

TRANSITION AND EMPLOYMENT GUIDE FOR THE BELL COUNTY COOPERATIVE FOR EXCEPTIONAL CHILDREN

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September 2016

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 will talk with you 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 you graduate from high school, you and your parents will discuss such things as getting a job, going to college, and where to live. You can take a bigger part in making decisions for yourself by:

- learning how to speak up for yourself
- learning how to set goals
- working on steps to reach your goals
- making choices as a young adult
- speaking up in your meetings
- helping to plan your future

There are three ways for you to learn to begin to plan for the future. They are:

Self-Advocacy—Speaking for Yourself

Self-advocacy means speaking up for yourself. You should talk with school adults as well as your parents and let them know what you want for your future plan to be. This is done by first knowing your self which means:

- talking about your needs, interests, likes, and dislikes
- knowing what you are good at and how you learn
- knowing what you want to do
- knowing what you have to do
- understanding your disability and how it affects your ability to work, learn, and live
- thinking about what you need to work, learn, and live
- learning your rights, responsibilities, and how to get help
- telling people what you need and want
- asking for help
- asking questions when you do not understand something
- speaking up in your admission, review, and dismissal (ARD) committee and other planning meetings
- helping to write your individualized education program (IEP)

Self Determination—Choosing for Yourself/Making Your Own Choices

Self-determination means making choices based on your needs and interests giving You 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 Planning/Life Planning Meeting

The Life Plan was developed by Dr. Vickie Mitchell for the purpose of assisting adult students, parents, and special educators to take the global information and postsecondary goals from the IEP planning using Transition Assessments and focus in on the practical and planning process to implement the IEP.

Person-directed planning is a process that allows you and the legally authorized representative (LAR) on your side, to direct the development of a plan of supports and services that meets your personal outcomes.

The process must:

- identify existing supports and services necessary to achieve your outcomes
- identify natural supports available to you and work out service system supports you will need
- occur with the support of a group of people chosen by you and the LAR on your side
- accommodate your style of communication and preferences regarding time and setting for the planning meeting

TIMELINE

When or before you turn 14:

- Speak up for yourself.
- Talk about your interests, wants, and needs.
- Explain your disability and what you may need to help you be on your own.
- Participate in your ARD committee meeting.

When or before you turn 16:

- Talk about your goals for life after high school.
- Practice how to act in different places (school, jobs, and so on).
- Identify health care needs and providers (doctors, therapists, pharmacies) to meet your needs.

When or before you turn 18:

- Plan for working, voting, further education, and signing up for services.
- Decide where you want to live and how you will do it.
- 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.).

After graduation:

- Take over making choices for your life.
- Find people who are willing to help you.
- Be open to trying positive new things.

WHO CAN HELP

• Local School

Your school district has a transition and employment designee (TED) to help you and your parents with information about being able to make life choices for yourself. 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 need to look at what is available in your community. This could be local advocacy groups, offices of state agencies, or support groups.

• Texas Transition Network Contacts – Transition in Texas

The transition specialist at your area's education service center (ESC) can give you and your parent's information about planning for your future. 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/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. A list of the foster care advisers for your school can be found at:

<http://www.tea.state.tx.us/FosterCareStudentSuccess/liaisons/>

- **Disability Rights Texas**

Disability Rights Texas is the federally designated legal protection and advocacy agency (P&A) for people with disabilities in Texas. You can contact the local office for help at: <http://www.disabilityrightstx.org/>

- **Institute for Person-Centered Practices**

The Institute for Person-Centered Practices helps you as a young adult learn how to take over your life as much as you can. It works with the Texas Center for Disability Studies at the University of Texas at Austin and the Center on Disability and Development at Texas A&M University. For training and materials about person-centered practices, see: <http://www.person-centered-practices.org/>

- **National Secondary Transition Technical Assistance Center (NSTTAC)**

NSTTAC tells about transition on Student Focused Planning. For information, resources, and interactive websites for you and your family, see:

<http://www.nsttac.org/content/students-families>

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

TCDD gives money to organizations to help people with developmental disabilities live on their own. For a description of projects supported by TCDD see:

<http://www.tcdd.texas.gov/>

Find information about using respectful language at the following link:

<http://www.tcdd.texas.gov/resources/people-first-language/>

- **Department of Aging and Disability Services (DADS)**

DADS provides long-term services and supports for adults and children with medical/physical disabilities. It also helps older adults aged 60 and over and their caregivers, and adults and children with intellectual and developmental disabilities. You can also find out about health and wellness services and waiver programs. For DADS Person Directed Planning Guidelines, see:

<http://www.dads.state.tx.us/providers/LA/PersonDirectedPlanningGuidelines.pdf>

- **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, supports 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. See more information at: https://www.dfps.state.tx.us/txyouth/hot_stuff/default.asp

Access Granted: Texas Foster Care Handbook for Youth
Understanding Psychotropic Medications
Graduation Toolkit
Strategic Sharing

- **Texas Project First, a project of the Texas Education Agency by and for families**

Texas Project First (Family to Family) provides information and resources for educators, school districts, parents, students, and the general public, including information on:

- o Self-Determination
 - o Person Centered Planning
 - o Guardianship
 - o Self-Advocacy
- <http://texasprojectfirst.org/>

- **The Arc of Texas**

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

- **Partners Resource Network**

Partners Resource Network (PRN) is a non-profit agency that operates the Parent Training and Information Centers (PTIs) in all areas of the state. Texas PTIs provide training, education, information, referral, emotional support, and individual help to get services. Get more information at:

<http://www.partnerstx.org/path>

- **Texas Parent to Parent (TxP2P)**

TxP2P provides peer support and information to families of children with special needs and/or disabilities. For detailed transition information see this link:

<http://www.txp2p.org/parents/pathway.html> or call 866-896-6001 (email cynda.green@txp2p.org).

TxP2P also provides an on-line resource directory organized by counties. Just enter or select your county or a nearby county to see what resources are available for you or your family at:

<http://www.txp2p.org/training/family2family.html>

- **Texas Advocates**

Texas Advocates provides training to its members on self-advocacy, self-determination, person-directed planning, and self-advocacy organizations at the following link:

<http://www.txadvocates.org>

TRANSITION SERVICES

INTRODUCTION

Preparing for the future is a part of everyone's education. The student, his/her parents, and the school work together to build a roadmap to the student's future after they complete high school. Developing this roadmap is called **transition planning**. The student and their future are the focus of transition planning. A student's interests, wants, and needs are considered in creating the plan for his/her life. Transition planning helps find out about the student's:

- Interests
- Skills and abilities
- Skill development areas to be completed during high school in order to meet post high school goals
- Transition needs, including independent living needs
- Career goals
- Education choices for after high school graduation

Both the United States (Federal) and Texas (State), have laws for transition planning. The timelines for starting transition planning are different under the two laws. This section has information about the laws that apply to transition planning.

In Texas, the admission, review, and dismissal (ARD) committee must have a transition discussion by the student's 14th birthday. Transition planning may begin even earlier if the ARD committee decides it is right for the student. By age 16, the ARD committee must write goals for a student's life after high school. This is the student's transition plan. These goals are based on any further training or education a student will need, work the student wants to do, and independent living skills the student will need after he/she graduates. It is important for the student to take an active role in setting the goals. The student and their parents must be invited to all ARD committee meetings, and it is important for students to attend and participate in the ARD committee meetings when transition is discussed.

US (Federal) Requirements:

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

Transition services are activities that are designed just for students that:

- Help them move from the activities they do in school to activities they want to do after high school, such as:
 - education or vocational training after graduation
 - jobs and work (including supported employment)
 - continuing and adult education (non-credit courses, work development programs customized training)
 - services a student may need as an adult
 - living on their own
 - things to do in their community

- Are based on student needs and strengths, preferences, and interests. Transition services may include:
 - instruction (what is taught in school)
 - related services (occupational therapy, physical therapy, speech therapy, and transportation, if needed)
 - community experiences
 - employment or post-school adult living objectives
 - 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

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. Please contact your school district's transition and employment designee (TED) for information. You can find information about your school's TED at:

<http://framework.esc18.net/display/Webforms/ESC18FWCountyInformation.aspx?ID=Transition>

Age-appropriate instructional environments for adult students with disabilities ages 18 and older are those of their same-age peers, community environments and options that are available to adults of all ages. The issue is not the availability of age-appropriate instructional environments but how to access and utilize the environments that exist in the community and not only on high schools campuses or even at separate locations owned and operated by a public school district. The age-appropriate environments include but are not limited to businesses, community services, transportation vehicles, living environments, post-secondary institutions and recreation/living locations.

The 18+ is a non-traditional education that is designed to provide instruction in the community in age-appropriate environments. Locations may include high school, work-based learning sites and paid-employment sites, postsecondary education options, service learning, community services such as grocery stores and adult agencies, and community transportation services. Community sites for recreation/leisure are included in the transition programming options for students in the 18+ program. The specific locations where the instruction occurs, and the supports needed are individually designed and based on the adult student's IEP developed by the ARD (Admission, Review and Dismissal) Committee through a data-driven decision making process based on current evaluation data.

18+ is a community-based program that uses the community as an extension of the classroom. The opportunity to learn side by side with individuals without disabilities is a critical component of the program. The individualized education program, for each adult student, is designed to be implemented in natural environments in the community that have been identified as post-school goals by the adult student and parent/guardian. Current evaluation data is used to identify strengths, preferences, and interests related to postsecondary goals. Information on instructional needs, which were identified in the current evaluation data, is provided to the ARD Committee to make data-driven decisions in the development of the individualized education program (IEP). The IEP is the guiding framework to implement instruction for work-based learning, postsecondary education, travel training, independent living, service learning, recreation/leisure activities, or other areas of need identified by the ARD Committee. Related services identified as a need are integrated into the natural community environments and supported by the 18+ staff in collaboration with the related service staff.

CFR §300.321 IEP Team

- The school must invite you to attend your ARD meeting if a purpose of the meeting will be to consider goals for after high school and the transition services needed to help you reach those goals.
- If you do not attend the ARD meeting, the school must take other steps to make sure that your preferences and interests are considered.
- To the extent appropriate, with the consent of your parents or yourself if you have reached the age of majority (18), the school must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services to the ARD meeting.

Texas State Requirements:

Texas Administrative Code (TAC) § 89.1055. Content of the Individualized Education Program (IEP) [Excerpt]

By age 14, your ARD committee must consider and, if appropriate, address any of these that are right for you:

- How involved you will be in your transition to life after high school
- If you are younger than 18, how your parents will be involved in your transition planning
- If you are least 18, how your parents will be involved in your transition if they are invited to participate in your ARD committee meeting
- Any post-school education choices
- If you need a functional vocational evaluation
- Work goals and objectives
- Educational choices available for you once you turn 1
- Independent living goals
- Referral of you or your parents to a state agency for services, if appropriate

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

By the time you are 14, state transition planning must begin.

TIMELINE

When or before you turn 14:

- Talk about agencies outside of school who might provide you with any services.
- Explain your interests, needs, and strengths.
- Talk to your parents and teachers and go to ARD committee meetings.
- Speak up about what you need at school.
- Participate in the ARD committee meeting discussions about transition services.
- Speak up about what you want to happen after high school.
- Make sure you get information about all choices during ARD committee meetings.

When or before you turn 16:

- Check your transition plan at least once a year until you graduate from high school.
- Write goals for after you graduate from high school.
- Talk about giving permission to share information with any people outside of school who might help you with transition services.

When or before you turn 18:

- When you turn 17, you should ask for and receive notice about what rights you will have when you become an adult.
- Ask for and receive your adult rights. Your parents will continue to get notice of your ARD committee meetings, but can only attend the meetings if you or the school invites them.

After graduation:

- Get a written list of what you have done in high school (diploma, transcripts, summary of performance, etc.).
- Ask for and receive notice that your high school education is completed.

WHO CAN HELP

• **Local School**

Your school district has a transition and employment designee (TED) to help you and your parents with information about transition services. 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 need to look at what is available in your community. This could be local advocacy groups, offices of state agencies, or support groups.

• **Texas Transition Network Contacts – Transition in Texas**

The transition specialist at your area's education service center (ESC) can give you and your parents information about planning for your future. A list of transition specialists 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/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. A list showing the foster care liaison for your school is posted at:

<http://www.tea.state.tx.us/FosterCareStudentSuccess/liaisons/>

• **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, supports 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. More information is available at:

https://www.dfps.state.tx.us/txyouth/hot_stuff/default.asp

Access Granted: Texas Foster Care Handbook for Youth
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• **DFPS Transition Living Services**

Transition Living Services lists many programs, information, and resources about transition for foster youth and alumni ages 14-23 years. More information can be found at:

<https://www.dfps.state.tx.us/Child Protection/Youth and Young Adults/Transitional Living/default.asp>

• **Preparation for Adult Living (PAL)**

The PAL program prepares the foster youth for the inevitable departure from the care of DFPS. The foster youth are provided skills and resources they will need to be healthy, productive, and independent adults. More information can be found at:

<https://www.dfps.state.tx.us/Child Protection/Youth and Young Adults/Preparation For Adult Living/>

• **Texas Parent to Parent (TxP2P)**

TxP2P provides peer support and information to families of children with special needs and/or disabilities. For detailed transition information see this link:

<http://www.txp2p.org/parents/pathway.html> or call 866-896-6001
(email cynda.green@txp2p.org)

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.txp2p.org/training/family2family.html>

• **Transition Centers**

These centers help connect foster youth with services, including educational support, food, housing, employment, health care, counseling and more. More information can be found at:

<https://www.dfps.state.tx.us/txyouth/resources/local/>

at:

<https://www.dfps.state.tx.us/Child Protection/Youth and Young Adults/Transitional Living/default.asp>

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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 students go through school, the student and their Admission, Review, and Dismissal (ARD) committee will decide on classes and courses of study about jobs and job opportunities. The student's wants, needs, strengths, and skills regarding jobs are important, and he/she should tell the ARD committee what he/she has in mind.

An important part of transition planning is to write employment goals for after the student graduates from high school. Working is a valuable part of adult life. The student and his/her family's values are key in determining and writing the right work goals.

There are several work choices:

- Competitive employment – a job done by a person with a disability, in the same job setting, and at a pay rate that is the same as a worker without a disability
- Customized employment - a job based on what people know how to do, their needs, what they like, and that is designed to meet the specific needs of the employer
- Integrated employment – a job at a work site at which the person routinely interacts with people without disabilities in addition to the work site supervisor or service providers
- Supported employment - a job with supports by service providers done by a person with a disability in the same job setting as a worker without a disability
- Self-employment – making money from services or products a person provides to his or her customers instead of working for someone else

Schools educate and prepare students for being an adult. The student may need additional help to get a job. This section has information about state agencies, programs, and resources to help students with work-related services.

Texas Workforce Commission (TWC) -TWC has services that help students find and keep good jobs. TWC helps employers hire skilled workers they need to grow their businesses. Workforce partners include community colleges, adult basic education providers, local school districts, economic development groups, businesses, and other state agencies. TWC offices have the following employment services:

- Registration with WorkInTexas.com--TWC's online job matching system
- Referrals to job listings
- Information about high demand jobs in your areas (labor market)
- evaluation/assessment of knowledge, skills, and abilities
- Referral to support services you may need in order to work
- Help with résumé and application preparation
- Training programs

Department of Assistive and Rehabilitative Services (DARS) - The main purpose of DARS is to help Texans with disabilities, who meet eligibility requirements, prepare for, find, and keep jobs through Vocational Rehabilitation (VR) services. The two divisions at DARS that provide VR services are The Division for Rehabilitation Services (DRS) and the Division for Blind 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

DBS Transition Services serve students/young adults who are at least 10 years of age, but under 24.

DBS may also provide:

- Orientation and mobility training
- Low vision services and eyewear

Typical services for either DRS or DBS may include, but are not limited to:

- Vocational assessment
- Counseling and guidance
- Job coaching or supported employment
- Supported self-employment
- Assistance with academic or vocational training
- Individual counseling
- Independent living skills training
- Assistive technology
- Career guidance
- Work and career exploration activities and training

- Mentoring, educational support in the individualized education program (IEP) process
- Rehabilitation treatment center services
- Services related to post-secondary training

In addition to VR, DARS also has programs/resources in the following areas:

- Deaf and hard of hearing services
- Autism
- Early childhood intervention
- Rehab technology
- Promoting independence:
 - 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.
- Work with your school and parents to make sure that you take the classes you need for the job you want.
- Complete interest and career inventories.
- Talk about your career interests and skills or any jobs that you have already had.
- Find out about career options.
- Ask about developing a graduation plan.
- Talk about your needs for assistive technology when working.
- Request a functional vocational assessment if you need it.
- Begin to work with the Transition Coordinator, (TED), on your Portfolio

When or before you turn 16:

- Find out about education or training requirements for a job that you want.
- Talk with your ARD committee to write your work goals for after graduation.
- Review classes that you need for your job interest, including career and technical education programs.
- Learn how to apply for a job.
- Learn how to interview for a job and practice.
- Talk about supports you will need to get and keep a job.
- Learn about any agencies that might help you with training and getting a job, and invite those agencies to your ARD committee meetings.
- Find out what you will need to help you get to a job, including taking the bus or the train.
- Keep a list of your job experiences or volunteer work or clubs, sports, and activities.
- Begin a résumé and update, as needed.
- Complete a functional vocational assessment if you need it.

When or before you turn 18:

- Participate in your ARD committee meeting to review and update your work goals.

- Contact agencies that might help you with training and getting a job.
- Invite any people from agencies that might help you with training/getting a job to your ARD committee meeting.
- Work with your transition and employment designee (TED) to develop your Summary of Performance.
- Find sources for job listings.
- Learn about the cost for job training and additional education.
- Develop a list of references.
- Finalize your résumé.
- Apply for jobs.

After graduation:

- Connect to agencies if you have not done so and if you need to.
- Decide if you are planning to be in the 18+ Program

18+ Age-Appropriate Program Goal

The program goals for 18+, to serve young adults with disabilities as they transition from public school to adult life, may include one or more of the following:

- To assist adult students to obtain full or part-time paid employment;
- To assist adult students to participate in postsecondary education and/or training;
- To provide travel training to adult students to ensure access and sustainability of skills learned and performed in the community;
- To facilitate the learning and use of self-determination skills;
- To improve communication skills related to business and social relationships, meeting personal needs, employment, postsecondary education/training, and independent living;
- To assist adult students to develop social relationships with same-age peers as a natural support system;
- To facilitate the application to and client-ship of adult agencies and/or community services that provide continued services and supports to adults with disabilities;
- To assist adult students to develop and participate in adult recreation/leisure activities;
- To train parents/guardians and family members on strategies and skills to provide support to adult students with disabilities after graduation or aging-out of high school; and
- To provide training, support, and opportunities for adult students with disabilities to increase their level of independence and participation in adult life.

The decision for placement at 18+ is an Admission, Review, and Dismissal, (ARD) Committee decision. 18+ is not appropriate for all adult students with disabilities who are 18 years of age or older. To be considered for 18+, the student must:

- Be 18 years of age or older;
- Have met credit requirements for graduation;

- Have met state requirements for the statewide assessment;
- Be referred for consideration by the high school staff, parent or student request; and
- Require educational services beyond the age of 18 to complete the IEP.
- A student with disabilities who has completed four years of high school can participate in a graduation ceremony and obtain a certificate of Completion. A student may participate in only one graduation ceremony. Upon meeting IEP requirements or meeting IEP requirements and aging out, the student with disabilities shall be granted the regular high school diploma.

It is the responsibility of the high school campus staff to make the 18+ staff aware of the referral for consideration of a placement at 18+. It is the responsibility of the high school Special Education Team Lead to notify the District Transition Coordinator of the referral to 18+

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 agency whose purpose is to provide a continuum of direct educational services to students, aged birth through 21, who are deaf or hard of hearing and who may have multiple disabilities.

<http://www.tsd.state.tx.us/>

- **Texas Workforce Commission (online resources)**

- o **Disability Discrimination** - Find information on employment discrimination, complaint resolution procedures, deadlines, and more.

<http://www.twc.state.tx.us/crd/disability-discrimination.html>

- o **mySkills myFuture** – Explore career options based on skills you may have used in previous jobs. Compare careers, find trainings, and search for jobs.

<http://www.myskillsmyfuture.org/>

- o **Reality Check** - Estimate how much money you may need for housing, utilities, transportation, clothes, health care, entertainment, and other expenses.

<http://www.texasrealitycheck.com/>

- o **Texas CARES** - Explore interests and work values. Find information such as the fastest growing jobs, levels of education and training requirements, and average salaries.

<http://www.texascaresonline.com/wowmenu.asp>

- o **Texas Work Prep** - Learn about getting and keeping the job of your choice.

<https://www.texasworkprep.com/>

- o **Workforce Solutions Offices** - Find job placement services, job postings, job search resources, and training programs. Explore career options, résumé and application preparation, career development, and more.

<https://www.texasworkprep.com/texasworkprep.htm>

- o **WorkInTexas.com** - Search for jobs, create a résumé, and submit applications for employment.

WorkInTexas.com

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. Eventually these taxes become your benefits. Also, these taxes are used for Supplemental Security Income (SSI). SSI pays monthly benefits to people with limited income and resources because of old age, blindness, or disability. You may receive benefits as a child with a disability. You may have to wait until you are an adult (age 18) to see if you are eligible to collect the benefits.

You and your parents are in the best position to make choices about working when you have good information about working and benefits. The transition planning process is a way to focus on how work incentives can help you plan a future that includes employment. The SSA offers special work programs that allow you to work and still receive benefits that you qualify for, such as SSI and Medicaid. **Ticket to Work** is an example of one of these work programs. This section has information about social security services, programs, and resources to help you with benefits and services. You can contact the local SSA office to see if you qualify for benefits. There is an SSI employee in each SSA office and you may want to speak with that person about programs and benefits.

Social Security Services/Programs

- **The Ticket to Work Program** is a program for people with disabilities who want to work.
It provides choices for people looking for employment, vocational rehabilitation, and other support services.
- **Social Security (SS) benefits** are retirement benefits paid to people who are aged 62 or older, are blind, or have a disability. You must work long enough and pay taxes into the SSA system to be eligible. When a worker dies, the SSA also pays benefits to his or her surviving spouse, child, or dependent with disabilities.
- **Supplemental Security Income (SSI)** is a federal income program funded by general taxes (not social security taxes). It pays monthly benefits if you have limited income and resources because of old age, blindness, or disability.
- **Social Security Disability Insurance (SSDI)** benefits are paid to a worker who has worked and paid into SSA but can no longer work because of a disability.
- **Medicaid** is a federal-state health insurance program for low-income people. It gives medical services and medications to:
 - o Children
 - o People who are elderly

- o People who are blind or have another disability
- o Other people who are eligible to receive SSI
- **Plan for Achieving Self-Support (PASS)** is a program to help a person with a disability by setting aside money in a separate bank account. This money is for a specific work goal and for a certain amount of time. A PASS is a benefit used to help a person become self-supporting.
- **Impairment-Related Work Expense (IRWE)** You may need items and services to do your job. The IRWE will take out the cost of these items and services from your paycheck. These items and services must have reasonable costs and cannot be paid for from other funds.

Examples of these items and services are:

- o Attendant care services
- o Transportation costs
- o Work-related equipment
- o Service animals and animal care
- o Routine medical drugs and supplies
- o Home, van, or car modifications needed for you to work

TIMELINE

Each program of the SSA has its own set of rules for eligibility and timelines for services. For more information about each of the programs described above, visit <http://www.socialsecurity.gov/>

When or before you turn 14:

- Apply for a social security number/card.
- Contact the local social security office to see if you qualify for benefits.

When or before your turn 16:

- Find out how paid employment affects SSI and Medicaid benefits.

When or before you turn 18:

- Apply for Supplemental Security Income (SSI).
- Explore work incentives and how they may help you reach your goals.

After graduation:

- Find out how to report money that you earn to your local SSA office.

WHO CAN HELP

There are several ways to get information and apply for benefits from the SSA.

• Local School

Your school district has a transition and employment designee (TED) to help you and your parents with information about social security programs. You can find information about your school's TED at:

<http://framework.esc18.net/display/Webforms/ESC18FWCountyInformation.aspx?ID=Tran>
ansit ion

- **Local Resources**

You and your parents may find information about social security in your community. This may include local offices of state agencies or support groups.

- **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>

- **Social Security Administration Office Locator**

At this site, you can locate the nearest social security office by zip code. <https://secure.ssa.gov/ICON/main.jsp>

- **Social Security Administration**

This link is to the official social security website. You can find more information about social security programs, apply for benefits, and find disability facts.

<http://www.socialsecurity.gov/onlineservices/>

1-800-772-1213 (TTY 1-800-325-0778)

- **Work Incentive Information and Referral Center (WIIRC)**

The Social Security Administration funded WIIRC to help beneficiaries find answers to their questions about benefits and employment.

1-866-968-7842 (voice) or 1-866-833-2967 (TDD)

- **Disability Rights Texas**

Disability Rights Texas has the Protection and Advocacy for Beneficiaries of Social Security (PABSS) program.

<http://www.disabilityrightstx.org/>

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. The wait time for some of these services is ten or more years. Be sure to check back regularly to find out what your wait time is. Let DADS know if your address changes to keep your information up to date. The state or local agency will help you determine what services and supports you may need. The state or local agency may also refer you to other agencies or programs. This section has information about community and long-term services, supports, and resources to help you with living as independently as possible. Always remember that it is okay to ask questions about transitioning from high school to adulthood.

You can find supports for:

- attendant care - help in daily living activities for a person with a disability
- transportation - help with transportation needs for a person with a disability
- supported living choices - living where and with whom you want with supports
- group home - a home where a number of unrelated people in need of care, support, or supervision can live together
- behavioral supports - help in managing behaviors so that you can become as independent as possible
- independent living - help in transitioning to living on your own
- social, sport, and recreational activities - help in accessing activities in your community
- employment assistance - help for you to do and keep your job
- supported employment - a job with supports by service providers done by a person with a disability in the same job setting as a worker without a disability,
- assistive technology - services such as a computer or a service animal to help you be independent
- accessible housing - housing in your community that is available to meet the needs of your disability
- transportation options - public and private transportation to help you be independent and stay involved in your community
- protection and advocacy services - help with having a voice and choice with what is important in your life
- mental health services and supports - help with mental illness and substance use problems

Another type of help is called natural supports. These are contacts with others that happen naturally in your everyday life. They can be your family members, friends, neighbors, or coworkers. Natural supports can help you be more fully included in your community.

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.

When or before you turn 14:

- Identify any needs you have for long-term services and supports.
- Identify the type of long-term services and supports you may need.
- Explore the community and long-term services and supports that are available.

- Contact community and long-term services and supports agencies to discuss eligibility information.
- Apply for long-term services and supports if appropriate.

When or before your turn 16:

- Identify natural supports.
- Routinely check with DADS to see where you are on the interest list.

When or before your turn 18:

- Apply for long-term services and supports, if appropriate, if you have not already done so.
- Begin using natural supports if you are not yet doing so.

After graduation:

- Continue to contact community and long-term services and supports as needed. Continue to use and expand natural supports.

WHO CAN HELP

• **Local School**

Your school district has a transition and employment designee (TED) to help you and your parents with information about community and long-term services and supports.

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 community and long term services/supports. 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 community and long term services/supports. A list of transition specialists can be found at:

<http://www.transitionintexas.org/Page/7>

• **AskTED**

AskTED is an online list of Texas schools, including charter schools. Use this list 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/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/>

- **Health and Human Services (HHSC)**

- **Home and Community-Based Services: Which Programs Do What?**

- This site has information about six programs that provide home and community-based services. These programs are sometimes called “Medicaid waivers” or “waiver services.”

- <http://www.hhsc.state.tx.us/medicaid/managed-care/home-and-community-basedprograms-english.pdf>

- **2-1-1 Texas Information and Referral Network**

- This site has information about local services, programs, and agencies.

- <https://www.211texas.org/>

- **Your Texas Benefits**

- 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/SSPHome/ssphome.jsp>

- **Medicaid and other health and wellness programs**

- <http://www.hhsc.state.tx.us/QuickAnswers/index.shtml>

- **Department of Aging and Disability Services**

- **All DADS Services**

- <http://www.dads.state.tx.us/services/listofservices.html>

- **Help for Texans**

- This site has information to help you live independently.

- <http://www.dads.state.tx.us/services/index.cfm>

- **Long-Term Services and Supports (LTSS) programs DADS**

- Long-Term Services and Supports Entitlement Programs Texas**

- Long-Term Services and Supports Waiver Programs**

- <http://www.dads.texas.gov/providers/waiver-comparisons/index.html>

- **DADS Community Options Booklet**

- This site lists your options for living in the community.

- <http://www.dads.state.tx.us/providers/community-options.pdf>

- **Community Living Assistance and Support Services (CLASS)**

- (waiver program)

- <http://www.dads.state.tx.us/services/faqs-fact/class.html>

- **Home and Community-based Services (HCS)** (waiver program)

- <http://www.dads.state.tx.us/services/faqs-fact/hcs.html>

- **Department of State Health Services**

<http://www.dshs.state.tx.us/Services.shtm>

- **Department of Assistive and Rehabilitative Services**

- **DARS rehabilitation services**

- <http://www.dars.state.tx.us/services/index.shtml>

- **DARS independent living services**

- <http://www.dars.state.tx.us/drs/il.shtml>

- **Department of Family and Protective Services**

Information for parents, foster youth, foster and adoptive parents, business and service providers, people with disabilities, elderly, teachers and professionals, and the general public.

<https://www.dfps.state.tx.us/Am/default.asp>

DFPS Texas Youth Connection

<https://www.dfps.state.tx.us/txyouth/Default.asp>

The ARC of Texas

Medicaid waiver programs

www.texasprojectfirst.org/Guardianship.html

www.texasprojectfirst.org/Guardianship.html

[http://www.thearcoftexas.org/site/PageServer?pagename=services benefits
medicaid waivers](http://www.thearcoftexas.org/site/PageServer?pagename=services%20benefits%20medicaid%20waivers)

Disability Rights Texas

Disability Rights Texas is the federally designated legal protection and advocacy agency

(P&A) for people with disabilities in Texas. You can contact the local office for help.

<http://www.disabilityrightstx.org/>

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

TCDD supports organizations to help people with developmental disabilities live on their own.

<http://www.tcdd.texas.gov/>

- **Texas State Independent Living Council**

Find a center for independent living in Texas.

<http://txsilc.org/index.php/en/>

- **Private Providers Association of Texas (PPAT)**

PPAT is your connection to great people, timely information, essential tools, and effective advocacy.

<http://www.ppat100.com/>

- **Directory of Community Resources in Texas**

<http://disabilityresources.tamu.edu/>

- **Special Olympics Texas**

<http://specialolympicstexas.org/>

POSTSECONDARY EDUCATIONAL PROGRAMS AND SERVICES

INTRODUCTION

An important part of transitioning from high school to adulthood is “postsecondary” education or training. Learning is a life-long experience. You will continue to learn after you graduate from high school. You can learn through taking classes and schooling, and you can learn through your life experiences. Postsecondary education means education after you graduate from high school.

Postsecondary schools do not have special education services. People with disabilities have certain protections through the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act (Section 504). If you want to go to a college, a university, or a technical school after graduation, you will need to find new ways to receive supports in postsecondary education and training, employment, and independent living. It is important for you to know your rights and responsibilities. Most colleges or training programs have a disability services office. That office can help you find and get the support you may need for your education after high school.

All jobs require certain knowledge and skills. Many jobs require more than a high school diploma. Some jobs require a college degree. Other jobs may require completing a training course or program. Part of transition planning is helping you to find the right job for you based on your skills, interests, and abilities. This section has information about postsecondary choices, programs, and resources to help you with life after graduation.

There are many ways to learn after you graduate from high school:

- traditional college classes – classes that you attend at a college or university
- community or junior colleges classes – classes that you attend at a community or junior college
- online classes – classes that you take on a computer through the internet
- training and technical centers – places where you learn how to do specific a job or career
- continuing education programs – classes that will bring you up to date in a particular area of knowledge or skills
- informal classes – classes that you take outside of the formal education system and that tend to be short-term and voluntary
- On-the-job training – training that you get at work while you are doing your job.

Postsecondary education and training programs provide you with a chance to:

- gain knowledge and skills to get a job

- start a career
- meet new people
- try out new and interesting experiences
- learn to think and live on your own

Here are some important points for you to remember when you are looking for education supports after high school:

- Support services help you participate in educational programs and services, but they do not guarantee your success.
- 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.

When or before you turn 14:

- Talk to your school counselor, parents, and other adults who have interesting jobs.
- Identify classes you need to take so that you will be able to attend the education or training of your choice after you graduate.
- Work hard in your classes to develop study and functional skills.
- Participate in class activities.
- Develop your graduation plan.
- Apply for vocational rehabilitation services to receive pre-employment transition services through HOCTIL or Workforce.

When or before you turn 16:

- Explore careers.
- Review your graduation plan to make sure that you are on track to graduate and are taking the classes you need for the program you are planning to enter after high school.

- Attend career information events.
- Volunteer in your school or community.
- Find out about choices regarding where you might live for when you attend classes or training after you graduate.
- Talk to your ARD committee and let them know you want to go to college or a training program.
- If you have not been doing so participate in your ARD committee meetings to set your education/training goals for after high school.
- Talk about any testing that you need for after graduation (SAT, ACT, ASVAB, TSI).
- Take a college class or other course in which you may earn joint high school and college credit to start your post-high school tuition waiver if you are in foster care.

When or before you turn 18:

- Apply for education or training programs.
- Develop a plan to pay for education or training.
- 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-FWCountyInformation.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/>

Compare College TX

This interactive, mobile-friendly web tool helps you learn about Texas public universities and community colleges. Compare colleges on key measures such as tuition and fees, completion rates, and average salaries after college.

www.comparecollegetx.com

Every Chance Every Texan

The Texas Comptroller of Public Accounts website lists state resources for helping you pay for education after high school in Texas.

<http://www.everychanceeverytexan.org/>

Generation Texas

This website has inspirational stories from real Texans and has resources to help you learn about postsecondary choices where you may live after high school.

www.gentx.org

Higher Education Resource Guide for Students with Disabilities

This site lists disability services available at Texas colleges and universities and is available from the Texas Council for Developmental Disabilities.

<http://tcdd.texas.gov/resources/publications/>

Labor Market and Career Information

This Texas Workforce Commission resource lists career information and related products, planning tools, and services.

<http://www.lmci.state.tx.us/index.asp>

Own Your Own Future

As a part of the Texas Gear Up program, this website gives you information and tools to prepare, guide, support, and encourage you to attend postsecondary education.

<http://www.ownyourownfuture.com/>

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-guide/>

Think College

This website gives you information about colleges for people with intellectual disabilities. Resources and tools for students, families, and professionals are available, also.

<http://www.thinkcollege.net/>

College Resources for Students with Disabilities

Find the best colleges to help you meet your goals. Learn more about the schools and programs in your area.

<http://www.bestcolleges.com/resources/disabled-students/>

Education and Training Voucher Program (ETV)

This program provides post-secondary education and training vouchers to eligible young adults formerly in foster care or who were adopted or who exit to the Permanency Care Assistance program after turning age 16. Eligible young adults may receive up to

\$5,000 in financial assistance per year. More information can be found at:

<https://www.dfps.state.tx.us/Child Protection/Youth and Young Adults/Post Secondary Education/>

Education Reach for Texans

Find information and post-secondary, community, and state agency resources for foster youth and alumni. More information can be found at:

<http://www.educationreachfortexans.org/resources.html>

DFPS Transition Living Services

This resource lists a host of programs, information, and resources about transition for foster youth and alumni, ages 14-23 years. More information can be found at: [https://www.dfps.state.tx.us/Child Protection/Youth and Young](https://www.dfps.state.tx.us/Child Protection/Youth and Young Adults/Transitional Living/default.asp)

[Adults/Transitional Living/default.asp](https://www.dfps.state.tx.us/Child Protection/Youth and Young Adults/Transitional Living/default.asp)

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/>

Center for Independent Living

Roles of the Texas State Independent Living Council are systems advocacy, education of the public regarding disability-related topics, and establishing a provision of technical assistance concerning the Independent Living philosophy and approach.

<http://www.txsilc.org/index.html>

INFORMATION SHARING WITH HEALTH AND HUMAN SERVICES AGENCIES AND PROVIDERS

INTRODUCTION

The school is the first agency that gives you transition services. The school will help you and your parents write your goals for after high school. Schools are also responsible for helping you get information about agencies and programs. Transition planning is a natural way to make connections with federal, state, or local agencies that can provide you with services after high school.

Schools must follow the law when sharing information about you with another agency. This section is about sharing information with federal, state, and local agencies and how this may help you get the services you need.

Your information is private and can only be shared if your parents or you, once you turn 18, give the school permission. When the school asks for permission to share your information, the school must tell you or your parents:

- what information the school will share
- with whom the school will share the information
- why the school will share it

The school may share your information with other agencies to help you get the services you need as you age. With consent, the school will invite agencies to your admission, review, and dismissal (ARD) committee meetings as one way to talk about what you may need.

Here are some questions to consider if you are thinking about sharing your personal information:

- Why is someone asking for information?
- What information is the agency requesting?
- Who else will get the information?
- How will the information be provided? Verbally - over the phone or in person, written, or online?
- Did you, or your parent, if you are younger than 18, get a copy of the privacy policy and notice of the information above?
- Did you, or your parent, if you are younger than 18, sign the consent form?

Some of the agencies that may provide you with services and with whom your information may need to be shared are:

Texas Health and Human Services Commission (HHSC or HHS)

The HHSC has resources and programs that provide direct services to people in need, including Medicaid, CHIP, TANF, food stamps, family violence services, refugee services, disaster relief, disability services, and health

services. <http://www.hhs.state.tx.us/>

Department of Aging and Disability Services (DADS)

DADS has long-term services and supports for people who are aging as well as for people with intellectual and physical disabilities.

<http://www.dads.state.tx.us/>

Department of State Health Services (DSHS)

DSHS has services for people with physical health, mental health, and substance abuse problems.

<http://www.dshs.state.tx.us/>

Department of Family and Protective Services (DFPS)

DFPS works with communities to protect children, people who are elderly, and people with disabilities from abuse and neglect.

<http://www.dfps.state.tx.us/>

Center for Independent Living

Roles of the Texas State Independent Living Council are systems advocacy, education of the public regarding disability-related topics, and establishing a provision of technical assistance concerning the Independent Living philosophy and approach.

<http://www.txsilc.org/index.html>

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>

TIMELINE

When or before you turn 14:

- Find out about other agencies and service providers that can help you after high school graduation.
- Ask if the school has invited people from other agencies to your ARD committee meeting that may provide or pay for transition services.

When or before you turn 16:

- Continue to get information about other agencies and service providers that

can help you after high school graduation.

- Ask if the school has invited specific agencies to your ARD committee meeting that may provide or pay for transition services.
- Ask your school counselor, vocational adjustment coordinator (VAC), or transition employment designee (TED) who their contacts at the different agencies are.

When or before you turn 18:

- Make contact and provide information to agencies that may provide or pay for transition services.
- Work with your TED to develop your Summary of Performance.

After graduation:

- Follow up with any agencies that may provide or pay for transition services.

WHO CAN HELP

Local School

Your school district has a transition and employment designee (TED) to help you and your parents with information about beginning to make life choices for yourself. You can find information about your school's TED at:

<http://framework.esc18.net/display/Webforms/ESC18FWCountyInformation.aspx?ID=Transition>

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 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/>

Transition in Texas

This site has links to the following:

- **Federal and State Requirements for Agency Participation**
- **Gray Letter** - Consent to invite agencies to ARD Committee (IEP team) meetings
- **Workforce-TEA Letter of Agreement**

<http://www.transitionintexas.org/Page/104>

Texas Education Agency

Guidance for inviting agency representatives to ARD committee meetings can be found at:

<http://www.tea.state.tx.us/index2.aspx?id=2147499017>

Special Education Information Center

This site delivers accurate and timely answers about special education to stakeholders across the state of Texas. 1-855-SPEDEX

<http://www.spedtex.org/>

Federal Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part

99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

The Health Insurance Portability and Accountability Act (HIPAA)

The Privacy Rule, a federal law, gives you rights over your health information and sets rules and limits on who can look at and receive your health information.

<http://www.hhs.gov/ocr/privacy/hipaa/understanding/consumers/index.html>

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 in your individualized education program (IEP) by the time you turn 17, that your parent's control over your educational decisions will transfer to you when you turn 18
- notify you and your parent, when you turn 18, in writing, about the transfer of rights to you unless someone has been granted guardianship for you

When all rights transfer to you, the law will consider you able to make your own financial, educational, and medical decisions. Hopefully, with preparation and planning you will be ready for the responsibilities of adulthood. If you are not ready, different levels of support are possible depending on your needs, including someone becoming your legal guardian as a last resort. This section has information about alternatives to guardianship, guardianship, and other resources.

Guardianship Alternatives

There are legal ways to help you with making decisions that will not limit or remove your rights. To help decide whether an alternative to guardianship might be the right decision, consider these questions:

- What kind of decision needs to be made for me?
- Have I made a decision like this before?
- Has someone helped me understand the risks and benefits?
- How will this decision affect my life?
- How long will the decision affect me?
- How hard would it be to undo?

Common Alternatives to Guardianship

• Education

- **Invited Members of ARD Committee** - You, as an adult student, or the

school may invite your parents to ARD committee meetings to listen and to help you make decisions.

- **Educational Power of Attorney** - This is a document you sign that lets your parent or another trusted person help with all transition planning activities and communications without violating privacy laws.

• Daily Living

- **Supportive and Trusted Individuals, Family Members, and Friends** - These people help you by explaining benefits and risks when making decisions about things like money management, cooking, hygiene, health care, safety, and relationships.
- **Community-Based Medical Waiver Programs** - These programs help you with your medical and personal needs.
- **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 your credit history.
- **Representative Payee** - This is a person or a business appointed by an agency to give funds (for example, Social Security or Veterans Administration benefits) to help you with your financial responsibilities. The payee must keep records and report spending to the funding agency made on your behalf. These funds are to be used for basic needs including food, clothing, medical care, and a place to live.
- **Durable Power of Attorney** - This allows you to choose another person to make financial and business decisions for you. This includes transferring property, banking, investing, and tax matters.
- **Special Needs Trust** – This lets you have a person or company manage your property (for example, your home) and money (for example life insurance or cash). This trust may help you make sure that you do not risk losing your eligibility for federal programs (for example Medicaid and SSI). Money in a trust is money that you have in addition to the money that you get from governmental benefits and does not replace those benefits.

• **Supported Decision Making**

- Volunteers can help persons with intellectual, developmental, and other cognitive disabilities make decisions about their lives.

Guardianship

A guardian is someone who is given the power to make decisions for you if you are not capable of taking care of yourself. The guardian makes all decisions in areas such as healthcare, housing, and financial affairs (how you spend your money). The appointment of a guardian is a legal process decided by a court. The law allows guardianship only when it is needed. A judge makes that decision if you have a physical or mental condition and are unable to make decisions or take care of yourself. Guardianship limits your freedom of choice, self-determination, decision-making, and independence.

A judge may also agree to limited guardianship where you make some decisions. Limited guardianship may include financial or medical decision-

making. Your guardian would make healthcare and financial decisions for you. A guardian may be appointed at any time once you turn 18 – young or old depending on your needs. Over time, the individual who serves as your guardian may be changed with the approval of the court. If your abilities to care for yourself and make decisions later improve, the guardianship might even be ended and removed. Even while you have a guardian, you can keep the right to make some of your own decisions, such as who to vote for in elections.

TIMELINE

When or before you turn 14:

- Consider your strengths, needs, and level of responsibility.
- Learn and use self-advocacy skills, self-determination skills, and decision-making skills.

When or before you turn 16:

- Consider the need for guardianship or guardianship options.

When or before you turn 17:

- When you turn 17, ask for and receive notice about what rights you will have when you become an adult.

When or before you turn 18:

- Transfer of rights to you at age 18.

After graduation:

- Ask for help in making life decisions or help with other needs.
- If you have a guardian, consider if the guardian is a good fit, if someone else might be a better guardian, or whether to ask for guardianship to be removed and rights restored.

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 guardianship and guardianship alternatives. You can find information about your school's TED at: <http://framework.esc18.net/display/Webforms/ESC18-FWCountyInformation.aspx?ID=Transition>

• Local Resources

You and your parents may find information about guardianship and guardianship alternatives in your community. This may include local offices of state agencies or support groups.

• Texas School District Foster Care Liaison

Each School district/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/charter school. A list of the foster care liaisons can be found at:

<http://www.tea.state.tx.us/FosterCareStudentSuccess/liaisons/>

• **DADS Guardianship Services Program**

The DADS Guardianship Services Program gives guardianship services (either directly or through contracts with local guardianship programs) to people referred to the program by either the Adult Protective Services (APS), Child Protective Services (CPS), or Divisions of the Texas Department of Family and Protective Services (DFPS).

<http://www.dads.state.tx.us/services/guardianship/index.html>

• **Disability Rights Texas**

Disability Rights Texas is the federal legal protection and advocacy agency (P&A) for people with disabilities in Texas. Its mission is to help people with disabilities understand and exercise their rights under the law.

<http://www.disabilityrightstx.org/>

• **Legal Hotline for Texans**

The Legal Hotline for Texans answers questions in many areas of law. It includes but is not limited to consumer matters, housing and public benefits, wills and probate, guardianship, taxes, and personal injury. The hotline is free of charge.

<http://texaslawhelp.org/resource/alternatives-to-guardianship?ref=DLLIx>

• **Texas Guardianship Association**

The Texas Guardianship Association gives training in the basics and practices of guardianship. It provides information about guardianship in Texas.

<http://texasguardianship.org/about/>

• **Texas Guardianship Certification Board**

40 This website provides information about guardianship certification.

<http://www.jbcc.txcourts.gov/jbcc/guardianship-certification.aspx>

• **Texas Project First**

Texas Project First's website has information about guardianship and guardianship alternatives.

www.texasprojectfirst.org/Guardianship.html

• **The ARC of Texas**

The ARC of Texas teaches people with disabilities and their families how to advocate for themselves. The following links to the ARC's website provide information about guardianship.

[www.thearcoftexas.org/site/PageServer?pagename=services transition guardianship](http://www.thearcoftexas.org/site/PageServer?pagename=services%20transition%20guardianship)

www.thearcoftexas.org/site/DocServer/guardianship.pdf?docID=3421

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 in Texas

Texas HHSC Quick Resource Guide

http://www.hhsc.state.tx.us/hhsc_projects/oba/community-based.shtml

The HHSC Quick Resource Guide provides services offered to the public by health and human service agencies in Texas. The Quick Resource Guide is not, however, designed for use in determining program eligibility. Categories listed in this guide do not constitute all criteria used in the certification process, and eligibility is determined by each individual agency or organization. The categories are:

- Federal, state, local rules and regulations that apply to each service provider
- Current trends and issues
- New services, initiatives, laws, rules, etc.
- What happened last year
- What is coming up
- Priority Populations
- Services provided
- Costs/funding sources
- Availability/wait lists

- Waiver programs

TEXAS TRANSITION AND EMPLOYMENT GUIDE DEFINITIONS

Admission Review and Dismissal (ARD) Committee - A committee made up of a student's parent(s) and school personnel who are involved with the education of the student. The student may also be a member of the ARD committee. The ARD committee determines a student's eligibility to receive special education services and develops the student's individualized education program (IEP). Federal law uses the term "IEP team," which means the same thing as "ARD committee."

Access - The ability to find, manipulate, and use information, an object, a place, a service, or a program in an efficient and comprehensive manner.

Accommodation - changes to the work environment or to the circumstances under which a particular task is customarily performed that enable a qualified individual with a disability to perform the essential functions of that position

Advocate - a person who argues for or supports another person, a cause or set of beliefs; the act of speaking on behalf of another person, cause or set of beliefs

Age-appropriate - Age-appropriate describes activities appropriate for the student's chronological age regardless of the student's cognitive and physical ability.

Age of Majority - The age when a person is considered an adult. The age of majority in Texas is 18. Unless, by court order, a student who is 18 years of age or older has been determined to be incompetent or the student's rights have been otherwise restricted, parental rights under the Individuals with Disabilities Education Act (IDEA) transfer to student with a disability when the student reaches 18 years of age, except that the local educational agency must continue to provide any required notice to both the parents and the student.

Agency - a federal, state, or local organization created by law to carry out responsibilities of the government, including providing resources and services to the general public and overseeing the way those resources and services are provided by local offices and other public organizations.

Americans with Disabilities Act (ADA) - The ADA is a federal law that will not allow a school to discriminate against a person because of the person's disability. Schools, including colleges and universities, must make sure that students with disabilities can access all of the school's programs and activities. The ADA is a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation,

and all public and private places that are open to the general public.

Assistive technology - Assistive technology helps people with disabilities to complete daily living tasks independently, assists them in communicating with other individuals, and provides access to education, employment, and recreation.

Competitive Employment - Work that is performed by an individual with a disability in an integrated setting at minimum wage or higher and at a rate comparable to non-disabled workers performing the same task.

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 updated as the student progresses.

Customized Employment - A flexible process designed to personalize the employment relationship between a job candidate and an employer in a way that meets the needs of both. The process is based on an individualized match between the strengths, conditions, and interests of a job candidate and the identified business needs of an employer.

Developmental Delay - Includes a child whose development, as measured by appropriate diagnostic tests and procedures, lags behind peers in one or more of the following areas:

- physical development
- cognitive development
- communication development
- social or emotional development
- adaptive development

Disability - A physical or mental impairment that substantially limits one or more major life activities of an individual, who has a record of such an impairment, or who is regarded as having such an impairment.

Discrimination - Actions or attitudes that treat a group of people differently based on the common characteristics of that group, such as race, ethnicity, age, gender, religion, physical or mental condition, or beliefs.

Durable Power of Attorney - A written document that authorizes another person (the agent) to act on behalf of the individual. The power to act as the agent will continue in effect if the individual becomes incapacitated.

Educational Power of Attorney - A type of special or limited power of attorney allowing decisions to be made by another person (the agent) on behalf of someone but only about schooling and education matters. This power

of attorney will provide the details of what kind of educational questions may be answered by the agent.

Eligibility - Criteria or requirements that determine a right to participate in a particular activity, service, or program.

Employee - An individual who works for a business, organization, or person.

Employer - A business or person who hires others to work for them.

Employment - When an individual works as a paid employee for a business, organization, or person, works in one's own business or as an independent consultant or contractor, or is on active duty in the military.

Entitlement - A right to benefits specified by law or contract; a government program and/or funding to provide support and benefits to members of a specified group.

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 or structured techniques that do not totally deprive an individual of self- autonomy and control. They are less restrictive by limiting the area or nature in which another person will exercise decision-making for someone. Examples include educational power of attorney, payee arrangements, and medical power of attorney.

Independent - Able to function by oneself, self-supporting; not forced to rely on another for money or support.

Individual Education Program (IEP) - A written statement for each student with a disability that is developed reviewed and revised by the ARD committee, of which parents are active members. The IEP includes the student's present levels of academic achievement and functional performance, participation in State and district-wide assessments, transition services, annual goals, special factors, special education, related services, supplementary aids and services, extended school year services, and least restrictive environment.

Individuals with Disabilities Education Act (IDEA) - The United States federal law that governs how each state and the public schools in the state provide early intervention, special education, and related services to children with disabilities.

Integrated Employment - Employment at a work site at which an individual routinely interacts with people without disabilities in addition to the individual's work site supervisor or service providers.

Intellectual Disability - A term used to describe certain limitations in mental functioning and in developmental skills such communicating, taking care of personal needs, learning in school, and social skills; sometimes called cognitive disabilities or, in the past, mental retardation.

Medicaid - This is a medical coverage provided to a person by the state Title XIX program.

Medicare - Health insurance program for eligible disabled persons and persons aged 65 or older usually consisting of hospital insurance under Medicare (Part A), supplemental medical insurance under Medicare (Part B); and voluntary prescription drug coverage with a Prescription Drug Provider (PDP) (Part D). Low-income beneficiaries with Medicare can get extra help paying their prescription drug coverage premiums by filing an application with SSA.

Medical Power of Attorney - A type of special or limited power of attorney allowing decisions to be made by another person (the agent) on behalf of someone but only about medical and health matters. It will provide the details of what kind of medical questions may be answered by the agent.

Natural Environment - Places and social contexts commonly used by individuals without developmental disabilities. Examples of natural environments include the neighborhood school, the local child care center, social activities sponsored by Boy and Girl Scouts, YMCA/YWCA, Parks and Recreation, and activities sponsored through religious organizations.

Natural Support - Support and assistance that naturally flows from the associations and relationships typically developed in natural environments such as the family and community. Examples of natural supports are extended family and friends.

On-the-Job Training (OJT) - Training provided for a paid employee that provides the knowledge and skills needed to fully perform the requirements of the job.

Person-Directed Planning – The student and the legally authorized representative (LAR) on the student’s side, direct the development of a plan of supports and services to meet personal needs and preferences.

Postsecondary - The time in a person’s life after high school.

Postsecondary Goals - Goals that a student hopes to achieve after leaving high school. Measurable postsecondary goals are based on age appropriate transition assessments, interest inventories, other evaluation data, and or student/parent information.

Present Levels of Academic Achievement and Functional Performance (PLAAFP) -In the IEP process, the present levels of academic achievement and functional performance establish the performance levels in course work and skills for the student at the time each individualized education program (IEP) is written.

Referral - A recommendation or suggestion that a specific agency or service provider might be able to provide services that a person needs.

Rehabilitation Services - Aim to enhance and restore functional ability and quality of life to those with physical impairments or disabilities. Specifically vocational rehabilitation (VR) helps to restore a person’s ability to work by providing training for new occupations, locating jobs, retaining jobs, and building permanent careers.

Related Services - The term related services means transportation, occupational therapy, physical therapy, counseling, and such developmental, corrective, and other supportive services as may be required to assist a student with a disability to benefit from special education.

Representative Payee - A person or entity appointed by a government agency administering financial benefits (for example, Social Security Administration or Veterans Administration) to manage the cash benefits approved by the agency for the beneficiary. The Representative Payee assures the funds are used for basic needs including food, clothing and shelter, maintains records, and reports to the agency all expenditures made on behalf of an individual with a disability.

Résumé - A brief written account of personal, educational, and professional qualifications and experience, as that prepared by an applicant for a job.

Rights - The power or privilege to which one is justly entitled.

Section 504 of the Rehabilitation Act of 1973 - A national law that protects

qualified individuals from discrimination based on their disability.

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, or other cognitive disability understand a situation, consider options, and make an informed decision. Volunteers are trained on the principles of self-determination and do not choose or decide on behalf of the individual. A written agreement documents the pairing of a volunteer with an individual with a disability.

Summary of Performance (SOP) - A cumulative document that goes with the student when he or she exits high school by graduating or aging out of public education. This document can assist adult agency service providers and inform postsecondary educators about a student's past performance to better meet the needs of the young adult.

Supplemental Security Income (SSI) - The SSI program makes cash assistance payments to aged, blind, and disabled persons (including children) who have limited income and resources. The SSI program is authorized under Title XVI of the Social Security Act.

Supported Employment - An individual with a disability is supported on the job by a job coach or another employee.

Taxes - Percentage of an employee's earnings that an employer is required to take from a worker's pay. This money is sent to federal and state governments.

Ticket to Work (TTW) - The TTW Program is for SSI or SSDI beneficiaries who want to work and participate in planning their employment. Participation in the TTW program increases available choices when obtaining employment services, vocational rehabilitation services, and other support services needed to get or keep a job. It is a free and voluntary service. When participating in the TTW program, an individual is using his or her ticket. Individuals might not be subject to a continuing disability review while they are using their tickets.

Transition Assessment - Ongoing process of collecting data on an individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments.

Transition Services - A coordinated set of activities for student with a disability within a results- oriented process that is focused on improving the academic and functional achievement of the 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 of individuals for paid or unpaid employment, or for additional preparation for a career not requiring a baccalaureate or advanced degree.

Vocational Rehabilitation - Programs designed to help individuals with disabilities in receiving training for new occupations, locating jobs, retaining jobs, and building permanent careers.

Volunteering – Agreeing to do work that one does not get paid to do.

FEDERAL AND STATE LAWS

Federal Requirements

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

(a) Transition services means a coordinated set of activities for a child with a disability that—

(1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes-

- (i) Instruction;
- (ii) Related services;
- (iii) Community experiences;
- (iv) The development of employment and other post-school adult living objectives; and
- (v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

(b) Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.

Regulations: Part 300 / D / 300.320

34 Code of Federal Regulations (CFR) §300.320 Definition of individualized education program. [Excerpt]

(b) Transition services. Beginning not later than the first IEP to be in effect when the child turns

16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include-

(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

child in reaching those goals.

(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.

State of Texas Requirements

Texas Administrative Code (TAC) § 89.1055. Content of the Individualized Education Program (IEP). [Excerpt]

(g) For each student with a disability, beginning at age 16 (prior to the date on which a student turns 16 years of age) or younger, if determined appropriate by the ARD committee, the following issues must be considered in the development of the IEP, and, if appropriate, integrated into the IEP:

(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 parental involvement in the student's transition;

- (3) if the student is at least 18 years of age, appropriate parental involvement in the student's transition, if the parent is invited to participate by the student or the school district in which the student is enrolled;
- (4) any postsecondary education options;
- (5) a functional vocational evaluation;
- (6) employment goals and objectives;
- (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 adopted under Section 29.011 must begin for a student not later than when the student reaches 14 years of age.

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:

If your child is identified with a developmental disability, put his/her name on an interest list with the Texas Department of Aging and Disability Services (DADS) until services are available. The waitlist is currently years long.

<http://www.dads.state.tx.us/providers/LA/PersonDirectedPlanningGuidelines.pdf>

When or before you turn 14 years of age:

- Speak up for yourself—practice self-advocacy. Learn to explain your interests, preferences, and needs.
- Talk with your parents and teachers about what kind of job you want.
- Identify your career interests, strengths, and needs. Complete interest and career inventories.
- Explore career options.
- Identify training requirements for the job you want and admission standards for any school or training program you may want to attend.
- Be able to explain your disability and accommodations you may need.
- Build your academic and functional skills (such as personal health, money management, decision making, independent living, etc.).
- Prepare to participate in ARD meetings. Talk to your parents and teachers.
- Attend all ARD meetings, to which you must be invited, when transition is considered. If you do not attend, you should give information to someone on the ARD committee about your wants and needs.

- Participate in the ARD discussion about transition services. Learn to be the leader of the meeting, by asking for an agenda, calling on people who want to speak, and talking to your school and parents about all your needs.
- 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.
- Talk with your ARD committee to write your personal graduation plan.
- Explore other agencies and service providers that can help you after graduation from high school.
- Find out about assistive technology tools that can help you to live independently and have a job.
- Expand your participation with community activities, such as library projects, volunteering, recreational sports, and trying to find people with similar interests to yours.
- Apply for a social security number and card, if you do not already have one. Contact the local social security office to see if you qualify for benefits.
- Identify any needs you have for long-term services and supports. Explore the community and long-term services and supports that are available.
- Consider the need for guardianship or guardianship alternatives.

When or before you turn 16 years of age:

- Identify and communicate your goals for life after high school.
- Practice appropriate communication and social skills in different settings (school, peers, recreation, jobs, etc.).
- Continue to talk about transition planning each year until you graduate from high school.
- Talk about giving permission to the school to share information with any agencies who might give or provide you with transition services. Think about why this might or might not be a good idea.
- Ask the school to invite other agencies that may provide or pay for transition services to your ARD committee meeting. You or your parents must give the school permission.
- Complete a functional vocational assessment if you need it.

- Find out about education or training requirements for the job that you want.
- Ask your school counselor about classes that you need matched to your job interest, or how to find training on your job interest.
- 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 health 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 eligibility information.
- Ask for and receive information about the rights that are granted to your parents (other than the right to receive notice) that will transfer to you when you turn 18. This happens unless someone has been granted guardianship.

- Get an identification card, voter registration, and/or driver's license and be able to communicate personal information.

When or before you turn 18 years of age:

- Continue to work with your ARD committee to review and update employment goals. Talk about the kind of work you can do. Check on who can coach you on the job, if needed.
- Ask that any agencies that might help you with training or getting a job be invited to your ARD committee meeting.
- Ask for and receive notification about age of majority requirements when you turn 17.
- Ask for and receive your rights at age 18. Your parents will continue to receive a notice of your ARD committee meetings, but can only attend if you or the school invites them.
- Register to vote.
- Register for selective service (males).
- Take responsibility for being on time for classes, appointments, social activities, and work.
- Ask about other services besides school that may be available for you.
- Develop a list of people who know you and the work you can do.
- Identify sources for job listings.
- Practice interviewing for a job.
- Apply for education or training programs.
- Develop a plan to pay for postsecondary education or training.
- Apply for financial help for education after high school (FASFA, grants, scholarships).
- Apply for long-term services or supports, if appropriate. Learn to direct and manage these.
- Explore adult recreational activities and community involvement.

- Prepare for the adult model of health care.

After graduation:

- Take over making decisions for your life.
- Ask for and receive a Summary of Performance from the school.
- Ask for and receive a prior written notice about your change of placement when you graduate.
- Collect all information you will need for your postsecondary education or training (diploma, transcripts, etc.) and enroll in the program of your choice.
- 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.

ADULT TRANSITION SERVICES (18+)

DESCRIPTION

Texas requires school districts to consider the availability of age-appropriate instructional environments for adult students who are at least 18 years of age and older.

TEC Sec. 29.011. TRANSITION PLANNING. The commissioner shall by rule adopt procedures for compliance with federal requirements relating to transition services for students who are enrolled in special education programs under this subchapter. The procedures must specify the manner in which a student's admission, review, and dismissal committee must consider, and if appropriate, address the following issues in the student's individualized education program:

- (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 parental involvement in the student's transition;
- (3) if the student is at least 18 years of age, appropriate parental involvement in the student's transition, if the parent is invited to participate by the student or the school district in which the student is enrolled;
- (4) any postsecondary education options;
- (5) a functional vocational evaluation;
- (6) employment goals and objectives;
- (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.

TEC Sec. 29.0111. BEGINNING OF TRANSITION PLANNING. Appropriate state transition planning under the procedure adopted under Section 29.011 must begin for a student not later than when the student reaches 14 years of age.

Age-appropriate instructional environments for adult students with disabilities ages 18 and older are those of their same-age peers, community environments and options that are available to adults of all ages. The issue is not the availability of age-appropriate

instructional environments but how to access and utilize the environments that exist in the community and not only on high schools campuses or even at separate locations owned and operated by a public school district. The age-appropriate environments include but are not limited to businesses, community services, transportation vehicles, living environments, post-secondary institutions and recreation/living locations.

The 18+ is a non-traditional education that is designed to provide instruction in the community in age-appropriate environments. Locations may include high school, work-based learning sites and paid-employment sites, postsecondary education options, service learning, community services such as grocery stores and adult agencies, and community transportation services. Community sites for recreation/leisure are included in the transition programming options for students in the 18+ program. The specific locations where the instruction occurs, and the supports needed are individually designed and based on the adult student's IEP developed by the ARD (Admission, Review and Dismissal) Committee through a data-driven decision making process based on current evaluation data.

18+ is a community-based program that uses the community as an extension of the classroom. The opportunity to learn side by side with individuals without disabilities is a critical component of the program. The individualized education program, for each adult student, is designed to be implemented in natural environments in the community that have been identified as post-school goals by the adult student and parent/guardian. Current evaluation data is used to identify strengths, preferences, and interests related to postsecondary goals. Information on instructional needs, which were identified in the current evaluation data, is provided to the ARD Committee to make data-driven decisions in the development of the individualized education program (IEP). The IEP is the guiding framework to implement instruction for work-based learning, postsecondary education, travel training, independent living, service learning, recreation/leisure activities, or other areas of need identified by the ARD Committee. Related services identified as a need are integrated into the natural community environments and supported by the 18+ staff in collaboration with the related service staff.

18+ and Transition Services

According to federal law, the ARD committee must determine transition services (including courses of study) needed to assist the child in reaching postsecondary goals. Although the Texas Education Code requires Transition planning to be in place not later than when the students turns 14 years of age, Transition Services must be in place prior to the student turning age 16. The Texas requirement went into effect September 1, 2011.

C.F.R. §300.320. Definition of individualized education program.

(b) Transition services.

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated

annually, thereafter, the IEP must include:

(2) The transition services (including courses of study) needed to assist the child in reaching those goals.

The state of Texas provides additional clarification regarding transition services and areas to consider. Item 8 addresses age-appropriate instructional environments. Item 2 does not apply at 18+, as students must be 18 or over in order to participate in the non-traditional adult learning program.

Tex. Admin. Code §89.1055. Content of the Individualized Education Program (IEP).

(g) For each student with a disability, beginning at age 16 (prior to the date on which a student turns 16 years of age) or younger, if determined appropriate by the ARD committee, the following issues must be considered in the development of the IEP, and, if appropriate, integrated into the IEP:

(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 parental involvement in the student's transition;

(3) if the student is at least 18 years of age, appropriate parental involvement in the student's transition, if the parent is invited to participate by the student or the school district in which the student is enrolled;

(4) any postsecondary education options;

(5) a functional vocational evaluation;

(6) employment goals and objectives;

(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.

18+ Age-Appropriate Program Goals

The program goals for 18+, to serve young adults with disabilities as they transition from public school to adult life, may include one or more of the following:

- To assist adult students to obtain full or part-time paid employment;
- To assist adult students to participate in postsecondary education and/or training;
- To provide travel training to adult students to ensure access and sustainability of skills learned and performed in the community;
- To facilitate the learning and use of self-determination skills;
- To improve communication skills related to business and social relationships, meeting personal needs, employment, postsecondary education/training, and independent living;
- To assist adult students to develop social relationships with same-age peers as a natural support system;

- To facilitate the application to and client-ship of adult agencies and/or community services that provide continued services and supports to adults with disabilities;
- To assist adult students to develop and participate in adult recreation/leisure activities;
- To train parents/guardians and family members on strategies and skills to provide support to adult students with disabilities after graduation or aging-out of high school; and
- To provide training, support, and opportunities for adult students with disabilities to increase their level of independence and participation in adult life.

18+ REFERRAL PROCESS

In a national survey of parent centers funded by the U.S. Office of Special Education Programs (OSEP), respondents considered students who remain in school through age 21 as having the greatest unmet needs (PACER Center, 2001). Providing adult students with disabilities, ages 18 through 21, with different experiences based on their age, is just one way for educators and families to rethink how public schools provide educational and transition services.

The decision for placement at 18+ is an Admission, Review, and Dismissal, (ARD) Committee decision. 18+ is not appropriate for all adult students with disabilities who are 18 years of age or older. To be considered for 18+, the student must:

- Be 18 years of age or older;
- Have met credit requirements for graduation;
- Have met state requirements for the statewide assessment;
- Be referred for consideration by the high school staff, parent or student request; and
- Require educational services beyond the age of 18 to complete the IEP.
- A student with disabilities who has completed four years of high school can participate in a graduation ceremony and obtain a certificate of Completion. A student may participate in only one graduation ceremony. Upon meeting IEP requirements or meeting IEP requirements and aging out, the student with disabilities shall be granted the regular high school diploma.

It is the responsibility of the high school campus staff to make the 18+ staff aware of the referral for consideration of a placement at 18+. Page 6 contains a decision-making matrix for referral to the 18+ program. Page 9 provides a rubric of activities conducted following the referral of a student to 18+. It is the responsibility of the high school Special Education Team Lead to notify the District Transition Coordinator of the referral to 18+. Page 8 outlines the steps to be conducted to gather information for a data-driven decision based on individual student needs.

REFERRAL ACTIVITIES FROM THE HIGH SCHOOL CAMPUS TO 18+ Transition-Based Services	
Notification/ Communication	<ul style="list-style-type: none"> • It is the responsibility of the high school special education Campus Team Leader to notify the District Transition Coordinator of the request for the referral of a student to 18+.
Campus Observation	<ul style="list-style-type: none"> • The District Transition Coordinator or the Bell County Cooperative 18+ Teacher will conduct observations of the adult student referred • Observations are conducted in the classroom and/or during community activities such as CBI or work-based learning.
Interviews	<ul style="list-style-type: none"> • The District Transition Coordinator or the Bell County Cooperative 18+ Teacher will conduct informal interviews with the adult student and classroom teacher regarding past programming and reasons for referral to 18+. • The adult student and Parent/foster parent/surrogate parent are contacted regarding the adult student's referral to 18+. • Information is gathered from school staff (Teachers, Job coaches, and VAC)
School Records	<p>The following information is requested from the adult student's home campus case manager:</p> <ul style="list-style-type: none"> • Current IEP • Academic Achievement Record • Statewide Assessment Results • Assessment information • CBVI/vocational history log and current resume • Current FIE • Parent level of support: high, medium, low, NA • Related Services: OT/PT/AT/ interpreter/O&M • Instructional Services: AI/VI/Speech • Nursing services: medication, health related information • Adult Student: Guardianship or Power of Attorney for Education is reviewed • Agency Information: Medicaid #, Health and Human Services, SSI, Texas ID Card #, DARS, and Group Home information (if applicable)
Transition Assessment	<ul style="list-style-type: none"> • The adult student's Transition Assessment Folder(Green) is to remain at the high school. Copies can be made of essential information. • The Person-Centered Thinking and/or Enderle-Severson Transition Rating (ESTR) is administered using student, teacher, parent/guardian input. Strengths, interests, preferences, and educational needs are identified for IEP development in adult

	programming environments.
ARD Meeting	<ul style="list-style-type: none"> An ARD meeting is scheduled to review the existing data and consider the educational needs of the adult student in view of the referral to 18+.

THE ADMISSION, REVIEW, AND DISMISSAL (ARD)

The placement decision at 18+ is based on the student’s individualized education program (IEP) and is made by the ARD Committee.

34 C.F.R. §300.552. Placements

(b) The child's placement—

- (1) Is determined at least annually;
- (2) Is based on the child's IEP; and
- (3) Is as close as possible to the child's home;

Age of Majority

Educational rights transfer from the parent to the adult student at the age of 18. Parents may maintain educational decision-making rights by presenting proof of guardianship or power of attorney for education decisions.

- The 18+ staff must obtain information regarding if the adult student is his/her own legal guardian or if the parent or another adult is the legal guardian. Supporting documentation must be obtained and kept in the state folder.

Guardianship and Students in Residential Facilities

§89.1049 of the Commissioner’s Rules: Parental Rights Regarding Adult Students states the rights transfer from the parent to the adult student at the age of 18 unless the parent has taken steps noted in the previous section to maintain decision-making rights.

- For students residing in residential facilities, 18+ staff must obtain documentation to determine if the adult student is their own legal guardian and if not, obtain documentation regarding the adult student’s legal guardian/surrogate parent.

Notice of the ARD Meeting

Prior notice of the ARD Meeting must be provided to the adult student and parent/foster parent/surrogate parent at least 5 days in advance of the meeting, unless the adult student or parent/foster parent/surrogate parent agrees otherwise.

Following a transfer of rights, the district must provide any notice required by the IDEA to both the adult student and the parents; however a prior written notice of an ARD Committee meeting does not constitute an invitation to, or create a right for, the parent to attend the meeting. Prior written notice given to an adult student and parent does not create a right for the parent to consent or participate in the proposal or refusal to which the notice relates. The adult student or district may invite individuals who have

knowledge or special expertise regarding the adult student, including the parent, to be a member of the ARD committee.

Texas Administrative Code; §89.1049(a)(d) Parental Rights Regarding Adult Students

(a) In accordance with 34 Code of Federal Regulations (CFR), §300.320(c) and §300.520, and Texas Education Code (TEC), §29.017, beginning at least one year before a student reaches 18 years of age, the student's individualized education program (IEP) must include a statement that the student has been informed that, unless the student's parent or other individual has been granted guardianship of the student under the Probate Code, Chapter XIII, Guardianship, all rights granted to the parent under the Individuals with Disabilities Education Act (IDEA), Part B, other than the right to receive any notice required under IDEA, Part B, will transfer to the student upon reaching age 18. After the student reaches the age of 18, except as provided by subsection (b) of this section, the school district shall provide any notice required under IDEA, Part B, to both the adult student and the parent.

(b) In accordance with 34 CFR, §300.520(a)(2), and TEC, §29.017(a), all rights accorded to a parent under IDEA, Part B, including the right to receive any notice required by IDEA, Part B, will transfer to an 18-year-old student who is incarcerated in an adult or juvenile, state or local correctional institution, unless the student's parent or other individual has been granted guardianship of the student under the Probate Code, Chapter XIII, Guardianship.

(c) In accordance with 34 CFR, §300.520(a)(3), a school district must notify in writing the adult student and parent of the transfer of parental rights, as described in subsections (a) and (b) of this section, at the time the student reaches the age of 18. This notification is separate and distinct from the requirement that the student's IEP include a statement relating to the transfer of parental rights beginning at least one year before the student reaches the age of 18. This notification is not required to contain the elements of notice referenced in 34 CFR, §300.503, but must include a statement that parental rights have transferred to the adult student and provide contact information for the parties to use in obtaining additional information.

(d) A notice under IDEA, Part B, which is required to be given to an adult student and parent does not create a right for the parent to consent to or participate in the proposal or refusal to which the notice relates. For example, a notice of an admission, review, and dismissal (ARD) committee meeting does not constitute invitation to, or create a right for, the parent to attend the meeting. However, in accordance with 34 CFR, §300.321(a)(6), the adult student or the school district may invite individuals who have knowledge or special expertise regarding the student, including the parent.

(e) Nothing in this section prohibits a valid power of attorney from being executed by an individual who holds rights under IDEA, Part B.

ARD Committee Membership

The ARD committee shall be the individualized education program (IEP) team defined in federal law and regulations, including, specifically, 34 Code of Federal Regulations (CFR), §300.321. The school district shall be responsible for all of the functions for which the IEP team is responsible under federal law and regulations and for which the ARD committee is responsible under state law. (§89.1050: The Admission, Review, and Dismissal Committee).

- ARD Committee Membership
 - Campus Administrator
 - Adult Student
 - Parent/Surrogate Parent/Guardian

- Surrogate parents of students in Residential Facility (RF), must meet eligibility requirements to serve as an RF surrogate parent.
- Residential facility staff members may not sign as the parent of adult students residing in the RF.
 - o Appraisal Staff (If new assessment is being considered)
 - o Special Education Teacher
 - o Vision Or Auditory Teacher if applicable
 - o Representative of participating agencies likely to be responsible for providing or paying for transition services; invited with the consent of the adult student or parent/guardian/surrogate parent

NOTE: The following members are not required in an ARD Meeting for 18+

- o Career and Technical Education (CTE) Teacher. The student SHOULD NOT be participating in high school CTE. The adult student should be participating in training in the community with same-age peers.
- o General education teacher. (The student has completed the TEKS and is no longer in the general education curriculum)

The ARD documents shall include written notice to adult students and parents, foster parents, or surrogate parents and evidence that multiple attempts to secure parent Completion have occurred. Parent/Guardian/Adult Student may excuse any member. If such action is taken, it must be recorded in the deliberations.

Parent/Guardian and ARD Committee Membership

The parent/guardian involvement in the ARD meeting is crucial to the collaborative teaming philosophy of an adult transition program. Following graduation from public school, it is the parent/guardian who absorbs sole responsibility for monitoring the progress of their adult child and executing interventions in a time of crisis. Participation in the IEP planning and the ARD meeting meets the requirements of IDEA but it also provides opportunities to mentor parents through the problem solving and plan development activities needed to support the adult child following graduation. It is important for 18+ staff to make every effort to communicate with parents the importance of their Completion and participation in the ARD Meeting. Efforts should be made to be flexible and work to find a common time to conduct the ARD meeting.

RESIDENTIAL FACILITIES: 18+ staff must make every effort to identify and contact the parents of adult students residing in residential facilities. Flexibility in time and date are important to facilitate parent/guardian Completion. Students in residential facilities who require a surrogate parent must be assigned one. The surrogate parent representative for an RF student must be trained to assist in meeting the individualized needs of adult students with disabilities in a residential facility.

Adult Student and ARD Committee Membership

The adult student must be invited to the ARD Meeting. Documentation of the invitation must be noted on the Invitation to the ARD Meeting. If the student is unable to participate in the ARD meeting the following must be used and student involvement in the IEP planning documented in the deliberations:

The adult student must attend the ARD Meeting.

NOTE: (1) If in extenuating circumstances the student is unable to attend the ARD meeting, the district must take other steps to ensure the student's preferences and interests are considered. (§300.321(b)(2))

(2) The parent/guardian may not represent the adult student without guardianship or Power of Attorney.

NOTE: The parent may excuse any member but it must be recorded in the deliberations.

Transition, Agency Participation and ARD Committee Membership:

"With the consent of the parents or adult student, any agency responsible for providing transition services is invited to the ARD/IEP Meeting". (Indicator #13 Data Collection for the State Performance Plan)

- It is the responsibility of 18+ to obtain consent from the adult student or guardian to invite the agency.
- The agency invited should be one, which may be responsible for providing services.
- For example, DARS is appropriate agency to invite for adult students in employment, considering employment, or postsecondary education.
- MHIDD is appropriate only for students with developmental disabilities and mental health disorders.
- Other outside agencies or services may include but are not limited to: the ARC of City/community, Social Security, Commission for the Blind, etc.
- Documentation for consent to invite must be stored in the state folder or transition folder and consent noted in the IEP.
- Documentation of consent may include the district consent form to invite the agency or documentation of personal communication with the adult student/parent on the telephone contact log.
- Documentation of invitation to the agency may include the Invitation/Notice of the ARD Meeting, notation on the telephone contact log, ARD Meeting Completion, or agency documentation.

ARD Committee Signatures:

- The RF representative may not sign as the surrogate parent of an adult student who resides in an RF.

See the *Bell County Cooperative 18+ Adult Transition Services Procedures Manual for a more detailed Guide*