Secondary Transition Roadmap for Families

project10 transition education network

The High School Journey Begins: Mapping Transition Services

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This roadmap is designed to give families of students with disabilities, ages 14 (and before age 14) to age 22, an overview of the milestones needed to assist students with disabilities to achieve their greatest potential. The goal of the public school system in Florida is to graduate all students ready for college and career. Students are college and career ready when they are prepared to succeed in postsecondary education and post-school career training. A successful transition to adult life requires careful planning and a partnership between students, families, schools, school districts and community agencies. Life after high school or post-school life, includes many options. Post-school plans may include going to college, receiving services from adult agencies, getting a job, living independently and participating in community activities. Parents often ask about what the law provides for students with disabilities. The individual educational plan (IEP) is a required document that maps the supports students need. The IEP also describes the educational journey students will take each year to help them reach their goals. As students age, the IEP requirements change. **By the age of 16, an IEP becomes a Transition Individual Educational Plan or TIEP. The TIEP includes both IEP and TIEP components. The TIEP charts the supports and transition services that assist students to be college, career and life ready!** See the chart below.

TIEP Additional Components	IEP Components
Age-appropriate transition assessments (foundation for measurable postsecondary goals)	Statement of the student's present levels of performance (academic and functional)
Appropriate measurable postsecondary goals based on the individual child's strengths, preferences and interests	Statement of measurable annual goals (academic and functional)
Annually review measurable postsecondary goals and update if needed	Description of the student's progress toward meeting the annual goals
Transition services - A results-oriented process to include a coordinated set of activities to assist in moving from school to post-school	Statement of the special education and related services, including supplementary aids
Courses of study that reasonably enable students to meet their postsecondary goals	Explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education class
Annual IEP goals that support the achievement of the student's measurable postsecondary goals	Statement of any individual appropriate accommodations (needed to measure the academic achievement and functional performance on state and district-wide assessments)
Evidence that the student was invited to the IEP team meeting where transition services are to be discussed	Projected date for the beginning of services (along with the frequency, location and duration of those services and modifications) Note - Individual test administration manuals may specify the accommodations that are allowed on statewide assessments. If the IEP team determines a student needs accommodations that are not allowed on state assessments, a parent must consent to their use.
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 (20 U.S.C. 1416(a)(3)(B))	*Note - Remember, parents and students are a part of the IEP/TIEP team. You know your youth's strengths and needs; be sure to share with the team each year at the IEP or TIEP meeting.
At least one year prior to the student's 18th birthday, document that the parents have been informed about the upcoming transfer of rights to the student at the age of majority	

Student Responsibilities

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Students are in the driver's seat for the transition process. Starting in middle school, students should do the following:

- Go to class.
- Complete homework.
- Do chores at home.
- Develop and use self-determination and self-advocacy skills (such as learning more about one's disability and knowing which accommodations are helpful in reaching long-term goals).
- Know your accommodations at school.
- Learn to use and take care of assistive technology (AT).
- Go to your IEP team meetings.
- Take part in developing the IEP (such as sharing your strengths, needs and interests).
- Take and complete career awareness and exploration activities, often called transition assessments.
- Think about the services needed for daily adult life (to help identify the appropriate agencies to be invited to the IEP team meetings).
- Practice expressing your ideas, opinions and needs (self advocacy).
- Practice using self-determination skills (such as making decisions and choices, solving problems, setting goals for yourself and believing in your ability to reach your goals).
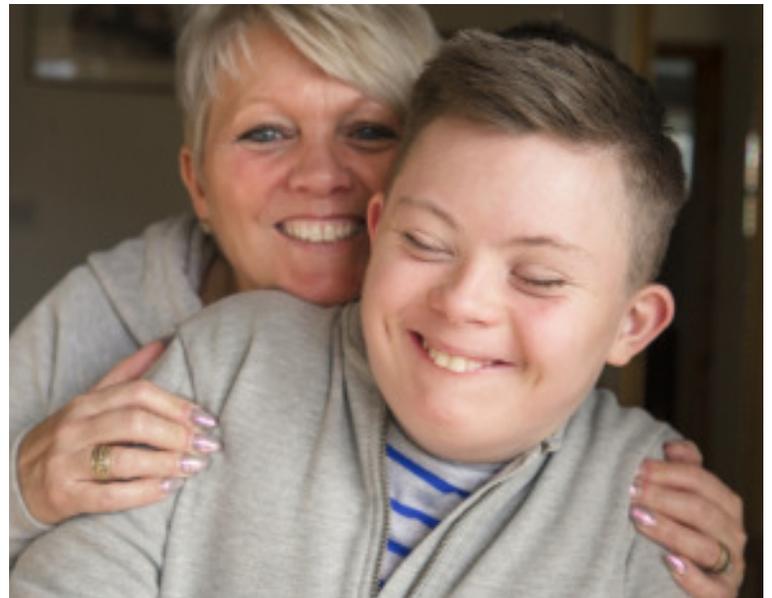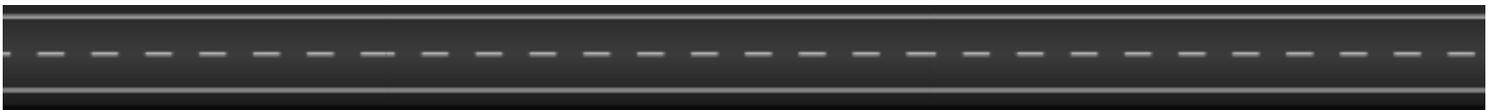
Family Responsibilities

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Families are important in transition. Students have the best outcomes when families take an active role. Families may help their students by doing the following:

- Ask questions.
- Make suggestions.
- Keep records of transition-related services and activities.
- Review graduation requirements.
- Review and discuss diploma options with your youth.
- Set high expectations for your youth.
- Talk to your child about plans for life after high school.
- Identify strengths and needs to discuss at the IEP meeting.
- Review IEP goals.
- Help your youth practice self-advocacy skills.
- Help your youth practice self-determination skills.
- Help your youth develop a portfolio. Include the following: a copy of the IEP, assessment scores, learning style information, grade-point average (GPA), class rank, honors or awards, work evaluations, work experiences, school accommodations and other related information.
- Provide opportunities to explore post-school options (such as career and technical education programs; apprenticeships or employment opportunities; and colleges and universities).

School and School District Responsibilities

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The purpose of exceptional student education (ESE) in Florida is to help every student with a disability progress in school and prepare for life after school. Some of the school and school district responsibilities are as follows:

- Set high expectations.
- Hold IEP team meetings.
- Use age-appropriate transition assessments.
- Help students to take part in their IEP meetings.
- Ensure students have the accommodations and modifications they need to be successful.
- Find strengths, needs and interests of students.
- Include measurable annual goals and postsecondary goals in the IEP.
- Review measurable annual goals. Do the annual goals support students to reach their postsecondary goals?
- Review measurable postsecondary goals. Do the postsecondary goals help students to get the education or training and the jobs they want?
- Teach students self-determination skills.
- Teach self-advocacy skills.
- Connect students with agencies that may help them.
- Provide learning experiences related to employment, such as work-based learning experiences, community-based instruction (CBI) and/or community-based vocational education (CBVE).

Agency Responsibilities

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A variety of agencies may play a role in providing services to students. The IEP team should help make connections between the agencies and the student. Agencies can only be contacted or invited to work with the student with parental consent or the consent of a student who has reached the age of majority. Key agencies are as follows:

- Agency for Persons with Disabilities (APD)
- CareerSource Florida
- Centers for Independent Living (CIL)
- Division of Blind Services (DBS)
- Division of Vocational Rehabilitation (VR)
- Leisure and recreation service providers
- Health organiztions and providers, including mental health service providers
- Florida Department of Children and Families (DCF)
- Other community-based organizations and providers of services to adults

Pre-Employment Transition Services (Pre-ETS)

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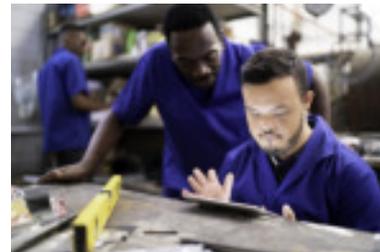
Pre-ETS help students with disabilities explore, prepare for and make informed career-based decisions. Students ages 14 through age 21 with an IEP, 504 Plan, or other documented disabilities are eligible to receive Pre-ETS at no cost through Vocational Rehabilitation (VR). Students can be referred online for Pre-ETS by school personnel. There is also a form that can be filled out by another adult in the student's life with permission from the student.
The following list includes all Pre-ETS options available for students:

- Job Exploration Counseling
- Work Readiness Training
- Paid and Un-Paid Work Based Learning Experiences (WBLEs)
- Self-Advocacy Training and Peer Mentoring
- Postsecondary Educational Counseling

Beginning July 1, 2020, section 1003.57, Florida Statutes requires Pre-ETS to addressed in the IEP beginning no later than when the student turns 16, or younger if determined appropriate by the parent and the IEP team.
http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1003.5716&URL=1000-1099/1003/Sections/1003.5716.html
For more information about VR services for students with disabilities, ask your school or please visit the VR website:
http://www.rehabworks.org/stw.shtml

Destination Graduation - Florida High School Diploma Options

In Florida, students may choose from a number of graduation options. Graduation options may impact future employment choices, as well as further education and training. Be sure to select the most appropriate graduation pathway option. This should be discussed with the IEP team and may be revisited if needed.

24-Credit Standard Diploma: There are three 24-credit high school diploma options. Details are provided in the Graduation Options Chart on pages 6 and 7. The majority of students with disabilities will complete the option available to all students. There are also two options available only to students with disabilities. These two options allow students to substitute a career and technical education (CTE) course with related content for one credit in each of the four core content areas. The second of the options for students with disabilities is designed specifically for students with significant cognitive disabilities who earn credits via access courses and are assessed using an alternate assessment. Learn more information about this at the bottom of this page. *Note - The 24-credit options may also be completed as 18-credit options. **Note - Some districts have additional credits requirements for graduation.

18-Credit ACCEL Option:
Students in the 18-credit ACCEL option must meet all the graduation requirements for a 24-credit standard diploma, except they need to earn only three elective credits instead of eight. Physical education and an online course are not required. As this is an accelerated option, this pathway should be carefully considered.

CTE Graduation Pathway:
Students using this option must meet all of the requirements for a minimum of 18 credits in which only four elective credits are required. Two elective credits in CTE courses must result in a program completion and an industry certification. Two elective credits are required in a work-based learning program, or up to two credits of electives, including financial literacy, to fulfill this requirement.

International Baccalaureate (IB) Diploma Program:
The IB Diploma Program is designed for highly motivated students aged 16-19. It is based on a rigorous two-year pre-university course of study with international examinations and university credit. (Check your school district for availability.)

Advanced International Certificate of Education (AICE) Diploma Program:
The AICE Diploma Program is designed for students aged 16-19 who are seeking advanced study in preparation for college or university study. The AICE Diploma Program is based on the Cambridge International Examinations curriculum and assessment. (Check your school district for availability.)

The Performance-Based Exit Option:
The Performance-Based Exit Option is an alternate route to graduation for students who are at least 16 years of age, do not have enough credits for graduation, have a low grade point average (GPA), or are overage for their current grade level. This option is NOT designed to be a preferred or accelerated program for early exit. (Check your school district for availability.)

Standard Diploma Through Access Points:
About 1 percent of all students, which is about 10 percent of all students with a disability, have complex learning challenges that influence their activities, including school, independent functioning, community living, leisure and work. After carefully reviewing student performance, assessment results and other records, IEP teams, which include the parents, may request written consent from parents for their youth to earn a standard diploma via access points. Students on access points are given an alternate assessment, currently the Florida Standards Alternate Assessment (FSAA). The test scores may be waived with the recommendation of the IEP team.

Access points are learning expectations for students with significant cognitive disabilities. Access points are aligned with the general education curriculum and focus on the Florida standards with less complexity. Access points are taught within access courses, but this does not mean that students taking these courses must be in a separate classroom. Access courses can be taught in a general education classroom with the support of an ESE teacher, allowing students to learn in an inclusive setting.

Diploma Designations

To earn a **merit designation** a student must meet the standard diploma requirements and earn one or more industry certifications from the list established per section 1003.492, Florida Statutes. To earn industry certifications, students take CTE courses and must pass a related certification test. To earn a **scholar designation** a student must earn credits in identified courses and pass specified end-of-course (EOC) exams. See the chart below for details or refer to FL Statutes http://leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1003/Sections/1003.4285.html.

Students Must Earn	Students Must Pass
1 Credit - Algebra II	Algebra II End-of-Course Exam (EOC)
1 Credit - Statistics or an Equally Rigorous Mathematics Course	Geometry EOC
1 Credit - Chemistry or Physics	Biology 1 EOC
1 Credit in a Course Equally Rigorous to Chemistry or Physics	U.S. History EOC
2 Credits in the Same World Language	- - - - -
A Minimum of 1 Credit in AP, IB, AICE or a Dual Enrollment Course	- - - - -

*Please note: A student with a disability cannot access an assessment waiver if pursuing scholar designation (the EOC assessments referenced above cannot be waived). ** A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student takes the respective AP, IB or AICE assessment and earns the minimum score to earn college credit.

WRONG WAY: Avoid Dropout Danger

Dropping out of high school affects students in many negative ways. Students who drop out of school are less likely to find the kind of jobs they want; less likely to earn as much as a high school graduate; more likely to need public assistance; and more likely to commit a crime. There are many factors that influence students to drop out of high school. Explore this resource for more information on the importance of student engagement - *Pay Attention to Attendance: Keep Your Child On Track in Middle and High School* at https://attendanceworks.org/wp-content/uploads/2017/08/AW_HS-flyer-1-pager.pdf.

Students have the best outcomes when families are take an active role in the education of their youth. Some of the benefits students experience because of active family involvement are as follows:

- Students do better in school and they stay in school longer.
- School culture and environment improve for all involved.
- Students do best when parents are involved in a variety of areas in student learning.

- Student achievement is higher when schools and families work as partners.
- Families, schools and community groups all help to improve student achievement (Henderson & Mapp, 2002).

2019-20 Florida 24-Credit Graduation Options

24-Credit Standard Diploma Option *Available to all students, including students with disabilities*	24-Credit Standard Diploma Option with Academic and Employment Requirements *Available only to students with disabilities*	24-Credit Standard Diploma Option (Access Courses) *Available only to students with significant cognitive disabilities, who take access courses and the alternate assessment*
English Language Arts (4 Credits)		
▪ ELA 1, 2, 3, 4 ▪ ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement	Includes all requirements listed in column one ▪ May substitute a Career and Technical Education (CTE) course with content related to English for English 4	Includes all requirements listed in column one ▪ May substitute access courses for general education courses ▪ May substitute a CTE course with content related to English for English 4
Mathematics (4 Credits)		
▪ One of which must be Algebra 1 and one of which must be Geometry ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) ▪ An identified computer science* credit may substitute for up to one math credit (except for Algebra 1 and Geometry) *A computer science credit may not be used to substitute for both a mathematics and science credit.	▪ One of which must be Algebra 1 and one of which must be Geometry ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) ▪ May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra 1 and Geometry)	▪ One of which must be Algebra 1 and one of which must be Geometry ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) ▪ May substitute access courses for general education courses ▪ May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra 1 and Geometry)
Science (3 Credits)		
▪ One of which must be Biology 1, two of which must be equally rigorous science courses ▪ Two of the three required credits must have a laboratory component • An industry certification that leads to college credit substitutes for up to one science credit (except for Biology 1) • An identified computer science* credit may substitute for up to one science credit (except for Biology 1) *A computer science credit may not be used to substitute for both a mathematics and science credit.	Includes all requirements listed in column one ▪ May substitute a CTE course with content related to science for one science credit (except for Biology 1)	Includes all requirements listed in column one ▪ May substitute access courses for general education courses ▪ May substitute a CTE course with content related to science for one science credit (except for Biology 1)
Social Studies (3 Credits)		
▪ 1 credit in World History ▪ 1 credit in U.S. History ▪ .5 credit in U.S. Government ▪ .5 credit in Economics with Financial Literacy	Includes all requirements listed in column one ▪ May substitute a CTE course with content related to social studies for one social studies credit (except for U.S. History)	Includes all requirements listed in column one ▪ May substitute access courses for general education courses ▪ May substitute a CTE course with content related to social studies for one social studies credit course (except for U.S. History)
Electives (8 Credits)		
	▪ Must include .5 credit in an employment-based course ▪ May include exceptional student education (ESE) courses	▪ May include employment-based course/s
Fine and Performing Arts, Speech and Debate, or Practical Arts (1 Credit)		
Physical Education to include the integration of health (1 Credit)		
One Online Course (Requirement may be waived by IEP team)		
Students must earn a 2.0 grade point average on a 4.0 scale and pass statewide assessments or meet the criteria for a waiver of assessment results.		

2019-20 Florida Graduation Options – ACCEL Option and Career and Technical Education (CTE) Graduation Pathway

18-Credit Academically Challenging Curriculum to Enhance Learning (ACCEL) Option – *Available to all students, including students with disabilities*	Career and Technical Education (CTE) Graduation Pathway (requires a minimum of 18 credits) – *Available to all students, including students with disabilities*
English Language Arts (4 Credits)	
▪ ELA 1, 2, 3, 4 ▪ ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement	Includes all requirements listed in column one ▪ Including statewide grade 10 Reading assessment or the grade 10 ELA assessment or earn a concordant score
Mathematics (4 Credits)	
▪ One of which must be Algebra 1 and one of which must be Geometry ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) *A computer science credit may not be used to substitute for both a mathematics and science credit.	Includes all requirements listed in column one
Science (3 Credits)	
▪ One of which must be Biology 1 ▪ Two of the three required credits must ha_ve a laboratory component ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology 1) ▪ An identified computer science* course may substitute for up to one science credit (except for Biology 1) *A computer science credit may not be used to substitute for both a mathematics and science credit.	Includes all requirements listed in column one
Social Studies (3 Credits)	
▪ 1 credit in World History ▪ 1 credit in U.S. History ▪ .5 credit in U.S. Government ▪ .5 credit in Economics with Financial Literacy	Includes all requirements listed in column one
Electives (3 Credits)	**Electives (4 Credits)**
Career and Technical Education – Not Required **Work-Based Learning Programs – Not Required**	▪ **Career and Technical Education (2 Credits) -** Courses must result in a program completion and an industry certification ▪ **Work-Based Learning Programs (2 Credits) -** Complete two credits in work-based learning programs 　○ May substitute up to 2 credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill requirement
Fine and Performing Arts, Speech and Debate, or Practical Arts (1 Credit)	**Fine Arts and Performing Arts, Speech and Debate, or Practical Arts – Not Required**
	***Must meet program completion and industry certification**
Physical Education – Not Required	
Online Course – Not Required	
Students must earn a 2.0 grade point average on a 4.0 scale and pass statewide assessments or meet the criteria for a waiver of assessment results.	

Changing Lanes: Deferring Receipt of a Standard Diploma

Not only can students with disabilities work toward earning a standard diploma, certain students with disabilities may also defer receiving the diploma and continue to receive educational services through the school district. The deferral process is necessary because students who receive a standard high school diploma are no longer eligible for a free appropriate public education (FAPE). There are two parts to deferral.

1. The student must have an IEP that "prescribes special education, transition planning, transition services, or related services through 21." This means that, because of the disability, a student must need continued education and services.
2. The student must be enrolled in one of several specific programs. Refer to the chart on this page for programs and their descriptions.

Students defer during the year in which they are expected to meet all of the requirements for a standard diploma. The school district must send the notice in writing by January 30th and a parent or the adult-age student must return the signed documentation by May 15th. Students with disabilities who earn a standard diploma and do not defer are NOT eligible for any further services from the school district. Considering deferral of the standard diploma is particularly relevant for students with significant cognitive disabilities. While in deferment status, students may have flexible scheduling. For example, they may not be going to school every day, or they may have a shorter daily schedule. Student attendance is expected. Students may request their diploma during the deferment time period and exit high school.

Diploma Deferral through Extended Transition (Florida 18-22 Programs)

Florida Legislation allows students with disabilities to defer receipt of their standard diploma and continue to receive special educational services from their school district [1003.4282(11)(c). F.S.].

Deferral timeline for students who defer:

1. In the year the student is expected to meet graduation requirements, the school district must provide a notice by January 30th to the parent and student regarding the opportunity to defer the receipt of the standard diploma.
2. The request to defer receipt of the standard diploma must be received by the school district before May 15th in order for the student to continue receiving transition or related services. The request to defer is only needed once.

To meet the criteria for eligibility, a student must:

1. Meet all credit, grade point average (GPA) and testing requirements for the standard diploma.
2. Have an IEP that documents the need for specialized instruction, transition or related services through age 21.

Upon deferment, the student must enroll in one of the educational programs listed below.

Program Type	Program Description
Accelerated College Credit Programs, as described in s.1007.27(1), F.S. Please note - These programs often have rigorous eligibility requirements, such as GPA.	Accelerated college credit programs, as described in s.1007.27(1), F.S., include dual enrollment and early admission, advanced placement, credit by examination, the International Baccalaureate (IB) program and the Advanced International Certificate of Education (AICE) program. Please note: Available courses and programs for dual enrollment will vary by school district.
Collegiate High School Programs	International Baccalaureate (IB) program and the Advanced International Certificate of Education (AICE) program
Industry Certification Courses Leading to College Credit	Available courses and programs for industry certification will vary by school district and may have eligibility requirements.
Earn Scholar Designation	Enables students to continue working on requirements needed to earn a Scholar diploma designation. Please note – For a student to earn this designation the required statewide testing results cannot be waived.
Structured Work-Study, Internships or Pre-Apprenticeships	Programs that prepare students for employment include a focus on the following skills that promote employability: self-determination and self-advocacy; social interaction; travel training; communication; and independent living. Please note, availability will vary by school district; and some programs have an application process, eligibility requirements and/or limited spaces, therefore acceptance may not be guaranteed and planning ahead is critical. Program examples: - Project SEARCH - Community-based instruction (CBI) - Community-based vocational education (CBVE) - School-based enterprise (SBE) - Internships - Pre-apprenticeships

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Heading in a New Direction: Post-School Options

High school students who want to get more education or training after high school have many choices in Florida. There are also opportunities for students to find services to support postsecondary success. The Summary of Performance (SOP) is a document that must be provided to students with disabilities when they are leaving high school with a standard diploma or aging out of their educational program. The SOP describes the student in regard to the following: academic and functional performance; student preferences, interests, strengths and needs; accommodations, modifications and/or assistive technology used in high school; recommendations for accommodations; and assistive technology that may be needed in adult settings. Find more information about the SOP at http://project10.info/DPage.php?ID=222.

Additional documentation may be required and may vary from college to college. Many colleges require a recent evaluation. To make sure accommodations are in place before classes start, students should contact the disability services office at the technical center, college or university they plan to attend.

Disability Services at Colleges and Universities - The Individuals with Disabilities Education Act (IDEA), which requires public schools to create an IEP and provide services to students with disabilities, does not apply after a student graduates from high school. Adults, including college students, fall under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Students with disabilities who plan to attend college must self-identify as a person with a disability and be prepared to take an active role in determining what accommodations are needed to help them be successful. Explore the differences between IDEA and ADA at https://www.gtc.edu/sites/default/files/files/documents/DIFFERENCES%20BETWEEN%20HIGH%20SCHOOL%20AND%20COLLEGE%20DISABILITY%20SERVICES.pdf

Career and Technical Colleges and Centers - Florida offers students 46 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations. Find more information in *Career and Technical Education: Enhancing Educational Experiences in Middle School, High School and Postsecondary Education* at http://project10.info/Documents/CTE_SSTIC_Product_with_CTE_Option_4.17.2020.pdf.

The Florida College System - The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Florida College System institutions have an open door policy. This means that students, who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework, will be admitted to an associate degree program. Many also offer baccalaureate degrees in high-demand fields. The credits earned in an Associate's of Arts degree at a Florida College can also be tranferred to a 4-year program at a Florida University. Find more information about the 2 + 2 System at http://www.fldoe.org/core/fileparse.php/5421/urlt/0078404-pathways_to_success.pdf.
Find more information about preparing your youth for postsecondary education in *Getting Ready for Educational Opportunities After High School: Families Supporting Students for Success* at http://project10.info/Documents/Final_PSE_Product_for_Posting_5.29.20.pdf.

State University System - There are 12 public universities in Florida that offer four-year bachelor-level degrees, as well as graduate and professional degrees. Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. Find more information about how a first-time-in-college student can enter one of Florida's public universities here - https://www.flbog.edu/universities/admissions-transfers/undergraduate-admissions/.

Inclusive Postsecondary Education (IPSE), also known as, Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID), are postsecondary programs that provide access for people with intellectual disabilities to study alongside non-disabled peers on a college campus. Students may take courses, practice social skills and learn employability skills. Inclusion with same-age peers, better access to employment opportunities and improving their independent living skills are among the benefits of these programs. Students who earn a standard diploma based on the access curriculum are eligible to apply. For more information, please visit the Inclusive Postsecondary Education webpage of the Project 10 website at http://project10.info/DPage.php?ID=193.

The Florida Center for Students with Unique Abilities (FCSUA) - The purpose of the center is to increase independent living, inclusive and experiential postsecondary education and employment opportunities for students with intellectual disabilities. Funding is available to help colleges set up new programs and also for student scholarships to attend these programs. There are several important distinctions between TPSID and FCSUA funding opportunities. FCSUA policies require the following:

- Students must have exited from the K-12 system to be eligible for FCSUA scholarships.
- Students may exceed the age of 22 and remain eligible for an FCSUA scholarship.
- Postsecondary programs must have Florida Postsecondary Comprehensive Transition Program (FPCTP) status or be in the application process to be eligible to receive grant funding.
- Postsecondary programs must be accessible to students who have exited the K-12 system. For more information, please visit www.FCSUA.org.

Keys to Success: Attitude, Self-Advocacy and Preparation - Postsecondary Education Guiding Questions

The following are some guiding questions and recommendations for families of youth with disabilities to help prepare them for postsecondary education (Office for Civil Rights, U.S. Department of Education, 2011).

1. Does your youth understand his/her disability?

Youth with disabilities need to know the nature of their disability as well as their strengths, interests and which accommodations have helped them be successful in learning. These skills can be learned while in school and practiced during the IEP process, so that youth are prepared to describe their disability and advocate for supports that will help them succeed in college.

2. Does your youth accept responsibility for his/her success?

Youth with disabilities who want to go to college will move from a school system where adults advocated for and directed their learning and accommodations to a postsecondary education system that requires them to advocate for themselves and be responsible for their own learning.

3. Is your youth taking an appropriate preparatory curriculum?

Students who plan to go to college when they graduate will need to complete a course of study that will adequately prepare them. It is important for youth to meet with their high school guidance counselor to make sure they are on the right course of study.

4. Has your youth learned time management skills?

Youth with disabilities typically receive a high amount of guidance and direction in high school. This level of monitoring and support will not be provided in the postsecondary setting. It is critical for youth with disabilities to develop time management skills while in school so they can be successful once they are on their own in college.

5. Does your youth have computer skills?

Computer skills help students with disabilities to be successful in college. Youth with disabilities can work with the college's disability services office, as well as computer lab and library staff, to coordinate technology tools that will help them use computers. Assistive technology can help students who have visual, hearing, physical or other disabilities to use computers.

6. Have you and your youth considered supplemental postsecondary education preparation programs?

Many colleges and universities have summer programs for students who are still in high school so they can experience campus life. Families can work with their youth's high school staff to identify preparation programs at their local college or university.

7. Have you guided your youth in researching postsecondary education programs?

It is important for youth with disabilities and their families to research colleges and universities and learn about available supports and services, as well as the process and requirements for arranging needed accommodations.

8. Have you and your youth considered getting involved on campus?

The first year of college can be very challenging, especially if your youth will be living far from home. New student or freshman orientations are a great place to begin learning about the campus, making friends, and deciding in which activities to participate.

To access the full publication entitled, "Transition of Students with Disabilities to Postsecondary Education: A Guide for High School Educators," visit **http://www2.ed.gov/about/offices/list/ocr/transitionguide.html**

Explore Agency Connections

As students get closer to graduation, students and families should connect or link with agencies. The following agencies and resources may be helpful in planning for life after high school:

Agency for Persons with Disabilities (APD)

APD helps support those who have developmental disabilities. APD may help with living, learning and working for those with developmental disabilities.

www.apd.myflorida.com

CareerSource Florida

Local CareerSource centers support businesses and help those looking for work. For more information, please visit CareerSource Florida's website at https://careersourceflorida.com.

Disability Rights Florida

Provides legal advocacy and rights protection for adults and children with a wide range of disabilities.

https://disabilityrightsflorida.org/

Division of Blind Services (DBS)

DBS uses a team approach to provide transition services. DBS brings the student, parents or family members, teachers, service providers and friends together to help young people who are blind or severely visually impaired. DBS helps to build skills to travel and live independently. DBS may also help with building skills to use assistive technology and read Braille. Learn more about DBS at http://dbs.myflorida.com/Transition/index.html.

Florida Association of Centers for Independent Living (CIL)

CILs support community living and independence for people with disabilities based on the belief that all people can live with dignity, make their own choices and participate fully in society.

https://www.floridacils.org/home

Florida Developmental Disabilities Council (FDDC)

FDDC helps plan individual and family-centered supports in Florida. FDDC plans and funds research and programs for persons with intellectual and developmental disabilities to improve their quality of life. FDDC developed a The Florida Postsecondary Education Guide. The guide shares information about college and university options for students with significant cognitive disabilities. The guide gives details on: programs, entry requirements, application details, housing options, work and volunteer opportunities, transportation and costs. The guide and other resources are available at https://www.fddc.org/publications.

Florida Parent Centers

Family Network on Disabilities (FND) and their regional parent centers are federally funded providers of parent training and information (PTI) services. Help is provided to parents, teachers, community organizations and faith-based groups. These efforts help parents across Florida to increase their knowledge about how to help their youth to succeed in school and move on to post-school activities. Learn more about Florida PTI services and find a center near you at http://fndusa.org/.

Additional Parent Centers include the following:

Empowerment Parent Resource Center
https://www.eprcnwfl.com/

Parent to Parent of Miami
https://www.ptopmiami.org/

Vocational Rehabilitation (VR)

VR is a key partner. VR helps support students with disabilities moving from school to employment. VR Transition Youth Services help students to prepare for, get and keep a job. VR can help students access career counseling, postsecondary education or training and work experience. Students with disabilities may apply to VR as early as age 14. Learn more about VR Transition Youth Services at http://rehabworks.org/stw.shtml.

Explore Transition Resources for Families

10 Ways to Improve Your High-Schooler's Communication Skills
https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/communication-disorders/10-ways-to-improve-your-high-schoolers-communication-skills?view=slideview

Career and Technical Education, Inclusion, and Postsecondary Outcomes for Students with Disabilities
https://caldercenter.org/publications/career-and-technical-education-inclusion-and-postsecondary-outcomes-students

Collaborative for Academic, Social, and Emotional Learning (CASEL) - Parent Social-Emotional Learning (SEL) Resources
https://casel.org/parent-resources/

Differences Between High School and College Disability Services
https://www.gtc.edu/sites/default/files/files/documents/DIFFERENCES%20BETWEEN%20HIGH%20SCHOOL%20AND%20COLLEGE%20DISABILITY%20SERVICES.pdf

Executive Function Activity Ideas for 12 Year-Olds and Above
https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2015/05/Activities-for-Adolescents.pdf

Family Guide to Secondary Transition Planning for Students with Disabilities
http://project10.info/Documents/FamilyGuide_Revised_FINAL_6.13.18.pdf

Florida College System Programs Listing
http://www.fldoe.org/schools/higher-ed/fl-college-system/academic-student-affairs/

Florida Coordinating Council for the Deaf and Hard of Hearing (FCCDHH)
http://www.floridahealth.gov/provider-and-partner-resources/fccdhh/resources/index.html

Florida Department of Education Career and Technical Education Brochure
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/

Florida Department of Education: Career Clusters Infographic
http://www.fldoe.org/core/fileparse.php/5652/urlt/CareerClusterInfographics.pdf

Florida Department of Education: Scholarships webpage
http://www.fldoe.org/contact-us/search.stml?q=Scholarships

Getting Ready for Educational Opportunities After High School: Families Supporting Students for Success
http://project10.info/DPage.php?ID=77#NS138

Practicing Social Skills: How to Teach Your Student Social Interactions
http://www.ldonline.org/article/21025/

Project 10: Transition Education Network
Employment - http://project10.info/Employment.php#NS62
Postsecondary Education and Training - http://project10.info/PostsecondaryEducation.php#NS27

Transition Services Checklist, Appendix N in the Family Guide to Secondary Transition Planning Comprehensive Toolkit
https://padlet.com/aschoenb/cbxve4zdy1e4

Vocational Rehabilitation: Pre-Employment Transition Services (Pre-ETS) Webpage with Referral Form
http://www.rehabworks.org/stw_star.shtml
VR Pre-ETS Flyer
http://www.rehabworks.org/docs/flyers/Pre-EmploymentTransitionServices.pdf