Positive Highlights:
- “We want students to have fulfilling lives.”
- Some students have a clear vocational goal
- Understanding that it takes time to build rapport with others
- TWC personnel attend ARD meetings as needed which helps with understanding important information about the student, such as strengths
- Amerigroup --> job shadow day-video, workforce office, community members (17 employers), schools, food, grouped by interest, runway show- appropriate dress, mock interview

Challenges:
School Level Roles and Responsibilities
- Referrals
  - Different school personnel are referring students to TWC (e.g., principals, teachers, diagnosticians), which can be ineffective
  - School personnel do not understand that they can also refer 504 students for TWC services
  - School personnel refer students to TWC with the goal of attending college, which leaves other students with employment goals a missed population for TWC to service
  - School assumes ARD invite is referral
  - Diagnosticians are overwhelmed with having transition cases added to their caseloads

TVRC/VRC Roles and Responsibilities
- Personnel hired as VRC’s are given responsibilities that are inconsistent with their job title (e.g., VRC’s are given TVRC responsibilities)
- No time to counsel

Lack of Formal Training
- ISD’s
  - Unsure of which transition assessment to give
  - Transition is a broad area, and unsure of how to narrow it down to benefit student
  - Unsure of how to write student goals (e.g., “I feel lucky if I write a goal and it’s correct. It’s scary. I don’t have training.”)
- TWC
  - Trainings provided to higher-ups are not provided to those in the office/field
  - Trainings for counselors are spaced out over a year
  - Qualifications to be counselor different, more expectation
  - Agency does not effectively provide formal training to transition counselors
  - TVRCs should be a specialty caseload

Paperwork
- Documents outlining student goals from the schools (e.g., IEP) and from TWC (e.g., IPE) do not align with each other
- “Having to wait for approvals reduces/eliminate service”
- “Enter case notes timely - struggle”

Teams
- More personnel needs to be hired to build effective interdisciplinary team
- “Not sure what relationship should look like”
- "Will call when we need you"
- Better understanding of MOU
- TWC/ISD doesn't have enough staf
Capacity Building
TWC Region 1 - Lubbock Focus Group Data

Additional Rural Area Concerns

- Phone and computer service is limited and hinders job performance
- Travel Time (e.g. “up to 1 hr 45 mins in 8 hour work day, 2 hours 30 mins one-way”, “get there with 5 mins. with student”, “if they are there”)
- Not enough providers

Restrictions

- TEA and school restrictions regarding security makes it difficult for TWC personnel to do their job.
- TWC staff feels unwelcome at schools

Working with Parents

- Some students are being raised by elderly grandparents
- It is difficult getting parents to reach out to TWC and with follow-through
- Parents are unsure of how to advocate for their students
- Some parents are over-involved with the student, which inhibits students engaging in learning basic skills (e.g., parents walk their student through the lunch line)
- Some parents are under-involved with the student and do not understand follow-through that must be done at home for student to learn basic skills (e.g., “but I don’t get paid to job coach”)

Working with Students

- In ISD’s, students and school personnel work together to write a goal, then the student changes their mind at the IEP meeting
- Student behavior is a factor that can inhibit the student’s ability to work
- Students have a goal of going to college, but do not understand “what it takes” to go to college (e.g., “They think it’s like high school -- you just show up.”)
- Students are unaware that they have a disability
- Students are often not actively participating in their own IEP meetings

Who is in your team?:

- Student
- Parent
- Teachers (e.g., SPED, CTE)
- Diagnostician
- Service Center
- Case managers
- Middle school counselors
- Transition coordinator
- AISD representative/TED transition coordinator
- Transportation representative (e.g., Logistic Care)
- Foster care
- College
- WTAMU
- Speakers to talk about projects
- Texas Panhandle Center
- Goodwill
- Hireability Navigation
- TWC
- TWC colleagues
- (Workforce Board (quarterly))
- CRDC meetings (community resource county meetings that are mandatory for children/families in trouble)
- Local authorities
- School
- Employers