

Project 10 Transition Resources for Families

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Graduation Info & Dropout Prevention

Graduation Pathways Chart

2022-23 Florida 24-Credit Graduation Pathways

24-Credit Standard Diploma Option <i>Available to all students, including students with disabilities</i>	24-Credit Standard Diploma Option with Academic and Employment Requirements <i>Available only to students with disabilities</i>	24-Credit Standard Diploma Option (Access Courses) <i>Available only to students with significant cognitive disabilities, who take access courses and the alternate assessment</i>
English Language Arts (4 Credits)		
<ul style="list-style-type: none"> • ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement 	<ul style="list-style-type: none"> • Includes all requirements listed in column one • May substitute a Career and Technical Education (CTE) course with content related to English for English 4 	<ul style="list-style-type: none"> • Includes all requirements listed in column one • May substitute access courses for general education courses • May substitute a CTE course with content related to English for English 4
Mathematics (4 Credits)		
<ul style="list-style-type: none"> • One of which must be Algebra 1 and one of which must be Geometry • Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) • An identified computer science* credit may substitute for up to one math credit (except for Algebra 1 and Geometry) • *A computer science credit may not be used to substitute for both a mathematics and science credit. 	<ul style="list-style-type: none"> • One of which must be Algebra 1 and one of which must be Geometry • Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) • May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra 1 and Geometry) 	<ul style="list-style-type: none"> • One of which must be Algebra 1 and one of which must be Geometry • Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) • May substitute access courses for general education courses • May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra 1 and Geometry)
Science (3 Credits)		
<ul style="list-style-type: none"> • One of which must be Biology 1, two of which must be equally rigorous science courses • Two of the three required credits must have a 	<ul style="list-style-type: none"> • Includes all requirements listed in column one • May substitute a CTE course with 	<ul style="list-style-type: none"> • Includes all requirements listed in column one • May substitute access courses for general

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Student Engagement Best Practices Checklist

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Student Engagement Best Practice Checklist

Instructions: Use the following checklist and action plan as a tool to assess how well your school or district implements best practices for improving graduation rates and decreasing dropout rates. These questions incorporate the recommendations from America's Promise Alliance as well as research-based best practices from the Project 10 "It's T.I.M.E. for Dynamic Dropout Prevention: Scaling Up Student Engagement and School Climate for Student Success." The checklist can be used by a group and participants should represent a diverse group of perspectives. The team should review each question and place a "✓" in the column indicating that the practice is being implemented. Next, review the unmarked items and prioritize those the team feels can make the greatest impact. Finally, create an action plan for the selected priorities. Space is provided for three action steps, but feel free to add additional steps if the team desires. Access discretionary project staff for support you may need with your action items.

Transform School Systems	✓
1. Are you using the Six Key Practices in "Moving Your Numbers" including the Six Key Practices Moving Your Numbers Assessment Instrument? http://www.movingyournumbers.org/images/resources/81157-self-assessment.pdf	
2. Have you walked through your schools lately and analyzed all aspects of the school environment to ensure students and families feel safe, engaged, welcomed and valued as a part of the school community?	
3. Have you reviewed the dropout and graduation rates for all the high schools within your district to prioritize the schools that need immediate support with student engagement?	
4. Have you reviewed and ensured that there is complete alignment with your School District Mission, Vision, Student Progression Plan and Student Handbook?	
5. Is there anything in the above that may have unintended consequences that could result in students dropping out ("push out" factors)? (For example: Attendance Policies; Zero Tolerance Policies vs. Restorative Practices; Grade Floor Policies)	
6. Have you examined the districts in your size-alike category to see which have the lowest dropout rate/highest graduation rate so that you can reach out to them for strategies they are using (MIS/IT systems, interventions, best practices, policies, procedures, personnel structure, etc.)?	
Inspire High Expectations for Schools, Teachers and Students	✓

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Transition Planning

Transition Services Checklist

This checklist displays both federal and state requirements.

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Transition Services Checklist

Transition Services Requirements for Individual Educational Plans (IEPs) developed for students age 12-21 <small>* Italics represent additional requirements in Florida legislation.</small>	Federal and Florida age/grade requirements differ in some cases.	The open boxes indicate the ages/grades at which the legislation is required.									
		12	13	14	15	16	17	18	19-21		
1. Provide transition-related information to the student and family about the school district's high school-level transition services, career and technical education, and collegiate programs available to students with disabilities and how to access such programs. Information shall also be provided on programs and services available through Florida's Center for Students with Unique Abilities, the Florida Centers for Independent Living, the Division of Vocational Rehabilitation, the Agency for Persons with Disabilities, and the Division of Blind Services. Ref. <i>s. 1003.5716, F.S.</i>	Federal										
	Florida	12	13	14	15	16	17	18	19-21		
2. Provide notice to parent of the IEP meeting, indicating that the student will be invited to attend and that the purpose of the meeting will be to identify transition services. Ref. <i>34 C.F.R. § 300.320; s. 1003.5716, F.S.</i>	Federal					16	17	18	19-21		
	Florida	12	13	14	15	16	17	18	19-21		
3. Invite the student to the IEP meeting. Ref. <i>34 C.F.R. § 300.320(b); Rule 6A-6.03028(3)(b)(4), F.A.C.</i>	Federal					16	17	18	19-21		
	Florida	12	13	14	15	16	17	18	19-21		
4. Invite a representative of any agency to attend the IEP meeting that is already providing or likely to provide or pay for transition services to the student, but only after obtaining written consent from the parent or adult student whose rights have been transferred. Ref. <i>34 C.F.R. § 300.347(b)(2); Rule 6A-6.03028(3)(b), F.A.C.</i>	Federal					16	17	18	19-21		
	Florida			14	15	16	17	18	19-21		
5. Document steps taken to ensure that the student's strengths, preferences and interests were considered. Ref. <i>34 C.F.R. § 300.321; 34 C.F.R. § 300.320(b); Rule 6A-6.03028(3)(c)(8), F.A.C.</i>	Federal					16	17	18	19-21		
	Florida	12	13	14	15	16	17	18	19-21		
6. Discuss measurable postsecondary goals based on age-appropriate transition assessment in the areas of education, training, employment, including career goals, and independent living, where appropriate. Ref. <i>s. 1003.5716, F.S.</i>	Federal										
	Florida	12	13								

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Secondary Transition Roadmap for Families



Secondary Transition Roadmap for Families

The High School Journey Begins with a Plan: A Transition Plan

This roadmap is designed to give families of students with disabilities, ages 12 to age 22, an overview of the milestones needed to assist their youth to become college, career and life ready. The mission of Florida's Early Learning-20 education system is to increase the proficiency of all students within one seamless, efficient system, by allowing them the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities. The individual educational plan (IEP) is a required document that maps out the support needs of students with disabilities. The IEP also describes the educational journey students take each year to help them reach their goals. As students age, the IEP requirements change. By the age of 14, or to be operational on the first day of high school, an IEP becomes a Transition Individual Educational Plan or TIEP. The TIEP includes both IEP and TIEP components. The TIEP charts the supports and transition services that assist students to be college, career and life ready! See the two tables below for more information.

IEP Components	
Statement of the student's present levels of performance (academic and functional).	Statement of any individual appropriate accommodations (needed to measure the academic achievement and functional performance on state and district-wide assessments).
Description of the student's progress toward meeting the annual goals.	Statement of measurable annual goals (academic and functional).
Statement of the special education and related services, including supplementary aids.	Explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education class.
Projected date for the beginning of services (along with the frequency, location and duration of those services and modifications).	Beginning at age 12, or 7th grade, whichever occurs first, use age-appropriate transition assessments (foundation for measurable postsecondary goals) and identify the student's need for self-determination instruction.

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Guía para las familias sobre la transición después de la escuela secundaria

Componentes del IEP	
Declaración de los niveles actuales de rendimiento (académico y funcional) del estudiante.	Declaración de cualquier adaptación individual adecuada (necesaria para medir el rendimiento académico y funcional en las evaluaciones estatales y del distrito).
Descripción del progreso del estudiante hacia el cumplimiento de las metas anuales.	Declaración de metas anuales medibles (académicas y funcionales).
Declaración de la educación especial y servicios relacionados, incluidas las ayudas complementarias.	Explicación de hasta qué punto, si corresponde, el estudiante no participará con estudiantes sin discapacidades en la clase de educación general.
Fecha prevista para el inicio de los servicios (además de la frecuencia, ubicación y duración de dichos servicios y modificaciones).	A partir de los 12 años o del 7.º grado, lo que ocurra primero, use evaluaciones de transición apropiadas para la edad (base para establecer metas postsecundaria medibles) e identifique la necesidad de instrucción en autodeterminación del estudiante.
A partir de los 12 años o del 7.º grado, lo que ocurra primero, el estudiante será invitado a la reunión del IEP.	A partir de los 12 años, o del 7.º grado, lo que ocurra primero, se comenzará a identificar la necesidad de servicios de transición del estudiante.

Componentes del TIEP (a los 14 años, o establecidos y operativos el primer día de la escuela secundaria)	
Documentación de la decisión con respecto a la opción de graduación y si el estudiante trabajará para obtener una designación en el diploma.	Metas postsecundaria apropiadas y medibles basadas en las fortalezas, preferencias e intereses individuales del estudiante. Revisar anualmente.
Identificación y provisión de servicios de transición, un conjunto coordinado de actividades para ayudar al estudiante a pasar de la escuela a la etapa postsecundaria.	Desarrollo de cursos de estudio que permitan razonablemente a los estudiantes alcanzar sus metas postsecundaria.
Evidencia de que, si corresponde, se invitó a un representante de una agencia participante a la reunión del equipo del IEP, con el consentimiento previo del padre o del estudiante si ha alcanzado la mayoría de edad (20 U.S.C. 1416(a)(3)(B)).	Documentación del análisis con el estudiante y la familia sobre el proceso de aplazamiento.
Al menos un año antes de que el estudiante cumpla 18 años,	Al comienzo del año en que se espera que el estudiante se gradúe, el IEP debe incluir una declaración firmada por la familia o por el estudiante que

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Plan Tranzisyon nan Segondè pou Fanmi yo

Eleman	IEP
Deklarasyon nivo pèfòmans aktyèl èlèv la (akademik ak fonksyonèl)	Deklarasyon nenpòt aranjman endividyèl apwopriye (mesesè pou mezire reyist akademik ak pèfòmans fonksyonèl) nan evalyasyon ki fèt nan eta a ak nan tout distri a)
Deskripsyon pwogrè èlèv la pou atenn objektif anyèl yo	Deklarasyon objektif anyèl ki ka mezire (akademik ak fonksyonèl)
Deklarasyon edikasyon espesyal ak sèvis ki gen rapò, sa gen ladan ed siplemantè.	Esplikasyon nan ki mezi, si genyen, kote èlèv la pa pral patisipe avèk èlèv ki pa gen andikap nan klas edikasyon jeneral la
Dat ki prewpa pou kòmansman sèvis yo (ansam ak frekans, lokal ak dire sèvis ak modifikasyon yo)	Apati laj 12 lane, oswa lè 1 nan klas 7yèm ane, kèlkeswa sa ki rive an premye a, sèvi ak evalyasyon tranzisyon ki apwopriye pou laj li (fondasyon objektif apre lekòl segondè ki ka mezire) epi idantifye bezwen èlèv la pou estriksyon sou oto-determinasyon.
Apati laj 12 lane oswa lè 1 nan klas 7yèm ane, kèlkeswa sa ki rive an premye a, y ap envite èlèv la nan reyinyon IEP a.	Apati laj 12 lane, oswa lè 1 nan klas 7yèm ane, kèlkeswa sa ki rive an premye a, yo pral kòmanse idantifye bezwen èlèv la genyen pou sèvis tranzisyon.

Eleman TIEP (A laj 14 lane oswa lè li an plas	ak operasyonèl nan premye jou lekòl segondè a)
Dokiman dezinyon sou pakou gradyasyon an epi si èlèv la ap travay pou 1 jwenn yon diplòm.	Objektif apre lekòl segondè ki ka mezire, ki apwopriye epi ki baze sou pwèn fò, preferans ak enterè endividyèl timoun nan. Reviz chak ane.
Yo pral idantifye akri ofri sèvis tranzisyon yo, yon seri aktivite kowòdone pou ede èlèv la soti nan lavi lekòl la pou ale nan lavi apre lekòl segondè a.	Devlope pwogram etid ki pral mèten èlèv yo reyalize objektif apre lekòl segondè yo.
Prè, si apwopriye, yon reprezantan nenpòt ajans k ap patisipe te envite nan reyinyon ekip IEP a avèk konsantman avans paran oswa èlèv ki atenn laj majorite a (20 U.S.C. 1416(a)(3)(B)).	Dokiman te diskisyon ki fèt avèk èlèv la epi fanmi an sou pwosesis ranvwa a.
Omwen yon (1) lane anvan èlèv la gen 18 lane, ki dokiman yo te enfòmè paran yo sou transfè dwa ki gen pou fèt bay èlèv ki atenn laj majorite a	Nan kòmansman ane èlèv la gradye a, IEP a dwe gen ladan yon deklarasyon fanmi an oswa èlèv ki te resewa transfè dwa yo siyen epi ki di li konpran pwosesis ranvwa a epi ki endike si èlèv la pral ranvwaye dat pou 1 resewa diplòm nòmal pou lekòl segondè li a.

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Benchmarks for Middle School Transition Planning

Families and other transition stakeholders can support their middle school students to transition to high school and beyond by helping them to accomplish these benchmarks. These activities are organized around the predictors of post-school outcomes which indicate the experiences that help students transition to adult life.

Benchmarks for Middle School Transition Planning

Families may help their youth with transition by becoming aware of predictors and benchmarks that support movement from middle school to high school and beyond. With awareness, families can seek and provide opportunities to participate in these activities. See the predictors of post-school outcomes legend below, for a list of the predictors, their icons and descriptions. *The Middle School Transition Trail Map, a guide to help families navigate the transition to and from middle school is a companion resource you may find helpful. It is available at <http://project10.info/DPage.php?ID=77HNS138>. For additional information, please connect with your district's exceptional student education (ESE) representative. (This resource was adapted from the Oklahoma Transition Council resource, *Timeline for Transition Activities* - <http://www.ou.edu/content/education/centers-and-partnerships/coraw/timeline-of-transition-activities.html>)*

Legend - Predictors of Post-School Outcomes (Note: the numbers are correlated with the benchmarks by the icon; the numbers do not reflect level of importance)
1. Career Awareness is learning about opportunities, education and skills needed to choose a career that matches one's strengths and interests.
2. Career and Technical Education (CTE) , also referred to as "vocational education", consists of courses that prepare students for a specific job or career.
3. Community Experiences are activities that occur outside of the school, supported with in-class teaching, where students apply academic, social and/or general work behaviors and skills.
4. Exit Exam Requirements/High School Diploma - Exit Exams are standardized state tests that measure skill levels in content areas, such as Algebra or English that students must pass in order to earn a high school diploma. Diploma status is achieved by completing the requirements of the state awarding the diploma, including the completion of courses needed to fulfill the student's selected graduation pathway, such as the 24-credit, 18-credit and merit or scholar designation.
5. Goal-Setting - Students who take part in goal-setting are more likely to be found employed after high school. Students who want to attend a college or university are more likely to be engaged in postsecondary education.
6. Inclusion in General Education requires students with disabilities to have access to general education curriculum and participate in general education classes with peers without disabilities.
7. Interagency Collaboration is a clear, purposeful and carefully designed process that promotes collaboration across agencies and programs to support outcomes for youth.
8. Occupational Courses are individual courses that support career awareness, allow students to explore different career pathways and develop job skills through experience and teaching focused on their selected employment goals.
9. Paid Employment/Work Experiences - Work experiences are activities that place students in a genuine workplace and may include: work sampling, job shadowing, internships, apprenticeships and paid employment. Paid employment can include existing standard jobs in a company/organization or customized work assignments negotiated with the employer, but these activities always feature competitive pay (minimum wage or higher) paid directly to the student by the employer.

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Referencias para la planificación de la transición de la escuela intermedia

Referencias para la planificación de la transición de la escuela intermedia

Las familias pueden ayudar a sus estudiantes en esta transición al conocer los predictores y las referencias que apoyan el cambio de la escuela intermedia (Middle school) a la secundaria (High school) y posteriormente a la educación postsecundaria. Al tener ese conocimiento, las familias pueden buscar y disponer de oportunidades para participar en estas actividades. Consulte las leyendas de los predictores de resultados postsecundaria que se presentan a continuación para conocer la lista de predictores, además de sus iconos y descripciones. *El Mapa de ruta de la transición de la escuela intermedia*, una guía para ayudar a las familias a manejar la transición hacia y desde la escuela intermedia, es un recurso complementario que puede resultarles útil. Está disponible en <http://project10.info/DPPage.php?ID=77#NS138>. Para obtener información adicional, comuníquese con el representante de Educación de Estudiantes Excepcionales (ESE) de su distrito. (Este recurso fue adaptado del Cronograma de actividades de transición del Consejo de Transición de Oklahoma - <http://www.ou.edu/content/education/centers-and-partnerships/narrow/timeline-of-transition-activities.html>)

Leyenda - Predictores de resultados postsecundaria (Nota: los números están correlacionados con las referencias mediante el icono; los números no reflejan el nivel de importancia)

	1. Conocimiento de carreras es aprender sobre las oportunidades, educación y habilidades necesarias para elegir una carrera que coincida con las fortalezas e intereses de cada estudiante.
	2. Educación Técnica y Profesional (CTE) , también conocida como "educación vocacional", consiste en cursos que preparan a los estudiantes para un trabajo o una carrera específicos.
	3. Experiencias Comunitarias son actividades que ocurren fuera de la escuela, apoyadas con la enseñanza en el salón de clases, donde los estudiantes aplican comportamientos y habilidades académicas, sociales y/o laborales en general.
	4. Requisitos de exámenes de egreso/diploma de escuela secundaria - Los Exámenes de egreso son pruebas estatales estandarizadas que miden los niveles de habilidad en áreas de contenido, como álgebra o inglés, que los estudiantes deben aprobar para obtener su diploma de escuela secundaria. El diploma se logra tras completar los requisitos del estado que otorga el diploma, incluida la finalización de los cursos necesarios para cumplir con la opción seleccionada por el estudiante para su graduación; por ejemplo, 24 créditos, 18 créditos, y la designación de mérito o letrado (<i>scholar</i>).
	5. Establecimiento de metas - Los estudiantes que participan en el establecimiento de metas tienen más probabilidades de encontrar un empleo después de la escuela secundaria. Los estudiantes que desean asistir a un colegio universitario o universidad tienen más probabilidades de participar en la educación postsecundaria.
	6. Inclusión en la educación general requiere que los estudiantes con discapacidades tengan acceso al plan de estudios de educación general y participen en clases de educación general con sus compañeros sin discapacidades.
	7. Colaboración entre agencias es un proceso claro, conveniente y cuidadosamente diseñado que promueve la colaboración entre agencias y programas para apoyar los resultados de los jóvenes.
	8. Cursos ocupacionales son cursos individuales que apoyan el conocimiento de una carrera profesional, permiten a los estudiantes explorar diferentes opciones para lograr una carrera profesional y desarrollar habilidades laborales a través de la experiencia y la enseñanza enfocadas en sus metas laborales seleccionadas.
	9. Experiencias de empleo/trabajo remunerado - Las experiencias laborales son actividades que colocan a los estudiantes en un lugar de trabajo genuino y pueden incluir: demostraciones de trabajo, observación del trabajo, prácticas, pasantías y empleo remunerado. El empleo remunerado puede incluir trabajos estándar existentes en una empresa/organización o asignaciones de trabajo personalizadas negociadas con el empleador, pero estas actividades siempre implican un pago competitivo (salario mínimo o superior) pagado directamente al estudiante por el empleador.

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Self-Determination and Self-Advocacy Guide

Foundational Understanding

In the reauthorization of IDEA in 2004, section 1400 (c) (1) states, "Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities."

Teaching students with disabilities to exercise self-determination and self-advocacy is one of the important ways educators prepare them to engage in equally in educational and employment opportunities in order to live independent adult lives.

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Nòm pou Planifye Tranzisyon nan Lekòl Pre-Segondè

Nòm pou Planifye Tranzisyon nan Lekòl Pre-Segondè

Fanmi yo ka ede jèn pitit yo avèk tranzisyon li yo vin byen konnen endikate ak nòm ki sipòte mouvman pou soti nan lekòl pre-segondè pou ale nan lekòl segondè ak lòt bagay ankò. Avèk sansibilizasyon sa a, fanmi yo kapab chèche epi jwenn opòtinite pou yo patisipe nan aktivite sa yo. Gade endikate lejann rezilta apre-lekòl ki anba yo, pou jwenn lis endikate yo, ikon yo ak deskripsyon yo. *Kat Rezo pou Tranzisyon nan Lekòl Pre-Segondè* a, yon gid pou ede fanmi yo fè rechèch sou tranzisyon pou ale nan ak soti nan lekòl pre-segondè, se yon resous konpayon ou kapab jwenn ki itil. Li disponib sou <http://project10.info/DPPage.php?ID=77#NS138>. Pou jwenn plis enfòmasyon, tanpri kontakte avèk reprezantan edikasyon elèv eksepsyonèl (Exceptional Student Education, ESE) distri ou a. (Resous sa a se adaptasyon resous Komite Tranzisyon Oklahoma, Kalandriye pou Aktivite Tranzisyon - <http://www.ou.edu/content/education/centers-and-partnerships/narrow/timeline-of-transition-activities.html>)

Lejann - Endikate Rezilta Apre Lekòl (Remak: chif yo asosye ak nòm yo epi ikon yo, chif yo pa montre nivo enpòtans)

	1. Oryantasyon Pwofesyonèl se aprann opòtinite, edikasyon ak konpetans ki nesè pou chwazi yon karyè (pwofesyon) ki annamoni avèk pwen fò epi enterè yon moun.
	2. Fòmasyon Pwofesyonèl ak Teknik (Career and Technical Education, CTE), yo rele li tou "edikasyon pwofesyonèl", li gen ladan yon seri kou ki prepare elèv yo pou yo travay oswa pou yo karyè espesifik.
	3. Eksperyans Komitè se aktivite ki fèt andeyò lekòl la, anseyman nan klas la sipòte li, kote elèv yo aplike konpòtman ak konpetans travay akademik, sosyal ak/oswa jeneral.
	4. Egzijans pou Egzamen Final/Diplòm Lekòl Segondè - Egzamen Final yo se tèks ofisyèl leta a ki evalye nivo konpetans yon elèv nan matyè debaz yo, tankou Aljèb oswa Anglè elèv yo dwe pase pou yo kapab resevwa yon diplòm lekòl segondè. Kondisyon diplòm nan rive realize li elèv yo reponn ak tout egzijans eta a ap bay diplòm nan fè konsènan resevwa yon diplòm, tankou patisipasyon nan kou ki nesè pou konplete opsyon elèv la chwazi pou li deziyasyon 18 kredi ak deziyasyon sou merit oswa deziyasyon eskolè.
	5. Fikse Objektif - Elèv ki patisipe nan fikse objektif yo gen plis chans pou jwenn travay apre lekòl segondè. Elèv ki vle ale nan yon kolej oswa invèstè gen plis chans pou yo angaje nan edikasyon apre lekòl segondè.
	6. Enklizyon nan Edikasyon Jeneral egzije pou elèv ki gen andikap yo gen aksè a pwogram akademik edikasyon jeneral la epi patisipe nan klas edikasyon jeneral avèk kamarad klas ki pa gen andikap yo.
	7. Kolaborasyon Ant-Ajans se yon pwosesis ki kle, ki gen objektif, ki fèt avèk anpil atansyon epi ki ankouraje kolaborasyon ant ajans yo ak pwogram yo pou sipòte rezilta pou jèn yo.
	8. Kou Pwofesyonèl se kou individiyèl ki sipòte oryantasyon pwofesyonèl, ki pèmèt elèv yo chèche konnen diferan opsyon karyè epi vin gen konpetans pou dijòb atravè eksperyans ak anseyman ki konsantre sou objektif yo chwazi pou jwenn travay.
	9. Travay Ki Peye/Eksperyans Travay - Eksperyans Travay se aktivite ki mete elèv yo nan vrè espas travay epi ki ka gen ladan: echantiyon travay, obzèvasyon pwofesyonèl, estaj, aparantisi ak travay ki peye. Travay ki peye a kapab gen ladan dijòb nòmal ki la deja nan yon konpayi/òganizasyon oswa afekasyon nan travay adapte yo negosye avèk patwon an, men aktivite sa yo toujou prezante salè konpetitif (salè minimòm oswa yon pi gwo salè) patwon an peye dirèkteman ba elèv la.

1

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Gid pou Oto-Detèminasyon ak Oto-Defans

...opòtinite, patisipasyon total, viv endepandan, ak endepandans ekonomik pou moun ki gen andikap yo."

Anseye elèv ki gen andikap yo fason pou yo egzèse oto-detèminasyon yo ak oto-defans yo se youn nan fason ki pi enpòtan pou edikate yo prepare yo pou yo kapab angaje yo nan tout egalite nan opòtinite edikasyon ak travay pou yo ka viv yon lavi adilt ki endepandan.

Seksyon 1 - Dekri Bezwen an

Objektif gid sa a se pou ede pwofesè yo ak lòt pèsònèl lekòl yo rive konprann enpòtans pou yo anseye oto-detèminasyon ak oto-defans pou elèv ki gen andikap yo. Konpetans oto-detèminasyon ak oto-defans yo sipòte elèv yo nan efò yo ap fè pou yo travay pou atenn objektif apre lekòl segondè yo ki ka mezire.

Rechèch yo endike elèv ki gen andikap yo an reta dèyè elèv ki pa gen andikap yo nan zafè rezilta apre lekòl yo. Fiedler ak Danneker (2007) eksplike elèv ki gen andikap yo ap fè fas ak

difikilite sa yo apre yo soti nan lekòl segondè:

- Mank travay oswa travay a tan pasyèl, Reyalize objektif viv endepandan an.
- Mank koneksyon ak kominite yo. Pa satisfè ditou ak lavi yo.

Konpetans oto-detèminasyon ak oto-defans yo kapab ede elèv ki gen andikap yo amelyore reyalizasyon objektif yo genyen pou apre-lekòl segondè yo ansanm ak lòt objektif pèsònèl.



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Self-Determination & Self-Advocacy

Self-Determination and Self-Advocacy Guide

Guía de autodeterminación y autodefensa



Guía de autodeterminación y autodefensa

Comprensión de los fundamentos

En la reautorización de IDEA de 2004, la sección 1400 (c) (1) establece que, "la discapacidad es una parte natural de la experiencia humana y en ningún caso disminuye el derecho de las personas a participar o contribuir a la sociedad. La mejora de los resultados académicos de los niños con discapacidades es un elemento esencial de nuestra política nacional para garantizar la igualdad de oportunidades, la plena participación, la vida independiente y la autosuficiencia económica de las personas con discapacidades".

Enseñar a los estudiantes con discapacidades a ejercer la autodeterminación y la autodefensa es una de las formas principales que los educadores inculcan para prepararlos para que participen con igualdad en oportunidades educativas y laborales, con la finalidad de que puedan vivir vidas adultas independientes.

Sección 1: descripción de la necesidad

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lavi lekòl pou antre nan lavi adilt, konsidere epi diskite sou fason pou w itilize endikatè sa yo pou sipòte elèv ou a pandan tout vwayaj la (pasaj la).



Endikatè #1 Oryantasyon Pwofesyonèl

Oryantasyon Pwofesyonèl se aprann opòtinite, edikasyon ak konpetans ki nesèse pou chwazi yon karyè ki anmouni avèk pwèn fò epi enterè yon moun.

Lide pou Fami yo

- + Diskite sou konpetans ak kalifikasyon ki nesèse pou karyè ou wè ki enterese elèv ou a.
- + Diskite sou koneksyon ant konpetans akademik elèv ou ap aprann yo ak karyè ki mande konpetans sa yo.



Endikatè #2: Fòmasyon Pwofesyonèl ak Teknik

Edikasyon Pwofesyonèl fòme avèk kou ki prepare elèv yo pou yon travay oswa yon karyè espesifik. Lide pou Fami yo

- + Poze kesyon sou pwogram ak opòtinite pou jwenn sètifikasyon nan sèten domèn karyè (pa egzanp, Asistan Enfimiyè Sètifye, Soude, Sètifikasyon Pou Moun K ap Prepare Manje).
- + Pale ak elèv ou a sou edikasyon/fòmasyon apre lekòl segondè ak/oswa chwa travay; sonje vizite lekòl fòmasyon pwofesyonèl ak teknik ki nan lokalite ou a.
- + Aprann sou sèvis sipò tankou Reyabilitasyon Pwofesyonèl (Vocational Rehabilitation, VR) ak sèvis pou moun ki gen ankò.



Endikatè #3: Eksperyans Kominotè

Eksperyans Kominotè se aktivite ki fèt andeyò lekòl la, ki sipòte avèk ansèyman nan klas la, kote elèv yo aplike konpòtman ak konpetans travay akademik, sosyal ak/oswa jeneral.

Lide pou Fami yo

- + Konsidere enstriksyon elèv ou a ka bezwen pou pran yon otobis, yon taksi oswa yon deplyman an gwoup ak fason li pral vwayaje nan tout kominote a poukont li.

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Postsecondary Outcomes

Predictors of Postsecondary Outcomes

Consider how these predictors can be used to support your students throughout their journey.



Predictor #1 Career Awareness

Career Awareness is learning about opportunities, education and skills needed to choose a career that matches one's strengths and interests.

Ideas for Families

- + Discuss skills and qualifications needed for careers in which your student is interested.
- + Discuss connections between academic skills your student is learning with careers that require those skills.



Predictor #2: Career and Technical Education

Vocational education consists of courses that prepare students for a specific job or career.

Ideas for Families

- + Ask about programs and opportunities to earn certificates in certain career areas (e.g., Certified Nursing Assistant, Welding, Food Handlers Certification).
- + Talk to your student about postsecondary education/training and/or employment options; consider visiting your local career and technical education school.
- + Learn about support services such as Vocational Rehabilitation (VR) and disability services.



Predictor #3: Community Experiences

Community experiences are activities that occur outside of the school, supported with in-class teaching, where students apply academic, social and/or general work behaviors and skills.

Ideas for Families

- + Consider instruction your student may need to catch a bus, taxi or rideshare and how he/she will travel throughout the community independently.

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Predictores de resultados postsecundaria

independiente. A medida que toma decisiones relacionadas con el futuro de su estudiante y su transición de la escuela a la vida adulta, considere y analice cómo usar estos predictores para apoyar a su estudiante a lo largo del camino.



Predictor n.º 1: Conocimiento de carreras

El conocimiento de carreras implica aprender sobre las oportunidades, educación y habilidades necesarias para elegir una carrera que coincida con las fortalezas e intereses de cada estudiante.

Ideas para las familias

- + Analicen las habilidades y calificaciones necesarias para las carreras que le interesan a su estudiante.
- + Analicen las relaciones que existan entre las habilidades académicas que su estudiante está aprendiendo con las carreras que requieren esas habilidades.



Predictor n.º 2: Educación técnica y profesional

La educación vocacional consiste en cursos que preparan a los estudiantes para un trabajo o una carrera específicos.

Ideas para las familias

- + Consulten por programas y oportunidades para obtener certificados en ciertas áreas profesionales (p. ej., asistente de enfermería certificado, soldador certificado, manipulador de alimentos certificado).
- + Converse con su estudiante respecto a las opciones de educación/capacitación o empleo postsecundaria; consideren visitar su escuela local de educación técnica y profesional.
- + Obtengan información sobre servicios de apoyo, como los servicios de rehabilitación vocacional (VR) y para discapacitados.



Predictor n.º 3: Experiencias comunitarias

Las experiencias comunitarias son actividades que tienen lugar fuera de la escuela, apoyadas con la enseñanza en el salón, donde los estudiantes aplican comportamientos y habilidades académicas, sociales y/o laborales en general.

Ideas para las familias

- + Consideren la instrucción que su estudiante podría necesitar para tomar un autobús, taxi o viaje compartido y cómo se deslazará por la comunidad de forma independiente.

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Career and Technical Education: Enhancing Educational Experiences in Middle School, High School, and Postsecondary Education

Endikatè Rezilta Apre-Lekòl Segondè

Career and Technical Education: Enhancing Educational Experiences in Middle School, High School and Postsecondary Education



1. What is career and technical education?

Career Technical Education (CTE) helps learners develop the knowledge and skills they need to be prepared for college and careers. CTE emphasizes real-world skills and practical knowledge within a student's career of interest. CTE is a cost-effective way for students to start a career in as little as one or two years of school. The Florida Department of Education (FDOE) has a wide variety of CTE degree and certificate programs across the following 17 Career Clusters. See the table below for the Career Clusters and two program examples for each cluster.

Career Cluster	Program Examples
Agriculture, Food and Natural Resources	Agritechology and Veterinary Assisting
Architecture and Construction	Building/Trades Construction and Electrician Apprentice
Arts, A/V Technology and Communication	Digital Design and Digital Video Technology
Business Management and Administration	Administrative Office Specialist and Medical Administrative Specialist
Education and Training	Early Childhood Education and Early Childhood Education Apprentice
Energy	Energy Technician and Electrical Line Service and Repair Apprentice
Engineering and Technology Education	Energy Pathways and Communications Technology
Finance	Finance and Personal & Family Finance
Government and Public Administration	Emergency Planning & Response and Principles of Public Service
Health Science	Allied Health Assisting and Practical Nursing
Hospitality and Tourism	Culinary Arts and Commercial Foods & Culinary Arts
Human Services	Cosmetology and Barbering
Information Technology	Web Development and Computer Systems & Information Technology
Law, Public Safety and Security	Criminal Justice Operations and Florida Law Enforcement Academy
Manufacturing	Welding Technology Fundamentals and Welding
Marketing, Sales and Service	Marketing, Management & Entrepreneurial Principles and Sport, Recreation & Entertainment

Career and Technical Education will help students to do the following:

- Explore career interests during middle school and high school.
- Develop employment skills.
- Complete courses to meet high school graduation requirements.
- Develop leadership skills.
- Earn certificates, industry certifications, applied technology diplomas (ATD) and/or associate's degrees in a wide range of programs that provide a living wage.
- Prepare for additional postsecondary education.
- Start a career within one to two years in an affordable way.

For more information on occupations important to Florida's economic development, refer to FDOE Career Clusters and Critical/Advanced Frameworks.



Fòmasyon Pwofesyonèl ak Teknik: Amelyore Eksperyans Edikatif nan Premye Sik Segondè, Lekòl Segondè ak Edikasyon Apre Segondè

1. Kisa ki fòmasyon pwofesyonèl ak teknik?

Fòmasyon Pwofesyonèl ak Teknik (Career and Technical Education, CTE) ede elèv yo devlope konesans ak konpetans yo bezwen pou prepare pou kolèj ak karyè. CTE mete anfas sou konpetans monn reyèl la ak konesans pratik nan karyè yo elèv entere. CTE se yon fason ranplab pou elèv yo kòmanse yon karyè nan youn oswa de ane lekòl. Depatman Edikasyon Florid (Florida Department of Education, FDOE) gen yon sen diplòm CTE ak pwogram sètifikasyon nan 17 Gwoup Karyè anmagra yo. Gad tablo ki anba a pou Gwoup Karyè yo ak egzant pwogram pou chak gwoup.

Gwoup Karyè	Egzant Pwogram
Agrikilti, Manje ak Resous Natirèl	Agwoteknoloji ak Asistans Veterinè
Achèstik ak Konstriksyon	Konstriksyon Blding/Mete yo ak Agranè Eteksyon
Azay, Teknoloji Odyo-Vizyèl ak Komunikasyon	Konsepasyon Dijital ak Teknoloji Vidyèy Dijital
Jeyson ak Administrasyon Biznis	Espesyalis Bwo Administratif ak Espesyalis Administratif Medikal
Edikasyon ak Fòmasyon	Edikasyon pou Timoun Pti ak Agranè Edikasyon pou Timoun Pti
Enèji	Teknisyen Enèji ak Agranè Sèvis Ly Elektrik ak Reparasyon
Fòmasyon nan Enjeri ak Edikasyon	Vwa Enjete ak Teknoloji Komunikasyon
Finans	Finans epi Finans Pèsonèl ak Fanmi
Gouvènman ak Administrasyon Piblik	Planifikasyon ak Repons Dèjan ak Prentip Sèvis Piblik
Syans Sante	Asistans Sante Konèks ak Swen Enfimye Pratik
Opatèl ak Tours	Aizay Gastwonòmik ak Manje Konvèsyèl epi Aizay Gastwonòmik
Sèvis pou Moun	Kosmetoloji ak Kwafi
Teknoloji Enfòmasyon	Devlopman Wèb ak Sistèm Enfòmasyon epi Teknoloji Enfòmasyon
Owa, Sekirite Piblik ak Sekirite	Operasyon Jistis Kriminèl ak Akademi Ranfòmman Lawa nan Florid
Fabriksyon	Baz sou Teknoloji Soudi epi Soudi
Maketing, Vant ak Sèvis	Maketing, Prentip Jeyson ak Antreprenayari epi Espò, Lwazi ak Divètisman

Fòmasyon Pwofesyonèl ak Teknik pral ede elèv yo fè sa yo:

- Eksplore entèrè nan karyè pandan premye sik segondè ak lekòl segondè.
- Devlope konpetans nan travay.
- Konplete kous yo pou satisfè kondisyon gradyasyon nan lekòl segondè.
- Devlope konpetans lidchhip.
- Ganyen sètifikasyon sètifikasyon endriti a, diplòm teknoloji aplik (ATD) ak/oswa diplòm de ane nan youn bann pwogram ki bay youn salè pou pèmet viv.
- Prepare pou edikasyon adisyonèl apre segondè.
- Kòmanse yon karyè nan youn oswa de ane nan youn fason ki abòdab.

Pou plis enfòmasyon sou mete ki enpòtan pou devlopman ekonomik Florid, referè ak Gwoup Karyè FDOE ak Estrateji Kourajouvan.

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Educación vocacional y técnica: Mejoramiento de las experiencias educativas en la escuela intermedia, escuela preparatoria y educación postsecundaria

Educación vocacional y técnica: Mejoramiento de las experiencias educativas en la escuela intermedia, escuela preparatoria y educación postsecundaria

1. ¿Qué es la educación vocacional y técnica?

La Educación Vocacional y Técnica (Career and Technical Education, CTE) ayuda a los estudiantes a adquirir los conocimientos y las habilidades que necesitan para estar preparados para la universidad y para sus profesiones. La CTE pone énfasis en el conocimiento práctico y las habilidades para el mundo real dentro de la profesión de interés para el estudiante. La CTE es una forma muy rentable de comenzar una carrera en tan solo uno o dos años de estudio. El Departamento de Educación de Florida (Florida Department of Education, FDOE) cuenta con una gran variedad de programas de certificación y grado de CTE en los siguientes 17 grupos de carreras. Vea la siguiente tabla de Grupos de carreras y los dos ejemplos de programas de cada grupo.

Grupo de carreras	Ejemplos de programas
Agricultura, alimentos y recursos naturales	Asistente de veterinario y Agrotecnología
Arquitectura y construcción	Aprendiz de electricista y Construcción/oficios de construcción
Artes, tecnología audiovisual y comunicación	Diseño digital y Videotecnología digital
Gestión y administración de empresas	Especialista en administración de oficinas y Especialista en administración médica
Educación y entrenamiento	Educador preescolar y Aprendiz de educador preescolar
Energía	Técnico de energía y Aprendiz de reparaciones y servicios de tendidos eléctricos
Educación tecnológica e ingeniería	Redes de energía y Tecnología de la comunicación
Finanzas	Finanzas y Finanzas personales y familiares
Administración pública y gobierno	Planificación y respuestas de emergencia y Principios del servicio público
Ciencias de la salud	Asistente de salud y afines y Enfermería práctica
Hospitalidad y turismo	Artes culinarias y Artes culinarias y alimentos comerciales
Servicios humanos	Cosmetología y Barbería
Tecnologías de la información	Diseño de sitios web y Tecnologías de la información y sistemas de computación
Derecho, seguridad pública y protección	Operaciones de la justicia penal y Academia de orden público de Florida
Industria manufacturera	Introducción a la tecnología de soldaduras y Soldaduras
Marketing, ventas y servicios	Principios de emprendimientos, gestión y marketing y Deportes, actividades recreativas y entretenimiento
Transporte, distribución y logística	Tecnología de logística y cadena de suministro globales, Tecnología de servicios autonómicos

La Educación vocacional y técnica ayuda a los estudiantes a:

- Explorar sus intereses profesionales durante la escuela intermedia y la escuela preparatoria.
- Adquirir habilidades laborales.
- Completar cursos para cumplir con los requisitos para graduarse de la escuela preparatoria.
- Desarrollar habilidades de liderazgo.
- Obtener certificados, certificaciones de la industria, diplomas de tecnología aplicada (ATD) o títulos de asociado en diversos programas para obtener un sustento digno.
- Prepararse para estudios postsecundarios adicionales.
- Comenzar una carrera en uno o dos años de una forma asequible.

Para más información sobre ocupaciones importantes para el desarrollo económico de Florida, consulte el marco de planes de estudio.

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Getting Ready for Educational Opportunities After High School: Families Supporting Students for Success

High School: Families Supporting Students for Success

Families can help their students prepare for postsecondary education (PSE) opportunities while they are in middle and high school. Are you ready?

Families can help their students with disabilities prepare for postsecondary educational opportunities through collaborative transition planning. Secondary transition, the stage that includes students from age 14 through 21, is a crucial time of planning and preparation for students' lives after high school. Studies have shown that family involvement in this planning and preparation period will increase the likelihood of success of the student. See the [Predictors of Post-School Outcomes](#) handout to read about family activities that support positive post-school outcomes for their youth.

Student engagement in school is important for post-school success. The table below shows that students with disabilities who complete high school are more highly engaged in postsecondary education, job training and employment than students with disabilities who did not complete high school. Parents can provide support that helps their students to remain engaged and complete high school. Transition planning is a key strategy that helps students, families, educators, agencies and communities to help students move from high school to post-school life. Transition planning "provides the basic structure for preparing an individual to live, work and play in the community as fully and independently as possible" (Parent Tips for Transition Planning, 2007).

Levels of Student Engagement - Information Source (NLSI, 2011)	High School Completers with No Engagement in PSE, Training or Employment	High School Non-Completers with No Engagement in PSE, Training or Employment
Percentage of Students with Disabilities	12.6%	35.5%

Postsecondary education prepares students for employment. Students in middle and high school can also develop job skills at home. Students, are you ready for some tips? [Transition Innovations](#) published tips on practicing job skills at home. Some of their suggestions are adapted as follows:

- Show initiative: You don't have to wait to be told to do something. When you see something that needs to be done, take action.
- Set goals: Create a goal, plan how you will reach it and follow through.
- Improve communication skills: Practice conversations in which you may need to advocate for yourself, such as with a teacher, a co-worker, or a supervisor. Practice with your family.

Skills Help Students in All Phases of Life.

Core components of self-determination include:

- Choice-Making
- Decision-Making
- Problem-Solving
- Goal-Setting & Attainment
- Self-Regulation
- Self-Instruction
- Self-Advocacy
- Internal Locus of Control
- Self-Efficacy
- Efficacy Expectations
- Self-Awareness
- Self-Knowledge

Check it out! Self-Determination Parent Checklist Appendix O in the Family Guide to Secondary Transition Planning for Students with Disabilities. [Comprehensive Toolkit](#) page 1

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Fòmasyon Pwofesyonèl ak Teknik: Amelyore Eksperyans Edikatif nan Premye Sik Segondè, Lekòl Segondè ak Edikasyon Apre Segondè

Prepare w pou Opòtinite Edikatif yo Apre Klas Tèminal: Fanmi yo Ede Elèv yo pou yo Reyisi

Fanni yo ou ka ede elèv yo pou yo reysi

Fanni yo ka ede elèv yo pou yo prepare yo pou opòtinite anseyman Apre Lekòl Segondè (AAS) pandan yo nan lekòl segondè ak nan klas tèminal. Èske w pare?

Fanni yo ka ede elèv yo genyen ki andikape yo prepare yo pou opòtinite ki genyen pou fòmasyon apre klas tèminal (etèd siperyè ou inivèsite) grasa yon planifikasyon kolektif pou fè pasaj sa a. Pasaj nan segondè se yon etap ki gen ladan l'elèv ki sot nan 14 zan pou rive nan 21 an, se yon peryòd enpòtan nan planifikasyon ak nan preparasyon lavi elèv yo apre klas tèminal. Etid yo montre patisipasyon fanni yo nan peryòd planifikasyon ak preparasyon sa a pral ogmante chans elèv la genyen pou l' reysi. Gade nan dokiman [Predictors of Post-School Outcomes](#) pou jwenn plis enfòmasyon sou aktivite familial ki ankouraje rezilta apre-lekòl pozitif pou jan ki nan fanni sa yo.

Motivasyon elèv la gen nan lekòl la enpòtan pou l' reysi nan inivèsite. Tablo ki pi ba a montre elèv ki andikape ki tèmine etid segondè yo gen anpil motivasyon pou etid siperyè yo, pou fòmasyon pwofesyonèl yo ak nan travay pase elèv ki andikape ki pa t tèmine etid yo. Paran yo ka bay sipò yo nan ede elèv yo pou yo rete motive epi tèmine klas tèminal. Planifikasyon pasaj la se yon demach ki enpòtan ak pa ede elèv yo, fanni yo, edikate yo, ajans yo ak kominite yo pou ede elèv yo sot nan klas tèminal pou antre nan lavi apre lekòl. Planifikasyon pasaj la "Etabli yon estrikri nòmal pou prepare yon moun pou l' ka viv, travay epi jwe nan kominite a fason ki pi konplè epi ki p' endepandan ki posib la" (Konsèy pou Paran yo pou planifikasyon pasaj la, 2007).

Nive Motivasyon Elèv yo - Sous Enfòmasyon (NLS12, 2011)	Diplome nan klas tèminal ki pa Patipipe nan PSE, fòmasyon oswa Travay	Ki pa Diplome nan klas tèminal epi ki pa patipipe nan PSE, fòmasyon oswa Travay
Pousantaj Elèv ki Andikape	12.6%	35.5%

Fòmasyon apre lekòl segondè prepare etidyan yo pou travay. Elèv nan klas tèminal ak nan lise ka devlope tou konpetans pwofesyonèl adomisil. Elèv, èske nou pare pou resevwa kèk konsèy?

Passi Chanman pibliye konsèy sou pratik konpetans pwofesyonèl adomisil. Kèk nan sijeson l' yo prezante konsa:

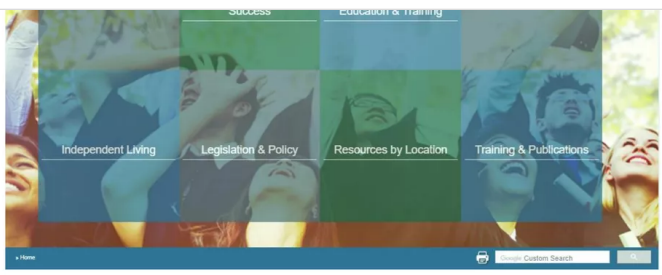
- Pran inisiyativ: Ou pa dwe ret ap tann pou yo di w fè yon bagay. Lè w wè yon bagay ki dwe fèt, aj.
- Fè objektif: Fèke yon objektif, planifye ki jan w pral atenn li epi suiv objektif sa a.
- Devlope konpetans nan domèn komunikasyon: Pratik Konvèsasyon kote w gen dwa bezwen defann tèt ou, tankou devan yon pwofesè, yon kòleg travay oswa yon sipèvizè. Pratik avèk fanni w.

genyen pou montre tèt yo ka Ede yo nan tout aspè nan lavi yo. Elman esansyèl pou motivasyon pèsònèl yo

- gen ladan yo:
 - Chwazi
 - Pran Desizyon
 - Rezoud Pwoblèm
 - Fèke epi atenn Objektif Pèsònèl
 - Disipline tèt ou
 - Enstwi tèt ou
 - Defann tèt ou
 - Espas pou Kontwòl Entèn
 - Ranman Pèsònèl
 - Atant nan Ranman Pèsònèl
 - Konprann tèt ou
 - Konnen tèt ou
 - Verifye sa!

Li Kontwòl Motivasyon Pèsònèl pou Paran yo, Apenmis O nan Sid, Familyal pou Planifikasyon Pasaj nan Segondè pou Elèv Andikape yo. Byat Zouti Konplè

Paj 1



Move Cursor Across Categories for Sub-Categories to Appear

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Preparándose para las oportunidades educativas después de la escuela preparatoria: Familias que apoyan a los estudiantes para el éxito

escuela preparatoria: familias que apoyan a los estudiantes para el éxito

Las familias pueden ayudar a sus estudiantes a prepararse para las oportunidades de educación postsecundaria (PSE) mientras ellos se encuentran en la escuela secundaria y preparatoria. ¿Están listas?

Las familias pueden ayudar a sus estudiantes con discapacidades a prepararse para las oportunidades educativas postsecundaria con una planificación colaborativa de la transición. La transición de la educación secundaria, la etapa que incluye a estudiantes de 14 a 21 años, es el momento crucial para la planificación y preparación para la vida de los estudiantes después de la escuela preparatoria. Los estudios han demostrado que la participación de la familia en este período de planificación y preparación aumentará la probabilidad de éxito del estudiante. Consulte el folleto [Predictores de resultados postsecundaria](#) para leer sobre las actividades familiares que apoyan resultados positivos postsecundaria para sus hijos jóvenes.

La participación de los estudiantes en la escuela es importante para el éxito postsecundaria. La siguiente tabla muestra que los estudiantes con discapacidades que terminan la escuela preparatoria están más comprometidos con la educación postsecundaria, la capacitación laboral y el empleo que los estudiantes con discapacidades que no completaron la escuela preparatoria. Los padres pueden proveer apoyos que ayuden a sus estudiantes a mantenerse comprometidos y completar la escuela secundaria. La planificación de la transición es una estrategia clave que apoya a estudiantes, familias, educadores, agencias y comunidades para que ayuden a los estudiantes a pasar de la escuela preparatoria a la vida postsecundaria. La planificación de la transición "proporciona la estructura básica para preparar a una persona para vivir, trabajar y desempeñarse en la comunidad de la manera más completa e independiente posible" (Consejos para padres para la planificación de la transición, 2007).

Niveles de participación de los estudiantes - Fuente de información (NLS12, 2011)	Egresados de escuela preparatoria sin participación en PSE, capacitación o empleo	No egresados de escuela preparatoria sin participación en PSE, capacitación o empleo
Porcentaje de estudiantes con discapacidades	12.6%	35.5%

La educación postsecundaria prepara a los estudiantes para el empleo. Los estudiantes de secundaria y preparatoria también pueden desarrollar habilidades laborales en casa. Estudiantes, ¿están listos para recibir algunos consejos?

Innovaciones de transición publicó consejos sobre la práctica de habilidades laborales en el hogar. Algunas de sus sugerencias se han adaptado de la siguiente manera:

- Mostrar iniciativa: No tienes que esperar a que te digan que hagas algo. Cuando veas algo que debe hacerse, hazlo.
- Establecer metas: Crea una meta, planifica cómo la alcanzarás y síguela.
- Mejorar las habilidades de comunicación: Practica conversaciones en las que puedas defenderte por ti mismo, por ejemplo, con un maestro, un compañero de trabajo o un supervisor. Practica con tu familia.

Autoconciencia
Autoconocimiento
iRevisar!
Lista de verificación de autodeterminación.
Apéndice O en la Guía para la familia para la planificación de la transición de la educación secundaria para estudiantes con discapacidades. Kit de herramientas integrales

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Family Involvement Webpage (Project 10)

Family Involvement | Project10

Family Involvement Landing Page

PROJECT10.INFO

Family Involvement Resources (Project 10)

Resources - Family Involvement | Project10

Predictors of Post-School Outcomes
Secondary Transition Roadmap Project 10
- Secondary Transition Roadmap for Families (pdf)

Project 10 has just released a fresh, new resource that will assist families to become familiar with graduation and post-school options available to students with disabilities.

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Webpages of Interest

Project 10 Website Overview

Employment (Project 10)

Employment | Project10

Employment Landing Page

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Independent Living (Project 10)

Independent Living | Project10

The Independent Living Category provides information and resources for school professionals, students and families regarding independent living options and strategies for students with disabilities.

Independent living has been defined as: A living arrangement that maximizes independence and self-determination, especially for a person with a disability living in a community instead of in a medical facility.



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A-Z Glossary | Project10

This glossary contains terms and resources related to transition. To access information, scroll through the list of entries on the left or click on the appropriate letter below. Can't find the information you need? Email us a request at project10@stpete.usf.edu.



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Postsecondary Education and Training (Project 10)

Postsecondary Education & Training | Project10

Individuals who participate in postsecondary education have better jobs. Youth with intellectual disabilities have the lowest rates of education, work, or preparation for work after high school of all disability groups. Nationally, there is a growing interest in postsecondary education as a way to improve employment and other key life areas for individuals with intellectual disabilities (ID)" (Migliore, Butterworth & Hart, 2009).



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Resources by Location (Project 10)

While school districts provide similar resources, there is some variance from district to district. Families can find the resources available in their district here.

Resources by Location | Project10

For each of the 67 Florida school districts, Project 10 provides contact information for district personnel and brief descriptions of the transition-related resources available to students with disabilities. Resources fall within the following categories: Local school district Employment Colleges and universities Local agencies Students and families Select a district below to view a list of related resources.



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Topical Briefs (Project 10)

Topical Briefs | Project10

Introducing New Products!

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Project 10 Publications (Project 10)

Publications | Project10

This section features the newest publications produced by Project 10. The intended audience for this series includes school and program personnel, including teachers, vocational rehabilitation counselors, employment specialists, guidance counselors, mental health specialists, and juvenile justice personnel who work with transition-aged youth and young adults, as well as families and students with disabilities.



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Online Training Opportunities (Project 10)

Online Training Opportunities | Project10

Provides information and links to modules in the Secondary Transition Online Module series.

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Additional Resources

Educational Acronyms and Abbreviations

A - Z Glossary (Project 10)

APU	Agency for Persons with Disabilities	TEC	Technology
AS	Associate of Science	FAB	Functional Assessment of Behavior (also see "FBA")
ASD	Autism Spectrum Disorder	FAFSA	Free Application for Federal Student Financial Aid
AT	Assistive Technology	FAPE	Free Appropriate Public Education
BA	Bachelors of Arts	FBA	Functional Behavioral Assessment (also see "FAB")
BEES	Bureau of Exceptional Education and Student Services	FCC	Family Care Council
BIP	Behavior Intervention Plan	FCIHE	Florida Consortium on Inclusive Higher Education
BPIE	Best Practices in Inclusive Education	FCIM	Florida Center for Interactive Media
BRIC	BEES Resource and Information Center	FCSUA	Florida Center for Students with Unique Abilities
C&C	Check and Connect	CBVE	Community-Based Vocational Education
CARD	Center for Autism and Related Disabilities	CCR	College and Career Readiness
CBI	Community-Based Instruction	CFR	Code of Federal Regulations
CBVE	Community-Based Vocational Education	CIL	Centers for Independent Living
CCR	College and Career Readiness	CMS	Children's Medical Services
CFR	Code of Federal Regulations	CPALMS	Collaborate, Plan, Align, Learn, Motivate and Share
CIL	Centers for Independent Living	CPT	Comprehensive Transition Program
CMS	Children's Medical Services	CRP	Community Rehabilitation Provider
CPALMS	Collaborate, Plan, Align, Learn, Motivate and Share	CSFA	Catalog of State Financial Assistance
CPT	Comprehensive Transition Program	CTE	Career and Technical Education
CRP	Community Rehabilitation Provider	CWIC	Community Work Incentives Coordinator
CSFA	Catalog of State Financial Assistance	DBS	Division of Blind Services
CTE	Career and Technical Education	DCDT	Division on Career Development and Transition
CWIC	Community Work Incentives Coordinator	DCF	Department of Children and Families
DBS	Division of Blind Services	DD	Developmental Disability/Developmentally Delayed
DCDT	Division on Career Development and Transition		
DCF	Department of Children and Families		
DD	Developmental Disability/Developmentally Delayed		

Educational_Acronyms_and_Abbreviations

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Supports you need to reach your goals

Use the following scale to rate the statements below:

3 = almost always/most of the time 2 = sometimes
1 = rarely or never 0 = not observed

Rating				
3	2	1	0	My child sets goals to get what he/she wants or needs.
3	2	1	0	My child makes plans for reaching his/her goals.
3	2	1	0	My child checks his/her progress when working toward his/her goals.
3	2	1	0	My child attends his/her IEP Meetings.
3	2	1	0	My child participates in his/her IEP Meetings.
3	2	1	0	My child knows the goals listed in his/her IEP.
3	2	1	0	At school, educators listen to my child when he/she talks about what he/she wants or needs.
3	2	1	0	At home, I listen when my child talks about what he/she wants or needs.
3	2	1	0	My child has others in his/her life who help him/her to accomplish goals.
3	2	1	0	My child asks for help when he/she needs it.
3	2	1	0	My child knows what he/she needs, what he/she likes and what he/she enjoys doing.
3	2	1	0	My child tells others what he/she needs, what he/she likes and what he/she enjoys doing.
3	2	1	0	My child helps to make choices about the supports (educational services) and accommodations that he/she needs in school.
3	2	1	0	My child can describe his/her learning difficulties to others.
3	2	1	0	My child believes he/she has control to direct his/her life.

Im_Determined_-_Self-Determination_Parent_Checklist

PDF document

PADLET DRIVE

Glossary of Transition-Related Terms

students with the most significant cognitive disabilities who are eligible under IDEA will participate in access point courses and the Florida State Alternate Assessment (FSAA).

Accommodation

Accommodations are a different way of doing something that takes into account a person's disability. Accommodations are changes in how a student is taught or tested. Accommodations do not change the requirements of a course or the standards the student must meet. Compare with "modification."

Achieving a Better Life Experience (ABLE) Act

The ABLE Act provides the opportunity for individuals with disabilities to establish a tax-free account that can be used for medical and dental care, education, community-based supports, employment training, assistive technology, housing and transportation. This account allows individuals with disabilities to work and save money for specified expenses without negatively impacting eligibility for a federal benefits program.

Age-Appropriate Transition Assessment

Age-appropriate transition assessments refer to the collection of data on the student's needs, preferences and interests. Transition assessments should be completed each year and the information can be used in the transition IEP. Transition assessments can cover many areas, including employment, self-determination and self-advocacy, independent living and study skills.

Age of Majority

The age of majority refers to the age when a person becomes a legal adult. The rights of the parent of a student with a disability transfer to the student when the student reaches the age of majority. In Florida, this is 18 years of age.

Agency for Persons with Disabilities (APD)

APD works in partnership with local communities and private providers to assist people who have developmental disabilities and their families. APD also provides assistance in identifying the needs of people with developmental disabilities for supports and services. In order to be eligible for services, an

Glossary_of_Terms

PDF document

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I'm Determined Checklist

This checklist is used with the permission of the I'm Determined project, a state-directed project funded by the Virginia Department of Education.

National Collaborative on Workforce and Disability: Youth Employment Skills Parent Checklist

National Collaborative on Workforce and Disability: Youth Employment Skills Parent Checklist

The Youth Employment Skills Parent Checklist was developed, with permission, from the NCWD (2012) publication, "Helping Youth Build Work Skills for Job Success: Tips for Parents and Families," (<http://www.ncwd-youth.info/publications/helping-youth-build-work-skills-for-job-success-tips-for-parents-and-families/>).

Parents and families can use the publication and checklist as a guide to help their youth develop skills that will help them get and keep a job. The checklist is organized according to five sections. Sections one through four are categories of work readiness skills that are important for all entry level jobs: communication, interpersonal, decision-making and lifelong learning. Section five addresses inclusion of work skills in the Individual Educational Plan (IEP) and Summary of Performance (SOP). After each category, there are guiding questions and strategies provided that families can use to help their youth develop employment skills.

Section 1: Communication Skills

Communication skills involve the ability to read with understanding, convey ideas in writing, speak so others can understand, listen actively and observe critically.

1. Is your youth able to gather, process, and use information by observing his environment?

How can you help?

- Help your youth identify his learning style.
- Plan family activities that help youth develop their powers of observation.
- During a long car or bus trip, ask your youth to find and write down a few road signs and billboards.

Youth_Employment_Skills_Parent_Checklist

PDF document

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Directory of Florida Parent Centers

Parent Training and Information Cent

Florida	to parents, educators, community organizations and faith-based groups to increase the kinds and types of parental involvement and engagement to increase student academic achievement across Florida.		
Parent Education Network Project (PEN)	Serves: Broward, Indian River, Lake, Martin, Miami-Dade, Monroe, Okeechobee, Orange, Osceola, Palm Beach, Polk and St. Lucie	http://fndusa.org/contact-us/programs/pen/	Toll Free: (800) 825-5736 (in FL only) Phone: (727) 523-1130
Parents Offering Parents Information and Networking (POPIN)	Serves: Alachua, Baker, Bay, Bradford, Brevard, Calhoun, Clay, Columbia, Dixie, Duval, Escambia, Flagler, Franklin, Gadsden, Gilchrist, Gulf, Hamilton, Holmes, Jackson, Jefferson, Lafayette, Leon, Levy, Liberty, Madison, Marion, Nassau, Okaloosa, Putnam, Santa Rosa, Seminole, St. Johns, Suwannee, Taylor, Union, Volusia, Wakulla, Walton and Washington	http://fndusa.org/contact-us/programs/popin/	Toll Free: (800) 825-5736 (in FL only) Phone: (727) 523-1130
Parent Support Network (PSN) Project	Serves: Charlotte, Citrus, Collier, DeSoto, Glades, Hardee, Hendry, Hernando, Highlands, Hillsborough, Lee, Manatee, Pasco, Pinellas, Sarasota and Sumter	http://fndusa.org/contact-us/programs/psn/	Toll Free: (800) 825-5736 (in FL only) Phone: (727) 523-1130
Empowerment Parent Resource Center of Northwest Florida, Inc.	Aims to provide training and resources to the families/caregivers of individuals living with a disability. Serves Escambia, Santa Rosa, Okaloosa and Walton counties in the Western Panhandle area of Florida with plans to expand further east as the EPRC develops.	n/a	Phone: (850) 444-8554
Parent to Parent of	Parent to Parent serves families in Miami-Dade and Monroe counties and helps to	http://www.ptopmiami.org	Phone: (305) 271-9797

Directory of FL Parent Centers

PDF document

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