Texas Transition and Employment Guide

ABOUT THIS GUIDE

This transition and

SELF-ADVOCACY, PERSON-DIRECTED PLANNING, AND SELF-DETERMINATION

INTRODUCTION

Transition is the term used for the time when you are changing from a student to an adult. You, your parents, and your school begin to plan for transition while you are still a student.

Your parents and the school need to understand your wants and needs to make sure they are included in your plan. You need to talk to your parents and your teachers about how you can become more involved in making decisions about your educational program and your plans for the future.

When you turn 18, the law considers you an adult who has the rights and responsibilities of every other adult. You can still ask your parents for help to make important decisions. Before graduating from high school, you and your parents need to talk abou

Self Determination—Choosing for Yourself/Making Your Own Choices

Self-determination means making choices based on your needs and interests. You have the ability to learn and benefit from making your own choices.

Making your own choices means:

- making decisions
- taking responsibility for the decisions you make
- setting goals
- learning independent living, risk-taking, and safety skills
- believing in yourself and your abilities
- solving problems
- speaking up for yourself
- understanding what you know how to do and what you need to learn
- directing or leading your own life

Person-Directed Planni

- Ask for help, say what you need, and tell people that you know how to make decisions.
- Be on time for classes, appointments, social activities, and work.
- Ask about other services like health, employment, counseling, technology, and housing that you can receive after high school.
- Accept responsibility for health care needs (make doctor or therapy appointments, fill and take your prescriptions, etc.).

The Arc of Texas can tell you how to find training and services to teach you and your family how to advocate for yourself. Learn about Project MOVE advocacy training and support at the following link:
http://www.thearcoftexas.org/site/PageServer?pagename=advocacy_index

learning independent living skills
having a functional vocational evaluation

CFR §300.320 Definition of individualized education program [Excerpt]

Transition services must begin by the time you turn 16, or younger if the ARD committee decides it is appropriate. This must be done every year.
Your IEP must include -

- appropriate measurable goals for after high school that are based on age appropriate transition assessments for training, education, employment, and, where appropriate, independent living skills
- the transition services (including courses of study) needed to help you reach those goals

Transfer of Rights at Age of Majority
Beginning no later than one year before you reach the age of majority under State law (18), your IEP must include a statement that you have been informed of the your rights, if any, that will transfer to you when you reach the age of majority.

Transition Programs for Students Aged 19-22 [illegible]
If you have graduated by completing your IEP, or if you have not yet graduated but have not had your 22nd birthday, you could be eligible for continuing special education, vocational, and transition services through your local district

TxP2P also provides an on-line Resource Directory organized by counties. Just enter or select your county or a surrounding county to see what resources are available for you or your family at:
http://www.t apotndn( )-1/ami

EMPLOYMENT AND SUPPORTED EMPLOYMENT SERVICES

INTRODUCTION

The Texas Legislature (83rd Regular Session) passed Senate Bill 1226, which establishes competitive employment as the preferred outcome for people with disabilities. This policy is called Employment First.

As you go through school, you and your Admission, Review, and Dismissal (ARD) committee will decide on classbi (i)]TJ -0.011 1(ed)]TJ 0Ted h es

Services (DBS). DBS serves those individuals with primary disabilities of blindness or visual impairment. DRS serves people with other disabilities. The VR program has no waiting list.

Transition services must be

- provided to eligible students with disabilities receiving VR services
- provided through referrals received from the schools
- supported through a DARS transition counselor assigned
- provided beginning in the last two years of high school, or earlier if appropriate
- based on individual need
- reasonable and necessary to support the vocational goal

Most schools have a DARS counselor assigned. If you are unsure who your school's DARS counselor is, please ask your teacher, transition and employment services designee, counselor, or principal, or contact your local DARS office.

The need for VR services is evaluated and planned for around the following six areas:

- adjustment to vision loss/blindness
- independent living skills
- travel skills
- communication skills (Including Braille and the use of assistive technology)
- development of support systems
- development of vocational skills

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DBS Transition Services serve students/young adults who are at least 10 years of age, but

- independent living services
- comprehensive rehabilitation services—specific focus on traumatic brain injury and spinal cord injury supports

TIMELINE

When or before you turn 14:

- Talk with your parents and teachers about what kind of job you want.
- Understand the Texas graduation programs.

WHO CAN HELP

- **Local School District/School**
  Your school district has a transition and employment designee (TED) to help you and your parents with information about employment or supported employment. You can find information about your school's TED at:
  http://framework.esc18.net/display/Webforms/ESC18FWCountyInformation.aspx?ID=Transition

- **Local Resources**
  You and your parents may find information about jobs and training programs in your town or neighborhood. This may include local offices of state agencies or support groups.

- **Department of Aging and Disability Services (DADS)**
  DADS developed "DADS Guide to Employment for People with Disabilities". The purpose of this guide is to provide information on how to support and help people with disabilities who are receiving DADS services and are of working age to get and keep competitive, integrated employment.
  http://www.dads.state.tx.us/providers/supportedemployment/EmploymentGuide.pdf

- **Texas Department of Assistive and Rehabilitative Services**
  Division for Rehabilitation Services
  http://www.dars.state.tx.us/drs/index.shtml
  DRS Program Specialist for Transition Strategies:
  Erin Wilder (512) 424-4048 or erin.wilder@dars.state.tx.us

  Division for Blind Services
  http://www.dars.state.tx.us/dbs/index.shtml
  DBS Transition Specialists:
  Kevin Markel (817) 759-3514 or kevin.markel@dars.state.tx.us
  Tammy Winkenwerder (512) 377-0540 or tammy.winkenwerder@dars.state.tx.us

- **Centers for Independent Living (CILs)**
  The independent living service delivery system in Texas is composed of twenty-seven CILs, and independent living programs of the Divisions for Rehabilitation and Blind Services.
  http://www.txsilc.org/index.php/en/centers.html.

- **Department of Family and Protective Services/Child Protective Services (DFPS/CPS)**
  DFPS/CPS maintains a youth-focused website for services and referrals for youth and young people currently in foster care and those young people seeking transitional services from foster care to adulthood. In addition, DFPS, in collaboration with the Texas Workforce Commission and the Casey Foundation support Transition Centers that provide an array of services, including education and vocational opportunities, employment readiness, housing, mentoring, and self-advocacy for youth and young people currently in foster care.
  https://www.dfps.state.tx.us/txyouth/hot_stuff/default.asp

- **Texas School for the Blind and Visually Impaired (TSBVI)**
  TSBVI serves as a special public school for students, aged 6 through 21, who are blind, deafblind, or visually impaired.
  http://tsbvi.edu/

- **Texas School for the Deaf (TSD)**
  TSD is a state

SOCIAL SECURITY PROGRAMS

INTRODUCTION

One part of transition planning is thinking and talking about other agencies and the benefits they provide. The Social Security Administration (SSA) is a federal agency. If you want to get a job in the United States, you need a social security number or a work permit. Part of your paycheck will be taken out for social security taxes.

Examples of these items and servi

https://secure.ssa.gov/ICON/main.jsp

- **Social Security Administration**
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COMMUNITY AND LONG-TERM SERVICES AND SUPPORTS

INTRODUCTION

When you transition from high school to adulthood, you may need services and supports from the community to help you live as independently as possible. There are state and local community agencies and resources available to help you. You must qualify for these services and you are not guaranteed long-term services and supports. There are more people who want services than there are services available.

Many services are available through waiver programs. Contact the Department of Aging and Disability Services (DADS) and find out about the different waiver programs. You will want to get on the interest list as soon as possible while you are still in school. Thpr e

The **Texas Health and Human Services Commission** (HHSC) includes four state agencies. Each of the HHSC agencies helps with providing community and long-term services and supports.

- **Department of Assistive and Rehabilitative Services (DARS)**
  DARS has vocational rehabilitation services for people with physical and mental disabilities to help them become more independent and to prepare for, find, and keep a job.
- **Department of Aging and Disability Services (DADS)**
  DADS gives long-term services and supports to adults and children with medical and physical disabilities, older adults and caregivers, and adults and children with intellectual and developmental disabilities. DADS also helps with health and wellness services and waiver programs.
- **Department of State Health Services (DSHS)**
  DSHS has services for people with physical, health, mental health, and substance abuse problems. It also manages state-operated health care services, including hospitals, health centers, and health agencies.
- **Department of Family and Protective Services (DFPS)**
  DFPS works with communities to protect children, the elderly, and people with disabilities from abuse and neglect. It also works to protect the health and safety of children in daycare, foster care, and other types of 24-hour care.

TIMELINE

Every agency and service provider has its own set of rules for eligibility and timelines for services. Agencies will try to give you services as soon as possible after deciding if you are eligible. Not all services may be available right away. An agency may place your name on an "interest list" when a service is not available right away. The agency will contact your family when services are available.

Parents: If your child is identified with a developmental disability, put his or her name on an interest list until services are available http://www.dads.state.tx.us/services/interestlist/. The wait may take years:
http://www.dads.state.tx.us/providers/waiver_comparisons/LTSS-Waivers.pdf

Contact each agency's local office for eligibility requirements, availability of services, and timelines for services.

- Apply for long-term services and supports, if appropriate, if you have not already ne so.
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This site gives information about SNAP food benefits, health-care benefits, cash help for families, Medicare savings, and long-term care.
https://www.yourtexasbenefits.com/ssp/SSPHom

- **Texas Council for Developmental Disabilities (TCDD)**
  TCDD supports organiCo

- You will receive support services based on your eligibility under the Americans with Disabilities Act (ADA) and Section 504, your choices of services, the services that are available, and the funds that are available in the postsecondary programs.
- You will need copies of important papers (evaluations, transcripts, Summary of Performance) before you graduate from high school.
- You may receive some services free, but you may have to pay for some services.
- You must advocate for your own needs.
- You must ask for services and keep in contact with service providers.

There are online resources available that can help you make decisions about:

- different types of education and training
- where to go for education and training
- how to apply for services
- how to pay for education and training after high school

TIMELINE

Planning for education after high school may begin at any time. Once you decide that you want to attend college or some other training after high school graduation, planning should begin.

<u>When or before you turn 14:</u>

- Talk to your school counselor, parents, and other adults who have interesting jobs.
- Identify cu

- Apply for funds (FASFA, grants, and scholarships).
- Contact the Office of Disability Services of the postsecondary school that you plan to attend before starting classes.
- Apply for the Education Training Voucher (ETV) to help with postsecondary education and other expenses if you are in foster care.

After graduation:

- Ask for and receive your Summary of Performance (document from your high school about your academic and functional skills, including recommendations to help you in meeting your postsecondary goals).
- Ask for and receive for the prior written notice about your change of placement when you graduate.
- Get what you will need for your postsecondary education or training (diploma, transcripts, etc.).
- Enroll and attend postsecondary school or training program.

WHO CAN HELP

- **Local School**
  The local school district has a transition and employment designee (TED) to help you, your parents, and the school with information about school or training after graduation from high school. You can find information about your school's TED at:
  http://framework.esc18.net/display/Webforms/ESC18-FW-CountyInformation.aspx?ID=Transition

- **Local Resources**
  You and your parents may find information about school/training after graduation in your community. This may include local offices of state agencies or support groups.

- **Texas Transition Network Contacts – Transition in Texas**
  The transition specialist at your regional education service center (ESC) can give you and your parents information about school or training after graduation from high school. A list of transition experts can be found at:
  http://www.transitionintexas.org/Page/7

- **AskTED**
  AskTED is an online list of Texas schools, including charters. Use this directory to find contact information for districts, schools, and education service centers.
  http://www.tea.state.tx.us/districtinfo.aspx

- **Texas School District Foster Care Liaison**
  Each school district and charter school in Texas has to have at least one person to help a student who is in foster care *enroll in* or *transfer* to a school or charter school. A list of the foster care liaisons can be found at:
  http://www.tea.state.tx.us/FosterCareStudentSuccess/liaisons/

- **Achieve Texas**
  This website provides resources related to career and course planning to help you and your parents make the right education choices.
  http://www.achievetexas.org/

- **Advising High School Students with Disabilities on Postsecondary Options**
  This link contains answers to counselors' most frequently asked questions about opportunities after high school for students with disabilities.
  http://www.heath.gwu.edu/

- **Apply Texas**
  The Texas Higher Education Coordinating Board and the colleges or universities on this site have online applications to any Texas public university as well as to some community and private colleges.
  www.applytexas.org

- **College Board**
  This organization has resources, programs, and services in college readiness and college success. It includes the SAT and the Advanced Placement Programs.
  www.collegeboard.org

- **College for All Texans**
  Get answers to questions about preparing for the college application process at the Texas Higher Education Coordinating Board website.
  http://www.collegefortexans.com/

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- **Texas Workforce Commission**
  The Texas Workforce Commission's Career Exploration & Trends webpage has resources for you about new careers, wage and job information. The website helps you choose a job based on your interests and abilities. The website also helps you find and use other resources for finding a job.
  http://twc.state.tx.us/customers/jsemp/career-exploration-trends.html

- **The Next Step Video and Discussion Guide**
  The Next Step is a video that challenges you, your family, and your educators to think about higher education. The guide has information sheets about higher education for you, your parents, and others.
  http://tcdd.texas.gov/resources/publications/the-next-step-video-and-discussion-gu

- **Federal Student Aid**
  The U.S. Department of Education website gives you information on how you can prepare for college, what types of aid may be available, how to qualify and apply for aid, and how to manage loans.
  http://studentaid.ed.gov/

***Please send additional thoughts and comments to* sped@tea.state.tx.us**

- **Local Resources**
  Local offices of state agencies or support groups may provide you and your parents with additional assistance regarding information sharing.

- **Texas Transition Network Contacts – Transition in Texas**
  The transition specialist at your regional education service center (ESC) can provide you and your parents with additional assistance regarding information sharing. A list of transition specialists can be found at:
  http://www.transitionintexas.org/Page/7

- **AskTED**
  AskTED is an online directory of Texas schools, including charters. Use this directory to find contact information for districts, schools, and education service centers.
  http://www.tea.state.tx.us/districtinfo.aspx

- **Texas School District Foster Care Liaison**
  Each school district an

GUARDIANSHIP AND ALTERNATIVES TO GUARDIANSHIP

INTRODUCTION

When you turn 18, you are considered an adult. When this happens, you take over the right to make your own educational decisions. Your admission, review, and dismissal (ARD) committee may discuss the transfer of rights at any time, but is required to:

- explain to you and your parents that your parent's control over your educational decisions will transfer to you when you tur

- **Care Management Services** - Agencies provide these services to help you be on your own as much as possible.
- **Free or Reduced Price Meals, Foods and Prescription Delivery** - These are services which may be provided to you by federal, state, or local groups.
- **Free or Reduced Price Transportation** - These include taxi vouchers, van services, and public transit for appointments when mobility and safety are concerns.
- **Daily Call or Home Visit Services** - These services include volunteers who call you daily to give you help if you need it, and to provide you with social contact.
- **Utility Companies** - A utility company may notify another person, such as your parent, if you have not paid a utility bill on time.
- **Durable Power of Attorney** - This document lets another person participate in your ARD committee meetings. It also allows him or her to arrange, apply for, and coordinate services for you. This person may also talk with agencies about benefits for you.
- **Technology** - Devices such as smart phones and tablets may help you become and remain independent for example, you can look at pictures and verbal instructions and set timers and alarms to remind you when to take medication, turn off the stove, and lock the door.

- **Medical Decisions**

  - **Medical Release Forms** - These forms tell you what medical records of yours can be shared with others. The forms also tell you who gets to see your medical records.
  - **Medical Power of Attorney** - This form lets you say who can make health care decisions for you if you cannot make the decisions for yourself.
  - **Declaration for Mental Health Treatment** - These are instructions for mental health treatment.
  - **Surrogate Decision Makers** - This allows someone to make decisions for you if you are in a hospital or nursing home, in a coma, unable to act or respond, or are mentally or physically unable to communicate. The decisions must be based on what you would want (if known).
  - **Surrogate Decision Making for Intermediate Care Facilities for Individuals with an Intellectual Disability or Related Conditions (ICF/IID) Clients** - If you are living in a facility and cannot make a major medical or dental decision, a surrogate (for example, one of your relatives who helps take care of you) may do so. If there are no surrogates available, a surrogate consent committee may make the decision for you.

- **Financial Decisions**

  - **Credit Union and Banking Services** - These banks may give you help with money-management.
  - **Credit and Debit Cards** - A debit card may be used to help you follow a budget and a credit card that you pay off each month can help you establish you

- **Durable Power of Attorney** - This allows you to choose another person to make financial and business dec ecf( )-15(A)6aT0.002 Tc 0.002 Tw 0.891 0 T5 [(o)46

After graduation:

- Ask for h

This website provides information about guardianshi

CONTACT INFORMATION FOR ALL RELEVANT STATE AGENCIES

Texas Department of Health and Human Services Commission (HHSC)
Please dial 2-1-1

Texas Department of Assistive and Rehabilitative Services (DARS)
Please contact: Erin Wilder (512) 424-4048
Email: Erin.wilder@dars.state.tx.us

Texas Department of Aging and Disability Services (DADS)
Please dial 2-1-1
Email: SE.Questions@dads.state.tx.us

Texas Department of State Health Services (DSHS)
Please dial 2-1-1

Texas Department of Family and Protective Services (DFPS)
Please dial 2-1-1
Email: AGENCYINFO@dfps.state.tx.us

Texas Education Agency
Please dial (512) 463-9414
sped@tea.state.tx.us

For additional services provided by health and human services agencies

TEXAS TRANSITION AND EMPL

Courses of Study - A multi-year description of coursework from the student's current to anticipated exit year that is designed to help achieve the student's desired post-school goals. The courses of study may be a four to six year plan, which may need to be updat

e upd

Functional Skills - Skills that enable an individual to communicate and interact with others, and to perform tasks that have practical use and meaning at home, in the community or on the job.

Goal - An outcome or result that an individual is trying to achieve; goals can be for short-term time periods or long-term time periods.

Guardian - A person appointed by the court to take care of and protect someone who does not have the capacity to provide for her or himself, care for own health, or manage own financial affairs. The exact scope of the guardian's authority is defined by the court.

Guardianship Alternatives - Legal documents Tc 23(g)]TJ -0.005 Tc 3.5 0 T9c 0 22 Tw 0.837 0 Td (or)Tj

Self–Advocacy - Speaking up for oneself in support of his or her own ideas, beliefs or needs.

Self-Advocate - An individual's ability to effectively communicate, convey, negotiate or assert his or her own interests, desires, needs, and rights.

Self-Determination - The right and ability of all persons to direct their own lives, as well as the responsibility to accept the consequences of their own choices.

Self-Employment - When an individual owns his or her own company and works as a consultant, or as a contracted employee.

Social Security Disability Insurance (SSDI) - SSDI provides benefits to disabled or blind persons who are insured by workers' contributions to the Social Security trust fund. These contributions are based on individual earnings (or those of a spouse or parents). Social Security Disability Insurance is authorized under Title II of the Social Security Act.

Supported Decision-Making - A structured approach that uses a trusted and trained friend, family member, or professional to help an individual with an intellectual, developmental, s

individual with a disability to facilitate the individual's movement from school to post-school activities.

Vocational Education - Organized educational programs that are directly related to the preparation ofVoc

FEDERAL AND STATE LAWS

Federal Requirements

34 Code of Federal Regulations (CFR) §300.43 Transition services

(a) Transition services means a coordina.00-T6B onetTc 0 Tw ( )Tj -0.0J -0.005 T[(s)o -0.f Tc 4.436 cCTran

(c) Transfer of rights at age of majority. Beginning not later than one year before the child reaches the age of majority under State law, the IEP must include a statement that the child has been informed of the child's rights under Part B of the Act, if any, that will transfer to the child on reaching the age of majority under Sec. 300.520.

34 Code of Federal Regulations (CFR) §300.321 IEP Team

(b) Transition services participants

(1) In accordance with paragraph (a)(7) of this section, the public agency must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under Sec. 300.320(b).

(2) If the child does not attend the IEP Team meeting, the public agency must take other steps to ensure that the child's preferences and interests are considered.

(3) To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of paragraph (b)(1) of this section, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

(7) if the student is at least 18 years of age, the availability of age-appropriate instructional environments;

(8) independent living goals and objectives; and

(9) appropriate circumstances for referring a student or the student's parents to a governmental agency for services.

Texas Education Code (TEC) §29.0111. Beginning of Transition Planning

Appropriate state transition planning under the procedure adopt ce0.004l [uc 0 Tw 1.38 0 Td 9[(p)13(r)-ent4 T

TRANSITION IN TEXAS TIMELINE

Transition prepares students to move from high school to adulthood. Transition in Texas begins before a student's 14th birthday, or earlier if the admission, review, and dismissal (ARD) committee decides it would be right for you. As you get close to beginning high school, you will need to talk about what you want to do after graduation. Your transition services will be based on your needs, preferences, and interests. The ARD committee (which includes you and your parents) writes the transition plan as part of your Individualized Education Program (IEP).

The **Transition in Texas Timeline** is a tool to help you and your parents work with the other members of the ARD committee write your transition plan. Use this timeline to decide if these issues should be discussed at the ARD committee transition meetings.

Parents, as soon as possible:

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Talk with your school and parents to make sure that you take the classes you need for the job you want. Talk about the classes you need to take to attend the college or training program of your choice after you graduate.

Exhyou(r)7( )-22(h)2(a]TJ -0.002 Tc -0.002 Tw 1.054 (rtd (e)Tj 0 Tc 0 620.543 0 v)22cv)22Td [(a)2(t

Talk with your ARD committee to write your personal graduation plan.

Explore other agencies and service providers that can help you after graduation. EMC /P<</MCID 1>>BDC 36 Tc 0 Tw [1

Talk about any testing that you need for after graduation for postsecondary education or training (SAT, ACT, TSI, ASVAB). Discuss accommodations you may need. Find out about any other admission requirements.

Ask if there is financial support to help pay for any admission tests you may need.

Find out how much the job training or education you are interested in will cost.

Talk about the supports you will need to get and hold a job.

Explore types of transportation to a job, including public transportation.

Keep a list of your job experiences or volunteer work or clubs and sports activities.

Begin a résumé and update as needed.

Practice effective communication by asking for help, identifying accommodations you need, and developing interview skills.

Practice independent living skills (such as budgeting, shopping, cooking, housekeeping, decision making, etc.).

Participate in activities within your community, such as library projects, volunteering, recreational sports, or finding people with interests similar to yours.

Identify heath care needs and providers (doctors, therapists, pharmacies) to meet your needs.

Explore living options that may be available for you when you attend college or a training program after you graduate.

Contact community and long term service and support agencies to discuss eligi

Accept responsibility for health care needs (make doctor or therapy appointments, fill and take your prescriptions, etc.).

Begin receiving services from agencies, if appropriate.

Finalize your résumé.

Identify job openings or trainings.

Apply for jobs and talk to someone who can help coach you in your work.

***Please send additional thoughts and comments to* sped@tea.state.tx.us**