAT

- SWAT: Students with Autism Transition Program
- **National Transition Guideposts for Successful School–Based Preparatory Experiences
 - Career Preparation and Work Based learning
 - Youth Development and Leadership
 - Connecting Activities
 - Family Involvement
- Students for whom competitive employment is not immediately obtainable



SWAT PROGRAMS

- Englewood High School
 - Forrest High School
-
- School location
 - Population of students ages 18-22
 - Post-graduates, Graduated with Special Diploma, Option 1
 - Need of services



SWAT: PROGRAM DESIGN

- Transition Services
- Transition Curriculum (i.e., ULS, PAES Lab)
- Self-Advocacy
- Life Skills Lab
- DISCOVERY process
- Job Exploration
- Travel Training
- Community Inclusion
- Community-Based Instruction
- Community-Based Vocational Education
- Project Impact



SWAT: In the end our *students* *will be prepared to...*

Live, Work,
Connect, &
Contribute in the
Community



ED WHITE SENIOR HIGH

- 3 Transition Academies
- 18 – 22 year old students
- School-Based Enterprises
- Community-Based Vocational Education (CBVE)
- Community-Based Instruction (CBI)
- Unique Learning System (Transition)
- Self-Advocacy Skills

ED WHITE SENIOR HIGH

- School-Based Enterprises:
 - Coffee Shop
 - Picnic Tables
 - Food Service/Recycling



Alden Road

Palm Avenue

Mount Herman

Exceptional Student Centers

ALDEN ROAD

- **Transition CBVE Academy** for students who have earned all required credits and are ages 18 to 22 years old.
 - Participate in on and off campus CBVE
 - 3-4 days per week
- **Focus:**
 - Development of employability and life skills training
 - Maximizing student independence to enable them to actively and productively participate as young adults within the workforce and community
 - Connecting students and families with appropriate agency supports

ALDEN ROAD

- On campus programs will include the School–Based Enterprises that provide vocational and employability skills training through projects such as:
 - Furniture Restoration
 - Film Production
 - Three Recycling Projects
 - Production of Greeting Cards and Calendars
 - Thrift Store
 - Sandwich and Coffee Shops
 - Laundry Service
 - Production of Crafts to Sell
 - Production of Specialty Soaps
 - Creating and Selling Cookbooks
 - Ongoing Assembly Project - in collaboration with a community business partner



PALM AVENUE

- Specially Grown

- Flowers, herbs, beta fish vases



- Helpful Hands

- Shredding, collating, stapling, folding, packaging, assembly and more

- Suds and Java Café

- Laundry-sort, wash, fold, etc



- Food Service-coffee, baked goods, hot dogs, etc

- Wood Cutters and more

- Puzzles, bookshelves, shadow boxes, custom design

MOUNT HERMAN VISION

- Provide an environment that will maximize the potential of our students by providing challenging, realistic and functional goals in the areas of:
 - Academic Growth
 - Communication
 - Independent Functioning
 - Social Skills



MOUNT HERMAN

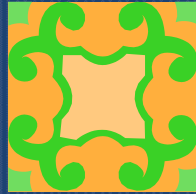
- Strives to cultivate awareness and acceptance and to provide a smooth transition into society that will improve the quality of life for students and their families.
- Learning to Live Life and Live it Abundantly



MOUNT HERMAN

- School-Based Enterprises:

- Art Tiles



- Greenhouse/Sensory Garden



- Laundry



RECRUITMENT

- School-based group and individual meetings with Transition Staff
 - Importance of appropriate placement to meet individual student need
- Referral
 - Plans after graduation
 - Teacher recommendations
- Application
 - Transition Academies
 - FSCJ Project Achieve & T.I.E.S.



EXPANSION

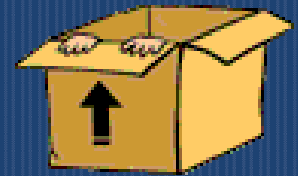
- Project SEARCH
- Additional Transition Academies
- Increasing # of students at FSCJ Project VERTICAL & Project T.I.E.S.
- Increasing # of students in career academies
- Expand to our other career academy school (AP Randolph)
- Include students in all academies at the comprehensive schools

SUCCESS STORIES

■ FSCJ: Project Achieve

■ Cohort 1

- 1 HAZWHOPPER—3 job offers
- 1 Logistics & Distribution—decided to continue on for GED to open more doors
- 1 Welding

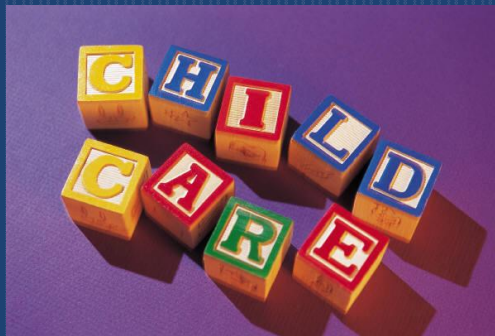


■ Cohort 2

- 1 Articulated Nursing – waiting to take state board exam
- 1 Aircraft Coating – pending employment
- 3 completing Automotive summer 2013
- 1 passed 3 of 5 Child Care exams for state license

SUCCESS STORIES

- FSCJ: Project T.I.E.S
 - Inaugural Cohort
 - 1 Articulated Nursing (waiting to take State Board Exam)
 - 3 completed Logistics & Distribution
 - 2 passed 2 of 5 Child Care exams for state license



SUCCESS STORIES

- Frank H. Peterson (Inaugural Year)
 - 2 Culinary students = both employed in field
 - 3 have achieved 1st level of certification in Culinary
 - 3 Child Care students = 3 of 5 tests passed towards state licensure
 - 3 have met required contact hours for Child Care
 - 3 others employed (just not in field)
 - 2 passed drivers license, 1 has learner's permit



TRANSITION SERVICES TEAM

- Dr. W. Drew Andrews, Transition Coordinator
- Carly Detlefsen, Transition Specialist
- Yami Bosque, Transition Coach
- Shawn McCall-Hadden, Transition Coach
- Toni Previllon, Transition Coach
- Nichole Scholl, Transition Coach
- Ellisa Williams, Transition Coach

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