



Transition Contacts Meeting 2023


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Agenda

- Introduction
- Florida Department of Education: Mission, Vision, Goals, and Values
- Secondary Transition
- Exceptional Student Education Data
- Professional Development
- Resources
- Wrap-Up

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FDOE Mission and Vision

- The mission of Florida’s K-20 education system shall be to increase the proficiency of **all students** within one seamless, efficient system, by allowing them the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities.
- Florida will have an efficient world-class education system that engages and prepares **all students** to be globally competitive for college and careers.

From: [Section 1008.31, Florida Statutes \(F.S.\)](#) and [FDOE’s Strategic Plan \(2021\)](#) 4
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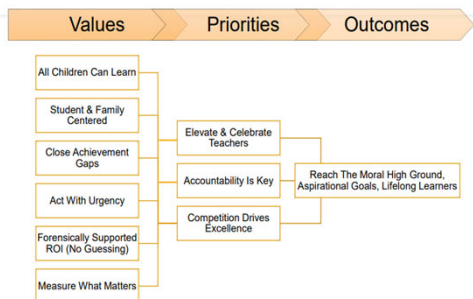
FDOE Goals

1. **Highest student achievement**, as indicated by evidence of student learning gains at all levels.
2. **Seamless articulation and maximum access**, as measured by evidence of progression, readiness, and access by targeted groups of students identified by the Commissioner of Education.
3. **Skilled workforce and economic development**, as measured by evidence of employment and earnings.
4. **Quality efficient services**, as measured by evidence of return on investment.

From: [Section 1008.31, F.S.](#) and [FDOE’s Strategic Plan \(2021\)](#) 5
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2020-2025: Values Alignment



From: [Presentation to State Board of Education January 13, 2021 \(Year 1 Update\)](#) 6
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National Center on Educational Outcomes - 4 Key Leadership Practices

Florida Department of Education (FDOE)
Bureau of Exceptional Education
Theory of Action

| Six Key Practices | IF FDOE Leads | Then Local Educational Agency (LEA) | Then Schools | Then Students |
|--|---|---|---|--|
| 1. Uses Data Well | <ul style="list-style-type: none"> Identify and respond to community needs Establish a create state system of support | <ul style="list-style-type: none"> Establish clear expectations for data use Use data to identify need, measure implementation and impact on student learning | <ul style="list-style-type: none"> Establish priority on improving teaching and learning Implement alignment of goals Use student responsibility for goal setting | <ul style="list-style-type: none"> Will use the six key practices to implement the multi-tier system of supports to students based on need and resulting in continuous improvement. |
| 2. Focus Goals | <ul style="list-style-type: none"> Establish common goals Provide resources and services to facilitate meeting goal setting and concrete plans | <ul style="list-style-type: none"> Align standards-based instruction to district goals Build common language understanding Require ongoing progress monitoring | <ul style="list-style-type: none"> Align standards-based instruction to district goals Build common language understanding Require ongoing progress monitoring | <ul style="list-style-type: none"> Will engage, progress, and graduate college, career and life ready. |
| 3. Select & Implement Shared Instructional Practices | <ul style="list-style-type: none"> Serves to help districts improve quality of instruction for all students Establishes standards system of supports to districts Limits state and district requirements Provides practice and resources that help districts fully implement strategies | <ul style="list-style-type: none"> Ensure consistency of implementation of selected instructional strategies Aligns aligned school structures Provide support and accountability | <ul style="list-style-type: none"> Ensure consistency of implementation of selected instructional strategies Aligns aligned school structures Provide support and accountability | |
| 4. Implement Deeply | <ul style="list-style-type: none"> Helps districts understand relationships between teaching, the measurement and monitoring for compliance | <ul style="list-style-type: none"> Use district identified practices indicators for implementation Provide professional support Monitor effectiveness | <ul style="list-style-type: none"> Use district identified practices indicators for implementation Provide professional support Monitor effectiveness | |
| 5. Monitor & Provide Feedback | <ul style="list-style-type: none"> Evaluate staff and student learning Recognize continuous improvement of all stakeholders | <ul style="list-style-type: none"> Pursue continuous improvement Establish decision-making process Provide active oversight of instruction | <ul style="list-style-type: none"> Pursue continuous improvement Establish decision-making process Provide active oversight of instruction | |
| 6. Inquire & Learn | | | | |

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Secondary Transition

- [Section 300.43 of Title 34, Code of Federal Regulations \(C.F.R.\)](#), 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.
- [Section 1003.5716, Florida Statutes \(F.S.\)](#), ensures quality planning for a successful transition of a student with a disability to postsecondary education and career opportunities.
 - starting transition at an earlier age or grade, whichever occurs first



Section 1003.5716 F.S., Transition to postsecondary education and career opportunities


IEP Requirements for Students with Disabilities

- An IEP team must start the transition process during the student's seventh grade year or when the student attains the age of 12, whichever occurs first.
- An IEP team must have an operational plan in place that is implemented on the first day of the student's first year in high school or when he or she attains the age of 14, whichever occurs first.
- A statement of the student's intent to pursue a standard high school diploma must document discussion of the process of deferment of a standard high school diploma and a signed statement of the student's intention to defer the high school diploma, if applicable.
- School districts must provide to a student with a disability and his or her parent information on the following:
 - School-based transition programs and programs and services available through Florida's Center for Student's with Unique Abilities;
 - the Florida Centers for Independent Living;
 - the Division of Vocational Rehabilitation;
 - the Agency for Persons with Disabilities; and
 - the Division of Blind Services



Deferral of Diploma

- Deferral of Standard Diploma
 - Free and Appropriate Public Education (FAPE) ends upon receipt of a standard diploma OR the age of 22
 - Deferral of diploma is allowed up to the age of 22 or whenever the student accepts a diploma, whichever occurs first
- Process for both described in [Rule 6A-1.09963, Florida Administrative Code \(F.A.C.\)](#)
- Deferral is an IEP team decision
- Based on the individual transition needs of the student
- The decision to defer can be made for students who are expected to meet high school graduation requirements and have transition plan for:
 - accelerated college credit
 - industry certification
 - a collegiate high school program
 - courses to satisfy the Scholar designation or
 - a structured work-study program




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**Exceptional Student Education
Data**

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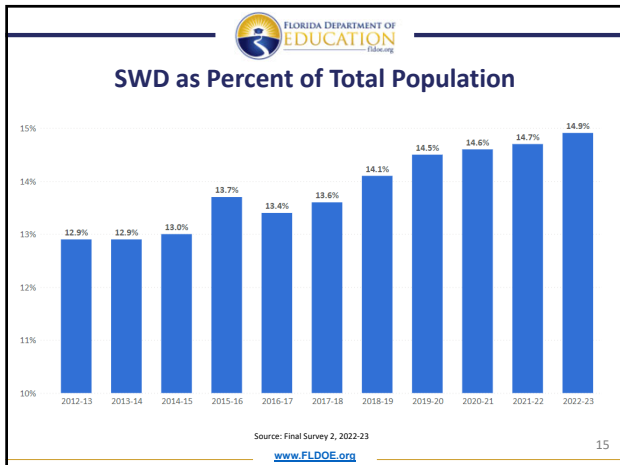



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**Graduating College, Career, and Life
Ready**

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**State Performance Plan (SPP)
Annual Performance Report (APR)**

- Federal Requirement
- Evaluate the state's implementation of IDEA Part B
- Describes how the state will improve implementation
- There are 17 indicators to report on annually
- We report local educational agency (LEA) and state performance on all 17 indicators
- Four indicators related to secondary transition
 - Indicator 1 – Graduation
 - Indicator 2 – Dropout
 - Indicator 13 – Secondary Transition with Individual Educational Plan (IEP) goals – compliance
 - Indicator 14 – Post-school Outcomes

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What Indicators are Related to Secondary Transition?

Indicator 13
A compliant TIEP supports improved student performance


Indicator 2
Remain in school; not dropout

Indicator 1
Graduate on time

Indicator 14
Support the positive post school outcomes after graduation

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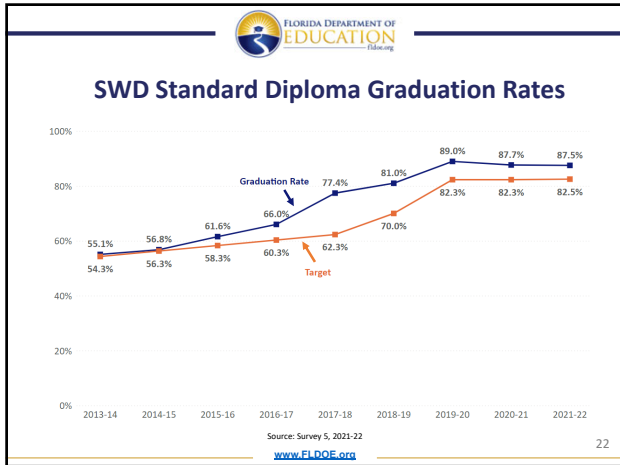
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Indicator 1 Graduation

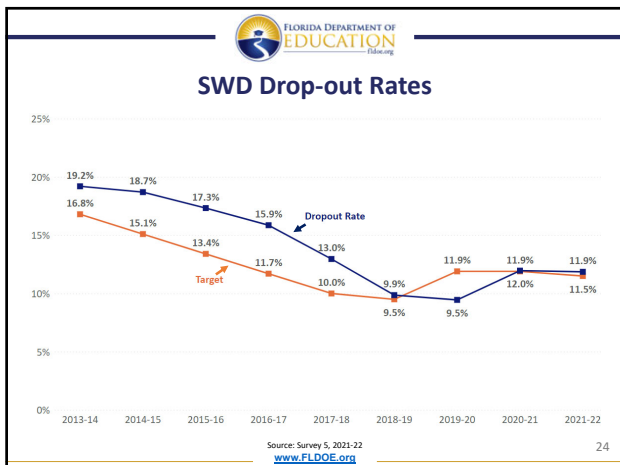
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Indicator 2 Dropout

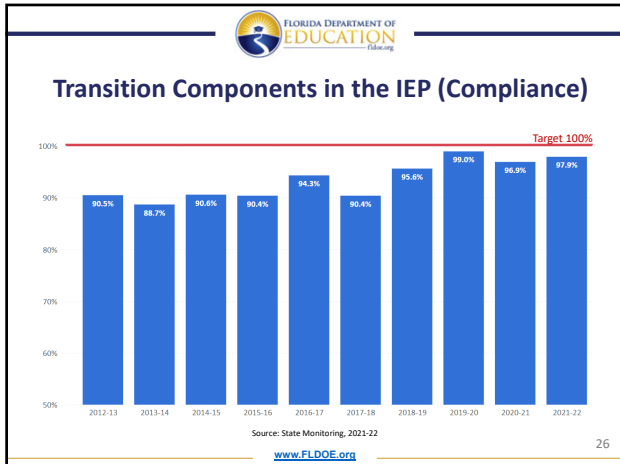
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Indicator 13 Secondary Transition

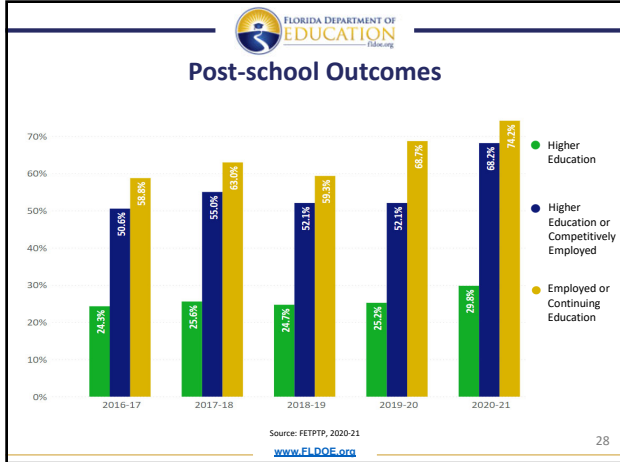
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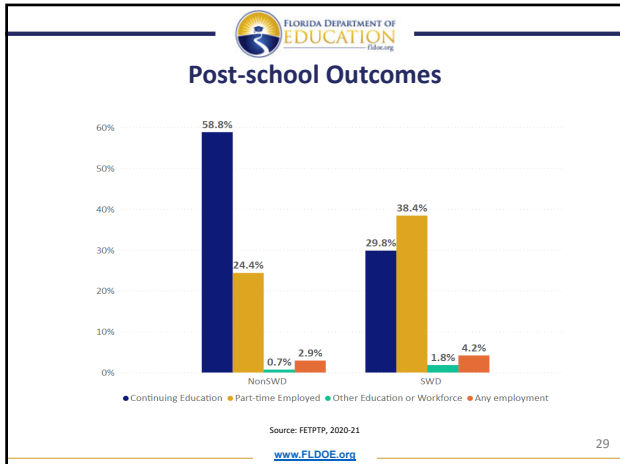


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Indicator 14 Post-School Outcomes

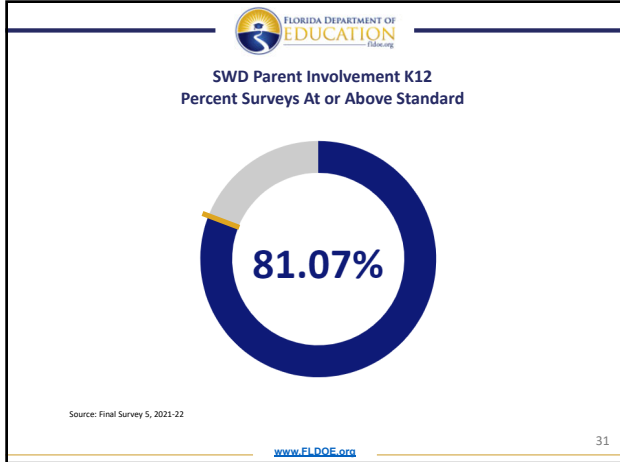
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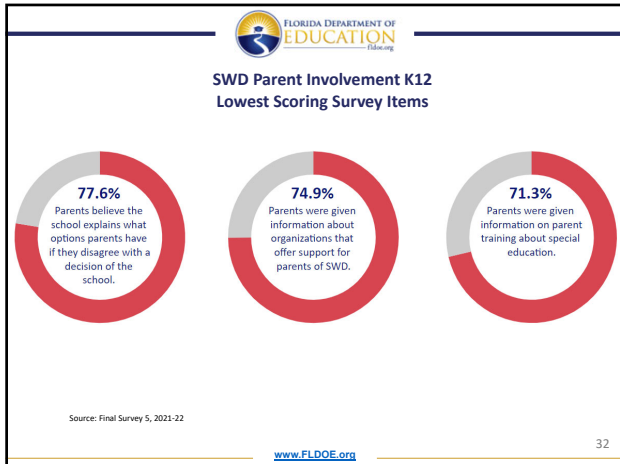


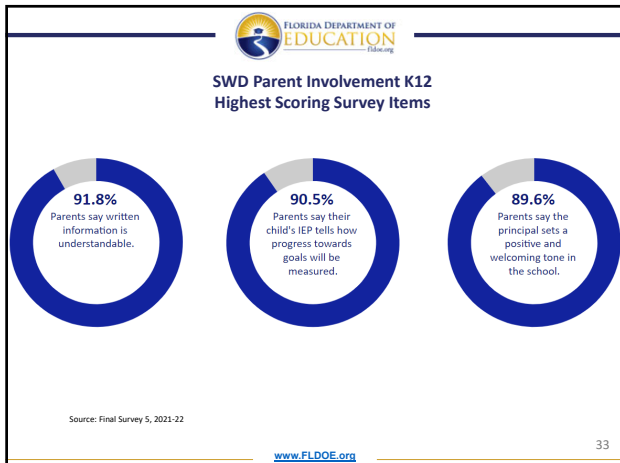


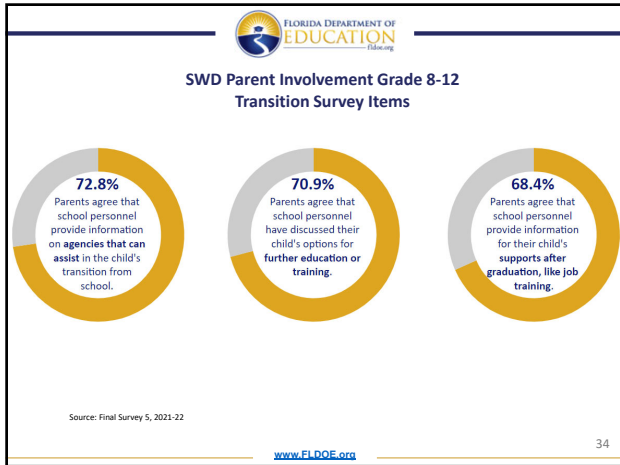
Indicator 8 Parent Involvement

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Professional Development

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BEES Portal Professional Development Alternatives

The BEES Portal to Professional Development Alternatives offers a variety of online courses for Florida educators that will increase their ability to respond to the needs of students with disabilities.


| Facilitated Courses | Independent Courses |
|--|---|
| <p>Facilitated Courses</p> <p>Requires a facilitator's support</p> <p>Ongoing communication with expert local facilitator, group meetings with colleagues, and discussion-based learning activities and assignments.</p> <p>To begin a facilitated course, please contact your local CDE, contact your local CDE, or contact your local CDE.</p> <p>Sign Up</p> <p>Course Catalog</p> <p>Facilitated Courses (10)</p> | <p>Independent Courses</p> <p>Self-paced learning, content-based activities and assessments, user-friendly format, and responsive design.</p> <p>Simply log in to self-register or to access courses if you are already enrolled.</p> <p>Sign Up</p> <p>Course Catalog</p> <p>Independent Courses (20)</p> <p>Professional Development Agency</p> |

Your local FLDOE PCA coordinator will submit a quarterly report of completions to the appropriate school district/organizations. For questions about this process please contact your local CDE Coordinator.

View BEES Professional Development Alternatives

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Online Resources


- Please visit <http://pdportal.florida-ese.org>
- Online courses include:
 - Secondary Transition – 20 points
 - Building Inclusive Schools – 10 points
 - Effective Teaching Practices for SWD – 20 points
 - And many more!

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Resources


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FDOE/BEES Contacts

- **Grant Questions:** IDEAgrant@fldoe.org
- **ESE Compliance Questions:** BEESMonitoring@fldoe.org
- **Student Services:** studentsupportservices1@fldoe.org
- **ESE Questions:** BESESupport@fldoe.org
- **Staff Contacts:** <https://www.fldoe.org/academics/exceptional-student-edu/staff/>


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Evidence-based Assistance Provided by Florida's IDEA Discretionary Projects




project10
Special Education Programs




Florida Inclusion Network (FIN)




SEDNET
The Multiagency Network for Students with Emotional/Behavioral Disabilities




PS/RtI
A Multi-Tiered System of Supports
Problem Solving/Response to Intervention



Florida PBIS
Support for Florida Education




ACCESS



Florida's MTSS
A Multi-Tiered System of Supports

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Contact Information

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Thank You!

BEES looks forward to continuing to partner with all stakeholders as we prioritize the collaborative work to support the provision of a world class educational system for all students, including students with disabilities.

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