

Extended Transition (Florida 18-22 Programs)

Extended Transition Program	Program Description	District Qualifications	Student Qualifications	Potential Barriers	Contact	Participating Florida Districts
Project SEARCH	A business-led, one-year, school-to-work program that takes place entirely at the workplace. Total workplace immersion facilitates a seamless combination of classroom instruction, career exploration and relevant job-skills training through strategically designed internships with the primary objective of securing competitive employment.	ESE teacher, one or more job coaches (from a provider) and an interested large employer are required.	Students with significant intellectual and developmental disabilities in their last year of high school eligibility who have a desire to become competitively employed.	Start up cost of \$16,000 Lack of suitable employer in area	Carly Detlefsen cdetlefsen@usfsp.edu or established site-specific project contact	Brevard (3): Health First, Inc. at Cape Canaveral Hospital, Health First, Inc. at Homes Regional Medical Center, City of Palm Bay; Broward (2): Memorial Hospital Miramar, Broward Memorial Regional Hospital Hollywood; Duval: UF Health Jacksonville/University of Florida; Escambia (2): Baptist Hospital, University of West Florida; Lee: Lee Memorial Hospital; Martin: Martin Health System; Miami-Dade (3): City of Miami, Miami Dade County Zoo, City of Hialeah; Orange (4): Florida Hospital East, Florida Hospital Orlando, Shingle Creek Resort, Florida Hospital Winter Park; Osceola: Florida Hospital Kissimmee; Palm Beach (2): Bethesda Memorial Hospital, Boca Resort and Country Club; Pinellas: Johns Hopkins All Children's Hospital Polk: Lakeland Regional Health; Santa Rosa: Gulf Breeze Hospital; Seminole: Florida Hospital Altamonte; Volusia: Halifax Health. The following districts are in the planning stages of implementing new/additional sites for 2017-18 SY: Bay, Charlotte, Clay, Collier, Columbia, Duval, Glades/Hendry, Indian River, Marion, Nassau, Osceola, Palm Beach, Pasco, Pinellas, St. John's, Volusia
Transition Programs for Students with Intellectual Disabilities (TPSID) Programs	Inclusive, postsecondary education transition programs wherein students with intellectual disabilities take courses for credit or audit, leading to certifications, certificates of completion or a meaningful credential. They can be associated with a school district (dual enrollment) or independent. Programming also includes work experiences and internships with the primary objective of securing competitive employment upon exit.	For dual enrollment programs, districts must desire to participate and provide supports such as personnel.	Students with an intellectual disability who possess a high level of independence. For dual enrollment programs, students must reside in the district in which the program is located.	Transportation needs of student Tuition or program costs	Florida Consortium on Inclusive Higher Education, www.fcihe.com	Alachua: Santa Fe College; Broward: McFatter Technical College; Duval: Florida State College at Jacksonville, University of North Florida; Escambia: Pensacola State College; Leon: Tallahassee Community College; Miami-Dade: Florida International University, Robert Morgan Technical College; Monroe: Florida Keys Community College; Orange: University of Central Florida; Palm Beach: Florida Atlantic University; Pinellas: University of South Florida St. Petersburg; Polk: Southeastern University; St. Lucie: Indian River State College; Washington: Florida Panhandle Technical College
District Specific Community Based Instruction (CBI) and Community Based Vocational Education (CBVE)	Both programs provide instruction in naturally occurring community environments providing students "real life" experiences. CBVE programs are vocationally orientated and take place in a business within the community wherein students learn specific employment skills working alongside paid employees. CBI programs can occur anywhere within the community and can cover a range of learning objectives.	District personnel may be job coaches, employment specialists, or teachers.	Students taking courses on access points who want to be employed or need experiences within the community.	Transportation needs of student	District Director of Exceptional Student Education* (ESE) or District Transition Contact	Alachua, Baker, Bay, Bradford, Broward, Calhoun, Citrus, Clay, Charlotte, Collier, Columbia, DeSoto, Duval, Escambia, Flagler, Gadsden, Hendry, Hernando, Hillsborough, Holmes, Jackson, Lee, Leon, Levy, Liberty, Manatee, Miami-Dade, Madison, Monroe, Nassau, Okaloosa, Orange, Osceola, Palm Beach, Pasco, Pinellas, Polk, Putnam, Santa Rosa, Sarasota, Seminole, St. Johns, St. Lucie, Taylor, Volusia, Wakulla, Walton, Washington
District Specific Transition Programs	Varied programs at high schools, technical centers, or other sites where students continue to take courses through the school system. Some may participate in student-based enterprises, non-paid or paid employment, or learn technical, life and/or employment skills.	Districts must provide for 18-22 year old students with disabilities who require a free and appropriate public education (FAPE).	Students who desire to participate, have deferred their high school diplomas and have a continuing need for transition services.	Funding for special programs	District Director of Exceptional Student Education (ESE) or District Transition Contact	Districts provide various 18-22 transition programs based on the needs of students. In addition to the programs mentioned in the Project SEARCH and TPSID Programs section, students may be provided services at a high school or elsewhere in the district.

*ESE Director List: <http://app4.fldoe.org/EESSContacts/>

*Secondary Transition Contact List: <http://app4.fldoe.org/EESSContacts/>

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Self-Determination and Self-Advocacy Training	Classes, curricula and programs to develop/enhance a student's ability to speak and act on their own behalf and make decisions that affect their lives.	Ensure that teachers are trained in this area.	Students with a disability who have an individual educational plan (IEP) and a need in this area.	Time constraints Knowledge of classes and curricula	District Director of Exceptional Student Education (ESE) or District Transition Contact. Vocational Rehabilitation, www.RehabWorks.org	All provide according to IEPs/need using various curricula. Standing up for Me, Me! and Florida's Self Determination course are commonly used. Vocational Rehabilitation's New Self-Advocacy Courses will soon be available.
Social Skills Training	Classes, curricula, lessons and programs to help students who have challenges relating to other people.	Ensure that teachers are trained in this area.	Students with a disability who have an IEP and a need in this area.	Time constraints Knowledge of classes and curricula	District Director of ESE or District Transition Contact	All provide according to IEPs/need using various curricula, including teacher-developed curriculum.
School-Based Enterprises	A set of entrepreneurial activities undertaken by students that provides an economic, social and educational return to the student, school and community.	Ensure that teachers are trained in this area. Facilities and start-up funds may need to be provided.	Students with a disability who have an IEP and a desire to participate.	Training for personnel Willingness of personnel Start-up funds Ideas and creative freedom to start a program	District Director of ESE or District Transition Contact	Alachua, Baker, Bay, Bradford, Brevard, Broward, Charlotte, Citrus, Clay, Collier, Columbia, DeSoto, Dixie, Duval, Escambia, Flagler, Gadsden, Gilchrist, Gulf, Hamilton, Hardee, Hendry, Hernando, Hillsborough, Indian River, Jackson, Lafayette, Lake, Lee, Leon, Levy, Marion, Miami-Dade, Madison, Martin, Monroe, Nassau, Okaloosa, Okeechobee, Orange, Osceola, Palm Beach, Pasco, Pinellas, Polk, Putnam, Santa Rosa, Sarasota, Seminole, St. Johns, St. Lucie, Sumter, Taylor, Volusia, Wakulla, Washington
Employability Skills Training	Classes, curricula, lessons and programs to teach students skills needed for employment.	Ensure that teachers are trained in this area. Provide time, curricula and settings for training.	Students with a disability who have an IEP and a desire to participate. These programs may require acceptance for eligibility with a certain agency, such as VR.	Time constraints Knowledge of methods and curricula	District Director of ESE or District Transition Contact, Vocational Rehabilitation	Districts and schools offer employability skills training in various ways. In addition to teachers, employment specialists, guidance counselors, and others may provide this instruction.