

Florida's Youth 2 Adult Transition (FLY2AT) Training Course for Professionals

Module 2 Education & Employment Transition Resource Companion Guide & Transcript

Main Content Speaker & Subject Matter Expert: Lisa Friedman-Chavez of Project 10

Module Curator: Sofia Thomas, DNP, MSN, MHA, APRN, FNP-C, CNN-NP, FNKF, FCDC

Photography & Media Specialist: Diane Wilkins Productions

Course Infrastructure and Technical Support: Florida Center for Integrated Media

TITLE: LEGISLATION

LISA FRIEDMAN-CHAVEZ: The Healthcare Transition Guide addresses legislation regarding secondary transition. One of the fundamental pieces of legislation related to secondary transition for students with disabilities is the **Individuals with Disabilities Education Act, or IDEA**. The IDEA provides that all students with disabilities are entitled to a Free and Appropriate Public Education; and it also requires that all eligible students with disabilities in public schools have an **Individual Educational Plan, or IEP**. IEP teams develop and review students' IEPs at least annually. Transition elements are added to the IEP once a student turns 12 years old, or during the student's 7th grade year, whichever occurs first... such as the need for instruction in self-determination and self-advocacy. Anytime transition services will be discussed during an IEP meeting, the student must be invited to attend. **The Healthcare Transition Guide** includes the *Project 10 Transition Services Checklist* and shows all the federal and state transition requirements by age.

RESOURCE: [IDEA: Individuals with Disabilities Education Act](#)

RESOURCE: [Statue Definition: Individual Education Plan \(Program\), or IEP](#)

RESOURCE: [Project 10 Transition Education Network: The Healthcare Transition Guide](#)

TITLE: STEPS TO TRANSITION PLANNING

1. The first step is conducting transition assessments, including a healthcare transition readiness assessment. This is an ongoing process, and information should be obtained from a variety of sources, both formal and informal. Comprehensive transition assessment data is crucial because it is the foundation for the student's secondary transition planning process.
2. Data gathered through transition assessments are used in developing the student's *Present Levels of Academic and Functional Performance*... including their strengths, interests, preferences and needs. Present levels statements are a required component of the IEP.
3. Beginning no later than the first IEP in effect when the student enters high school, attains the age of 14, or younger if determined appropriate by the parent and the IEP team - whichever occurs first - the IEP must include measurable postsecondary goals. IDEA requires measurable postsecondary goals in the areas of education and/or training, employment, and, if appropriate, independent living. In Florida, IEP teams must also determine the student's long-term postsecondary career goals. Information from the student's transition assessments, including pre-employment transition services and the present levels statements, are used in determining the student's measurable postsecondary goals.
4. Once the student's measurable postsecondary goals are in place, the IEP team identifies the transition services and IEP goals, including health care transition goals, that will assist the students in achieving their measurable postsecondary goals. The team will also consider what skills will be needed for the student's measurable postsecondary goals, and based on their current level of performance, what skills must be worked on. This process will be individualized to each student's needs.

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5. The student's progress toward their annual IEP goals and the effectiveness of their transition services should be reviewed and evaluated on a regular basis. Although the IEP team must meet annually, there can also be interim IEP meetings as needed... for example, if a student's measurable postsecondary goal changes.

Self-determination and self-advocacy are important parts of secondary transition and are embedded in each step of this model. Florida statute requires IEP teams to consider a student's need for instruction in self-determination and self-advocacy *before* the student attains the age of 12, or during the student's 7th grade year, whichever occurs first, so the student can be prepared to actively and effectively participate in IEP meetings.

Self-determination has multiple components, including goal setting, problem-solving, decision-making, self-awareness, and self-advocacy. A student's need for support in building self-determination and self-advocacy skills can be addressed in the IEP in multiple ways— for example, as transition services, annual goals, or special considerations. We will be talking more about self-determination and self-advocacy later in this module.

TITLE AGENCY LINKAGES

Another requirement for the secondary transition planning process is agency linkages. IEP teams must invite, with consent, any agency that is likely to provide or pay for services beginning no later than the first IEP in effect when the student enters high school, attains the age of 14, or younger if determined appropriate by the parent and the IEP team... whichever occurs first. For example, if a student is blind, the Division of Blind Services would most likely be invited - provided the parent, or student whose rights have transferred, provide consent.

TITLE: EMPLOYMENT AND CAREER PLANNING

With motivation and the right support, *everyone* can work. Options include competitive employment, customized employment, and self-employment. Some individuals with more significant support needs may require a supported employment coach to assist them in finding and maintaining employment. Schools offer opportunities for students to explore career interests and build work skills. Youth with disabilities may participate in work experiences - paid or unpaid, such as internships, volunteer opportunities and apprenticeship and pre-apprenticeship programs.

TITLE: DISCLOSING A DISABILITY/REQUESTING ACCOMMODATIONS

While in school, students should learn about disability disclosure related to employment. They should also be aware of workplace accommodations they may be able to receive under the Americans with Disabilities Act if they choose to disclose that they have a disability. The **Job Accommodations Network, or JAN**, is federally funded and has a wealth of information regarding accommodations, including suggestions by disability or challenge.

RESOURCE: [Job Accommodations Network \(JAN\)](#)

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TITLE: VOCATIONAL REHABILITATION

Remember, agency linkages are critical to successful transition from school to adulthood. **The Division of Vocational Rehabilitation**, more commonly known as DVR or VR, is a federal- and state-funded program that helps eligible individuals with physical or mental disabilities find, keep, or get a better job. VR has a **Transition Youth Services Program** that helps students with disabilities train for a job, continue their education, or find a job after high school. VR also offers **Pre-Employment Transition Services**, or Pre-ETS, to students with disabilities ages 14-21 to help prepare them for employment. Consideration of Pre-ETS opportunities must be included in a student's IEP beginning no later than the first IEP in effect when the student enters high school, attains the age of 14, or younger if determined appropriate by the parent and the IEP team - whichever occurs first.

RESOURCE: [The Division of Vocational Rehabilitation](#)

RESOURCE: [VR: Transition Youth Services Program](#)

RESOURCE: [VR: Pre-Employment Transition Services](#)

Here are some areas of Pre-Employment Transition Services: *(GRAPHICAL LIST ONLY – NOT READ ALOUD)*

- Career Exploration Counseling
- Work Readiness Training
- Paid and Un-Paid Work Based Learning Experiences
- Self-Advocacy Training and Peer Mentoring
- Postsecondary Educational Counseling

More information about employment, including career development resources, disclosing a disability, and requesting accommodations, can be found on the **Project 10 website's Employment page**.

RESOURCE: [Project 10- Employment](#)

TITLE: BENEFITS PLANNING

Many students with disabilities receive benefits such as Supplemental Security Income, Social Security Disability Insurance and/or Medicaid. Employment earnings can potentially affect these benefits. However, supports are available to help with benefits planning, including accessing work incentives, such as the Student Earned Income Exclusion. One support is the **Work Incentives Planning and Assistance, or WIPA, Program** which is funded by the Social Security Administration to provide free benefits planning to Social Security beneficiaries and their families. The state has multiple WIPA offices, and a link is included in the Healthcare Transition Guide.

RESOURCE: [Work Incentives Planning and Assistance, or WIPA, Program](#)

TITLE: POSTSECONDARY EDUCATION AND TRAINING

IEP teams need to consider students' postsecondary education and training goals and plan a course of study that will prepare them to meet their goals. For example, a student planning to attend a Career and Technical College will most likely have a different course of study than a student that is planning to attend a four-year university. Some post-school options for students and their IEP teams to consider during the transition planning process include:

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- Degree seeking programs at universities and colleges.
- Certificate programs at career and technical education centers, or CTEs. These are organized around 17 career clusters... and for some students, are the greatest area of strengths and interest.
- Postsecondary Comprehensive Transition Programs on college, university or CTE campuses. These are programs for students with intellectual disabilities. Funding is available for students to attend these programs, and all offer some type of certificate. It's important for students and their families to explore the different options, as some programs offer industry certifications while others do not.
- Apprenticeship programs... these give students the opportunity to earn money as they get free on-the-job training and obtain the skills needed for their desired profession. A variety of registered apprenticeship programs are available in Florida, and they may vary by county.
- Non-credit community classes... these classes may help students learn new skills and connect with others that have similar interests.

TITLE PREPARATION

Students and families should research and visit, when possible, programs they are considering. Some students will thrive in a bustling city environment, while others prefer a slower-paced community setting. Some students want to live with, or near, a family member or close family friend. Some students have medical needs that will require them to be near a particular type of medical facility. Transportation options vary by area as do available community resources and activities.

TITLE CONSIDERATIONS

Remember, students' self-determination and self-advocacy skills are important as they prepare for the transition into higher education. When a student exits the K-12 system, they no longer have an IEP or an IEP team. In college, the rights of students with disabilities are protected under the **Americans with Disabilities Act, the ADA**, and **section 504 of the Rehabilitation Act**. However, students must disclose their disability and meet eligibility requirements to receive appropriate accommodations. They may also need to exercise their self-advocacy skills to remind professors regarding their accommodations. And if they encounter a health situation, they may need to ask for help. It's vital they know how to do this.

RESOURCE: [Americans with Disabilities Act, the ADA](#)

RESOURCE: [Section 504 of the Rehabilitation Act](#)

TITLE: SUPPORT FOR STUDENTS WITH DISABILITIES

All colleges and universities that receive federal funding must have a disability support services office. Students should be aware of how to access these offices. However, some disability support services offices provide more than just basic accommodations, such as tutoring and social groups. Students and families can benefit from knowing what level of service is provided when considering various postsecondary education options. More information and resources can be found by exploring the section on the Project 10 website related to "*Postsecondary Education & Training.*"

RESOURCE: [Project 10: Postsecondary Education & Training](#)

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TITLE: RESOURCES

Module 2 of the Healthcare Transition Guide includes a wealth of resources related to secondary transition. Here are just a few:

- The **Florida Department of Education, Bureau of Exceptional Student Education** has a web page dedicated to Secondary Transition. Here you will find important legislation, resources, and helpful technical assistance documents.

RESOURCE: [Florida Department of Education, Bureau of Exceptional Student Education](#)

- “**Got Transition**” offers a resource titled, “**Sample Goals for the Health Care Transition Readiness Assessment for Students with an IEP.**” This document can assist IEP teams in developing individualized healthcare transition goals based on students’ needs.

RESOURCE: [Got Transition](#)

RESOURCE: [Got Transition: Sample Goals for the Health Care Transition Readiness Assessment for Students with an IEP](#)

- The **Project 10 website** offers amazing resources. The section dedicated to Employment is divided into three sub-sections:
 - **Accommodations and Considerations** focuses on helping students with disabilities access the supports they need to achieve their employment goals.
 - **Career Development** focuses on helping students with disabilities develop a career pathway that reflects their personal interests, skills, and aptitudes.
 - And the **Job Search** sub-section focuses on helping students with disabilities search for a job, find a job, and keep a job.

RESOURCE: [Project 10](#)

- There’s also a section on postsecondary education and training. In addition to planning for postsecondary, it covers education and training options such as colleges and universities, career and technical education, inclusive postsecondary education, extended transition programs, and more.

- You’ll also want to check out **Project’s 10 Publications page**. Here are just a few of the wonderful resources you’ll find there:

- The “Family Guide to Secondary Transition Planning for Students with Disabilities”
- The “Secondary Transition Road Map for Families”
- The “Middle School Transition Trail Map for Families”
- “Benchmarks for Middle School Transition Planning”
- The “Transition Requirements Checklist,” and
- “Predictors of Post-School Outcomes”

RESOURCE: [Project’s 10 Publications](#)

A number of these resources are available in Spanish, and some are also available in Haitian Creole.

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- Finally, the website's section for district resources is organized by the five Project 10 Regions. Here you can find your local **Project 10 Regional Transition Representative**, school district Transition Contact, disability services offices at colleges and universities, employment resources, and other agency resources.

RESOURCE: [Project 10 Regions](#)

TITLE: WRAP UP

Secondary transition must begin by age 12, or during the student's 7th grade year, whichever occurs first. But it's never too early to start transition planning. Even elementary school students can build their self-determination and self-advocacy skills and begin exploring areas of interest.

Here are the components of secondary transition we covered in this module:

- Secondary Transition Planning
- Employment and Career, and
- Postsecondary Education and Training

We appreciate your interest in secondary transition and postsecondary options for students with disabilities. Please complete the Module 2 Questionnaire, and then proceed to Module 3, which covers Finance and Legal Essentials.