SPEAKER:
Good morning, we will start in just a minute or 2. OK, Patty do you think, are you set to record at any moment?

SPEAKER:
I am good to go and I have the screen to look the way it needs to look.

SPEAKER:
You have to write that down for us so we can learn from you.(Laughter)Good afternoon thank you all for finding time to visit us and come to today's webinar. We are so glad you made time out of today to join us. My name is Heather and I am with fiddlers and I am one of your facilitators today. Another facilitator I would like you to me is Rose.

SPEAKER:
Good afternoon I am Roseann I work with autism program board. Today I would ask that you guys and everybody remembers to mute their microphones so we can focus on our presenter for today. We do have close captioning available. If you would like that you can go to the bottom of your zoom screen and click on the live captioning cc button. That will bring that up. We also have 2 ASL interpreters with us. We have Jordan and Christina.

SPEAKER:
Thank you Rose, our topic today is the overview of transition services on this speaker is Cathy Powell from FND. Family network on disabilities. Before we start we do want to let you know the platform for today's zoom and what we are going to have, the agenda for Cathy, is going to share some wonderful information with us and then she is going to speak and at the end if you could hold your questions, jot them down or something so you can remember them and if at the conclusion of her presentation we will have some time to chat with Cathy. Feel free to put them in the chats because Rose and I as a facilitator will be monitoring them but we will not interrupt or stop her and told the and just so again here question might be answered or and again we can have her time to get through the presentation so that is the format we will use today.

Sometimes that changes but that is how she prefers it today. Again a friendly reminder is that we are being recorded so if we could please refrain from using student names or identifying data. If you do have additional needs after hearing this you want to discuss specific student needs, then please reach out afterwards either to myself, Heather, or Rose and we will get back with you on that. One way, however we need to what ever the question may be. And Rose has put her information in the chat. And I will add mind to so you have that.

Also, as I mentioned by being on this zoom you are agreeing to being recorded and we will be posting this recording on the fiddlers website and the BPS website. They both go to the same place.

On the fiddlers website it is under parent, and again I can help you with that in it will be located in the same area where you registered. If that helps you.

Again, if that is all for right now I know Rose has been monitoring the chat while I have been giving you all of the housekeeping items. I believe we are ready to begin with our speaker for today Cathy Powell from FND, thank you so much for joining us.

SPEAKER:
Thank you Heather and Ashley's shared I'm with family of disabilities and I am the program director or program under FND called pop in parents offering parents information network and we cover 37 counties across North Florida. Jumping right in this will be an overview and we will be sharing some extensive resources so if this presentation prompts any questions I will be presenting on other topics as we come along specific to different things that we talk about in here. But understand the process of the transition is within an IEP and the end of alleged education program. It will vary from state to state so today I will be talking about Florida.

A quick agenda I will briefly talk about the individuals disability education act also known as IDA as it relates to transition and then talk about content relevant to transition and then the services and the importance of parent involvement.

I have 2 sons and they are both in their teens, 18 and 19 in my 19-year-old just turned 20. My older son has ADHD and is gifted and my younger son has autism so we have been living all of this transition. And then of course we have resources.

Real quick I have some slides to get out of the way and share. Again the 501(c)(3) is what FND is nonprofit. Sharing parents to come together at the table, sharing resources and information, were national network of individual with ages at risk who have disabilities or special needs and their families and also some professionals. We serve professionals and concerned citizens and one thing I like to share that is unique to us is that the majority of our staff or board members are either related to someone with a disability or has a child with disability.

And of course we do not serve as attorneys or doctors we just share information, resources and a lot of times shared experiences.

Basically federal statute and again we do not quote law so I will read that up there for you to read. But starting in 1990 the reauthorization of the IDA transition services must be based on student need and consider their interests and preferences as well as to accomplish their goals, students must be prepared to participate in planning for the future.

Understanding that in order for students to receive freedom for public education by the time there at that transition age and will talk about that that the goal is to look at how to help them become independent.

This graphic gives you an idea that we will be focusing on the transition services but as you can see at the top it always starts with strengths and preferences to really get to know the student and we will talk about what families can do at home to help them. Start to uncover and learn about their disability and then goals based on some of that information and then related services.

Transition services are basically a coordinated set of activities for student designed with it outcome oriented process. It promotes movement from school to postsecondary activities and includes all of these postsecondary education, vocational training, integrated employment, maybe some support of employment and we can dig deeper into this. Adult services, independent living and even community participation.

The process starts at age 14 in Florida there similar legislation that I will not go into yet because it is very new and were still waiting on guidance from the Florida Department and education on this that includes requirements for the individualized education program for that conversation, that process to start Condon around 7th grade, around 12 years old, whatever comes first. To develop an IEP by 14. But like I said I did not want to go into it, either way regardless of this new legislation, preparing for transition should be very early in school for parents. There are so many things that you can do to help your child start to learn about their disability and different ways that we can talk about helping them learn to self advocate and is called self-determination. The parents and school districts have that responsibility to help their student and it is a way to gradually teach them the skills that they need to master in order to be confident that their child at their own IEP meeting and learn to be independent.

It's broken up either into your postsecondary continuing education or we will talk about career development and vocational types of starting and junior high school students IEP should include educational goals which will prepare them for further education. And now we will go into what that looks like.

There are programs set up for vocational rehab it was previously called the star program. My son is in the star program and this is something that they can do after school. My son actually started, he loves to look at VHS tapes and he loves to thrift. We just happened to walk into a place that hired students with autism and they were able to build a very part-time job talking 2 hours a week to start of around his likes and interests around VHS tapes and processor. So that is a way that you can coordinate with the star program to start to get your student sums early advocacy and self-determination and work skills. And using that inventory to really help Owen in on something that would they would prefer to do. And I can include the link into vocational rehab there are many programs.

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SPEAKER:
I think we froze. Was it just me that froze or was it everybody?

SPEAKER:
No it was Cathy because I can hear you and Rose. So I'm going to pause the recording and then send Cathy an email so hold on. It is paused now.

SPEAKER:
There you go. I was wondering how we could still see her PowerPoint.

SPEAKER:
She must be logging out and coming back in.

SPEAKER:
She left off by saying she would put the video link in there for us.

SPEAKER:
The star program is through VR.

SPEAKER:
Yes

SPEAKER:
I just had that done where I had my VHS tapes turned into (unknown term).

SPEAKER:
I think at one point they went from real to VHS now do you put them to CD it was my next question

SPEAKER:
Welcome back Cathy.

SPEAKER:
There she is.

SPEAKER:
Sorry about that, internet. Now let me go back to share.

SPEAKER:
And I will get everybody pinned.

SPEAKER:
Did that unpin people?

SPEAKER:
No I just need to re-pin Cathy.

SPEAKER:
We were just updating that that is very neat about your son.

SPEAKER:
Here we go, I'm going to on pause and we will continue.

SPEAKER:
We were at advocacy or did it come off before then?

SPEAKER:
You were just talking about you go to put the leak into the star program.

SPEAKER:
Sorry about that, internet issues. I think I left off at advocacy. I'm going to add that link into the star program and vocational rehab and we can talk about that some more. But advocacy is really teaching students how to speak up for themselves, how to ask questions, how to prepare to attend their individualized education program and way they get to the point where they get to drive their own meeting and teaching them how to share their hopes and dreams whether it be providing them graphic organizers or helping them record themselves. All kinds of different strategies. In those activities fall within those services of transition under advocacy and in helping them understand these challenges so they can also participate in having a little bit of say and their goals.

Here it breaks it down, learning how to advocate. And we have a workshop specific to what is called self-determination that teaches students how to learn and build all of their skills around that. We also have a lot of one pages around this and I will share a link to that. And in understanding their accommodations. And I insert experiences with my own voices they've gone through the process. For my own son printing this accommodations on something he can keep eliminated or even in the front of each pop get of his notebook really helped him understand his accommodations and feel more comfortable sharing them with his teachers across all classes.

And then just understanding their rights and finding their way for them to understand the rights and responsibilities in a way that they can understand it.

A great website that I love to share with families is undetermined. It has a lot of material written in a way that students can understand it and it breaks down their rights. How they can access their program easier helping them to understand how they can communicate with their teachers via email after class or before class.

By the time my son was rocking and rolling he had a baseball science teacher who he would let know that he needed assistance but he did not want to stand out in class and how he wanted to participate in his meanings. He did not have an IEP before that but still had a very big role in participating and sharing what was going on throughout the year.

There are inventories as well and I can share this with you and you can Google functional inventories to kinda help at home and to really help them understand what they need support with. They need help remembering things do they need help with homework skills. Do they need help organizing. Sometimes helping them organize the material helps them to learn it as they go along.

Other services that they could get help with along with study skills, transportation, discussion of academic support, contact with campus if they are in the process of looking at where they want to attend and how they understand that. We have a wonderful presentation called all about the apps that help students use technology to help them with some supports that helps them stay organized there are also ways to utilize things that the district has already purchased with help with that. And thinking about post secondary options and assistive technology. A lot of districts provide the laptops so students can bring them home and save things in one place. I think it's different for district to district whether Google Drive or one drive or dropbox. But giving students a place to keep things together we you can also check and and make sure that they are staying on top of things.

There are also various other platforms as well. There is also a show room, Ford alliance for sit at assistive technology is a great program here in Florida that can actually lend you technology to try out. And it is something that you find, that your teen or you find it helps then it something he may take back to your school district and see if it is something that can be handled with the IEP as far as assistive technology.

While you're thinking about study skills and services that can be provided in the classroom oriented resource room or in various places. The service is also available in different settings.

There are couple of assistive technology links that I will be sharing around this as well. Transportation is always difficult. There is a rideshare program where we are in the process of teaching my son bus schedules. As a parent it is hard to let go and help that they will be successful and safe but everything is little steps. So having him go with the therapist at home, in the community is helping to do little steps at a time and helping him to understand how to look things up and research. So it depends on whether it is a mobility issue or a safety issue. That is something the school can help provide supports and services.

There is a another accommodations book the Florida Department of education provides. Also they have one specific to high school. Where you can look for specific accommodations if your student is not sure how to ask for accommodation. Taking inventories and matching it up to see what inventories could follow. You do not want to put 20 accommodations on there because you want your youth to be able to remember the accommodations and sift through them as needed.

They may not need all of the accommodations for one class they may notice need a couple here and maybe a different one there. Just so that they are able to able to adopt them and know them well. This is the college fair and applications release has to do with, and I'm not sure how many of you are familiar and know…

++Audio lost++

++Audio restored++

SPEAKER:
Oh no. I'm going to pause again. There she is. OK, hang on. OK we are recording again.

SPEAKER:
OK.

SPEAKER:
Cathy…

(Multiple speakers)

SPEAKER:
Cathy we lost you are beginning to say you're not sure how familiar we are with and you can backtrack a little bit. Think colleges this one pertains to think colleges. There's postsecondary work in the state of Florida and there's a national organization to support student with more intellectual disabilities helps them obtain post secondary work experience and skills and it is called Florida Consortium for in higher education is a huge resource for the domain and helps that function. So young person can navigate the site independently or with your help many times parents found programs with assistance to them because proximity is important were looking at that postsecondary option. But the local education agency or guidance counselor transition specialist can help with that and help you navigate. So there's college fairs in the community that sometimes those school fairs will put on to help educate families around that.

Unfortunately for financial aid components there is on FND website a 9 part series on how to look at that postsecondary option with the FC HEM project 10 and a few other discretionary projects and there's a section there on how to pay for college because everybody wants to leave college without debt. So something to look at those expenses and what have you.

Here's a little bit more in transportation. We spent on transportation that is a related service and it's extremely important and it really helps with the independents. So that is a crucial part of planning another one is financial and they can work on this in school and think of it as ways is apparent that you can help introduce this at home.

From us and we took him to the bank and got him to his own debit card so his money is automatically deposited in helping him to understand of where he is at. He did not understand automatic deposit. He thought he wanted a paper check. So when it went automatic deposit and teaching him where to find and go to the website for the bank so he could see where his funds are and how to use that ATM card.

Some other things outside of school that can include security for family whose child turns 18. Their supplemental insurance there's work incentives and trust and estate. You can have information on guardianship of the presentation on that. I will include some resources around those.

So really talking about personal independence around things that you can do at home. Even when they are living with family and I went to go into some of those things.

For my son being a teenager, personal care is at the top of my list and things have to be broken down for him to learn. Before he goes to work or to school, deodorant, steps on how to prepare for getting ready for school and making sure he brushes his teeth and that morning and evening routine. Teaching him milk preparation. I find the more I can teach him the more tasks I teach them, the more schedules I can provide at home, the better he does at school and at work because he has expectations of home. Like before at first I thought I was just letting him take it easy he's working hard at school and owing to make things easy for him.

They ended up backfiring on me so now he has his list, he has chores, he does his laundry, he is starting to do some meal planning and personal care is extensive. Sexuality, having those conversations with him, and then identifying living options. Of where he might want to live in the future. As his parent and assume a home want to stay with me, but he may want different relationships. He may want to be, or want to live in a group setting because it is still mental for autism he may develop where you can live independently with some support.

Shopping, having him start to do some checklists. Decide what he wants to grocery shop before he starts cooking. How can he make that list. Walking around the grocery store and having him check those things off. We incorporate a lot of these skills in time management, looking at you lapsed time.

When he is at work, instead of asking his boss every 5 minutes, when can he go home. Getting him to watch and having him to tell analog time. Versus just digital.

Helping him prioritize and balancing what takes precedence over another thing. Giving him the idea that bills need to get paid. When can he get those shoes now. Or he may have to save up for them and so forth.

Telephone skills is another thing we work on a home and making sure he is using appropriate manners for telephone skills. If he has a question of a vendor and having him make the phone call and asked that question. Does your child have a cell phone and are they ready for that. Do they know how to check your email and so forth. And then overall decision-making skills which will translate at home and at school to help them with school work and understanding that if they decide to watch TV for 3 hours and do not get something done, there are consequences of that.

Helping them start to transition and understand the medical and health and they may be transitioning from a pediatrician to an adult doctor and what that entails and what kind of conversations they could have with their doctor.

Here are some of the headings of that. Medication, ongoing care, fitness and nutrition, insurance,, Medicaid and Medicare. Also a waiver. I will be adding links to the agency for persons of disability so if you're interested in enrolling your son or daughter into a med waiver program you can learn about that.

It is important, to consider all work experience options. The student they should or want to become a veterinarian. It does not mean that they cannot be employed working with animals. They could start his attack or assistant or shadow someone to really understand if that is something they want to work with. And that is something that is going to happen through related vendors that will come into the IEP meeting and discuss how they can help and support your student. They can help with competitive employment. Job seeking skills, interviewing, job coaching, job related social skills or unemployment. Different agencies such as vocational rehabilitation, the Center for autism and related disorders, Center for Independent living. Various agencies that each district is connected with.

There's a couple of links that actually have some employment supports that I'm going to include that will help walk-through students with things to think about. And how they can start that journey.

Recreation and leisure. You would be surprised is apparent that that is really important. If you're not trying to include them in the community and something that they feel competent in, everybody needs a break from work and school and sometimes the very thing that they are in recreationally can turn into a job. Something that they love. So helping them to focus on different things like something at the Y or Special Olympics, or something in the community some kind of group that they can belong to. Not necessarily a support group is something specific to their interests. There are websites where you can get together. I just discovered a wonderful program from out of school where he is with students that are interested in the same topics. So looking for church programs may be a good place to look. Look at anything in the community there is also a website I found called life course tools. And that is where they can also explore some of these life experiences and these community-based supports. And learn where a student can go to find some of these things whether it be a coffeehouse or public library or a thrift store. I love thrifty and who knew would turn into a wonderful experience for my son where he has actually learned, that for some of our kids with autism, they do not necessarily and/or are not concerned with how they are perceived to others and it was closing time and he was ready to go and he did not quite know how to say it appropriately, to nicely say that it is closing. So one point he said time to go shooting somebody out and that was an opportunity that the boss was able to take to show him an appropriate way to say goodbye to our customers.

Some other supports and some related services that you may be familiar with with your primary child other than some regular support groups. There is a psychological services, social work services, respite outside into the community, social care versus assistive technology. And then speech in language, audiology rehabilitation counseling, physical therapy, occupational therapy, although services can still overlap if needed. In order to get to the goals that are on each IEP depending on need. So for my son he still needed speech and language therapy because he had a hard time understanding language so now as I'm teaching him higher level vocabulary I'm talking to him in a different way because I've talked to speech language therapist that he really needs definition of these vocabulary words so that way he could see the movie in his head as it was explained to me. A lot of different ways we can help at home is research shows that the more parents involved the more students improve.

I'm really excited that project 10 has a curriculum that they share with teachers that actually is going to have a component where parents get some of that information sent home around that self-determination piece. But like I said all of that can find online and I will share some resources.

Like I said that that is an overview and I'm hoping the resources can help you to gain a little bit more. But I wanted to give you a snapshot of what that transition process starts like. It is all based on your student, their preferences, their strength, what they are interested in for independent and career goals. I am happy to take questions now, and again I apologize for my intermittent internet problems and I hope I can answer some questions.

SPEAKER:
We have a question, the life course tools, you reference that and I put that link in there it was not the one for recreational? Or how do you use that?

SPEAKER:
Is one that parents can access that. I always generalize what was going on with my school with my son and I found it to be a great resource.

SPEAKER:
Thank you.

SPEAKER:
I will share the links of exactly what I was looking at.

SPEAKER:
At schools is for profit so we don't typically share for profit this is kind of like where you can the Kaplan University is free but this is more if you want a social class or learning organization. I thought that was a neat place to find things.

SPEAKER:
Jackie would like to know where she can go for an application for assistance. I'm wondering if that would be ADP?

SPEAKER:
I have a document with all of those saved resources so I will make a note to send that to you.

SPEAKER:
Is that what you're talking about?

SPEAKER:
Jackie on application for assistance what type of assistance? She said help with college applications.

SPEAKER:
OK, I am making a note

SPEAKER:
Cathy I just put in the top box I linked to the big resource document you sent me said that that is in their and I think several of the things you have talked about are within that big document. And I will post that in there one more time and I will post all of these resource links in my website and with information for the webinar.

SPEAKER:
So much to cover in a short amount of time so I wanted to get those resources to you and again have other presentations that can drill down more.

SPEAKER:
That transition resource link is a great resource. It is really really nice. It has everything in there. Very nice.

SPEAKER:
I don't think the guardianship information is in there. If anybody is interested I can share several links for that. Because that comes up a lot. When your youth turns 18 and it kind of captures you. Like especially with medical and wondering if they can you can go in and ask questions. Or does he need to give you permission. All of that we have links like that to the presentation actually from our CEO who is an attorney and we can share that prerecorded presentation any time.

SPEAKER:
Cathy that is a good segue something I thought of when you mentioned how a part of the awareness that you're talking about today is teaching your son how to call and talk to the receptionist and I can think of just in my own personal life just calling to do that and they say that they need to talk to so-and-so. Just that awareness that even now I know that is the thing just to be aware of that that once they turn 18, they will not talk to me. So just putting that in there.

SPEAKER:
If I could share quick story my older son might older son was very embarrassed and did not want to stand out in class. And finally taught him how to start emailing and now he is rocking and rolling. At one point he asked, because there were some students behind them that were very loud and he wanted to ask if he could put one in your bed in to block the sound out so he could pay attention so the email the teacher said no problems and that was fine.

Calista was working the mode again and said that they can move it and just don't let everybody know that that person was being moved maybe shuffle the class a little the teacher was so excited that he was really communicating with her. She's gonna do one better and she knew she was gonna sit them next to if they have help with notes and they could be scribed for him. So they got everybody shuffled and basically taught him that he can always go back because his last email was take you so much for shifting this but now I really can't focus because this girl is taking notes for me is super cute. So is like job done. He is now comfortable talking to his teachers.

SPEAKER:
That is a great story.

SPEAKER:
And again that preparation. There are things that you can put in place so that they can talk. Whether it's on the form that they get permission to talk. You are giving us good ideas to ensure that that comes up quick.

SPEAKER:
Yes.

SPEAKER:
Cathy I'm going to remind you, when you send this additional information, if you would send me that high school accommodation book because I have never seen that even though I do a lot of training on accommodations so would love to see that resource. And embed that into my accommodations training that we provide for teachers as well. Because I think anytime that we can help students advocate and understand what accommodations they need and why they have accommodations and how did they choose the best accommodations for them in that situation. I think that sounds like such a powerful tool to embed with our secondary students. And like you said earlier we cannot start this early enough.

I think since 6th grade I would love to see more students to be active members of their IEP meetings and being involved in that planning. But then what do we do to get them ready to do that. So this sounds like a potential great resource.

SPEAKER:
I talked to a parent that was trying with her first grader and it was really cute the visual she had created. With a train. Like what keeps her on track. And it was simple little language of being determined and what makes a good day. And envisioning what a good day is MP saying that together or taking it apart. You can start very early.

SPEAKER:
Checking to see if anybody else has any questions.

SPEAKER:
Think you will be on for a little bit longer. At this time I know Rose is going to talk a little bit about our next meeting and Patty is going to put in a link in the chat to our evaluation survey. So while you're enjoying Rose's lovely conclusion and thinking if there's anything else that you would like to say that if you could just give Patty a moment to put the link in the chat and then if you could click on that link and provide us some feedback so we could provide them best professional development and webinars for you, that will be greatly appreciated. Have a wonderful rest of your day.

SPEAKER:
I would like to say thank you very much to Cathy Powell. That was fantastic. I think the information was presented in such a way that it was explained well and is useful and helps to navigate this world that we live in when we have a child that needs an IEP. Continuing our transition webinars. The next one will be October 12 and it will actually be in regards to graduation and diploma deferral. And that will be BPS specific so it's more public school specific and it will be done by Terry and Dena so I hope you all will join us for that one. The link for that is can be accessed in the same way that you signed up for this particular one.

If anybody has anything else that they would like to add? Do not forget that survey it is very important as it helps us be able to continue to do these and to make a meaningful program and build whatever families need.

SPEAKER:
I went ahead and put the link because we have roses information on the transition but we do have other once if you have a need for pre-k or K-12. We do have webinars across the span and I believe there is one for tomorrow.

SPEAKER:
I think there is.

SPEAKER:
I put that link in the chat.

SPEAKER:
Want to thank Jordan and Christina for being our interpreters today too.

SPEAKER:
How do you get started with VR?

SPEAKER:
It is an application process and I can send you the link.

SPEAKER:
Thank you.

SPEAKER:
For the star program we have a sister program. But that could be a program conversation you can start with your IEP team and your teachers. But as far as full assessment and the full VR program they are probably going to direct you to the application process anyway so I will send you that link.

SPEAKER:
We have another webinar tomorrow, Cathy will be joining us tomorrow as well and it is all about IEP's, the guide to a best IEP.

SPEAKER:
Were really going to break down the process, all of the components of an IEP.

SPEAKER:
That will be another important one to pop in if you can. It will be recorded just like this is spent in all of those resources will be posted online as well if you cannot make it tomorrow.

SPEAKER:
Cathy you mentioned about ADP., You mentioned about that and how important it is to you early correct?

SPEAKER:
I will preface but don't get too excited, there's a very long waiting list. My son Sam got on it at 3 and he still in the waiting list. But it is there to catch you when there's a crisis. If IHL and I cannot take care of my son some of those instances where it might be considered a crisis of a child's arm themselves or other and a parent is nowhere to turn or maybe a foster family, or if they are aging out of foster care.

So there is different things that would be considered a crisis. I will share that my son swallowed 8 double aid battery. Past it find it was not a crisis but it is a good idea to get on because the waiting list is extensive.

SPEAKER:
How does your son?

SPEAKER:
18 he did this when he was younger.

SPEAKER:
You applied when he was 3?

SPEAKER:
Yes so really that is significant. You think you may never use it but it gets important to get on early.

SPEAKER:
Better to know it is there.

SPEAKER:
You may be older than 3. But there is a waiting list.

SPEAKER:
So get on it now.

SPEAKER:
And sometimes when there is funds you can contact them. I and their families who have gotten diapers paid for our I've gotten a summer camp assistance paying for that so sometimes they have funds so even if you're on a waiting list.

One time I got a specific kind of therapy that was not covered by insurance so they paid for a month of it. So you never know.

SPEAKER:
Great information you'll send the link to that as well?

SPEAKER:
Yes.

SPEAKER:
OK, perfect. Anybody else like to put in anything? OK. I guess we are done.

SPEAKER:
Heather would you like to say anything else?

SPEAKER:
Have a great afternoon and thank you so much and I hope to see your lovely names and faces.

SPEAKER:
Thank you for joining us today and we hope to see you on October 12 if not before.

SPEAKER:
Have a great one.

SPEAKER:
Thank you.

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