

Partners in Transition

Florida Strategic Plan



Division of Applied Research and Educational Support
Department of Child and Family Studies
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Sponsored By the United States Department of Health and Human Services,
Administration on Developmental Disabilities and
the Florida Developmental Disabilities Council, inc.

Partners in Transition

Partners In Transition and the Florida Strategic Plan on Transition were made possible with funding from the Florida Developmental Disabilities Council, Inc. to the University of South Florida.

www.PartnersInTransition.org



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FLORIDA STRATEGIC PLAN ON TRANSITION

EXECUTIVE SUMMARY

I. INTRODUCTION

All students have hopes and dreams for the future as well as talents, interests and skills. The Individuals with Disabilities Education Act (IDEA) and Florida special education law and regulations have created a base of civil rights and legal protections for children with disabilities. However, most children and youth with developmental disabilities remain seriously at risk of being left behind after they leave or drop out of secondary education programs.

The transition from youth to adulthood is an awkward period in life; it presents challenges for almost every young person today. Everyone who remembers the insecurity, uncertainty, social pressure, loneliness, questions of identity and culture, hopes, fears, highs, lows, energy and optimism of being young knows these are not necessarily the best years of your life.

Now try being young with a disability, especially with a significant disability. *According to the National Organization on Disability's Harris Survey of Americans with Disabilities (June 24, 2004):*

- Young people with disabilities drop out of high school at twice the rate of their peers;
- Only 25% of students with mental retardation are employed after exiting school;
- As many as 90% of individuals with disabilities are living below the poverty level three years after graduation;
- 80% of people with significant disabilities are not working; and,
- Currently, only one person with a developmental disability out of ten will achieve integrated, competitive employment and most will earn less than \$2.40 an hour in a sheltered workshop.

II. A Collaborative Initiative

The diverse and complex needs of youth with disabilities cannot be met by any family, government program or private organization acting alone, no matter how caring, how well-designed, how values-driven or how powerful. Few topic areas offer as many opportunities for collaboration as are presented by a shared mission of improving results for transitioning youth with disabilities.

Over the last two years, a new agenda has begun to take shape in the State of Florida to support joint efforts to assist youth with disabilities as they transition to adulthood. It focuses on building bridges that will allow responsible people and responsive state and local organizations, both public and private, to help youth with disabilities achieve their highest potential as adults by coordinating the inputs that are needed to support activities that we know will make a difference.

The Partners In Transition (www.PartnersInTransition.org) began strategic planning efforts in early 2003 in efforts to develop a statewide plan to systematically improve the transition services for young people with

disabilities to adult life. In efforts to develop a comprehensive plan and include all stakeholders, the Partners In Transition determined it would be necessary to continue their planning efforts and seek additional expert consultation to align the work being done in Florida with national transition efforts.

All Partners In Transition strategic planning efforts were overseen by an advisory committee consisting of representation from the Florida Developmental Disabilities Council, the Florida Department of Education (Bureau of Exceptional Education and Student Services, Office of Interagency Programs and Vocational Rehabilitation), the Agency for Persons with Disabilities, the Transition Center - University of Florida, the Able Trust, and the Advocacy Center for Persons with Disabilities, family representatives, school transition and guidance counselors.

III. A Framework for Transition: National Guideposts for Success

The Strategic Plan offers a good framework that outlines ways that families, government programs and society can reach more young Floridians with disabilities with a message of hope and the promise of independence; introduce them to the right supports and accommodations; and help them develop the skills they need to be successful in their education, at work and in life.

Years of focused research show that youth with disabilities achieve better outcomes when their transitions from school to work, career and independence are grounded in standards-based education, work experience, high expectations and strong connections to adults who care about them, and to mentors who understand the challenges they face.

An extensive literature review of research, demonstration projects and effective practices covering a wide range of programs and services—including lessons from youth development, quality education, and workforce development programs—has identified core commonalities across the disciplines, programs and institutional settings. The review, conducted by the National Collaborative on Workforce & Disability for Youth (www.ncwd-youth.info), also points out that no one institution or organization can provide the full range of services; thus, highlighting the interdependence of agencies that requires communities, states, the federal government and multiple organizations at all levels to collaborate with one another in order to help assure quality transitions for all youth.

The applicable literature suggests that all youth need:

- *Access to high quality standards-based education regardless of the setting;*
- *Information about career options and exposure to the world of work; including structured internships;*
- *Opportunities to develop social, civic, and leadership skills;*
- *Strong connections to caring adults;*
- *Access to safe places to interact with their peers; and,*
- *Support services and specific accommodations to allow them to become independent adults.*

Transition services are best defined as a set of services and supports designed to assist a young person move from the protective environments of home and school to the adult world of work, further education and independent living.

These services and supports can include:

- school-based preparatory experiences such as good academic and vocational programs;
- career preparation and work-based learning experiences such as career assessments, exposure to life-long learning opportunities, and paid and unpaid internships;
- youth development and leadership opportunities such as exposure to mentors, role models, and the Youth Leadership Forum; and
- connecting activities such as transportation, physical and mental health, benefits planning, and economic futures planning.

All of these transition services and supports must be based on the individual's unique goals and preferences. The Florida Strategic Plan identifies these services and supports in great detail along with strategies and benchmarks for gauging progress.

IV. Strategic Planning Process and Outcomes

The following steps were taken in order to determine the additional planning:

1. A thorough review, through expert consultation, of the National Guideposts for Success for all Youth.
2. Conducted a gap analysis between the previous Partners In Transition strategic planning and the National Guideposts for Success for all Youth.
3. Developed & facilitated five strategic plan workgroups in order to address gaps between the strategic planning work previously completed and the National Guideposts for Success. The workgroups were formed around each of the five guidepost areas:
 - a. School-Based Preparatory Experiences
 - b. Career Preparation and Work-Based Learning
 - c. Youth Development and Leadership
 - d. Connecting Activities
 - e. Family Involvement and Supports

V. PLAN RECOMMENDATIONS

The efforts of the Partners In Transition Strategic Plan workgroups resulted in the development of a comprehensive strategic plan which include the following recommendations:

1. Develop and implement an A+ Transition Plan.

2. Establish a family-centered, community-based, culturally competent comprehensive transition system for all youth and young adults in Florida.
3. Establish a compatible data system so that all transition stakeholders can communicate with each other
4. Give all students access to grade level content with the necessary supports and accommodations.
5. Develop and implement of a variety of standardized assessments.
6. Develop multiple, meaningful graduation options.
7. Create multiple opportunities to explore a variety of post-secondary and vocational interests.
8. Develop an infrastructure to support mentoring, personal leadership and self-determination in school and the community.
9. Offer training, support, and technical assistance, for all transition stakeholders, as necessary to implement the state strategic plan.

VI. CONCLUSION

No one disagrees that all youth with disabilities deserve to be a part of the American dream of freedom, belonging and achievement. Our vision of what is possible is always for “all.” Vision is transformed into leadership and action only through focus.

Our vision is one of independence, productivity, inclusion and self-determination for all youth with disabilities.

By supporting focused collaborations, and by building real, responsive relationships between programs and parts of systems, we can carry out focused activities – activities designed to collaborate across programs and parts of the system to achieve specific outcomes for specific groups of youth with disabilities.

This Strategic Plan offers that focused vision for our youth.

Florida Strategic Plan for Transition

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NOTE: GOALS have 3 digits (e.g. 1.A.1.)
STRATEGIES have 4 digits (e.g. 1.A.1.a.)
BENCHMARKS have 5 digits (e.g. 1.A.1.a.1.)

**PARTNERS IN TRANSITION
FLORIDA STRATEGIC PLAN**

1. Preparatory Experiences: In order to perform at optimal levels in all education settings, all youth need to participate in educational programs grounded in standards, clear performance expectations and graduation exit options based upon meaningful, accurate, and relevant indicators of student learning and skills. These should include:

1.A. Academic programs that are based on clear state standards

1.A.1. Students have access to grade-level content (*Sunshine State Standards*) regardless of literacy levels

1.A.1.a. Develop and provide a consistent system that supports student achievement for all students
(co-teaching, collaboration, facilitation, learning strategies, literacy interventions, etc.)
1.A.1.a.1. State funding mechanisms are structured to support a variety of delivery models

1.A.1.b. Provide staff development that promotes academic achievement for all students (content, Positive Behavior Support, familiarity with AIP/504/Individual Education Plan accommodations)
1.A.1.b.1. Each district has developed a comprehensive plan which promotes access to the Sunshine State Standards for all students
1.A.1.b.2. Professional development opportunities are accessed by school personnel in scheduling (administrative and support personnel), instructional delivery models, positive behavior supports, AIP/504/ Individual Education Plan accommodations/modifications, Sunshine State Standards

1.A.1.c. Teachers will identify core content and utilize planning and teaching routines that differentiate instruction according to students' identified needs

- 1.A.1.c.1. Core content has been identified
- 1.A.1.c.2. Evidence of differentiated instruction is reflected in planning documents

1.A.2. All schools offer a variety of literacy/reading instruction

1.A.2.a. Exceptional Student Education and general education teachers are trained and skilled in embedding literacy instruction within content

- 1.A.2.a.1. Exceptional Student Education and general education teachers collaborate to embed literacy instruction
- 1.A.2.a.2. Equitable resources are available in general education and support classes

1.A.2.b.

Provide instruction for students at all reading levels where students progress individually (rather than in groups)

1.A.2.b.1.

Student placement in reading class is based on diagnostic results, not scheduling needs
Reading instruction includes a variety of instructional methods that meet identified student needs

1.A.2.b.2.

1.A.3. *All teachers have knowledge of the Sunshine State Standards for the subjects they teach, as well as the techniques used to ensure all students meet the standards (through working partnerships with all teachers)*

1.A.3.a.

When building a master schedule, diverse learning needs are given priority as reflected by common planning time and consideration of teacher preparation time

1.A.3.a.1.

School districts offer a spectrum of reading classes

1.A.3.a.2.

Priority scheduling is given to students with documented learning needs

1.A.3.a.3.

Common planning time for content and/or team teachers with Exceptional Student Education/English Speakers of Other Languages/at-risk teachers is provided

1.B. Career and technical education programs that are based on professional and industry standards:

1.B.1. *All students will experience access to vocational schools/academies during high school years*

1.B.1.a.

School districts support access by providing a staff liaison to increase communication between the schools, tech centers and vocational teachers

1.B.1.a.1.

Each district has identified a professional educator to serve as the liaison between and facilitator of coordination and transition between the high schools, tech centers and vocational teachers

1.B.1.a.2.

The school board, through the superintendent, guarantees the district's liaison has the authority and means to accomplish the effective communication between high school and vo-tech teachers needed for full access by all students, regardless of unique needs

1.B.1.b.

Assess students' aptitudes and interests utilizing a systematic process

1.B.1.b.1.

The professionals in high school tech center/voc classes have the instruments (acceptable to those professionals) to use with students interested in pursuing technical career education opportunities or high school vocational courses

1.B.1.b.2.

The aptitude and interest tests have been utilized no later than middle school or age 14

- 1.B.1.b.3. A protocol through the establishment of high school/voc-tech teams includes at a minimum: aptitude/interest assessment, recommendation by middle and high school guidance, teacher/parent recommendation, student statement of interest, student's educational history (analysis of), and student's work history
- 1.B.1.c. Department of Education/districts will provide training to parents, general education teachers and vocational teachers (i.e. Individual Education Plan participation, OCP's, MOCP's, funding issues, accommodations)**
- 1.B.1.c.1. Middle and high schools have provided pamphlets, seminars, training, and letters of information to parents on the vocational course/focus options in the high schools and vocational/technical course options available in the tech centers
- 1.B.1.c.2. The district's liaison has the responsibility to make certain all teachers, students, parents and administrators have the training and ultimately the knowledge necessary to ensure that all students make informed decisions, and that school personnel market the options for students and help them access appropriate options
- 1.B.2. Secondary administrators and teachers are aware of professional and industry standards**
- 1.B.2.a. Department of Education/districts will provide training for teachers and administrators in the transition planning process and familiarization with local industry and professional standards**
- 1.B.2.a.1. Department of Education will ensure that each district will provide administrators with training annually and teachers with multiple training opportunities each school year on transition planning process and standards familiarization
- 1.B.2.a.2. Superintendents will actually provide the training and will be able to document that 90% of their principals and assistant principals and 90% of teachers will have training annually
- 1.B.2.b. Increase communication between schools and business by 1) representatives participating on SAC, and 2) the creation and facilitation of "regional" council of business partners and community leaders**
- 1.B.2.b.1. Each district high school and tech center SAC committee has a minimum of 1 business representative and 1 community representative
- 1.B.2.b.2. The school district liaison and administrator will serve on the School and Workforce Partnership Committee (or comparable group) which is a regional council of key education, business and community leaders
- 1.B.2.c. Require allocation for an administrative transition specialist in each high school to oversee the transition process for all students**

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| 1.B.2.c.1. | Each high school and tech center employs an administrative transition specialist who has the responsibility and authority to oversee the transition process for all students |
| 1.B.2.c.2. | The school board and superintendent are held accountable to ensure the transition specialist has the resources and authority needed to perform the job |
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| 1.B.2.d. | <p>Establish a workgroup to determine the level of representation of professional and industry standards in the Sunshine State Standards and recommend how gaps can be addressed</p> <p>1.B.2.d.1. Department of Education convened a select group of educators, business leaders, family members and university experts to analyze the alignment/misalignment of professional and industry standards and the Sunshine State Standards</p> <p>1.B.2.d.2. This group recommends to the state board corrective actions that will incorporate into Sunshine State Standards the critical professional and industry standards in which our students should be able to document competence upon completion of their vocational high school course and/or technical courses, and articulate for the diverse student population</p> <p>1.B.2.d.3. The Sunshine State Standards are modified by 2007, by the State of Florida to incorporate the professional and business and industry standards referenced above as appropriate</p> <p>1.B.2.d.4. School districts are held accountable for their instructional integrity leading to successful documentation by students of competence in the adjusted standards</p> |
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1.C. Curricular and program options based on professional and industry standards:

1.C.1. All students have access to individualized services and supports

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|----------|--|
| 1.C.1.a. | <p>Evaluate current funding allocations in order to provide services and supports (federal & state)</p> <p>1.C.1.a.1. Federal and state funds have been reallocated to increase services and supports to students by 25% and are based on professional and industry standards</p> |
| 1.C.1.b. | <p>Review and adjust principal competencies to reflect universal design</p> <p>1.C.1.b.1. Competencies for Florida's site-based administrators have been revised to reflect the concepts of universal design by the 2006-2007 school year</p> |
| 1.C.1.c. | <p>The State develops and districts provide training for school administrators through professional associations ("the why & the how" of universal design)</p> <p>1.C.1.c.1. Boards of at least three school administrators' professional associations approved universal design professional development programs for their membership for the 2007-2008 school year</p> |

- 1.C.1.c.2. Over 50% of the membership of school administrators' professional associations have completed one or more professional development programs in the concepts of universal design by the 2009-2010 school year
- 1.C.1.d. Ensure appropriate comprehensive assessment & planning for all students (curriculum, career, etc., ongoing and as needed)**
 1.C.1.d.1. Persons who provide student assessments and program planning have received appropriate training or updates on an annual basis as reflected in the Individual Professional Development Plans by the 2006-2007 school year
- 1.C.1.e. Consultants and related services provide technical assistance in an individualized and comprehensive manner**
 1.C.1.e.1. Individualized and comprehensive technical assistance has increased 25% by 2006-2007 school year as indicated by examination of Individual Education Plans, Transition Plans, and family and student satisfaction measures
- 1.C.1.f. Provide support (state & local) for the implementation of research-based practice of service delivery models (co-teach, support facilitation) in the classroom and school-wide**
 1.C.1.f.1. Innovative service delivery models have been implemented in 65% of schools educating students in grades 6-12 by 2007-2008
- 1.C.1.g. Provide support for the implementation of non-traditional educational delivery**
 1.C.1.g.1. Seven demonstration sites for non-traditional education delivery are operational by 2009-2010
- 1.D. Learning environments that are small and safe:**
1.D.1. All students will have access to multiple alternative learning environments acknowledging the diverse student population and incorporating Positive Behavior Support systems to ensure a safe and effective learning process will occur
- 1.D.1.a. Schools will provide learning environments that are flexible and meet changing needs.**
 1.D.1.a.1. Accommodations page on Individual Education Plan documents use of a variety of learning methods and modalities
 1.D.1.a.2. Brochures document all school choices and are readily available to parents and students

1.D.2. All learning environments are effective and safe

1.D.2.a.

All schools participate in Positive Behavior Support system

- 1.D.2.a.1. Staff development data shows training details for each county
- 1.D.2.a.2. Teacher evaluations reflect the use of Positive Behavior Support systems in the observation process

1.E. Supports from and by highly qualified staff:

1.E.1. All teachers and administrators have the expectation that all students can work toward the Sunshine State Standards

1.E.1.a.

All instructional personnel and administrators are required to participate in professional development that promotes the knowledge and expectations that all students can be successful working on the Sunshine State Standards

- 1.E.1.a.1. All will demonstrate knowledge of No Child Left Behind, IDEA, 504, and the federal Guideposts for Success Table (Framework)
- 1.E.1.a.2. Forums are provided that showcase research-based practices where students are successful
- 1.E.1.a.3. Multiple strategies and resources are available and utilized in teaching the Sunshine State Standards
- 1.E.1.a.4. State/District policy exists which ensures access to Sunshine State Standards core training for all teachers and administrators in a variety of staff development formats

1.E.2. Instructional personnel participate in core staff development impacting instruction and proficiency in instructional competencies for Sunshine State Standards as evidenced by student achievement

1.E.2.a.

Department of Education and districts break down barriers that isolate programs by supporting increased collaboration between local school districts and key partners in planning and delivery of professional development

- 1.E.2.a.1. District calendar reflects increased opportunities for collaborative staff development
- 1.E.2.a.2. Increased staff development and implementation occur due to increased or reallocated Department of Education/District resources
- 1.E.2.a.3. A district training plan reflects organization and collaboration of scientifically validated programs known to increase student achievement

1.E.2.b.

Districts provide staff development opportunities that promote professional growth and fidelity of implementation

- 1.E.2.b.1 Support to ensure fidelity of implementation has been provided by a cadre of coaches and mentors
- 1.E.2.b.2 Teachers have available access to a variety of professional networking formats

1.F. Access to an assessment system that includes multiple measures; and

1.F.1. *The legislature recognizes and addresses the concerns related to the need for multiple assessment*

1.F.1.a.

The Department of Education works with university researchers to examine appropriate alternate assessment(s) for the purpose of measuring individual student progress from year to year (for students earning a special diploma)

- 1.F.1.a.1. Research is completed by universities that defines how assessments effectively measure individual student progress from year to year (for students earning a special diploma)
- 1.F.1.a.2. The State Board of Education/legislature adopts recommended academic assessment(s)
- 1.F.1.a.3. Student progress (measured by alternate assessment) is calculated into the school grade

1.F.2. *Through the knowledge of the student's aptitudes, transition goals are established, developed and implemented*

1.F.2.a.

School-level teams understand student criteria for accommodations

- 1.F.2.a.1. School-level staff understands why and how accommodations are necessary for student success through the assessment process and the subsequent goal development to facilitate successful transition
- 1.F.2.a.2. Districts train personnel and ensure that appropriate accommodations are provided district-wide and student goal development is successfully accomplished for the diverse student population
- 1.F.2.a.3. A reporting mechanism to the districts from the schools is used to document student transition successes

1.G. Graduation standards that include options

1.G.1. Clearly defined multiple graduation options are consistently implemented statewide

1.G.1.a.

FL Department of Education adopts policies and procedures that require consistent implementation to support these options

1.G.1.a.1.

School districts have been monitored by the FL Department of Education for compliance with State Board of Education rules requiring consistent implementation of multiple graduation options (33% of districts each school year beginning 2005-2006)

1.G.1.b.

Students are enrolled in general education courses with appropriate models of support

1.G.1.b.1.

Core classes with appropriate models of support have increased by 50% statewide by 2008-2009

1.G.1.b.2.

Each school district has increased the number of students by 35% enrolled in core classes with appropriate models of support by 2008-2009

1.G.1.b.3.

Specialized instructional support has been documented on students' Individual Education Plans, AIP's, LEP's and/or Transition Individual Education Plans and is monitored by the FL Department of Education

1.G.2. Alternate, meaningful graduation options based on student needs will be available

1.G.2.a.

Establish a Governor's Blue Ribbon Task Force to explore the relationship between existing graduation options and rates, and make recommendations for improvement

1.G.2.a.1.

A Governor's Blue Ribbon Task Force on graduation options and rates recommends State Board of Education rule revisions to be implemented by 2007-2008

1.G.2.b.

Department of Education will implement recommendations of the aforementioned Blue Ribbon Task Force to increase graduation rates for all students

1.G.2.b.1.

The graduation rate for FL students has increased by 15% by 2009-2010

1.G.3. All stakeholders (parents, students, teachers and administrators) are informed of the graduation options and their implications

1.G.3.a.

School districts provide information in multiple formats and settings (video, CD, web, pamphlets, meetings, etc.)

1.G.3.a.1.

Through a variety of formats stakeholders report they have been fully informed of their options and implications as evidenced by survey measures

- 1.G.3.b. Teams (Individual Education Plan, 504, AIP, LEP, etc.) will explain and discuss diploma options and their implications each time academic/behavioral interventions are considered**
1.G.3.b.1. Documentation of explanations and discussions are included in FL Department of Education compliance monitoring activities

In addition, youth with disabilities need to:

1.H. Use their individual transition plans to drive their personal instruction, including extra supports such as tutoring, as necessary; include strategies and supports to continue the transition process post-schooling;

1.H.1. Youth are supported by highly qualified transitional support staff who may or may not be school staff.

1.H.1.a. The Department of Education provides regional trainings and networking meetings highlighting research-based practices for school and district experts

- 1.H.1.a.1. All FL school districts participate in the state sponsored training
1.H.1.a.2. Regional transition technical assistance networks are established by 2005-2006

1.H.1.b. Utilize innovative funding sources to establish a transition case manager at each high school
1.H.1.b.1. By 2007-2008 school year, 33% of FL high schools have the transition case manager position

1.H.1.c. Each district will have an active, current interagency council that meets regularly to identify barriers and develop solutions for a successful transition for all students
1.H.1.c.1. All district ESE directors report the existence of an active and responsive interagency council as evidenced by response to electronic surveys from the Department of Education

1.H.2. Research-based practices are used by all participants in the transition process

1.H.2.a. The Department of Education develops an easy to follow framework for Individual Education Plan development, implementation and monitoring to begin at age 14 or younger if determined appropriate by the Individual Education Plan team
1.H.2.a.1. Each FL school district has submitted to Department of Education an approved transition framework by 2006-2007 school year

1.H.2.b. Showcase research-based practices of transition collaboration in a variety of formats (videos, workshops, newsletters, expos, etc.) to educate all stakeholders

- 1.H.2.b.1. All regional transition technical assistance networks showcase research-based practices at scheduled meetings
- 1.H.2.b.2. An appropriate venue has been established to serve as a clearinghouse for the above practices

1.I. Access specific and individual learning accommodations while they are in school;

1.I.1. *Teams (such as Individual Education Plan, 504, AIP) use a systematic process to identify, implement and assess the impact of instructional/assessment accommodations for individual students*

1.I.1.a.

Accommodations are determined using student data and reviewed on an annual basis

- 1.I.1.a.1. Students, parents and professionals provide input in the determination of accommodations and their effectiveness
- 1.I.1.a.2. Student achievement data (formal and informal) is used in determining accommodations and their effectiveness

1.I.1.b.

Provision of accommodations in schools is monitored

- 1.I.1.b.1. Schoolwide plan for dissemination of individual student accommodations has been implemented
- 1.I.1.b.2. Teachers are aware of and provide access to individual student accommodations
- 1.I.1.b.3. Schools are monitored by district personnel for individualized provision of accommodations

1.I.2. *Department of Education and school districts disseminate information and training about accommodations for instruction and testing to educators, parents, students and agency personnel*

1.I.2.a.

Department of Education develops and maintains information in a variety of formats--brochures, books, website, video, CD, multiple language--about accommodations especially for students and parents in different levels

1.I.2.b. Department of Education develops and maintains information in a variety of formats about accommodations especially for educators and agency personnel

1.I.2.c. Department of Education provides replicable training programs for school and agency personnel to increase knowledge of accommodations (what they are, who needs them and why, how to use them, how to evaluate their effectiveness)

1.I.2.d. Department of Education in conjunction with local educational authorities provides replicable training programs for students and parents to increase knowledge of accommodations (what they are, what they do, how to access them, how to use them, how to evaluate effectiveness, how to use in post-secondary and workplace environments)

1.I.2.e. Develop materials on accommodations in special areas (such as art, music, PE)

- 1.1.2.a-e.1. Department of Education has continued funding for special projects designed to produce information on accommodations, including special areas of art, music, and PE
- 1.1.2.a-e.2. Special projects continue to provide train-the-trainer opportunities in a variety of formats for all stakeholders

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2. Career Preparation and Work-Based Learning: Career preparation and work-based learning experiences are essential in order to form and develop aspirations and to make informed choices about careers. These experiences can be provided during the school day, through after-school programs and will require collaborations with other organizations. All youth need information on career options, including:

2.A. Career assessments to help identify students' school and post-school preferences and interests;

2.A.1. *Career assessments are individualized and begin at the middle school level through a collaborative effort of students, parents, educators, rehabilitation professionals, and community partners.*

2.A.1.a.

Educational institutions, agencies and public and private providers will utilize a variety of research-based, easy to-use, accessible, comprehensive formal and informal assessment tools to include in portfolios

2.A.1.a.1.

Every exiting 8th grade student has completed a career portfolio which includes a variety of career assessments and career exploration activities

2.A.1.a.2.

Every student's career portfolio is reviewed, updated and signed annually through high school, by the student, under the supervision of designated staff and accompanies the student upon exiting high school

2.A.1.b.

Individualized comprehensive assessments will be implemented through a collaborative process including school, parents, agencies and students

2.A.1.b.1.

Schools, parents, agencies and students collaboratively plan and implement a comprehensive career assessment system which clearly delineates roles and responsibilities

2.A.1.b.2.

Information gathered from assessments is used in developing each individual's personal plan (Individual Education Plan, Transition Individual Education Plan, IPE, career plan, etc.)

2.A.1.c.

Training will be provided to all stakeholders to include teachers, parents, guidance counselor and agency staff on how to utilize a variety of research-based assessments

2.A.1.c.1.

Department of Education in conjunction with local educational authorities provides ongoing training on the administration of a variety of research-based career assessments to schools, agencies, counselors, parents and other stakeholders

2.A.1.c.2.

Department of Education in conjunction with local educational authorities provides ongoing training on use of assessment results in development of personal plans

2.A.1.d.

Develop Career Counselors to assist all students in exploring and expanding employment opportunities

- 2.A.1.d.1. Each secondary school has designated and qualified a staff person as a career counselor
- 2.A.1.d.2. Each student has met with an occupational/career counselor annually to develop/update the individual's career plan
- 2.A.1.d.3. High schools have a ratio of 1 career counselor to 150 students
- 2.A.1.d.4. High schools have a ratio of 1 career counselor to 50 students with disabilities

2.A.2 *All students have access to ongoing opportunities to explore their interest through participation in job shadowing, internships, mentoring programs and exposure to post-secondary education*

- 2.A.2.a.** **School districts develop and implement a comprehensive career development process that includes a variety of school and community activities designed to ensure that students reach their desired post-school outcomes**
 - 2.A.2.a.1. School districts have developed and implemented a career development process to include, but not limited to, career exploration, job shadowing, internships (paid and unpaid) and mentoring programs

- 2.A.2.b.** **School districts develop and maintain strong community partnerships with a wide variety of stakeholders including businesses, local government agencies and others to implement comprehensive career development and the life-long learning process**
 - 2.A.2.b.1. An increased number of business/government/agency and other community partners are collaboratively supporting career development opportunities (e.g. job shadowing, mentoring, internships, etc.) as documented through local records, cooperative agreements and other means of documentation at the district level

2.B. Structured exposure to post-secondary education and other life-long learning opportunities;

2.B.1 *Options are in place to increase access to meaningful career technical and work experience opportunities that lead to individually chosen employment outcomes*

- 2.B.1.a.** **Students will develop and maintain career portfolios beginning at age fourteen for use in job interviews and other career development activities**
 - 2.B.1.a.1. Each student has begun development of a career portfolio at age 14
 - 2.B.1.a.2. Students exit secondary programs with a completed career portfolio
- 2.B.1.b.** **K-12 schools will prepare each student with basic academic and functional life skills for**

employment and post-secondary education

- 2.B.1.b.1. Schools have identified a functional life skills curriculum
- 2.B.1.b.2. Schools have implemented identified curricula
- 2.B.1.b.3. Each student has evidence of functional life skills preparedness in his career portfolio

2.B.1.c.

Local Education Authorities develop and implement a “basic skills” policy to ensure equal access for all students

- 2.B.1.c.1. Every Local Education Authority has developed a basic skills (TABE) exemption policy based on state board rule
- 2.B.1.c.2. Every Local Education Authority has implemented a basic skills (TABE) exemption policy based on state board rule
- 2.B.1.c.3. Every Local Education Authority has documented evidence of exemptions granted

2.B.1.d.

K-20 schools along with public and private service providers will develop partnerships with businesses and corporations to provide access to meaningful, technical and work experience opportunities that lead to individually chosen employment options

- 2.B.1.d.1. Schools maintain partnership agreements with businesses and corporations that provide work experience opportunities for students
- 2.B.1.d.2. Schools record numbers of students that participate as a result of those agreements

2.B.1.e.

Businesses and schools will be trained to provide appropriate accommodations to individuals in career preparation training

- 2.B.1.e.1. School districts in conjunction with local businesses developed training on provision of appropriate accommodations in career preparation
- 2.B.1.e.2. Training is provided to interested parties
- 2.B.1.e.3. A record is kept of trained participants

2.B.1.f.

K-12 and community colleges provide appropriate accommodations to individuals in career preparation training

- 2.B.1.f.1. Evidence of appropriate accommodations provided to individuals by businesses, K-12 schools and community colleges is available as reported by individual, school data and agency

2.B.1.g.

K-20 schools, businesses, vocational/technical programs and community colleges will develop school to career programs leading to a diploma and/or certificate

- 2.B.1.g.1. Local districts identify key players to explore all options for post secondary and employment outcomes

- 2.B.1.g.2. Key parties meet and identify career opportunities within their district
- 2.B.1.g.3. Local K-12 schools, businesses, vocational/technical programs and community colleges identify existing programs
- 2.B.1.g.4. Local K-12 schools, businesses, vocational/technical programs and community colleges identify insufficiencies in existing programs
- 2.B.1.g.5. Local K-12 schools, businesses, vocational/technical programs and community colleges develop new school to career programs addressing identified gaps and insufficiencies which lead to a diploma, degree and/or certificate

2.B.2 *Options are in place and available to provide information and access to meaningful post secondary opportunities and experiences that lead to individually chosen careers*

2.B.2.a.

A statewide "A+ Transition Plan" will be developed for all students that will include career preparation curriculum, outcome measures and accountability

- 2.B.2.a.1. Components and format of an "A+ Transition Plan" that includes career prep curriculum, outcome measures and accountability are defined by State Board of Education
- 2.B.2.a.2. An "A+ Transition Plan" is developed by Department of Education with input from local school districts, families, students, etc.
- 2.B.2.a.3. Local school districts implement the "A+ Transition Plan"

2.B.2.b.

Career counseling in-service/courses are used to meet re-certification requirements for any discipline

- 2.B.2.b.1. State Board rule is developed to include career counseling in-services/courses to meet re-certification requirements for any discipline

2.B.2.c.

A statewide staff development curriculum is created for transition endorsement

- 2.B.2.c.1. Department of Education with input from various stakeholders develops a staff development curriculum for the transition endorsement
- 2.B.2.c.2. By July 2007 Department of Education establishes an endorsement for Transition Specialist
- 2.B.2.c.3. By July 2007, statewide task force headed by Department of Education develops the endorsement exam and independent study curriculum to lead toward an endorsement of Transition Specialist
- 2.B.2.c.4. A statewide certification program for schools and agencies is in place which provides training, technical assistance and evaluation for employment specialists

2.B.2.d.

Each school district will create articulation agreements between high schools, community colleges and tech centers to remove barriers and increase access to post-secondary opportunities for all students

- 2.B.2.d.1. Local school districts create articulation agreements
- 2.B.2.d.2. Articulation agreements are in place and signed by all parties
- 2.B.2.d.3. Increased numbers of students participate as a result of articulation agreements and as evidenced in district data sources

2.B.2.e.

All information regarding post-secondary options will be provided in a variety of formats

- 2.B.2.e.1. School districts identify existing formats for providing post secondary options
- 2.B.2.e.2. School districts identify the need for additional formats
- 2.B.2.e.3. Information is provided to all stakeholders in all formats

2.C. Exposure to career opportunities that ultimately lead to a living wage, including information about educational requirements, entry requirements and income potential, and

2.C.1. Partnerships within the community are in place in order to improve employment and career experience for all students

2.C.1.a.

Schools develop relationships with community businesses, corporations and post-secondary institutions

- 2.C.1.a.1. Each vocational program has a business advisory council with at least 3 members from different businesses who meet at least twice annually to review curriculum, equipment, materials, arrange site visits, job shadowing, internships, speakers, etc.
School job developers tour and analyze at least two new work sites per month during the school year
- 2.C.1.a.2. High schools in collaboration with local post secondary institutions host an annual program to expose students to training options
- 2.C.1.a.3. School personnel arrange a minimum of two field trips annually for students to visit local postsecondary institutions

2.C.1.b.

Schools will increase their involvement with the “workforce” system including businesses, workforce initiatives, business leaders and employment specialists (HR)

- 2.C.1.b.1. High schools have active representation on at least 2 community groups or sub-groups made up of business representatives, e.g. economic development council, workforce board, civic organizations, chambers of commerce, etc.

2.C.1.c.

A buy-in will be established of all interagency and community partners that will improve employment and career opportunities for all students

- 2.C.1.c.1. High schools and business partners have hosted an annual business in education day which will include information on the Wage and Earning Report for the county
- 2.C.1.c.2. High schools and post secondary institutions have expanded partnerships and/or cooperative agreements with local businesses, trade unions, and/or agencies to provide training and apprenticeship activities
- 2.C.1.c.3. Districts have a uniform process of measuring results in place which includes information on student participation and the impact of their participation in the annual business day and expanded partnerships

2.D. Training designed to improve job-seeking skills and work-place basic skills (sometimes called soft skills).

2.D.1. All diploma options require a course that teaches job preparation skills, incorporating high expectations and assistive technology

2.D.1.a.

Department of Education establishes a task force to revise existing statutes and state board rules to require infusion of job preparation skills into all classes, with input provided by potential employers

- 2.D.1.a.1. Recommendations are made to legislators through the task force report
- 2.D.1.a.2. Letters sent to legislators and local school boards from stakeholders supporting the revisions of existing statutes and school board rules to require the infusion of job preparation skills into all classes
- 2.D.1.a.3. Business partners (chambers of commerce, business advisory groups, interagency councils, civic organizations, etc.) are surveyed for input and support to make revisions to existing statutes and rules

2.D.1.b.

Provide training opportunities for school district personnel, students, parents and prospective teachers on the use of technology, especially assistive tech, in school and workplace beginning at the elementary school level

- 2.D.1.b.1. Department of Education has developed a statewide training curriculum in multiple formats that addresses the use of technology in the school and workplace for all students, parents, prospective teachers and all school district personnel
- 2.D.1.b.2. District school personnel and prospective teachers are trained in technology in various multiple formats and earn annual continuing education credits (CEU's)/staff development credit

2.E. Opportunities to engage in a range of work-based exploration activities such as site visits and job shadowing:

2.E.1. *A comprehensive plan, based on the student's preferences, individual needs, and utilizing a circle of support will provide a systematic approach and empower students to succeed in making an informed career choice*

2.E.1.a.

Self-determination training, including person-centered planning and self advocacy skills, is provided to students, teachers and counselors

- 2.E.1.a.1. Training materials and information have been developed on self-determination, person-centered training, self-advocacy and PATH
- 2.E.1.a.2. Training is presented in a variety of formats
- 2.E.1.a.3. Follow-up is provided to ensure application of training components

2.E.1.b.

Secondary schools ensure career planning includes a transition plan or graduation plan and career assessments

- 2.E.1.b.1. All students have a career portfolio which includes a transition plan and career assessment(s)

2.E.1.c.

Career plan training provided for counselors, educators, students, agency supports and families

- 2.E.1.c.1. Training materials and information have been developed and disseminated to counselors, educators, students agency supports and families

2.E.1.d.

Department of Education will develop a statewide measurement which measures success at all levels and evaluates the extent to which the "systems" are supporting students' goal-setting activities

- 2.E.1.d.1. Statewide system is developed to track post school outcomes to determine an increase in the positive school outcomes
- 2.E.1.d.2. System is implemented at state and district levels
- 2.E.1.d.3. Data is gathered through this system (district and state levels)
- 2.E.1.d.4. Data gathered is used to implement quality improvement with technical assistance support from Department of Education

2.F. Multiple on-the-job training experiences, including community service (paid or unpaid) that is specifically linked to the content of a program of study and school credit:

2.F.1. *Funding and information is available to all stakeholders on employment opportunities*

2.F.1.a.

All districts will engage in resource mapping in order to identify resources and gaps (collaborative teams of government, social service, school and business reps, consumers and parents)

- 2.F.1.a.1. All local stakeholders meet to do resource mapping to determine current funding sources available for career exploration, preparation and employment, as outlined above
- 2.F.1.a.2. All state stakeholders meet to do resource mapping to determine current funding sources available for career exploration, preparation and employment, as outlined above
- 2.F.1.a.3. At the meetings referenced above, gaps in services and funding are identified
- 2.F.1.a.4. Participants in above referenced meetings strategize what additional funds are needed and develop and implement plans for obtaining those funds

2.F.1.b.

Each high school will set up a student employment section to address needs of students seeking information on ways to get jobs, job postings from within district, scholarship info, and employment services for individuals with disabilities

- 2.F.1.b.1. Each high school has established a physical area and technology for maintaining information relating to career exploration, job seeking, post secondary education programs, financial aid, etc
- 2.F.1.b.2. Workshops are held annually for students and parents to explain the information/materials available in the high school career areas
- 2.F.1.b.3. A transition page is available on the school district/high school website with links to internet sources of information on job searches, post secondary education programs, financial aid, etc.
- 2.F.1.b.4. Internet links are established on websites of other community organizations with involvement/interest in transition

2.F.2. A comprehensive training and vocational program that provides a variety of community experiences is available to all students to assist in making informed choices

2.F.2.a.

Utilize business advisory and leadership networks to develop relationships and partnerships that provide a variety of work-related experiences for all students to make informed employment choices

- 2.F.2.a.1. Local educational entities (school districts, community colleges, etc.) and county economic development councils, workforce boards, etc. meet to analyze hard-to-fill career fields in the county
- 2.F.2.a.2. Local educational entities develop vocational training programs and internship/apprenticeship programs to encourage students to pursue those fields

2.F.2.b.

Provide and fund professional development opportunities for staff and stakeholders that enable them to develop, provide and oversee a comprehensive, sequential vocational and employment development program for students

- 2.F.2.b.1. Funding sources have been identified to assist teachers and front line staff to develop a comprehensive, sequential vocational and employment program model for students
- 2.F.2.b.2. Professional development program opportunities are provided to local districts for implementation of the employment program model
- 2.F.2.c. Legislate secondary school curriculum to implement creative scheduling, enabling availability for career development courses, community linkages and nationally recognized service learning opportunities**
- 2.F.2.c.1. Creative scheduling is in place facilitating students having more time during the school day for paid and limited unpaid work experiences
- 2.F.2.d. Require school districts to develop and implement a plan that will demonstrate an annual increase in community service, limited unpaid training in businesses and paid employment experiences**
- 2.F.2.d.1. An annual report is submitted to the Office of Workforce Education in Department of Education each school year tracking the number of unduplicated counts of students in voluntary and paid work experiences (in school and outside of school hours)
- 2.F.2.d.2. School personnel use results of this report to identify students who still need these experiences and design strategies for them to receive these experiences
- 2.F.3. Students have multiple opportunities to earn course credit for community experiences in a variety of settings**
- 2.F.3.a. Expand and develop collaborative partnerships with local community businesses and organizations to ensure all students have multiple opportunities for meaningful and relevant experiences based on student's informed choice**
- 2.F.3.a.1. High school employment specialists participate in various community business organizations to facilitate expanding paid and limited unpaid work experiences for students
- 2.F.3.a.2. Employment specialists tour and analyze at least 2 new job opportunities (which could include self-employment) per month during the school year to develop new job opportunities for paid and limited unpaid work experiences for students
- 2.F.3.b. Quality standards will be developed for community-based experience programs in which students earn course credit**
- 2.F.3.b.1. All school districts implement courses in their high school programs which enable more students to have paid and limited unpaid work experiences for course credit during the school day

2.G. Opportunities to learn and practice their work skills (“soft skills”): and

2.G.1. *Students have access to on-going opportunities beginning as early as appropriate to participate in individualized, paid employment at public/private sector employers as a method to develop and refine soft skills*

2.G.1.a.

Develop statewide staff/teacher training modules on soft skills utilizing information from research-based practices models with input from employers, parents, former and present students, teachers, school administrators, trade unions, etc.

- 2.G.1.a.1. Schools in conjunction with employers, parents, former and present students, teachers, school administrators and trade unions, etc. develop training on acquisition of “soft skills”
- 2.G.1.a.2. Districts provide training to education staff and other stakeholders
- 2.G.1.a.3. Districts maintain records of trained participants

2.G.1.b.

Provide training and monitoring on soft skills to all students via infusion of skills within existing curriculum and/or by requirement of career preparation course

- 2.G.1.b.1. Districts identify courses where soft skills can be infused
- 2.G.1.b.2. Training of soft skills is infused in regular curriculum and/or career preparation courses
- 2.G.1.b.3. These courses are required as measured by student enrollment (schedule)

In addition, youth with disabilities need to:

2.H. Understand the relationships between appropriate financial and benefits planning and career choices:

2.H.1. *Students with disabilities will know what financial supports are available, will have access to them through benefits planning, and understand how the process works*

2.H.1.a.

School districts will develop user-friendly resource guide and include financial support discussion time during Transition Individual Education Plan

- 2.H.1.a.1. School districts identify available financial support for students with disabilities
- 2.H.1.a.2. School districts develop a user-friendly community resource guide in multiple formats (including websites, emails, addresses, contact information, etc.) and updated annually that contains available financial benefits including Benefits Planning Assistance and Outreach information
- 2.H.1.a.3. The user-friendly community resource guide is used at Transition Individual Education Plan meetings by recording its use on the Transition Individual Education Plan
- 2.H.1.a.4. The user-friendly community resource guide is disseminated to all concerned stakeholders

2.H.1.b.

School districts in collaboration with Benefits Planning Assistance and Outreach will educate counselors and staff regarding benefits planning

- 2.H.1.b.1. School district staff and Benefits Planning Assistance & Outreach staff meet to determine the best means to educate counselors and ESE personnel on appropriate referrals for benefits planning and developed an action plan
- 2.H.1.b.2. School districts and Benefits Planning Assistance & Outreach staff implement a plan to educate counselors and ESE personnel on benefits planning referrals
- 2.H.1.b.3. BPAO's are utilized as an Individual Education Plan resource to provide benefits planning, information and referral

2.H.1.c.

Federal Benefits Planning Assistance and Outreach program expanded within the state of Florida

- 2.H.1.c.1. Federal funds are identified to support Benefits Planning Assistance & Outreach expansion
- 2.H.1.c.2. Federal funds are allocated to expand Benefits Planning Assistance & Outreach program
- 2.H.1.c.3. Additional Benefits Planning Assistance & Outreach programs or expansion of existing programs occurs

2.I. Access supports and accommodations for work and community living:

2.I.1. Information necessary to expand the understanding of available resources is provided and available to all stakeholders in order to create a broader range of employment options

2.I.1.a.

Expand the involvement of and provide information to the community and business sector in all aspects of the employment of individuals with disabilities

- 2.I.1.a.1. Interagency councils assess the current level of involvement of local businesses in employment of individuals with disabilities
- 2.I.1.a.2. Interagency councils expand the number of local for profit and not for profit businesses on council
- 2.I.1.a.3. Interagency council develops an action plan to increase number of Individuals with disabilities employed within local area profit and not for profit businesses
- 2.I.1.a.4. More persons with disabilities are employed (FETPIP)

2.I.1.b.

Provide training and expand information dissemination to local districts on the identification and development of federal, state and local resources using multiple formats and a variety of media to create a broader and wider range of employment options

- 2.1.1.b.1. Workforce development boards develop a process for disseminating information on federal, state and local resources to local school districts, community colleges, students, parents, agencies, etc.
- 2.1.1.b.2. Workforce development boards disseminate the information by training, brochures, meetings, etc.
- 2.1.1.b.3. Information is available and used in multiple formats and variety of media

2.1.2. *Funding streams are flexible in order to provide individualized supports (in all life areas) so that an enhanced quality of life can be experienced*

2.1.2.a.

Research existing funding opportunities for individualized supports for students with disabilities directed toward post school outcomes and quality of life issues through collaboration among local agencies, state agencies, businesses, private and personal funding sources, and interstate collaboration

- 2.1.2.a.1. Benefits Planning Assistance and Outreach personnel disseminate existing funding resources to interested stakeholders including Agency for Persons with Disabilities waiting list clients
- 2.1.2.a.2. Information is disseminated in multiple formats and a variety of media
- 2.1.2.a.3. Social security and other agencies report increased use of services, e.g. PASS plans developed

2.1.2.b.

Develop new funding opportunities for individualized supports for post school outcomes and enhanced quality of life for Exceptional Student Education students through collaboration among local agencies, state agencies, businesses and private funding sources, and interstate collaboration

- 2.1.2.b.1. Potential new sources of funding, private and public, are researched and identified
- 2.1.2.b.2. Actual new funding sources are identified
- 2.1.2.b.3. New funding sources are implemented
- 2.1.2.b.4. Reciprocity agreements regarding med waiver disability are developed
- 2.1.2.b.5. Reciprocity agreements are enacted (legislation, etc.)
- 2.1.2.b.6. Investigate funding strategies in other states
- 2.1.2.b.7. Plan is developed to incorporate/adapt other state funding strategies

2.1.2.c.

Develop marketing strategies to communicate funding sources to students and families

- 2.1.2.c.1. Agency/council is identified to be responsible for developing marketing strategy
- 2.1.2.c.2. Identified agency/council develops a marketing plan that includes use of multiple formats and multiple media sources
- 2.1.2.c.3. Funding agencies report an increase in communication with potential new students and families

2.J. Learn to communicate their support and accommodation needs to prospective employers and service providers

2.J.1. Supports and accommodations at work, home, and in the community are identified through an individualized planning process

- 2.J.1.a. Provide training and information and education resources on SD, transition and inclusion that involves individuals with disabilities and their circles of support in order to develop and implement quality, individualized plans to enable the individual to achieve his/her desired post school outcomes**
- 2.J.1.a.1 School districts develop training and follow-up component, that includes information and resources on self-determination, transition, accommodations and modifications
 - 2.J.1.a.2 School districts deliver training that includes information and resources on self-determination, transition, accommodations and modifications to a variety of stakeholders, which would include families and caregivers
 - 2.J.1.a.3 School districts monitor the implementation of training components as indicated in the follow-up component

2.J.1.b.

To ensure that identified supports and accommodations are available and accessible, interagency collaboration which includes agency and school personnel decision-makers will improve and expand partnerships to include workforce alliance community organizations, employers and other non-profits to help individuals with disabilities gain access to employment, community resources, etc. (entrepreneurships)

2.J.1.b.1 Interagency councils evaluate current membership to ensure that council membership includes representatives from workforce alliance community type organizations, potential employers, and non-profit organizations (i.e., Volunteer Florida, School Board personnel, city government, county government, etc.)

2.J.1.b.2 Interagency councils expand membership to include representatives from workforce alliance community type organizations, potential employers, and non-profit organizations (i.e., Volunteer Florida, School Board personnel, city government, county government, etc.)

2.J.2. Training programs are in place to address the specific needs of students, families, employers, educators, and the community in the areas of supports and accommodations.

- 2.J.2.a. Expand and increase outreach, networking and training opportunities across specific groups (students, families, employers, educators and community stakeholders) to inform, educate and ensure**

that all parties understand and have working knowledge of the supports and accommodations necessary for the successful transition of students from school to post school outcomes (education to employment)

2.J.2.a.1.

Each high school establishes training materials to include 1) examples of accommodations and supports for employment that explain the many levels of accommodations and supports (e.g. a headset for phone use to accommodating a wheelchair in a restroom, a natural support from a co-worker or regular visits by a job coach); 2) information for accommodations and supports from area post secondary education institutions such as community colleges, universities, vocational and transitions schools; 3) work incentives available for SSA beneficiaries

2.J.2.b.

Launch a focused public relations campaign (multi-media) to educate all members of the community on disability issues including opportunities for statewide and local career and employment conferences

2.J.2.b.1.

Each district partners with local media and collaborates with area workforce boards, community providers and employers to host a community career/job fair in order to demonstrate career options and local workforce needs, and to interview student applicants

3. Youth Development & Leadership: In order to control and direct their own lives based on informed decisions, all youth need:

3.A. Mentoring activities designed to establish strong relationships with adults through formal and informal settings

3.A.1. *Long-term local support structures are in place to facilitate successful mentoring experiences for youth with and without disabilities*

3.A.1.a.

Infrastructure will be available to support a variety of adult mentoring activities

- 3.A.1.a.1. Existing groups (businesses, corporations, civic and other community groups) interested in mentoring are identified
- 3.A.1.a.2. Local teams facilitate mentoring match process between the students and civic groups (mentors) with the assistance of student's school
- 3.A.1.a.3. Local teams evaluate yearly the participation of partnerships and the need to find additional resources

3.A.2. *Youth have the basic skills necessary to establish and maintain successful mentoring*

3.A.2.a.

Provide technical assistance on strategies for implementation based on resources and population served

- 3.A.2.a.1. The implementing organization develops a set of research-based practices for mentoring
- 3.A.2.a.2. The organization provides technical assistance to local field organizations

3.A.2.b.

Develop a method for assessing students' skills and progress

- 3.A.2.b.1. The implementing organization develops a method for assessing student's skills and progress

3.A.2.c.

Develop a "How-to" book of resources and strategies for successful mentoring programs

- 3.A.2.c.1. The implementing organization develops a "how-to" book (the implementing organization may be the Governor's Mentoring Program)

3.B. Peer-to-Peer mentoring opportunities

3.B.1. *School and community opportunities for peer-to-peer mentoring are available in school and community designed to establish strong relationships*

- 3.B.1.a.** **Infrastructure will be available to support school and community peer to peer mentoring activities**
 3.B.1.a.1. Existing youth groups whose mission is transition and peer to peer mentoring are identified (high school career clubs, 4-H, Explorer Posts, etc.)
 3.B.1.a.2. Peer to peer mentoring organizations are developed and expanded to meet a specified portion of local students
 3.B.1.a.3. Resource mapping of public and private resources is done
 3.B.1.a.4. Additional youth groups are created to fill any remaining gaps
- 3.B.1.b.** **Develop requirements for high school, college, university for volunteer peer to peer mentoring**
 3.B.1.b.1. Requirements for high school, college, university students to serve as volunteer peer mentors are established
- 3.B.1.c.** **Conduct research to determine current State Board of Education rules and policies to require peer mentoring activities in K-20 system**
 3.B.1.c.1. Research is conducted to determine current State Board of Education rules and policies, and current practices in peer mentoring
- 3.B.1.d.** **Revise or develop new State Board of Education rules or policies to require peer mentoring activities in the K-20 system**
 3.B.1.d.1. State Board of Education rules and policies are revised to require peer mentoring
- 3.B.1.e.** **Local education agencies implement peer-mentoring activities in accordance with State Board of Education rules and policies; data is reported to State on a regular basis**
 3.B.1.e.1. School districts implement peer mentoring activities and report data to Department of Education annually
 3.B.1.e.2. Students are referred to and enrolled in school sponsored peer mentoring activities

3.C. Exposure to role models in a variety of contexts;

Role Model: A person who serves as a model in a particular behavioral or social role for another person to emulate
 Mentor: A wise and trusted counselor or teacher

- 3.C.1.** *Role model programs will expose students to careers and employment by modeling through a variety of employment/career options*

3.C.1.a.

The State will develop policy to integrate career development and role model programs into K-20 academic curricula

3.C.2. *Disability sensitivity training is available to groups (businesses, corporations, civic and other community groups), community leaders and youth so they are better able to include individuals with disabilities*

3.C.3. *Comprehensive training for role models and programs facilitating exposure to role models is made available*

3.C.3.a.

Designate an agency to be responsible for training in disability sensitivity, cultural sensitivity and other necessary supports (to recruit and train role models) to facilitate youths' exposure to role models

3.C.3.b.

Create and implement a public awareness campaign focused on disability sensitivity training and other supports to include youth and other groups which include role models, e.g. chambers of commerce, economic development organizations, businesses, corporations, civic and other community groups, etc.

3.C.3.c.

Identify and/or develop training materials to be used by the community and schools

Note: These benchmarks are for goals 3.C.1., 3.C.2., and 3.C.3.

3.C.1-3.a-c.1. Entities are identified and responsible for business, community and school partnerships for career role model development

3.C.1-3.a-c.2. Current training and activities supporting youth exposure to role models are identified

3.C.1-3.a-c.3. Gaps and overlaps in resources that have responsibility for implementing youth exposure to role models are identified

3.C.1-3.a-c.4. Training materials and marketing plan is developed to fill gaps

3.C.1-3.a-c.5. Activities are implemented exposing youth to role models through traditional and nontraditional methods

3.C.1-3.a-c.6. Yearly evaluation of role model programs occurs

3.D. Training in skills such as self-advocacy and conflict resolution

3.D.1. *Students are self-determined and advocate for themselves and resolve conflicts in an appropriate manner*

3.D.1.a.

Throughout the state, school district staff, families, agency staff and community partners collaboratively plan and implement self-determination and conflict resolution activities for students

3.D.1.b.

Research and monitor self-determination and conflict resolution activities to ensure increased effectiveness of research-based practices

Note: These benchmarks are for strategies 3.D.1.a. and 3.D.1.b.

- 3.D.1.a-b.1. Self determination and conflict resolution activities are researched to ensure implementation of research-based practices
- 3.D.1.a-b.2. All school districts adopt a policy identifying self determination and conflict resolution as a priority
- 3.D.1.a-b.3. All stakeholders collaboratively plan and implement self determination and conflict resolution activities in all school districts
- 3.D.1.a-b.4. Adequate funding is provided to support self determination and conflict resolution activities and financial incentives are provided for school districts to meet benchmarks established for research-based practices
- 3.D.1.a-b.5. Students are placed in youth-led groups and other situations and gain experience in applying new skills
- 3.D.1.a-b.6. Implementation of self determination and conflict resolution activities is monitored to document measurable results (impact) and improve effectiveness of the activities

3.E. Exposure to personal leadership and youth development activities, including community services and opportunities to exercise leadership;

3.E.1. Local infrastructure supports personal leadership in the areas of schools, community services and employment

3.E.1.a.

Create local infrastructure in a community by identifying local partnerships and/or providers that can foster personal leadership in students

- 3.E.1.a.1. Partnerships are developed between the schools, businesses, organizations, local providers such as faith-based organizations, local city/county government, Explorer Posts, 4-H and community-based organizations, and other organized volunteer groups
- 3.E.1.a.2. Memos of understanding are developed between schools and provider organizations
- 3.E.1.a.3. Students are referred to and enrolled in WIA and TANF programs offered at one-stop centers and/or other providers
- 3.E.1.a.4. Process of evaluation is developed and implemented to measure the support of personal leadership through the partnerships
- 3.E.1.a.5. Local infrastructure promotes youth leadership opportunities through civic outreach and engagement

3.E.2. *Resources and tools are available for students to develop, expand and exercise personal leadership skills*

- 3.E.2.a.** **Develop local area resource map and a process for students to access information to help student further develop and assess personal leadership skills**
- 3.E.2.a.1. Local interagency councils and school districts identify local partnerships and resources necessary to implement a process for students to develop and assess personal leadership skills
 - 3.E.2.a.2. Local partnerships evaluate the extent to which youth access the resources and increase their personal leadership skills

Youth with disabilities also need:

3.F. An understanding of disability history, culture, and disability public policy issues as well as their rights and responsibilities

3.F.1. *Students with disabilities know the laws and use them to effectively self-advocate*

- 3.F.1.a. Educate students about rights and responsibilities**
3.F.1.a.1. School districts educate students concerning their rights and responsibilities as measured by indicators of quality Individual Education Plans
- 3.F.1.b. Coach students and give them opportunities to practice advocacy**
3.F.1.b.1. School districts coach students and provide opportunities to practice self-advocacy skills

3.F.2. *Disability education is part of the general education curriculum*

- 3.F.2.a. Social studies curricula/standards are modified to include both top-down and bottom-up approaches**
3.F.2.a.1. Department of Education has modified social studies/standards to reflect top-down (e.g. great leaders) and bottom-up (e.g. social movements)
- 3.F.2.b. Disabilities history, culture, and awareness included with bottom-up approach**
3.F.2.b.1. Disability history, culture and awareness is included in the bottom-up curriculum

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Connecting Activities: All youth may also need one or more of the following:

4.A. Mental and physical health services:

4.A.1. *There will be a coordinated, person-centered, community-based system of mental and physical health care for youth and young adults with disabilities to address their medical, mental health, substance abuse and dental care needs.*

4.A.1.a.

Identify stakeholders at state and local level

4.A.1.a.1.

A permanent statewide Youth/Young Adult Transition Board, comprised of local stakeholders is operational

4.A.1.b.

Conduct statewide and local system needs assessment including fiscal analysis and review of required/existing assessments and strategic plans

4.A.1.b.1.

Annual local and statewide transition needs assessments are conducted and analyzed

4.A.1.c.

Create person centered vision, which is specific and measurable

4.A.1.c.1.

Transition plans and Transition Individual Education Plans are person-centered with specific mental, physical, and oral health care goals

4.A.1.d.

Identify and allocate funding to address needs and priorities of youth

4.A.1.d.1.

Mental, physical, and oral health care needs and priorities are reviewed annually by Youth/Young Adult Transition Board

4.A.1.e.

All youth and young adults have access to the mental, physical, substance abuse and dental health care services and supports they require

4.A.1.e.1.

Implementation of mental, physical, substance abuse and dental health care occurs by physicians, school referral and self-referral, and is available from birth to young adulthood, is required in the transition plan, and followed by an ongoing cycle of evaluation and monitoring of measurable results

4.A.2. *Training programs, information and resources regarding mental and physical health services are available to professionals, families and youth*

4.A.2.a.

Obtain funding for providing training and identifying resources for health care providers

- 4.A.2.a.1. Health care providers receive professional education and training on adolescent health, disabilities, and childhood onset medical conditions and the transition from pediatric to adult oriented health care
- 4.A.2.b. Identify and organize multidisciplinary partners, including youth and families, to provide training and resource development**
- 4.A.2.b.1. Training and resource development is provided by multidisciplinary partners, including youth and families
- 4.A.2.c. Identify/develop, disseminate resources and provide training in multiple accessible formats and venues to multiple stakeholders**
- 4.A.2.c.1. Training is provided in multiple accessible formats and venues to all stakeholders
- 4.A.2.d. Children, youth and young adults shall have information and resources to deal with issues of sexuality, sexual orientation, and family planning in keeping with family choice for minors**
- 4.A.2.d.1. Information and resources are made available to children, youth, and young adults on issues of sexuality, sexual orientation, and family planning
- 4.A.3. Mental, physical, and oral health services are available to youth and young adults**
- 4.A.3.a. Organize, finance, deliver, and maintain family-centered, community-based, culturally-competent mental, physical, substance abuse and oral health services for all youth and young adults in Florida**
- 4.A.3.a.1. All youth and young adults have access to mental and physical health services
- 4.A.3.b. Implement the American Academy of Pediatricians' (AAP) Medical Home model for all youth and young adults**
- 4.A.3.b.1. The AAP's Medical Home model is implemented throughout the state of Florida
- 4.A.3.c. Support telemedicine services to increase accessibility**
- 4.A.3.c.1. Telemedicine services are established
- 4.A.3.d. Mental, physical, substance abuse and oral health assessment and evaluation (including functional behavior assessment) will be provided as appropriate**
- 4.A.3.d.1. Mental, physical, and oral health assessment and evaluations are provided to all youth and young adults as needed

4.A.4. All youth and young adults have adequate and affordable quality insurance

4.A.4.a.

Conduct international research to determine where quality health care systems exist and how quality insurance opportunities are available to all

- 4.A.4.a.1. A research report that identifies quality health care systems and insurance policies, in the US and internationally, is completed

4.A.4.b.

Perform a needs analysis to determine the best way to introduce new system, and organize coalitions of interest groups and advocates to develop grassroots effort around legislative platforms

- 4.A.4.b.1. All stakeholders and interested parties have access to a research-based report on quality health care systems and insurance opportunities

4.A.4.c.

Organizations partner to insure mental health parity

- 4.a.4.c.1. Legislation mandating mental health parity is passed in Florida

4.A.5. All youth and young adults have a safe living environment

4.A.5.a.

Identify and incorporate safety standards and research-based practices that should be a part of all programs where youth and young adults live, learn, work and play

- 4.A.5.a.1. Safety standards, based on research-based practices, are incorporated into relevant Florida statutes
4.A.5.a.2. Safety standards, based on research-based practices, are incorporated into the policies, practices, and procedures of relevant Florida programs, agencies, and associations

4.A.5.b.

Supports will provide a self-determined independent and safe environment for the individual with involvement of their support network

- 4.A.5.b.1. Supports are in place to ensure a self-determined independent and safe environment for all youth and young adults

4.A.5.c.

All schools will have a safe environment and a risk management policy

- 4.A.5.c.1. All Florida schools have a uniform safe environment and risk management policy

4.A.5.d.

Training on safety issues will be provided for youth, families, teachers, law enforcement, healthcare workers and other stakeholders

4.A.5.d.1. Safety education and training is provided to youth, families, teachers, law enforcement, healthcare workers and other stakeholders

4.A.5.e. Provide information and raise community awareness on how to keep youth and young adults safe where they live, learn, work, and play

4.A.5.e.1. Community-based safety awareness information and resources are available statewide

4.A.6. *Mental, physical, substance abuse and oral health care needs will be addressed in school-based transition plans*

4.A.6.a. All Transition Individual Education Plans will include goals and activities that support increased independence and understanding of mental, physical, and oral health care needs

4.A.6.a.1. Transition Individual Education Plans include goals and activities that support students' increased independence and understanding of their mental, physical, and oral health care needs

4.A.6.b. Templates will be developed that can be used to incorporate mental, physical, and oral health issues, goals, and activities into Transition Individual Education Plans

4.A.6.B.1. Templates regarding mental, physical, and oral health issues, goals, and activities are developed and used in school Transition Individual Education Plans

4.A.6.c. Interdisciplinary education and training about substance abuse, mental and physical health care issues, as well as activities that can help improve substance abuse, mental and physical health, will be provided to youth/young adults, their families, teachers, school administrative and support staff, healthcare professionals, and other stakeholders

4.A.6.c.1. Youth/young adults, their families, teachers, school administrative and support staff, healthcare professionals, and other stakeholders receive interdisciplinary education and training concerning substance abuse, mental and physical health care issues, goals, and activities

4.B. Transportation

4.B.1. Youth will have innovative, appropriate and affordable transportation to school, work, and leisure activities

4.B.1.a. Create innovative and appropriate transportation options using traditional and non-traditional transportation resources at the local level (such as carpooling, church van, vouchers, car donations, etc.), including funding for vehicle repairs

4. B.1.a.1 An inventory of existing transportation options (traditional and non-traditional) that exist in the community is performed; county provider receiving "transportation disadvantaged funds" does the inventory
4. B.1.a.2. As a result of the inventory a grid chart is developed that identifies the roles, areas of responsibility, overlaps and non-served areas
- 4.B.1.a.3. A meeting of all providers identified in the inventory takes place and discussions concerning elimination of the non-served areas occur; as a result of this meeting an action plan is in place to meet this need
- 4.B.1.a.4. A system is developed for connecting available local services with prospective youth in need of traditional and nontraditional transportation options

4.B.1.b. Create education and training programs to cover pedestrian, bicycles, driver's ed., public transit and other resources that promotes personal responsibility in transportation planning (e.g. 'finding wheels' curriculum)

4. B.1.b.1 A universal search is completed that identifies existing curriculum, training programs and transportation planning systems; this is done by dedicated staff within the school system, transportation disadvantaged staff, and other resources as appropriate
- 4.B.1.b.2. New training programs are developed to promote personal responsibility in transportation planning; this is done by dedicated staff within the school system, transportation disadvantages staff, and other resources as appropriate
- 4.B.1.b.3. Each curriculum, training program, etc. is evaluated to identify the appropriate population to benefit the most from its use
- 4.B.1.b.4. A syllabus is developed that is used by the school system to identify the most appropriate training tool for each population, class, etc. in schools

4.B.1.c. Advocate for dedicated dollars for innovative, appropriate public transportation (e.g. reallocate from Department of Transportation roadwork funding)

- 4.B.1.c.1. A coalition of individuals meets to explore the logistics to advocate for the redirection of DOT roadwork funds to public transportation; this group includes school system staff, parent groups, and disability advocacy groups
- 4.B.1.c.2. A work plan is developed that includes provisions for addressing legal issues, funding issues, state legislative issues, and federal legislative issues; this plan also includes a component that addresses the development of financial resources to increase the effectiveness of lobbying and advocacy efforts
- 4.B.1.c.3. Community advocacy agencies are identified which will place advocating for transportation dollars on their legislative agendas

- 4.B.1.c.4. Promotional papers are developed and a dissemination plan is approved to promote and advocate allocating transportation dollars for innovative, appropriate public transportation

4.C. Tutoring

4.C.1. *A system which supports specialized, required tutoring services is accessible to all youth*

4.C.1.a.

Research and report on research-based practices and benefits of tutoring, including peer tutoring

- 4.C.1.a.1. Department of Education completes research and drafts a report on the best research-based practices and benefits of tutoring

4.C.1.b.

Develop and implement tutoring programs in all K-20 schools

- 4.C.1.b.1. A tutoring system model structured around best research-based practices noted in the report is implemented in all K-20 schools

4.C.1.c.

Develop a comprehensive tutoring network including a coordinated system for recruiting, training and retaining tutors

- 4.C.1.c.1. The system includes initial and ongoing training modules

4.C.1.d.

Develop and implement a process for evaluating and improving the efficiency and effectiveness of the tutoring system

- 4.C.1.d.1. The system is reviewed annually for efficiency and efficacy in which improvements are strategized and implemented

4.C.1.e.

Develop and implement a process to determine individual outcomes and to measure progress

- 4.C.1.e.1. Appropriate assessment tools are used to evaluate needs and progress

4.C.1.f.

Disseminate information about the network to all stakeholders

- 4.C.1.f.1. Information is readily available in a variety of formats through the Department of Education

4.D. Post-program supports through structured arrangements in postsecondary institutions and adult service agencies;

4.D.1. *Opportunities exist that will lead to employment by providing career education and employment experiences, which include accessibility, accommodations and incentives*

4.D.1.a.

Legislate that Individual Education Plans address career education goals and development of an economic futures plan beginning in middle school

- 4.D.1.a.1. Individual Education Plans and other student planning tools address career education goals and economic future planning through rule or expectation
- 4.D.1.a.2. Legislation is in place through state statute to allow for a transition integrated services model to include a blending of services and braiding of funding.
- 4.D.1.a.3. Comprehensive training and information system is developed which includes appropriate certifications
- 4.D.1.a.4. Information is disseminated to all staff and stakeholders and training initiatives completed to include current introductory training, technical assistance and support

4.D.1.b.

Examine rules, regulations and data leading to roadblocks to graduation

- 4.D.1.b.1. Research is published on roadblocks to graduation
- 4.D.1.b.2. Plan for continuous improvement is developed and implemented to address each roadblock

4.D.2. *Supports exist that will meet individual needs in the transition process to all aspects of opportunities in life*

4.D.2.a.

Support staff will have the opportunities to earn appropriate certifications, and professional growth through high quality curricula leading to wages and benefits commensurate with education, experience, and job responsibilities

- 4.D.2.a.1. Appropriate certifications are identified by the Agency for Persons with Disabilities
- 4.D.2.a.2. The Agency for Persons with Disabilities develops curricula and a professional development track for each certification area
- 4.D.2.a.3. Reimbursement rates are structured to be commensurate with certifications and status within the professional development track for each certification area

4.D.3. *Housing will meet individual needs*

4.D.3.a.

Affordable and accessible housing options will be identified and/or developed in order to meet individual needs.

- 4.D.3.a.1. Affordable, accessible housing is identified and utilized

4.E. Connection to other services and opportunities (e.g. recreation)

4.E.1. Social and community activities are identified, accessible and utilized by individuals with disabilities

4.E.1.a.

Community activities are individualized—begin with and driven by the individual

- 4.E.1.a.1. Person-centered planning is coordinated and administered by the school system
- 4.E.1.a.2. Individual completes a person-centered plan or inventory that incorporates community and social activities
- 4.E.1.a.3. An action plan is completed to enact the individual's choices

4.E.1.b.

Capitalize on existing community resources and provide training and support for involvement

- 4.E.1.b.1. Community providers and services are identified and matched to the individual's plan
- 4.E.1.b.2. Individualized community supports and training are in place (if existing or developed if not) and are being accessed by the individual
- 4.E.1.b.3. Persons with disabilities are participating members of community recreational planning boards
- 4.E.1.b.4. Program information is provided to the community

4.E.1.c.

Evaluate impact of community support

- 4.E.1.c.1. Individual satisfaction is evaluated (i.e. PCP tool utilized and implemented)
- 4.E.1.c.2. Social and community activities are evaluated according to individual and overall program accessibility and utilization

4.E.2. Education and support systems for all transition stakeholders are in place

4.E.2.a.

Propose legislation and/or rule revision, and funding for a statewide coordinated transition system

- 4.E.2.a.1. Legislation is enacted to implement a statewide transition system
- 4.E.2.a.2. A coordinated statewide transition system is in place

4.E.2.b.

All transition stakeholders will have compatible data systems that will communicate with each other, and transition web pages will be readily available

- 4.E.2.b.1. Program data systems are integrated and aligned
- 4.E.2.b.2. All state transition info and resources (including web pages) are readily accessible

4.E.2.c.

Cross training between interagency collaborators that provide transition services will occur with ongoing technical assistance for students, families and other involved stakeholders

- 4.E.2.c.1. Cross training for all stakeholders is provided
- 4.E.2.c.2. Technical assistance is available and ongoing for families, students and other involved stakeholders

4.E.2.d.

All stakeholders collect and share research-based practices to incorporate planning and implementation, and standardize outcome measures in transition

4.E.2.d.1. Research-based standardized outcome measures are utilized throughout the state

4.E.2.e.

Information is provided on postsecondary admission requirements and support programs (CROP, STARS) along with academic support services and mentoring

4.E.2.e.1. Information on post-secondary admission requirements and support programs is provided to all students at the Transition Individual Education Plans meeting or other school venue with signature

Youth with disabilities may need:

4.F. Acquisition of appropriate assistive technologies

4.F.1. *Individuals have timely ongoing and comprehensive (functional, financial, support system, etc.) assessments of need and acquisition of assistive technology*

4.F.1.a.

Schools identify and implement the use of valid and reliable evaluation appropriate to the individual

4.F.1.a.1. Schools identify assessment tool(s) appropriate for each individual student
4.F.1.a.2. Each school implements the assessment tool(s) for each individual student

4.F.1.b.

All entities of expertise are involved in the development of evaluation tools

4.F.1.b.1. Schools have identified and invited experts to assist in the development of evaluation tools
4.F.1.b.2. Experts have collaborated in the development of assessment tools

4.F.1.c.

Sources and resources for the acquisition of assistive technology are identified

4.F.1.c.1. School districts develop a list of standard and alternative funding sources for the acquisition of AT for individual students
4.F.1.c.2. School districts develop a list of resources for utilization of AT (e.g., lending closets)
4.F.1.c.3. School districts provide a directory and referral for various funding opportunities and sources to students' families

4.F.1.d.

Areas of need not included in current funding venues are identified

4.F.1.d.1. School districts document non-allowable Assistive Technology purchases of devices and services

- 4.F.1.e. Comprehensive evaluations beginning at age 14 to incorporate student's long term goals (post secondary, employment, etc.) are required**
4.F.1.e.1. Schools/evaluators asked for and incorporated the student's long term goals into the Assistive Technology evaluation
- 4.F.1.f. Individuals, families and providers are educated about the full array of Assistive Technology services and devices with opportunities to experience**
4.F.1.f.1. Activities (implemented by the school or partner agency) to provide information about Assistive Technology are provided to students and families during the school day
- 4.F.2. Assistive technology will be reviewed for effectiveness and attainment of individual measurable results**
- 4.F.2.a. Develop a process for consistently evaluating the appropriate levels of Assistive Technology**
4.F.2.a.1. Schools/evaluators review the effectiveness of each student's Assistive Technology after 3, 6, 9, and 12 months following its introduction
4.F.2.a.2. Schools/evaluators use the results of the review to re-evaluate the student's Assistive Technology if necessary
- 4.F.2.b. Develop policy to support the effective application of Assistive Technology**
4.F.2.b.1. School districts develop and disseminate to all stakeholders policy addressing acquisition and application of Assistive Technology per the student's Individual Education Plan
- 4.F.2.c. There will be services available to all individuals for maintaining, upgrading and supporting Assistive Technology**
4.F.2.c.1. Schools identify experts to maintain, upgrade, and support Assistive Technology
4.F.2.c.2. Services are provided to maintain, upgrade, and support Assistive Technology
- 4.F.2.d. Provide ongoing training for effective application of Assistive Technology**
4.F.2.d.1. School districts in collaboration with partners provide training to staff and other stakeholders on effective application of Assistive Technology
- 4.F.2.e. Remove age, demographical and geographical barriers/restrictions on Assistive Technology**
4.F.2.e.1. Schools remove barriers/restrictions on Assistive Technology in compliance with state rules/policies

4.G. Community orientation and mobility training (e.g. accessible transportation, bus routes, housing, health clinics);

4.G.1. Community orientation and mobility training begins upon the entrance to school and continues seamlessly into adulthood

4.G.1.a. Mandate orientation and mobility training be addressed in the Transition Individual Education Plan; orientation & mobility school training to include community involvement; schools must allow mobility aides to go home with the student

- 4.G.1.a.1. Community orientation and mobility training including service animals, has been provided by certified staff to preK-12 students, teachers, families and transportation providers.
- 4.G.1.a.2. Students have the ability to take mobility aides home

4.G.1.b. Students with disabilities will receive ongoing orientation & mobility evaluation and training, and appropriate devices and services

- 4.G.1.b.1. Each school has a designated community orientation and mobility specialist available for ongoing evaluation, on and off-campus training

4.G.1.c. Etiquette training and awareness (including students without disabilities and employers) will be provided, and information and resources will be available

- 4.G.1.c.1. Central information center is in place with a toll-free number addressing accessibility
- 4.G.1.c.2. Central information center resources are available at schools, libraries, and government offices

4.G.1.d. Develop a plan for recruitment and training of qualified O&M instructors, and a clearinghouse of those qualified instructors

- 4.G.1.d.1. A task force, including Department of Education, district personnel, and other appropriate stakeholders is formed in order to develop a plan for the recruitment and training of qualified orientation and mobility instructors.
- 4.G.1.d.2. The plan developed by the task force is implemented by the appropriate state agency(s).
- 4.G.1.d.3. An up-to-date listing of qualified orientation and mobility instructors is maintained at the central information center and is accessed by schools, families, etc.

4.H. Benefits-planning counseling including information regarding the myriad of benefits available and their interrelationships so that they may maximize those benefits in transitioning from public assistance to self-sufficiency.

4.H.1. *There is a comprehensive person-centered system (private and public) which provides clear and simple benefits services and analysis, planning and referral throughout life, beyond social security (including inheritance and assets)*

4.H.1.a.

Develop a person-centered system that incorporates the needs of all stakeholders

4.H.1.a.1. Social Security Administration develops a person-centered benefits planning system model based on input of all stakeholders

4.H.1.b.

Design and implement a system integration and alignment of benefit categories, data and funding

4.H.1.b.1. The model is implemented, with interagency communication, collaboration and alignment of benefit categories, data and funding

5. Families of youth with disabilities need:

5.A. Access to information through neutral intermediary organizations to assist in understanding causes and implications for daily living of the child:

5.A.1. *A comprehensive statewide system for disseminating information and resources in a variety of formats that is linguistically diverse is in place*

5.A.1.a. **Identify neutral intermediary to maintain and regularly update and disseminate resource matrix**
5.A.1.a.1. Statewide neutral intermediary is in place

5.A.1.b. **Identified statewide neutral intermediary develops a matrix of all entities that currently provide this information and resources**
5.A.1.b.1. Families have the information and resources necessary to make informed decisions that will meet their unique needs

5.A.1.c. **Identify overlaps and gaps that exist (i.e. linguistic, geographic, disability specific)**
5.A.1.c.1. List of resources complete and gaps is identified

5.A.1.d. **Develop a process to minimize overlaps and fill in gaps**
5.A.1.d.1. Plan for minimizing overlaps and gaps is in place

5.A.1.e. **Align matrix with age related transition needs of students**
5.A.1.e.1. Resource matrix includes age related transition needs of students

5.A.1.f. **Designate school-based (K-12) staff at each school responsible for dissemination of transition information**
5.A.1.f.1. Statewide accountability/outcome measures are in place to ensure/measure extent to which families are getting information needed

5.B. Access to information and training about effective practices and options for their child's education and transition into post-school life (e.g. individualized education/transition plans, and navigating the adult service delivery system(s)).

5.B.1. *Families have access to information and training about effective practices and options for their child's education*

- 5.B.1.a. **Identify research-based practices**
5.B.1.a.1. Descriptions of research-based practices are identified
 - 5.B.1.b. **Identify potential transition options related to the desired post-school outcomes**
5.B.1.b.1. Descriptions of potential transition options are identified
 - 5.B.1.c. **Identify the long-term impact of education decisions (e.g. FCAT, course selection)**
5.B.1.c.1. Descriptions of the potential impact of education decisions are identified
 - 5.B.1.d. **Develop a plan for information dissemination (website, matrix, kiosk, etc.) to incorporate into comprehensive statewide dissemination system**
5.B.1.d.1. Information is available through statewide neutral intermediary
- 5.C. Access to information and training about the implications of disability-centered legislation and policies, e.g., ADA, medical services and insurance, income support, education and training; and**
- 5.C.1. *Families have access to information and training in the implications of disability-centered policy and legislation*
 - 5.C.1.a. **Statewide neutral intermediary establishes a committee to identify the implications of disability-centered policies and legislation**
5.C.1.a.1. Workgroup is established; a list of identified sources exists, a list of identified gaps exists
 - 5.C.1.b. **Identify current and needed training and information available for families**
5.C.1.b.1. List of current needed training is established
 - 5.C.1.c. **Develop a plan for filling in the gaps of needed training and information for families**
5.C.1.c.1. Plan to fill in the gaps is in place and ready for implementation
 - 5.C.1.d. **Develop multi-agency outreach plan for families (involvement in current, develop new to attract more families) through multiple modes and incorporate with matrix**
5.C.1.d.1. Multi-agency outreach dissemination plan exists and is monitored by statewide neutral intermediary
 - 5.C.2. *Families participate in developing and changing policy that impacts their children*

- 5.C.2.a.** Advocacy Center arranges for and/or provides training on the art of advocacy (effective communication, language of advocacy, win-win situation, consensus building, methods and process, building networks)
5.C.2.a.1. Training is provided on an ongoing basis with evaluation in place to determine level of impact
- 5.C.2.b.** Identify local, state and national opportunities for advocacy
5.C.2.b.1. Advocacy opportunities are identified and information is disseminated to families through the statewide neutral intermediary's comprehensive dissemination system
- 5.D. Support networks that promote asset-based strategies for both youth and family members.**
- 5.D.1.** *Families have access to support networks that promote strategies which are strength based*
- 5.D.1.a.** Statewide neutral intermediary identifies existing local, state and national support networks (multiple forms)
5.D.1.a.1. List of existing resources is in place
- 5.D.1.b.** Statewide neutral intermediary identifies gaps and overlaps and develops a plan for minimizing overlaps and filling gaps
5.D.1.b.1. A plan to address overlaps and gaps is implemented
- 5.D.1.c.** Resource information is disseminated to families through the statewide neutral intermediary's comprehensive dissemination system
5.D.1.c.1. Information is available and measured through statewide accountability/outcome measures
- 5.D.1.d.** Families are provided with the information on their roles and responsibilities to develop student-centered support networks (e.g. school, family, friends, coworkers, contacts) which align with desired post-school outcomes of students
5.D.1.d.1. Families are provided with information to understand their roles and responsibilities in the development of student centered support networks