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26 education system.

27 (b) It is the further intent of the Legislature to provide  
28 accessible programs for young adults with developmental  
29 disabilities which will foster success and independent living.  
30 To achieve this intent, the Transition Success Network is  
31 created as a multiagency network to fully meet the needs of  
32 young adults with developmental disabilities.

33 (2) TRANSITION SUCCESS NETWORK.—

34 (a)1. The Transition Success Network shall consist of  
35 state and local entities, public and private, that are  
36 coordinated on a regional basis and that collaborate to provide  
37 young adults with developmental disabilities as defined in s.  
38 393.063 and their families the knowledge of and connection to  
39 programs, support, and services necessary to succeed during  
40 transition from the K-12 education system.

41 2. The agency shall serve as the lead agency of the  
42 Transition Success Network and shall coordinate with other  
43 participating agencies and organizations.

44 3. The Division of Vocational Rehabilitation and the  
45 Division of Career and Adult Education of the Department of  
46 Education shall participate in the network, along with school  
47 districts and providers, and CareerSource Florida and the Able  
48 Trust.

49 4. Additional individuals and entities may participate in  
50 the network, such as the Florida Developmental Disabilities

51 Council, local chambers of commerce, nonprofit organizations  
52 servicing young adults with developmental disabilities and their  
53 families, and waiver support coordinators and other providers of  
54 services to such young adults and their families.

55 (b) The purpose of the multiagency network is to:

56 1. Enable young adults with developmental disabilities who  
57 are going to transition from the K-12 education system to  
58 identify and connect to further educational opportunities, skill  
59 development programs, or meaningful day activities.

60 2. Identify opportunities and strategies for young adults  
61 with developmental disabilities that help them achieve greater  
62 independence, participate to a greater extent in their  
63 communities, and access and maintain employment.

64 3. Assess availability and variety of programs, regionally  
65 and statewide, in relation to the need for services to determine  
66 whether programs and services are made available in the least  
67 restrictive manner consistent with the needs of the young adult  
68 with disabilities and as close as possible to his or her home.

69 4. Integrate a wide range of services necessary to support  
70 young adults with disabilities and their families.

71 (c) The multiagency network shall:

72 1. Support and represent the needs of young adults with  
73 disabilities through an initial statewide needs assessment,  
74 conducted by the agency, and biennial local needs assessments,  
75 conducted by regional networks, to identify areas of need

76 regarding postsecondary programs.

77 2. Examine data from the statewide assessment and the  
78 local needs assessments to measure accessibility to programs and  
79 form partnerships to commit to improvements in the provision of  
80 services to overcome barriers of mutual concern.

81 3. Facilitate and increase access to local systems of care  
82 for young adults with disabilities and their families.

83 4. Support young adults with disabilities in preventing  
84 regression of their progress in daily functioning and  
85 independence by connecting them to programs and services that  
86 teach and promote useful skills, appropriate behaviors, and  
87 healthy functioning.

88 5. Participate in individual education plan (IEP) meetings  
89 for young adults with disabilities, as requested by the student  
90 or the parent.

91 (3) FUNDING.—Applicable departments and agencies of the  
92 state may use appropriate funds for the Transition Success  
93 Network.

94 Section 2. Subsection (1) of section 1003.5716, Florida  
95 Statutes, is amended to read:

96 1003.5716 Transition to postsecondary education and career  
97 opportunities.—All students with disabilities who are 3 years of  
98 age to 21 years of age have the right to a free, appropriate  
99 public education. As used in this section, the term "IEP" means  
100 individual education plan.

101 (1) To ensure quality planning for a successful transition  
 102 of a student with a disability to postsecondary education and  
 103 career opportunities, during the student's seventh grade year or  
 104 when the student attains the age of 12, whichever occurs first,  
 105 an IEP team shall begin the process of, and develop an IEP for,  
 106 identifying the need for transition services before the student  
 107 with a disability enters high school or attains the age of 14  
 108 years, whichever occurs first, in order for his or her  
 109 postsecondary goals and career goals to be identified. The plan  
 110 must be operational and in place to begin implementation on the  
 111 first day of the student's first year in high school. This  
 112 process must include, but is not limited to:

113 (a) Consideration of the student's need for instruction in  
 114 the area of self-determination and self-advocacy to assist the  
 115 student's active and effective participation in an IEP meeting.†

116 (b) Preparation for the student to graduate from high  
 117 school with a standard high school diploma pursuant to s.  
 118 1003.4282 with a Scholar designation unless the parent chooses a  
 119 Merit designation.† ~~and~~

120 (c) Provision of the information to the student and his or  
 121 her parent of the school district's high school-level transition  
 122 services, career and technical education, and collegiate  
 123 programs available to students with disabilities and how to  
 124 access such programs. Information shall also be provided on  
 125 school-based transition programs and programs and services

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126 available through Florida's Center for Students with Unique  
127 Abilities, the Florida Centers for Independent Living, the  
128 Division of Vocational Rehabilitation, the Agency for Persons  
129 with Disabilities, and the Division of Blind Services. Referral  
130 forms, links, and technical support contacts for these services  
131 must be provided to students and parents at IEP meetings.

132 (d) Participation of a member of the Transition Success  
133 Network, as provided in s. 393.5015, who shall attend IEP  
134 meetings and provide additional assistance based on the  
135 student's needs and goals, as requested by the student or the  
136 parent.

137 Section 3. This act shall take effect July 1, 2023.