My name is Terry Matson and I'm the Transition Resource Teacher for Brevard schools. We had a session on

graduation and the deferral process. And Tuesday, December 8, we talked about College and my IEP. Tonight, if

you're tuning in, we're going to be talking about transition programs and what BPS offers for our students that have

graduated and continuing and some postsecondary programming. We have couple of special guests joining us this

evening. And, we have one more evening, December 16, next Tuesday, and we will have Rachel Rutledge here

from Brevard public schools talking about CTE. Career technology education. So if you haven't registered,

you might want to do that. If you've missed the other sessions and you like to catch up or something

we're going to do, we'll be posting these on the webpage under "transition." Give us couple of days

to get that done before break, and that will be available for you.

So, tonight is a very informal session. I'll be talking about our program such as BLAST, Project SEARCH,

and employee. And we have a special guest with us this evening. But at any time if I say

something or if you have a question, please feel free to stop me during that portion of that

programming. And I'll address those questions I have. Heather Theobald will be monitoring the

chat room. Are there any questions before we get started?

Very good. All right. An overview of the transition program for Brevard Public Schools. First program

I want to talk about is BLAST. That is Brevard Learners Achieving Successful Transition. And

those are students that have graduated and are continuing on and gaining some independent living

skills, and additional employment skills. We'll talk more about that. Last and a purpose. Instruction focuses

on postsecondary goals. Students that are entering BLAST, like I said, have graduated. They met all

the requirements within the classroom. And have participated in the graduation exercise and

everything the students do within the high school.

The purpose of BLAST, we want students, they have to defer their diploma. And we talked about that earlier.

In January, a letter will be going out and students that are looking at going into BLAST or one of our

post-secondary programs, they would defer their diploma to to attend. David O'Brien talked about

that on December the third and what that process looks like.

Please know in a students that are deferring, they do get to participate in all the exercises that students

go through their senior year. So BLAST students return to BPS and receive instruction in a different

focus area. So it can be on independent living, vocational employment, recreation, leisure, we'll

go into all those domains in a few minutes.

So for the most part, it's very different from the typical academic day that students are used to within

the high school.

We have 5 BLAST sites in Brevard. And we started with 3 and we expanded. We have the north area, which

is located at the Titusville high school campus. We have secondary site at Clearlake education center

in coco. And we have Eau Galilee high school. And Bay side high school. And our latest opening this

year happened August of 2020 is heritage High school School in the Palm Bay area.

Last, students, again, I just want to reiterate, they fulfilled all the requirements for graduation.

They've completed everything academically and participated in graduation exercises. And that diploma

becomes deferred.

Goals align with the purpose of the BLAST program. I'm going to go into why our transition assessments

are so important in pursuing goals after high school. That's part of the whole programming. Each

student has individualized plan that will continue on and follow with them through BLAST.

And in domains that are addressed, we are looking at independent living skill, vocational employment

skills, personal and social skills, and leisure and recreational skills. And for each students, those

domains look very different. We might have a student that's very focused on getting some employment

opportunities. Gaining some experience out in the community working alongside a job coach. And then

pursuing one of our additional program such as Project SEARCH or employee.

And we have some students that are very focused on independent living skills. If you've ever had the

opportunity, there will be some pictures later on, but independent living skills, the classroom in

want BLAST sites look very different than a classroom in the typical high school setting.

They have a kitchen area. There's cooking going on. There's a schedule. There's a living area where

they are participating in leisure and recreational skills. And then we have a whole category under

personal and social skills that students participate in.

So, again, the program remains very individualized in what the goals are for that individual student.

The sphrution in the BLAST program is student-driven and teacher directed. So a lot of our students

are making decisions. It's discussed, it's talked about. And whether it be a cooking lesson, what

they want to cook that week on a menu, their budgeting, their shopping. So it's very much student-driven

on what they do throughout that week. There might be learning centers, labs in the classroom setting,

and instruction and community-based instruction. They might be out in the community doing grocery

shopping. Some students are going out participating in leisure rec. They might be

bowling. So the weeks look different and days change day-to-day. They come in and move their schedule.

They might be participating in our Leap program. Learner empowerment through agency and participating.

And students very much interested in pursuing a job outcome employment outcome, they would be participating

in LEAP. They're out in the job coach out in want job site and following along perhaps with

a mentor from that job site where they're in all different locations all the way from parish hospital,

to public licks, to the children center.

And Brady in the South yeah. And they're gaining those employment skills, real hand experiences

for our employment students desiring that competitive employment outcome.

They're taking leadership roles in self-determination, making choices for themselves, speaking up, self-advocacy.

And we also want those outside agencies involved, and in particular, we want to connect students with

vocational rehabilitation if they already haven't done that in high school beginning at age

14, students can have an application with rehabilitation.

And secondary such as ProjectSEARCH, that is a requirement moving forward. It's a collaborative process

through Brevard public school and vocational rehabilitation. Curriculum looks

very different than the BLAST program. Books, test books, tests, assessments, those have all been completed

throughout the academic process. Students are using the unique learning system. It's a transition

band covering vocational instruction, daily living skills, personal life instruction. And, again,

the community-based instruction where students are actually going out and getting those real hands-on

what young adult life is like.

What they need to be doing to pursue their goals.

The IEP follows. And those domains are part of the transition IEP that will continue

throughout their time in want BLAST program.

And this is just a few of our site students out in the work sites with a job coach. They're there for

four hours a day gaining those skills. They might be working a mentor at that job site. It's 9:30

to 1:30. Earlier, I mentioned it is an application process. And they get to work four hours a day

with a half-hour lunch just as a regular employee. So it is quite rigorous.

And we try to match those job sites with the individual goals or the interest of the student when they're

out there. So as you can see, these were at Publix. And the middle picture indicates student tagging

clothes and pep reasonable accommodation for putting items out on the floor of Rose's retail in

Palm Bay. And we have natural resources out in the public school and district offices.

So quite a variety of opportunities for students to gain those skills training.

BLAST program instruction. It targets vocational, job awareness, work skills, how to work alongside

amen tore, coemployees. And a lot of times that's first time our students are experiencing taking

instruction or directive from a non-familiar adult. And that is a skill that we work on diligently

because so many of our students have been with the same instructors for numerous years. And this is

this is their first experience taking a directive from an unknown adult.

So we address other daily living skills. Grooming and hygiene is part of our program. Nutrition and

food prep. Healthy meals, what do we cook? How do we shop and budget for those things? We might

have to go to 2 or 3 grocery stores to make that menu happen within a particular budget.

We have an area of the room set up as a home living area with a couch, a bed. We do laundry. We vacuum.

We sweep. We dust. Everybody has a chore to take care of.

The living facility, and along with that comes a lot of time management skills. And money management.

Medical health and fitness. And all of those skills we like to see it transfer from what's happening

in the classroom and let that carry over at home.

So, throughout the year, there are meetings with parents just as the IEP meeting. And start encompassing

more and more management skills at home. And focusing on the whole purpose of daily living skills

and what does that entail?

So, again, it's very individualized. So all of those activities are addressed.

We have community living, community resource, recreational leisure. This year it has been a little bit

more difficult because of the conditions that we're working under. But about 4 times a year, in the

past, we've been able to host some programs for all of our BLAST sites where there's recreational and

social functions.

Dances, Thanksgiving feast. We usually have a bowling tournament. But unfortunately, given the current

conditions, some of those activities have been on hold this year.

We have personal life communication skills. Social skills. And, again, self-advocacy. It's the first

time a lot of times students are exposed to new experiences, what their likes and dislikes are.

Perhaps going into it, somebody's always said they want to do work in a food Service Area. And then

once they experience that, it's time to change your mind or maybe pursue something else. So, again,

we discuss problem-solving skills. What to do within peers, with adults, the best way to problem solve.

And then again, we don't, the reading, writing, and math looks different within BLAST. Those are life

skills. So Ed radioing might be following a menu. Reading a cookbook. Shopping for the

different ads and cooking. Writing down recipes. Budgeting. Do we have enough money? All students

participate at all sites with a school-based enterprise. So they're making candles at some sites, pins,

scarves, soaps. We have a little bit of everything. So those are all activities that the students

are part of and participate in.

And the funds that are accrued through the school-based enterprises, that's how our students go out into

the community and participate in want leisure rec activity whether it's bowling or

other activities that our young adults do.

Have anything I've said now, any questions before moving forward? Not to move too fast?

>> HEATHER THEOBALD: So far in the chat, they've been about recording and Patty posted where they're

going to be. So as we go through these series, they are being recorded and they will be posted. I

wanted to reiterate that if you click the CC, then you can have closed-captioning. But other than

the content, I haven't seen anything in chat yet, so you're doing great.

>> TERRY MATSON: Okay. Please feel free to ask what I say or covering anything you have questions on.

And then this is just an overview. It's all about building relationships. Our young adults are very

social. This is the first time they get out and experience. So couple of these pictures indicate

they were getting ready for a dance. These were over a year ago. But that is a big part of our young

adult life, going out. Students going out to lunch after they run errands or gone grocery shopping.

You see a group there in the food court. And that's part of their day. It's a very much, unlike

the typical high school day.

So there's transitional high school period coming out of a class setting. Bell schedule. That

does not happen in the BLAST program. It's very independent. It's scheduled throughout the day.

Who's leaving and who's coming into the community. Whose working on the school-based entitles or maybe

participating in the community project they're working on and doing some volunteer work. So every day

is very different. It's very busy.

And like I say, typically there's a little transition period coming from a high school to realize the

freedom that's out there versus high school setting versus the BLAST classroom.

Instruction, the main --

>> HEATHER THEOBALD: Terry, we did have one question about what schools are offering this program?

>> TERRY MATSON: Okay, any student that has an individual education plan, and is looking to defer their

diploma that is an IEP decision team meeting. That would happen for May 15. But if in a north area,

if you were at astronaut space Costa, this would be clearly education center. Eau Galilee high school

and Heritage high school and Palm Bay. So transportation is provided to all the program. And it runs

the typical school days, typical school calendar, the BPS calendar uses. So there is not a BLAST site

at every high school. But transportation is provided based on boundaries and location. Does that help?

I'm sorry, did I say -- Bay side.

BLAST assessment. Students will be assessed with transition assessment and students coming from high

school are used to that, because beginning at age 16, all students receive a transition assessment.

And that is done annually prior to the individual education plan, because those goals are very important.

And that information helps to drive that IEP and annual goal.

Assessments require parental input and teacher input. So yearly we can track the progresses and changes

that student encounters throughout the years going on.

But that is an annual requirement, even through the years in BLAST.

Again, I just want to reiterate, students in BLAST have completely met graduation requirements. All

other assessments have been completed. There is not the state assessment, those have been done. So,

typically, an assessment would be their transition assessment every year. And then the others have

been completed as far as homework and things like that. They've completed all that work.

But they do participate in outside activities that they might discuss. Social situations. Social stories

are based on what young adults are doing at this age.

>> HEATHER THEOBALD: Okay, Terry. We have another question. So, Baysibe is excluded?

>> Yes.

>> TERRY MATSON: We have clear education center and Titusville high school and Eau Galilee.

>> HEATHER THEOBALD: How long does the BLAST program last?

>> TERRY MATSON: So students entering BLAST can stay in a post-secondary transition program until the

day before they turn it 2. At that time, they age out and we look at a transition plan and see what

those goals are. If it's employment early on, we're looking at additional program.

So typically, and I'm just going to use a scenario. A student might complete one or two years in BLAST

and be 19 or 20. And then choose if employment is as an outcome or goal they have, then we highly

recommend, we want to see that student applying to ProjectSEARCH or our employee program down at Palm

Bay high school.

So this evening, we do have a special, three special guests here that help ProjectSEARCH. And that timeframe,

we began the preparation for ProjectSEARCH. Actually when we get back from second semester, those

applications will become available. ProjectSEARCH and employee are application programs. Students

complete the application. They are set up with an interview. They interview through a team for the

following year.

So, typically, it will begin January, the applications will become available. Interviews are held prior

to spring break. And right after spring break, then decisions are made and calls are made for the

following August and report directly to ProjectSEARCH o or Employee. One thing I want to mention is

that ProjectSEARCH is a collaborative process with Brevard public schools, vocational rehabilitation,

and health first. And our guest will go more into that. But it is a one year compliment. And transportation

commitment and transportation is not provided for that program.

>> HEATHER THEOBALD: Thank you. David put in the chat the five sites. So if that's the way you prefer

to read those sites, you heard orally as well as he wrote it. Last question is my son is leaving

junior high, will he be able to enroll?

>> TERRY MATSON: Students enrolling in BLAST must have graduated. And students enrolling in ProjectSEARCH

or Employee must have graduated. Defer their diploma and then move on to one transition program.

So this is after graduation, there are things you can do prior to entering high school. And one of the

things I would highly recommend is contacting vocational rehabilitation and getting set up with that

program if you're looking at employment.

But any of our transition programs must occur after graduation. And that diploma is deferred. Anything

else that I need to address there before I introduce our guest?

>> HEATHER THEOBALD: No, we're excited. She says thanks.

>> TERRY MATSON: Okay, with ProjectSEARCH this evening, we have Mitchell Brown here, he's our

ProjectSEARCH supervisor. And he is located at homes regional hospital and Cape Canaveral hospital.

Linda Schuchert is here and she's the instructor at regional hospital. And B

Kesterson. And he attended BLAST for two years and now he's in ProjectSEARCH. And he's going to give

you his story and talk to you about his experience from high school to BLAST to where he is now. And

he is looking at employment very soon. So with further ado, I'm going to turn the camera over to this

young man. Thank you.

>> Hello. My name is Brian Kesterson and I work with the Medical Center with Linda.

And she's basically one of my bosses.

>> So what rotation are you doing, Brian? And can you tell us what you do on the rotation?

>> So ProjectSEARCH is on the third floor and I go to the fourth floor which is full patients. So I

say hello to nurses station. I go to the clean linen room. Roll the blankets

up and then with that, I go to a supply room. I get all the supplies I need for the PPE equipment boxes.

>> And you know that by heart or list?

>> I have a list with me. All the necessary stuff.

>> And how many rooms do you have to do?

>> I currently do 36 rooms.

>> So when you're done filling all the p be boxes what do you do?

>> If I need to get sheet.

>> Nutrition sheet?

>> Nutrition sheet which tells me who can have water and who can't.

>> And this is your second rotation. What do you see do on the first rotation?

>> On the first rotation, I did the DOR.

>> What do you do in the DOR?

>> I grab the case card from the surgical people and bring it back.

>> How do you know which rooms to go to?

>> Through the status board.

>> Was it very busy and hectic?

>> It depends on the day.

>> Very good.

>> And what will you be doing for the next rotation?

>> The cold room, which is a place where they eat fruits, desserts. Maybe salads.

>> So why did you opt to come to ProjectSEARCH?

>> I wanted to get a job like my brother.

>> So Brian, can you tell us about your experience from high school BLAST?

>> When I first went to BLAST, I was nervous. I was used to smaller group of kids. And it was a little

bit bigger than what I with us used to.

>> Did you sit on desk or chairs and do a lot of work or was it very different than high school?

>> Instead of an old desk, we sat around big tables. Or at least 8 of us can sit together.

>> What activities did you enjoy at BLAST?

>> I enjoyed making the soap. And job sites.

>> So you were in LEAP while you were in BLAST?

>> Yep.

>> And what job sites did you go to in LEAP.

>> So you were in the food area? Is that a job you want to pursue in food services?

>> It's debatable.

>> What would be your dream job?

>> Being a baker.

>> A baker? So something like P ublix is something you would be interested in?

>> So what's different from BLAST? What kind of uniform do you have to wear every day?

>> Part of BLAST, you wear like attire. And for ProjectSEARCH, you have to wear scrub shirts and scrub

pants and comfortable shoes. Ladies, don't wear high heals because your feet will be hurting if you

do.

>> A lot of walking.

>> Oh way.

>> Did you have to learn your way around the hospital?

>> A little bit.

>> Was that hard to do?

>> It was a little bit hard with all the corridors.

>> Do you remember your interview when you applied to ProjectSEARCH?

>> It was over the phone.

>> Oh that's right, because of COVID. That's right. So you were comfortable with that and well-prepared?

>> Yes.

>> Did you have video chat?

>> We just talked on the phone.

>> So is there anything else you would like to share with perhaps -- what would you say to something

that's considering applying to ProjectSEARCH?

>> Definitely to be prepared for a lot of hard work.

>> But it's worth it?

>> It's worth it.

>> Very good. And you are also client of vocational rehabilitation.

>> Yes, I am.

>> Very good.

>> I just don't remember the person I'm under though.

>> That's okay. That happens.

>> Can you ask if anyone has any questions?

>> Does anyone have any questions?

>> HEATHER THEOBALD: Nothing in chat.

>> TERRY MATSON: We want to thank Brian for joining us tonight after his long day. We're he's going

to out until we finish this. But I wanted to share other things about ProjectSEARCH and the program.

Again, I want to mention that we have two sites here in Brevard County. Homes regional county. And

at holes two sites, transportation is not provided through Brevard public school because students in

this program are looking to for employment. So, we want to make sure they're able to either access

public transportation or some of our students drive. And some of them arrange transportation through

means of family.

So, the contacts for those -- for the ProjectSEARCH are Mitchell Brown, health first ProjectSEARCH supervisor.

Or David Brian and those applications will be available for students that are ready to apply. And you

don't have to go through BLAST to apply for ProjectSEARCH. We certainly have seniors exiting high

schools and graduating that need that experience and job shadowing, and job coaching. And that is a

one year commitment with ProjectSEARCH.

And these are just some of the other sites, pictures of the rotations that take place throughout the

hospital.

Brian mentioned some of those. I don't know if that is the cold room. Is that the cold room, Brian?

With the salads? Okay. And surgical supply and clerical opportunities. And

all those changed. There's progressed monitoring meeting that occurred thought the year where the parent

and intern come in and discuss their progress at each site or rotation.

And receive feedback.

So, ProjectSEARCH is very much a unique training program. It's designed to help those students that

need that extra assistance in completing a job and seeking competitive employment.

They must have graduated, again, and have an IEP. And we have -- it's a one-year internship program.

However, you have to think of ProjectSEARCH as those interns that are out on the floor, they're basically

interviewing every day. They're being watched. And we have quite a few students that are offered

positions from the hospital. However, that's not the outcome. This year we've had several students

that have been offered positions at homes regional and indicate Cape Canaveral nafer. And things are

happening there. And we have great Mr. Brown and we have great outcomes for the students. Past three

years has been 100% outcome. And Brevard County is fortunate to have two sites here in our area.

And again, they must be a client of vocational rehabilitation before applying to that program.

Any questions about ProjectSEARCH before I go on to Employ. And they just

finished their state meeting.

They are up-to-date on all the ins and outs of ProjectSEARCH.

>> HEATHER THEOBALD: Comments are thanking Brian for coming and talking to us. And Christine says thank

you Brian. My daughter who is going to BLAST enjoyed hearing you. So maybe does he know -- so I think

that's the mom is Christine Willis.

So probably a Co-worker, a friend, a peer. We do have a question. Do the students get paid during the

internship?

>> TERRY MATSON: That's a great question. It is a nonpaid one-year internship. So students are

not paid. Remember, they're building that resume. They're gaining those skills. But it is a nonpaid

internship. And there are four internships they go through during that process.

>> HEATHER THEOBALD: And Gracie. Going to Eau Galilee.

>> TERRY MATSON: I'm sure they will welcome you and you will have a great experience. Typically, we

say students, depending upon the age of high school. They participate BLAST

and it's 1 to 2 year transition period getting acclimated to the high school setting to an adult living

setting. The Rec activities. And making decisions for themselves. So before they turn 22, the progression

plan is to go ahead and get students to apply to ProjectSEARCH or Employ. We have until day

22 to work through the Brevard transition school program.

Any other questions? I'll move into Employ. This is a work-based and nonpaid internship, one year.

And that program is housed at Palm Bay Magnet High School in Palm Bay. Employees a full-time internship

program. It follows the calendar. And currently, transportation is provided to that program because

it is housed at the high school.

However, the internships that take place in that program are out in the community.

So, unlike ProjectSEARCH, everything is taking place within the hospital. Students are placed in internships

out in the community. And I have some additional sites here.

Here are just a few examples of where interns are placed during the day to get that experience. They

might try couple of different rotations just as they do in ProjectSEARCH.

And habit for humanity. Any time fitness. And we offer a variety of skills and training programs

down there in want community.

And then we have an instructor and a job coach that are there to monitor, check in. But typically an

employee, those interns are matched with a mentor at that job site or out in the community. And they

work alongside. That is their day. There is time throughout the week where they are in a classroom

setting going over social skills training. And they review things they encountered throughout the week.

Whether how to speak to co-workers, following time management, showing up on time. Hygiene, all those

things are addressed during a brief classroom setting as a group.

And these are just more pictures of our students and the employee program out in want community working

at the different sites. Things they do. Job experiences that they get to accrue during that one year.

And, again, these students are also clients of vocational rehabilitation because they do follow the student

then after employment is secured. Maintain a nice transition

student with that student once they're hired. So just a few more activities and job experiences that

they get to experience in their internship program.

And again, I want to reitiate, every year we begin the application process for ProjectSEARCH

for employees. That application will be available. And interviews will be conducted prior to spring

break. And interns will be notified probably end of April so they can begin being set up and

prepared for the August school year.

Any questions on that process as far as the applications and the timeline to follow?

>> HEATHER THEOBALD: One question is is Employ is after they turn 22?

>> TERRY MATSON: No, everything is happening before age 22. The day the student turns 22, they are

exited from the public school system. So typically, a student graduates high school, they could be

18 or 19. Some students could be 20. And participant in BLAST or, again, you can apply directly to

ProjectSEARCH or Employ that is typically discussed in the IEP process where the student is in the skills

training, what they're ready for, do they need that additional time in BLAST? Or are they ready to

go and seek competitive employment?

So, students, the day before you turn 22, you age out of the public school setting. So whether that

birthday is in November or September, or all the way in April. That will be your last day. And at

that point in time, you would go back to your high school where you graduated from and that time is

when you pick up your diploma that you received in high school. So you would complete all your transition

programming, and then go back and pick up your high school diploma.

>> HEATHER THEOBALD: So we have a question. What would the next step be the day before 22? Is there

an organization like such as bridges?

>> TERRY MATSON: That's a great question, because what we're doing if we think of the IEP process upon

entering high school, going into BLAST, or ProjectSEARCH, think of it as a transition meeting. All

along, those goals are we're being driven by student desires, outcomes, student -- what they want to

do after 22. So the IEP process is still in place, but we really are looking at the entire transition

process before turning 22. So before a student turns 22, we are working. We're meeting in approximately

6 months before a student turns 22. We are sitting at the table in a meeting and determining

what that student wants to do. Perhaps they're going to go to one of our day programs in the community.

And right now, again, all kinds of programs are under operating different circumstances than normal.

But if you've heard of Bridges or Brevard achievement center or Easter seal in the South area, those

are transitions day program that some of our students go into. And some of our students are working

or have been working with vocational rehabilitation the whole time. And then they would be looking

at an employment process. And I also want to mention, there are many, many colleges throughout the

state that offer college experience, college training, college auditing.

So students with a disability or in an individual education plan are also available. I'm sure most of

you are aware with University of Central Florida they offer a program. University of North Florida.

There's the Moreno college. And all these opportunities. And these are discussions that need to happen

in the transition process. This dies back to why that transition assessment is so important beginning

at age 16. And really looking at that IEP, an individual education plan really by high school turns

into a transition planning process.

We want to look at long-term. We need to start with the end in mind. What is the outcome and what is

the goal after school?

>> HEATHER THEOBALD: Okay. And on the screen you have about applications. And there's a question about

when to I fill out the application for the program?

>> TERRY MATSON: Okay, like I say, those will become available once we return in January. Those will

be out at schools available online. You would connect with your high school, because we do ask for

references. The teacher has input into that application process for project search and employee.

And then those are submitted and then you are called for the interview process.

Hopefully, I want to reiterate about the vocational rehabilitation. If employment or it really is important

beginning at age 14, you can apply for those pre-Employment Transition Services through vocational

rehabilitation. Through your high school, that information is all available in your IEP meeting,

your school counselors would be able to get that information for you.

And the application. Anything additional there?

>> HEATHER THEOBALD: Just one last comment about Eau Galilee has been great about offering the information.

So that's, we want to keep that up.

>> TERRY MATSON: Glad to hear that. If you have any questions that you've heard this evening, I know

it's a lot of information to observe, especially, during the school year when you're working day-to-day

and under these conditions with virtual learning, or brick and mortar learning, and what's going to

happen at the end of this year. Please feel free to reach out to me. My information

is on the screen along with David O'Brien with the Student Services Program Support. And along with

our phone numbers. And we'll be glad to answer any questions for you. I did want to mention all of

these transition talk sessions are being recorded and will be posted. So if you know somebody that

missed it or registered and couldn't join us this evening, please know that all this information will

be posted on the website.

>> HEATHER THEOBALD: Okay, and that's the last question about, so Patty put that, put a form in which

is going to be, I believe that is this survey about this evening. If you can fill that out as you're

leaving. But we did have a question about finding out about the program available at the different

universities you spoke about and the day transition program.

So I do know some of them have been part of these transition talks. And future start conferences. I

know our last talk was from college and my IEP. But if you wanted to talk more about different sites

.

>> TERRY MATSON: There is a website. Think college.net. And they keep a running list

of all of the academic or postsecondary college, state college opportunities for students. So, they

do keep the latest site up as far as what colleges and what offer. Because those all very depending

on which facilities or which university you're talking about. Some of them are experienced programs.

And some of them are certificate. Some are audits. Again, that varies between the university and the

state college. I would highly recommend you would go to ThinkCollege.Net

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>> HEATHER THEOBALD: Patty Put in the URL That Terry Was Referring You to.

>> TERRY MATSON: It's a great time of the year, typically looking at that senior year. And it's never

too early to start planning. Again, with our start conference annual and this year, we will put together

something virtually. So that we Kwan get that information out there if you have attended in

previous years. We do like to have all those vendors and programs available. But, again, unfortunately,

due to the current circumstances, we can't do that live presentation.

But please, second semester start, we'll be looking to host more of these topics and agency level participation

will be out there that you can actually tune in and listen to agency for persons with disabilities

about med waiver, vocational rehabilitation, some of our local day programs, SSI and how to navigate

that process of employment as an outcome. So we will be posting more and more information. But, again,

it's never too early to start planning for what happens when that yellow bus stops coming.

>> HEATHER THEOBALD: And so, we put that survey for the call, I mean, the URL for the colleges. And

the transition day program was part of her, Rita's question. So she just reit rated that. So you

kind of talked about it that we're having ongoing conversations. And that's part of this transition

talk, as well as our inner agency Council of Brevard, that's where a lot of us, the Agency works together,

the one she talked about Easterseals. Brevard achievement Center. Was there any particular place,

Terry, that you could think of to Bridges, part of ICB. I know ICB is a good place to start.

>> TERRY MATSON: Our inner agency counsel Brevard is the group that's responsible for hosting the start

conference every year. And we are in the works now of now putting together those high interest topics

that if you had the opportunity to participate in the past, we will be offering recorded sessions.

And that you can access that information in what's happening now, especially, under the conditions that

we're working under, because some of our agencies are not up and running as they have done in the past.

They are taking virtual meetings and not meeting in offices.

But all that information will be coming shortly through Start. And we'll advertise that just as we have

done in the past through Peachjar, through your local school. And here on our website. Anything else

that you can think of this evening? It's a great opportunity to get your questions answered about

navigating that post-secondary. And, again, I want to thank the ProjectSEARCH team for being here

tonight. It's been a long day for Mr. Bryan who worked all day at the hospital and came here to speak

to you on his behalf from his participation from graduation to BLAST, to ProjectSEARCH and by

end of the year, he will be an employed young man. Okay. Thank you, everyone. Thanks for joining

us this evening.