The Future of Texas Transition: The Vision of TEA and the Student-Centered Transitions Network

Susie May & Vickie Mitchell
To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you’re going so that you better understand where you are now and so that the steps you take are always in the right direction.

Stephen R. Covey
The Roles of *Individuals with Disabilities Education Act (IDEA)* and *Workforce and Innovation and Opportunity Act (WIOA)* in Workforce Development

- Post-Secondary Transition
- Texas Transition Vision
- Resources
- Questions
The Role of *IDEA* and *WIOA* in Workforce Development
Overview of Laws

These laws ensure that:

- Students and their families are informed
- Due process is provided
- Students get appropriate educational opportunities
- Schools are protected from frivolous accusations
Ensures that all students with disabilities (SWD) from birth up to 21 years of age have access to a free appropriate public education (FAPE).

Seeks to provide the needed services and accommodations to students with disabilities to offer an appropriate educational setting.
IDEA Goals and Expectations

To ensure that students with disabilities have opportunities for productive and independent adult lives, they need:

- access to an education system with high academic achievement standards,
- preparation in employability skills, and
- clear student performance goals.
Workforce Innovation & Opportunity Act (WIOA)

- Employment;
- Education;
- Training; and
- Services

Align programs and support job seekers and workers in accessing and succeeding in the labor market

Promote employment and match employers with workers to compete in the global economy

- Skills
- Qualifications
The goal of WIOA is to:

- Improve the quality of the workforce
- Prepare adults and youth for in-demand jobs
- Assess programs and align services
- Enhance productively and competitiveness

WIOA Goals and Expectations
## Transition Services across IDEA & WIOA

<table>
<thead>
<tr>
<th>Coordinated Set of Activities</th>
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<tbody>
<tr>
<td>Instruction</td>
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<tr>
<td>Related services (IDEA)</td>
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<tr>
<td>Community experiences</td>
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</tbody>
</table>

- **Development of employment and other post-school adult living objectives**
- If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
- Engagement of families (WIOA)
More Transition Services across IDEA & WIOA

<table>
<thead>
<tr>
<th>Post-School Activities</th>
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<tbody>
<tr>
<td>Post-Secondary Education</td>
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<tr>
<td>Vocational Education</td>
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<tr>
<td>Adult Services</td>
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<tr>
<td>Integrated Employment (including Supported Employment)</td>
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<tr>
<td>Independent Living</td>
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<tr>
<td>Continuing and Adult Education</td>
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<tr>
<td>Community Participation</td>
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<tr>
<td>Providing Assessment Services</td>
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<tr>
<td>-------------------------------</td>
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<tr>
<td>Skill Development</td>
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</tbody>
</table>
School’s Roles & Responsibilities

- Invitation to VR Counselors to participate on Admission, Review, and Dismissal (ARD) committees
- Deliver the Transition Services included in the Individualized Education Program (IEP)
- Course of Study supports career and post-secondary education and training

- Provide opportunities to develop employment skills and participate in community experiences
- Provide available student information to assist in VR eligibility determination
- Assist VR counselors to access the school environment and identify opportunities to work with students
### VR’s Roles & Responsibilities

| • Partner with schools to develop and support Pre-Employment Transition Services (Pre-ETS) services to any student with a disability including potential applicants. |
| • Engage employers in developing opportunities for integrated employment experiences. |
| • Participate as a member of VR eligible student’s ARD team to assist in coordination and delivery of IEP and IPE services. |
| • Utilize supported employment funds to support eligible transition age youth. |
| • Determine eligibility for individual VR services and develop an Individualized Plan for Employment (IPE). |
Post-Secondary Transition
Every child, prepared for success in college, a career or the military.

**Strategic Priorities**
- Recruit, support and retain teachers and principals
- Build a foundation of reading and math
- Connect high school to career and college
- Improve low-performing schools

**Enablers**
- Increase transparency, fairness and rigor in district and campus academic and financial performance
- Ensure compliance, effectively implement legislation and inform policymakers
- Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)
Connection to the TEA Strategic Goal

**TEA Strategic Priorities**

- Every child, prepared for success in college, career, or the military
- Enabler 2: Ensure compliance, effectively implement legislation, and inform policymakers

**TEA Strategic Plan for Special Education**

- Outlines a system of ongoing efforts to achieve strong outcomes for all students with disabilities

**Technical Assistance Networks**

- Address critical topics in the state and provide resources to any LEA to leverage best practice
- Purpose is to equip students with disabilities in meeting their transition goals from early childhood through high school graduation and post-secondary readiness.

**Network Nine: Student-Centered Transition**

**Resources (products & services) rebranded, developed, and disseminated**

**ESC**

- LEA (1200+ TEDs)

**Campus**

**Teacher**

**Student**

**Improved Student Outcomes**

Every Child, Prepared for Success
Supporting the attainment of a high school diploma may help decrease dropout rates.

Alignment Between VR Performance Indicator 4 and IDEA State Performance Plan (SPP) Indicators 1 and 2

<table>
<thead>
<tr>
<th>VR Performance Indicator</th>
<th>IDEA Part B Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Percentage of participants enrolled in an education or training program <strong>who attain</strong> a recognized post-secondary credential or <strong>secondary school diploma or equivalent</strong> during participation in or within one year of exit from the program.</td>
<td>1. Percent of youth with IEPs graduating from high school with a regular diploma.</td>
</tr>
<tr>
<td></td>
<td>2. Percent of youth with IEPs dropping out of high school.</td>
</tr>
</tbody>
</table>
Alignment Between VR Performance Indicators 4 & 5 and IDEA SPP Indicator 13

<table>
<thead>
<tr>
<th>VR Performance Indicators</th>
<th>IDEA Part B Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ who attain a recognized post-secondary credential or secondary school diploma or equivalent</td>
<td>▪ measurable postsecondary goals, including courses of study, that will reasonably enable the student to meet those postsecondary goals</td>
</tr>
<tr>
<td>▪ education or training program that leads to a recognized post-secondary credential or employment</td>
<td>▪ a representative of any participating agency</td>
</tr>
</tbody>
</table>

Note: Measurable secondary and post-secondary goals, while tracking and documenting courses of study and skills gained, may increase performance and education outcomes.
### VR Performance Indicator
- Employment during the 2\textsuperscript{nd} and 4\textsuperscript{th} quarters after program exit.
- Employment during the second quarter after exit.
- Who attain a secondary school diploma or equivalent during participation in or within one year of exit from the program.
- Employed or enrolled in an education or training program leading to a recognized post-secondary credential within one year after exit.

### IDEA Part B Indicator
- Enrolled in higher education within one year of leaving high school.
- Enrolled in higher education or competitively employed within one year of leaving high school.
- Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

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Note: Successful transition planning that includes post-secondary and employment goals with continued engagement and partnership with VR and Education may increase student’s ability to perform and the agencies long term education and employment outcomes.
Implementation of Evidence-Based Practices

Family Engagement
- Involvement
- Empowerment
- Preparation

Student Focused Planning
- IEP Development
- Planning Strategies
- Student Participation

Student Development
- Life, Social & Emotional Skills
- Employment/Occupational Skills
- Student Supports

Program Structures
- Strategic Planning
- Resource Development & Allocation

Interagency Collaboration
- Collaborative Framework
- Collaborative Service Delivery

Taxonomy for Transition Programming (Kohler, 1996)
Texas Transition Vision
Texas Memorandum of Understanding

- Increase Coordination/Communication
- Improve Transition Planning
- Collaborative Identification of Needs
- Share Roles and Responsibilities of all Parties
- Strengthen Relationships
- Facilitate Successful Outcomes for Students with Disabilities
TWC/TEA/HHS will promote competitive employment of individuals with disabilities and the expectation that they are able to meet the same employment standards, responsibilities and expectations as other working-age adults. TWC/TEA/HHS acknowledges that it is the policy of the state, as set forth in Texas Government Code §531.02447, “that earning a living wage through competitive employment in the general workforce is the priority and preferred outcome for working-age individuals with disabilities who receive public benefits.”
What We Learned From Focus Groups

- Lack of familiarity with agreement
- Inconsistency across agencies in implementation
- Communication between educational and VR agencies was limited in some areas of the State
- Limited understanding of “agreement” Roles and Responsibilities
Student-Centered Transitions Network (SCTN) Activity

Collaborate with:

- Texas Workforce Solutions Transition Vocational Rehabilitation to survey Vocational Rehabilitation Counselors (TVRC and VRC),
- Local educational agencies, and charter school transition-related personnel to collect and analyze data to identify priority needs at the state/regional level.

Develop resources in response to data analysis to support program improvement at practitioner level which will be housed on the Texas Transition website.
Texas Education Code (TEC) 29.011(b)* requires each local education agency (LEA) or shared services arrangement (SSA) to designate at least one employee to serve as the LEA or SSA designee on transition and employment services for students enrolled in special education programs.

*House Bill (HB) 617, 83rd Texas Legislature, Regular Session, 2013
The amended law requires that an individual identified as the transition and employment designee provide information and resources about effective transition planning and services and interagency coordination to ensure that local school staff communicate and collaborate with:

(A) Health and Human Services Commission;
(B) Department of Aging and Disability Services;
(C) Department of Assistive and Rehabilitative Services;
(D) Department of State Health Services; and
(E) Department of Family and Protective Services.
The Legal Framework

Local school board policies of public schools across Texas are linked to the Legal Framework. Policies can be accessed by entering the county-district number in the area below.

Find your District or Charter School

<table>
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<tr>
<th>Setting District</th>
<th>Frameworks</th>
<th>Updates</th>
<th>Resources</th>
<th>Sources</th>
<th>Documents</th>
<th>Search</th>
</tr>
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</table>

Version Espanol

Notice of Procedural Safeguards
Aviso Sobre Procedimientos de Protección

Parent’s Guide to the 600/400 Process
Guía Para Padres

Special Education Rules and Regulations
Reglamentos de Educación Especial

Transition/Eligibility Services Designee Search

Hover over your region to find your regional Legal Framework contact.
Three C’s for Success

- Collaboration
- Communication
- Cooperation
Collaborating: Local Level

- Administrative support
- Connect VR Counselors to all potentially eligible students with disabilities
- Understanding of joint and individual roles and responsibilities
- Effective formal and informal communication structure
- Implementation of evidenced based practices
- Use of data driven decision making
Collaborating: Individual Student Level

- Student led planning
- Engagement of family
- Understanding of roles and responsibilities
- Alignment of IEP and IPE
- Course of study supports employment goal
- Work based learning opportunities
- Paid work experience while in high school
- Seamless transition to post-school training/employment
Resources
National Technical Assistance Resources

- Competitive Integrated Employment Toolkit: http://transitionta.org/cietoolkit
- Pre-ETS documents, etc. on WINTAC site: http://www.wintac.org/topic-areas/pre-employment-transition-services
- NTACT Quick Guides: https://transitionta.org/quickguides
More Resources...

- **WINTAC – Workforce Innovation Technical Assistance Center:** [www.wintac.org](http://www.wintac.org)
- **NTACT – National Technical Assistance Center on Transition:** [www.transitionta.org](http://www.transitionta.org)
Contact:
Susie May, State Transition Coordinator
susan.may@tea.texas.gov
512-463-9414
Dr. Vickie Mitchell, Associate Professor
vmitchell@shsu.edu

Thank you!