



# Transition 14-21

What it looks like in schools?





# TEXAS TRANSITION Student-Centered Transitions Network

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**Creating new pathways to  
a successful adult life for  
students with disabilities**



**Texas  
Transition and  
Employment  
Guide**



**Transition and  
Employment  
Designee (TED)  
Training**



**Indicator 14**



**Remote  
Learning Library**

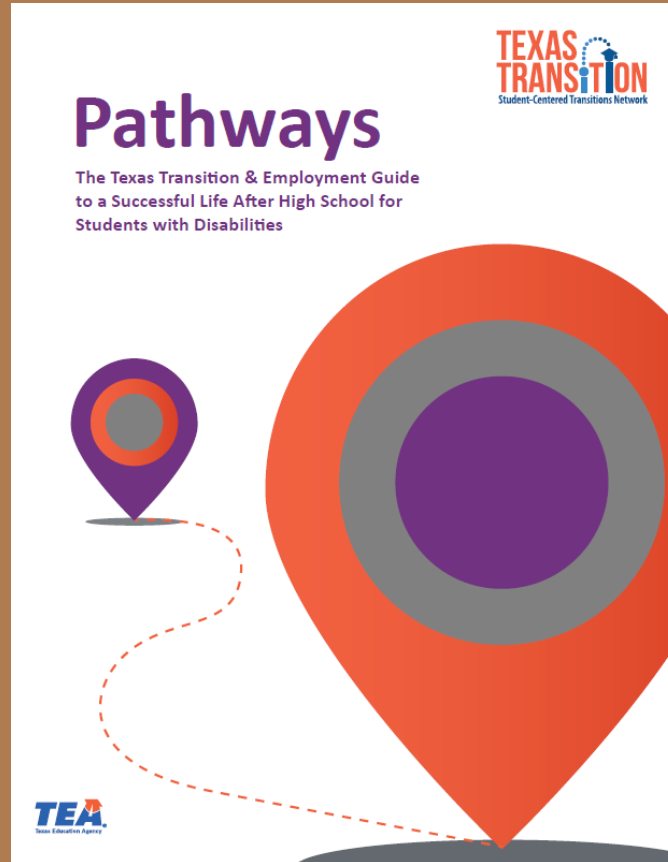


**Early  
Childhood  
Resources**



**Online  
Professional  
Development**

# Texas Transition and Employment Guide



What is a TED?

The TED is an employee in a district or charter school who is **designated as the primary contact for transition and employment services for students with disabilities in special education programs.**

This employee must be able to provide information and resources about effective transition planning and employment services to school staff, students, parents, and agency providers. Local education agencies, or LEAs, can change this designation, as needed, to make sure that the employee serving in this role has the appropriate knowledge and skills necessary for providing information about effective transition services.

You can find TED for any district in Texas on [TEAs website](#) under AskTED

The screenshot shows the top navigation bar of the Texas Education Agency (TEA) website. The bar is blue with white text for the navigation links: Popular Applications, AskTED (highlighted with a red box), ECOS for Educators, Grant Opportunities, Secure Applications, TEAL Login, and TSDS. On the right side of the bar is the Help Desk icon. Below the navigation bar is the TEA logo (Texas Education Agency) on the left and a search bar with the text "Search tea.texas.gov" and a magnifying glass icon on the right. Below the search bar are several links: A - Z Index, Contact, Employment, Sign Up for Updates, and TEA Correspondence. A large red arrow points upwards from the bottom of the page towards the AskTED link in the navigation bar.

## ***Purpose of Special Education***

“To ensure that all children have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.”

34 CFR §300.1(a)

IDEA: In accordance with 34 CFR, §300.320(b), beginning not later than the first IEP to be in effect when the **student turns 16 years of age, or younger** if determined appropriate by the ARD committee, and updated annually thereafter, the IEP must include the following:

(1) appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and

(2) the transition services, including courses of study, needed to assist the student in reaching the postsecondary goals developed under paragraph (1) of this subsection.

Texas: Texas also follows this guidance.....**BUT**

Not later than when a student reaches 14 years of age, the ARD committee **must consider and, if appropriate, address** the following issues in the IEP:

[TAC 89.1055](#)

The actual transition process starts at age 14!

(1) appropriate student involvement in the student's transition to life outside the public school system;

(2) if the student is younger than 18 years of age, appropriate involvement in the student's transition by the student's parents and other persons invited to participate by:

(A) the student's parents; or  
Commissioner's Rules Concerning Special Education Services §89.AA.  
June 2022 Update Page 23 of 63

(B) the school district in which the student is enrolled;

(3) if the student is at least 18 years of age, involvement in the student's transition and future by the student's parents and other persons, if the parent or other person:

(A) is invited to participate by the student or the school district in which the student is enrolled; or

(B) has the student's consent to participate pursuant to a supported decision-making agreement under Texas Estates Code, Chapter 1357;

(4) appropriate postsecondary education options, including preparation for postsecondary-level Coursework;

**(5) an appropriate functional vocational evaluation;**



**(6) appropriate employment goals and objectives;**

(7) if the student is at least 18 years of age, the availability of age-appropriate instructional environments, including community settings or environments that prepare the student for postsecondary education or training, competitive integrated employment, or independent living, in coordination with the student's transition goals and objectives;

**(8) appropriate independent living goals and objectives;**

**(9) appropriate circumstances for facilitating a referral of a student or the student's parents to a governmental agency for services or public benefits, including a referral to a governmental agency to place the student on a waiting list for public benefits available to the student such as a waiver program established under the Social Security Act (42 U.S.C. Section 1396n(c)), §1915(c); and**

(10) the use and availability of appropriate:

(A) supplementary aids, services, curricula, and other opportunities to assist the student in developing decision-making skills; and

(B) supports and services to foster the student's independence and self-determination, including a supported decision-making agreement under Texas Estates Code, Chapter 1357.

# The Transition Process



**Age-Appropriate  
Transition  
Assessments**

Interests,  
Preferences,  
Needs, Strengths

**IEP Present Levels  
of Achievement  
and Performance**



**Measurable  
Post-Secondary  
Goals**

Education/Training,  
Employment,  
Independent Living

**IEP Annual  
Goals**



**Courses of  
Study**

Instruction,  
Related Services,  
Community Experiences

**Coordinated  
Set of Activities**



**Agency Linkages**

**Summary of  
Performance**

# 2015-2016 HB 18

Each school district must provide instruction to students in grade seven or eight in preparing for high school, college, and a career. The instruction must include information regarding the following:

- **Creation of a high school personal graduation plan**
- **Distinguished level of achievement**
- **Each endorsement**
- **College readiness standards**
- **Potential career choices and the education needed to enter those careers**

A school district is permitted to provide the required instruction as part of an existing course, provide the instruction as part of an existing CTE course designated by the SBOE as appropriate for that purpose, or establish a new elective course through which to provide the instruction.

**Current High School Graduation Requirements-Foundation High School Program  
(for students who entered grade 9 in 2014-2015 and thereafter)**

	<b>FHSP</b>	<b>FHSP + ENDORSEMENT</b>	<b>FHSP DISTINGUISHED</b>
<b>ENGLISH</b>	4 credits: English 1, 2, 3, and an advanced English course	4 credits: English 1, 2, 3, and an advanced English course	4 credits: English 1, 2, 3, and an advanced English course
<b>MATHEMATICS</b>	3 credits: Algebra 1, Geometry, and an advanced math course	4 credits: Algebra 1, Geometry, and two additional advanced math courses	4 credits: Algebra 1, Geometry, and two additional advanced math courses, including Algebra 2
<b>SCIENCE</b>	3 credits: Biology, IPC or Chemistry or Physics, and an advanced lab-based science course	4 credits: Biology, IPC or Chemistry or Physics, and two advanced lab-based science courses	4 credits: Biology, IPC or Chemistry or Physics, and two advanced lab-based science courses
<b>SOCIAL STUDIES</b>	3 credits: World Geography or World History, US History, and Government/Economics	3 credits: World Geography or World History, US History, and Government/Economics	3 credits: World Geography or World History, US History, and Government/Economics
<b>LANGUAGES OTHER THAN ENGLISH</b>	2 credits: two levels in the same language	2 credits: two levels in the same language	2 credits: two levels in the same language
<b>FINE ARTS</b>	1 credit	1 credit	1 credit
<b>PHYSICAL EDUCATION</b>	1 credit	1 credit	1 credit
<b>ELECTIVES</b>	5 credits	7 credits	7 credits
<b>TOTAL</b>	<b>22 credits</b>	<b>26 credits</b>	<b>26 credits</b>

- [TAC Chapter 74, Subchapter B](#) lists allowable courses to meet requirements in English, Math, Science, LOTE, and Fine Arts as well as possible Performance Acknowledgements.
- Some endorsements have specific core course requirements.
- Districts may add to these requirements, but they cannot take away from them.

# Programs of Study

The TEA conducted a process to identify high wage, high demand occupations in Texas to ensure alignment between industry and postsecondary education. The process included stakeholders from the Texas Workforce Commission, Texas Workforce Investment Council, and the Texas Higher Education Coordinating Board.

What is a program of study?

Programs of study are course sequences that prepare students with the knowledge and skills necessary for success in their chosen career. These sequences embed relevant, real world experiences and culminate in a postsecondary credential. Programs of study offered by a Local Education Agency (LEA) must be approved by the Texas Education Agency (TEA) per the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

# Target Students: Ages 14-16

Call the campuses and let them know that you can set up meetings with target students (barriers to employment) and their parents. Provide a consent form for the parents to sign to begin this discussion.

Have a list of your campus contacts so someone new can pick it up and get started right away.

Provide resources to the schools for career exploration and work readiness training websites. Get teacher feedback on how they use the resources.

Provide Pre-ETS vocational rehabilitation information to be shared at junior high IEP meetings.

## This is CTE!

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### Programs of Study

Statewide and Regional



### Perkins

Strengthening Career and  
Technical Education for the 21st  
Century



### Industry-Based Certifications

IBC information for public school  
accountability



### CTE TEKS

The Texas Essential Knowledge  
and Skills



### CTE Professional Development

TEALearn and other  
opportunities



### CTE Additional Resources

CTSOs, PEIMS, CTED, etc.



### CTE Teacher Resources

Certifications and other  
information



### CTE Newsletters

Archived CTE Listservs



### CTE Contacts

Program of Study Contacts



# TEKS and Pre-ETS

- Job exploration counseling
- Work-based learning experiences, which may include in-school or after school opportunities, experiences outside of the traditional school setting, and/or internships
- Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs
- Workplace readiness training to develop social skills and independent living
- Instruction in self-advocacy

Texas Essential Knowledge and Skills (TEKS)

Students need to show mastery of TEKS to earn credit for a course



# Student Achievement - CCMR

## College Ready



- Meet criteria of 3 on AP or 4 on IB examinations
- Meet Texas Success Initiative (TSI) criteria (SAT, ACT, [TSIA1](#) and/or [TSIA2](#), or a College Prep course) in reading and mathematics
- Complete a course for dual credit (9 hours or more in any subject or 3 hours or more in ELAR/mathematics)
- Earn an associate's degree
- Complete an OnRamps dual enrollment course and qualify for at least 3hrs credit



## Military Ready

Enlist in the United States Armed Forces\*\*



## Career Ready

- Earn an industry-based certification
- Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)
- Earn a Level I or Level II certificate
- Graduate under an advanced diploma plan and be identified as a current special education student

\*\*Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and TSDS PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces.

## IEP Continuer student must:

- Be at least 18 years of age by September 1st
- Have satisfied credit requirements for high school graduation
- Not have completed their IEP
- Be enrolled and receiving IEP services

# 18+ Programs & Services

[https://www.marblefallsisd.org/site/handlers/filedownload.ashx?moduleinstanceid=23817&dataid=8451&FileName=18\\_PROGRAMS\\_SERVICES\\_Accessible.pdf](https://www.marblefallsisd.org/site/handlers/filedownload.ashx?moduleinstanceid=23817&dataid=8451&FileName=18_PROGRAMS_SERVICES_Accessible.pdf)

## 18+ PROGRAMS & SERVICES

for students with disabilities

TRANSITION  
PLANNING  
AT-A-GLANCE SERIES

### What Is 18+?

18+ programs and services are designed to support students in applying the skills they learned during their school years in the environments they will be accessing in adult life. What happens when the bus stops coming and school services are no longer available? 18+ services should focus on putting the adult schedule in place, including needed supports, while the student and their family still have support through school.

### Who Is Eligible?

Students with disabilities who receive modified content in one or more courses for state graduation credit are eligible for 18+ services if they

- ✓ have met credit and assessment requirements for graduation, and
- ✓ have not reached age 22 by September 1 of the school year.

See the *Student Attendance Accounting Handbook* for more on age eligibility.

This At-a-Glance document outlines the requirements and recommendations for implementing effective 18+ services.

### SCHOOL DAY

	M	T	W	Th	F	Sa	Su

- Classes, bell schedule
- School bus
- Special education supports
- System-centered

### ADULT SCHEDULE

	M	T	W	Th	F	Sa	Su

- What will these young adult be doing after school services end?
- Where will they go during the day? How will they get there? What skills do they need to be successful?
- Who can support needs based on their disability?



# SPPI 13: Secondary Transition Data Collection Checklist

<https://tea.texas.gov/sites/default/files/spp13-data-checklist.pdf>

## SPPI 13: Secondary Transition Data Collection Checklist



### Directions:

As each student's folder/IEP is reviewed, check the appropriate response for each item: Yes, No, or N/A (Not Applicable). See the *SPPI 13: Secondary Transition Data Collection Guidance document* for discussion/notes, guiding questions, and sources of information.

CHECK THE APPROPRIATE RESPONSE	YES	NO	N/A
1. Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?	<input type="checkbox"/>	<input type="checkbox"/>	
2. Are the postsecondary goals updated annually?	<input type="checkbox"/>	<input type="checkbox"/>	
3. Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment(s)?	<input type="checkbox"/>	<input type="checkbox"/>	
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?	<input type="checkbox"/>	<input type="checkbox"/>	
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?	<input type="checkbox"/>	<input type="checkbox"/>	
6. Is (are) there annual IEP goal(s) related to the student's transition service needs?	<input type="checkbox"/>	<input type="checkbox"/>	
7. Is there evidence that the student was invited to the Admission, Review, and Dismissal Committee (ARD) meeting where transition services were discussed?	<input type="checkbox"/>	<input type="checkbox"/>	
8. If appropriate, is there evidence that a representative of any participating agency was invited to the Admission, Review, and Dismissal Committee (ARD) meeting with the prior consent of the parent or student who has reached the age of majority? <u>Note:</u> N/A is an acceptable response for the following reasons only. Check one if applicable. It is not appropriate to invite an agency. There is no documentation that the parent's or adult student's consent was given.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Does the IEP meet the requirements of SPPI 13?</b> YES – must be all YESs (or N/A) for each item 1-8 above Or NO – if one or more NOs checked	<input type="checkbox"/>	<input type="checkbox"/>	

# Impact of the Disability-Now to prepare for Later

How will students strengths and weakness affect student's success to reach post-secondary goal?

How will student's strengths and weakness affect student's success after graduation?

How will the students disability affect their **access** to the general education curriculum?

How will the students disability affect their **progress** in the general education curriculum?

After High School the general education curriculum becomes their life!!

Where does support come from after high school?

Any Questions?



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