

Transition 14-21

What it looks like in schools?

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Region 17 Education Service Center



Student-Centered Transition 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

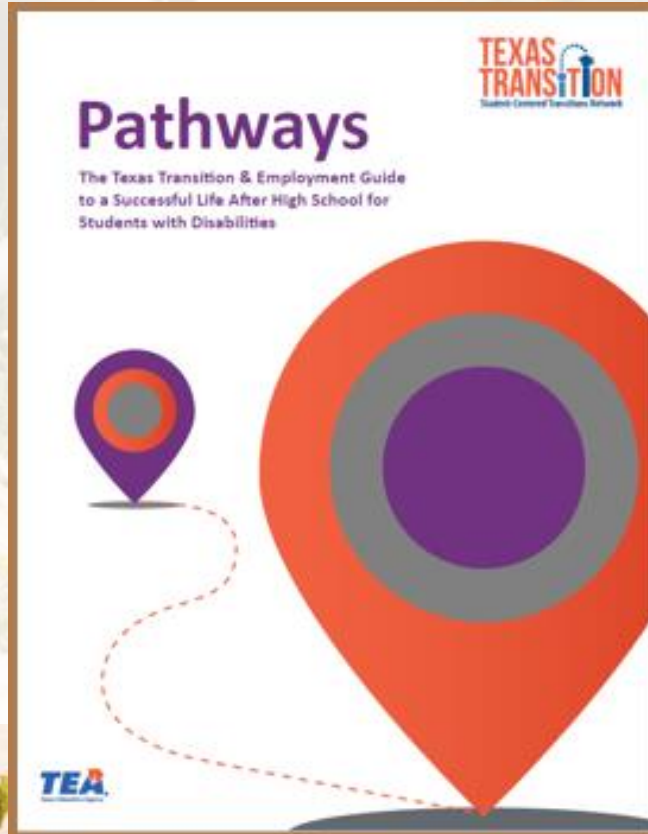


Online Professional Development





Texas Transition and Employment Guide



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



What is a TED?

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**



Texas Administrative Code

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.
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(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;



Facts

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

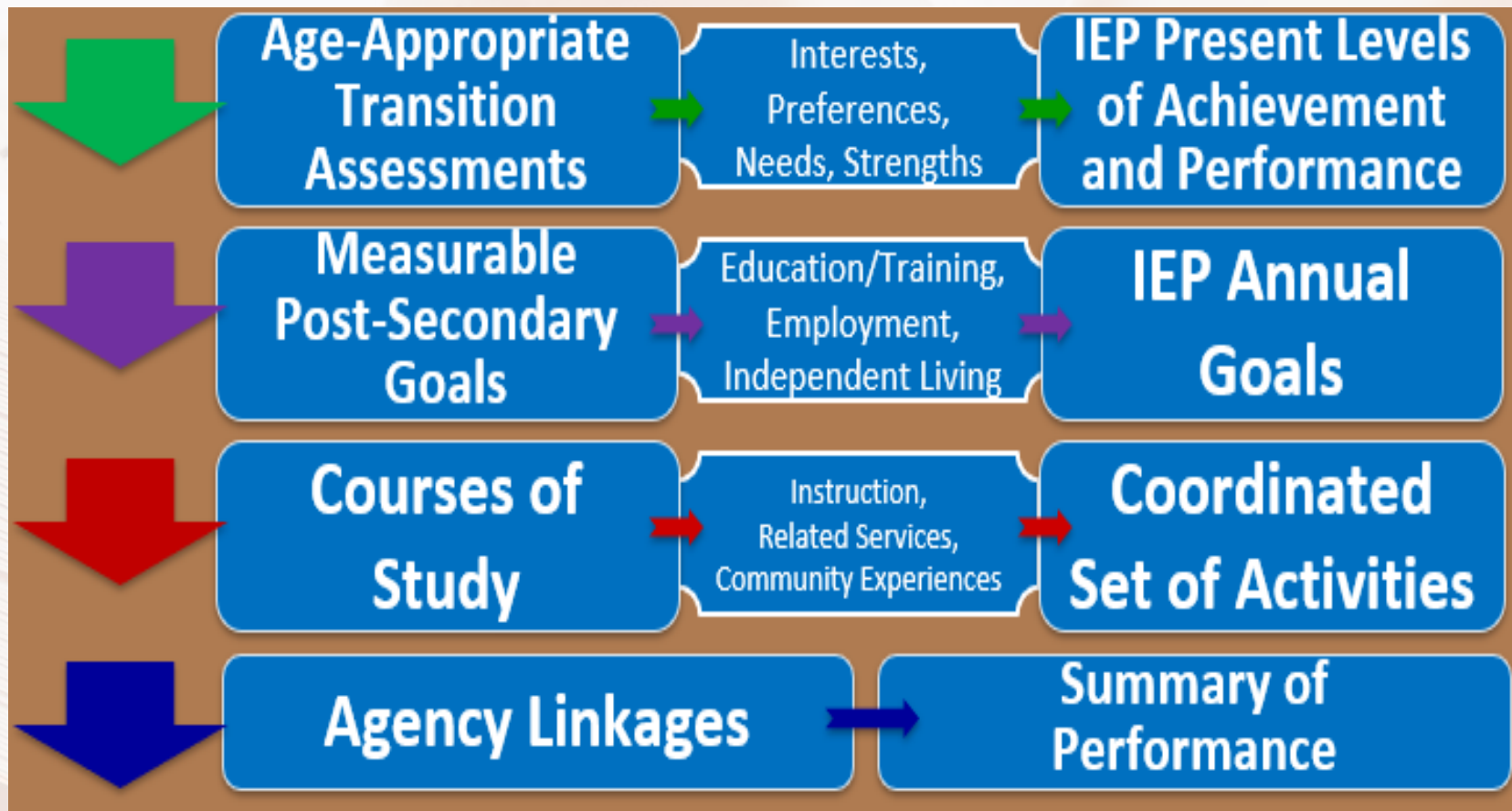
(10) the use and availability of appropriate:

(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.



Facts



The Transition Process

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.

	FHSP	FHSP + ENDORSEMENT	FHSP DISTINGUISHED
ENGLISH	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
MATHEMATICS	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
SCIENCE	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
SOCIAL STUDIES	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
LANGUAGES OTHER THAN ENGLISH	2 credits: two levels in the same language	2 credits: two levels in the same language	2 credits: two levels in the same language
FINE ARTS	1 credit	1 credit	1 credit
PHYSICAL EDUCATION	1 credit	1 credit	1 credit
ELECTIVES	5 credits	7 credits	7 credits
TOTAL	22 credits	26 credits	26 credits

Graduation Requirements

- [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

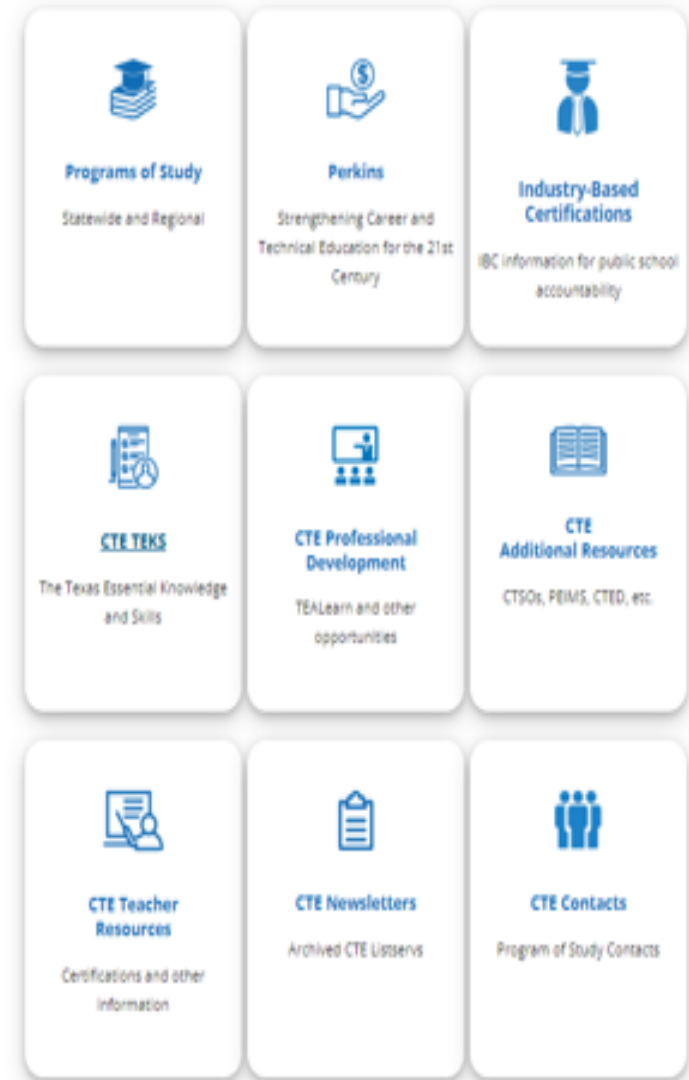
Call the campuses and let them know that you can set up meetings with target students (barriers to employment) and their parents. Provide a consent form for the parents to sign to begin this discussion.

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.

CTE TEKS



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

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 quality 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

SPPI 13: Secondary Transition Data Collection Checklist

As each student's folder/IEP is reviewed, check the appropriate response for each item: Yes, No, or N/A (Not Applicable).

	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?			
<p>Note: N/A is an acceptable response for the following reasons only.</p> <p>Check one if applicable.</p> <p><input type="checkbox"/> It is not appropriate to invite an agency.</p> <p><input type="checkbox"/> There is no documentation that the parent's or adult student's consent was given.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Impact of the Disability Now to Prepare for Later

How will student's 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 student's disability affect their **access** to the general education curriculum?

How will the student's 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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