Challenges:

**School Level Roles and Responsibilities**
- There is a shortage of teachers appropriately certified to teach Career and Technical Education (CTE) courses
- Starting transition early for students, and assigning specific duties involving everyone in the planning process
- Teachers have a problem with reality check because they don’t want to be “dream killers”
- Teachers not buying into why transition teachers do what they do
- Trying to structure a sync that will include the transition piece with general education curriculum.

**TVRC/VRC Roles and Responsibilities**
- High turnover and losing staff spreads the counselor thin
- Supervisors are limited in Pre-ETS knowledge and duties of transition counselors
- Vocational Rehabilitation Counselor (VRC) and Transition Vocational Rehabilitation Counselor (TVRC) roles misunderstood by school personnel
- Schools not allowing access to students for transition planning
- Long distance travel from home/office to rural area schools decreases the amount of time spent with students for transition planning

**Working with Parents**
- Translation services are necessary in serving Spanish-speaking families, though current state of translation services delays providing needed services and adds confusion for both parties
- Parents need more knowledge about what life will be like for students
- Parent buy-in increases when parents get involved in the transition process
- Starting transition early- getting student’s name on list earlier, makes it easier when they get older
- Transportation for rural communities

**Working with Students**
- Personnel are unsure of how to best meet the needs of undocumented students
- Majority of resources are distributed to urban schools
- Students are not referred for vocational rehabilitation transition services until last year of high school
- Districts not sure how to obtain parental consent for transition vocational rehabilitation counselors for ARD meetings.

**Working with Providers**
- It is difficult working with some providers in the area due to limitations such as:
  - Independent offices within the same agency, which makes it difficult to get assistance and support
  - Day programs do not accept students with particular special needs, particularly students who cannot independently use the restroom
  - Providers also have transportation difficulties accessing rural areas
  - Some providers provide low quality services, or little experience in serving students with disabilities
  - There is not enough training provided by UNT to providers
  - Some providers want premium for students diagnosed with Autism
Who is in your team?

- Job coaches
- Middle school representatives
- District 18+ programs
- TWC counselor
- General education teacher
- ARD facilitator
- Transition specialist
- Diagnostian
- Local Mental Health Agency
- Special education director
- Case managers
- Vocational teachers
- Parents
- Students
- Vocational adjustment coordinator
- Social workers
- Parent Centers

Supporting Organizations and Agencies

- Agency
  - MHMR
  - ARC of Texas
  - Health and Human Services
  - State Department of Health
  - Child Protective Services (CPS) (e.g., education vouchers, quarterly meetings)
  - Federal TRIO programs (e.g., Upward Bound, Talent Search, Student Support Services)
  - Supplemental Security Income (SSI), School Health and Related Services (SHARS) form
  - TWC -- Benefits Subject Matter Utilization Resource Facilitator (SMURFS)
  - Intellectual Developmental Disability (IDD) Transition Council
  - Social Security Administration (SSA)

- Education
  - Tarrant County College
  - School Personnel
  - Project Search
  - UT Dallas

- Community Supports and Solutions
  - Best Employment Consultation & Diagnostic Services (B.E.C.D.S., Inc.)
  - Community Resource Center
  - Community for Permanent Supported Housing (CPSH)
  - Department of Aging Disability Services (DADS)
  - Goodwill Industries
  - REACH of Dallas

- Family Support
  - Brighter Bites
  - Local Methodist Church

- Health Resources
  - AETNA
  - Amerigroup