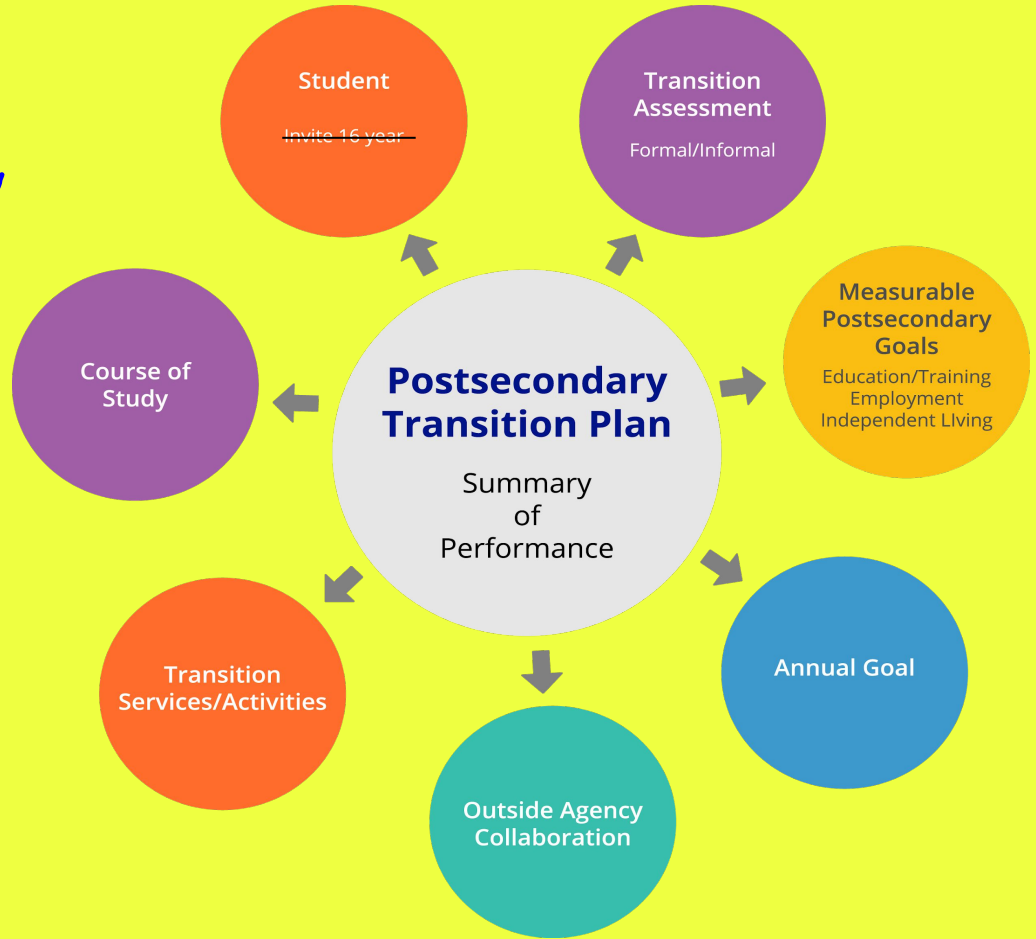


ALL things TRANSITION



What is TRANSITION

The process of collecting data from informal or formal assessments of students' strengths, needs, preferences and interests, regularly, and **over a large span of time** (it should not be completed all at once, prior to an IEP meeting). It comes from **multiple stakeholders** and includes information pertaining to academic skills, career interests and aptitudes, self-determination skills and opportunities, and independent living skills.

Transition planning is used to describe the very intentional, organized and coordinated process of guiding young people with disabilities with education, experiences, supports and services to help them have successful and meaningful lives beyond high school.

It is planning that **begins with the end in mind**.

****The ARD is just where transition is documented****

STUDENT

Transition planning officially begins at the ARD before the student turns 14...AGE 13

Students must be invited to annual ARDs where transition is being discussed.

Students must have an opportunity to provide input into their plan.

Information regarding student's strengths, needs, preferences, and interests should be gathered.

Students should be encouraged to participate, and when possible, help lead the ARD meeting.

**Students are involved in developing their transition plan:
BEFORE, DURING, and AFTER the ARD meeting.**

PARENT

Post-secondary goals must include education/training, employment, and independent living skills goals. This information can be gathered at any time prior to the ARD.

****Transition coordinator will send the parents/guardians a link to a parent transition survey to collect input: [Parent Transition Survey](#).**

****Information provided by parent, via parent transition survey, will be included in the Transition Supplement, which can be used for the SOP.**

CASE MANAGER

1. Complete Employability/functional assessment
2. Ensure student has completed the appropriate transition assessment, and collect any other assessments completed (ASVAB, SAT/ACT, TSI, etc)
3. Have a conversation with students about their goals
4. Create a transition-related annual IEP goal
5. High School - Schedule counselor/student Pre-ARD meeting to update 4 year plan/course of study
Junior High - Transition Coordinator will create course of study with input from ARD Committee
6. Collect items from Indicator 13 checklist...bring to ARD

Case managers - you are most familiar with the students. The transition plan created by the transition coordinator is based on the cumulative information provided by you, general education teachers, the student, and the parent/guardian prior to/at ARD.

Course of study

Course of study - per TEA's TX Transition and Employment Guide, page 6: “lists the classes you will take each year that can help you meet your postsecondary goals. These classes include what you must take to earn a diploma and classes you get to choose (electives). Think of this as a four-to-six-year plan for high school. You might see your PGP used as the course of study in your IEP.”

[TX Transition and Employment Guide](#) (page 4)

[SPPI 13 Data collection guidance](#) (Question #5)

TRANSITION ASSESSMENTS - formal or informal

Formal(standardized):

SAT/ACT
Academic achievement tests
ASVAB
State assessments
Adaptive Behavior Scales
Transition Planning Inventory
Vocational Skills Assessments

Informal:

Interviews/questionnaires
Direct observations
Anecdotal records
Curriculum based assessments
Rating scales

Some examples of informal assessments include:

1. Junior High Transition Information Sheet/SPIN assessment - regular or pictorial
2. Onet interest profiler - <https://www.mynextmove.org/explore/ip>
3. Career one stop - <https://www.careeronestop.org/Toolkit/Careers/interest-assessment.aspx>
4. Texas Career Check - <https://texascareercheck.com/ExploreCareer/InterestProfiler>
5. Texas Reality Check - <https://texasrealitycheck.com/>
6. Learning styles assessment -
<http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
7. Casey Life Skills - <https://www.casey.org/casey-life-skills/>

Functional Vocational Evaluation (FVE)

What is it?

- A comprehensive, multi-battery assessment incorporating formal and informal assessment techniques to observe, describe, measure, and predict work performance and work potential
- Not necessary if reasonable and specific post secondary goals have been determined through traditional assessments
- Includes individualized experiential and performance-based opportunities, in natural vocational or work environments

Functional Vocational Evaluation (FVE)

May be considered when:

1. A student's functional performance is diminished...significant/impactful disabilities
 2. A student has completed training at multiple job sites, but there is not a clear direction for next steps
 3. A transition assessment has not provided enough information to develop a comprehensive transition plan.
-
- How will the school gather information from the student and parent?
 - What existing information can be used?
 - What new information is needed?
 - What is the student able to do?
 - What is the student limited in doing?
 - What do you need to know?

Annual IEP Transition Goals	Post Secondary Goals
Created by case manager	Created by Transition Coordinator
Facilitate movement toward (support and focus on) post secondary goals----->(IEPs are not required to include separate annual goals for transition)	
Written to be accomplished prior to next ARD (within school year...IN high school)	Written so they can be measured AFTER high school
Based on PLAAFPs, and career goal/functional needs (may be academic, behavioral and/or functional) **Need to know career goals**	Based on Transition Assessment and/or additional transition/career assessments
Must contain 4 elements: timeline, conditions, behavior, criterion	Must address: education/training, employment, and independent living
Updated each grading period	Updated annually

<https://tx.esped.com/servlet/com.esped.v32.TX.IEP>

Student: Polar 1Bear Record: Draft ID: big Status: Fake Student

School: Homeschool Age: 14 yrs, Plan: 01/07/2013 - 12/01/2014

Reports Preview 59:54

Save

Delete

Cancel

Goal Number: Duration from: Duration to: Add Modifications and Accommodations

General Modifications and Accommodations:

- ☐ Draft - Will not print on progress reports
- ☐ ESY
- ☐ Accepted by the committee
- ☐ Transition Related Goal
- ☐ Academic ☐ Functional ☐ Related Services

Language of Delivery: Goal Focus: Grade Level:

Goal Constructor

Find TEKS

Find Other

Time Frame: Condition (while, when, given): Behavior/Objective (student will...): Criteria:

Measurable Annual Goal

Implementer:

Check this box if
the goal facilitates
movement toward
the student's
postsecondary
goals

OUTSIDE AGENCY COLLABORATION

Transition Coordinator will make appropriate referrals to agencies, coordinate meetings with, and invite these agencies to ARDs (if appropriate consents have been obtained) based on student's special education eligibility. **We welcome and encourage case managers to recommend students to us for referral. You know the students better than we do.**

Transition Coordinator will provide opportunities throughout the school year for parents and students to attend outside agency information sessions...ie - Transition Resource Fair, evening parent information sessions, etc

ID/AU students - most will be/have been referred to our local authority, Camino Real (students who need more support to live and work independently)

LD, ED, OHI, SI, VI, OI (and in some cases ID/AU) students - will be referred to TX Workforce when, and if appropriate; Students and parents must need and want the services; must be willing to follow through with maintaining contact with TX Workforce counselor.

****possible work readiness trainings during the school year****

TX Workforce Pre-ETS and Vocational Rehabilitation

Pre-ETS VR Catalog

Tentative progression:

1. Pre-ETS Training:

- a. Juniors, Seniors, 18+ students (make sure there is room in their schedule for 'local' credits)
- b. Ideally we will need 5-6 students (all students must be able to meet at the same time)
- c. 1 or 2 days per week, 2 hours per training
- d. 1 semester
- e. can be online
- f. district will provide a training area; TX Workforce will provide all training materials
- g. VR 1820 form will need to be completed (see me)

2. Work Experience:

- a. 12 weeks

3. Job Placement



TRANSITION HUB



****The Transition HUB is under construction, and is not accessible.
I will email you when it is back up and running.****

AMC Transition HUB

GREAT resource for teachers, students, and parents that will be updated throughout the school year.

Some of the contents of the hub include:

1. Calendar of upcoming parent trainings
2. Transition assessments under the “Educators” tab (see links on next slide)
3. Parent information, including information on guardianship and alternatives, Medicaid waiver programs, SSI/SSDI, links to parent resources, etc...
4. Student resources/links for career exploring, including career videos

TRANSITION HUB

Links to assessments to be completed prior to every annual

Student assessments

[SPIN](#)

[Life Skills Pictorial SPIN](#)

Teacher assessments

[Employability/functional assessment](#)

[Life Skills Employability/functional assessment](#)

Parent assessments (I send this assessment to parents prior to every annual)

[Parent assessment](#)

[Parent assessment](#) (for students with long-term support needs)

TRANSITION HUB access

Jourdanton - On the Jourdanton ISD homepage, click on the red button that says “Special Programs”, and you will see the hub link at the bottom of the page

Charlotte - On the Charlotte ISD homepage, click on the ‘parent information’ tab, then click on the ‘Atascosa-McMullen Cooperative Transition Hub’

Poteet - On Poteet ISD homepage, click on ‘Departments’ -> Special Programs’ -> ‘Transition Resources’ -> ‘Atascosa-McMullen Transition HUB’

McMullen - On McMullen ISD homepage, click on ‘MCISD Departments’ -> ‘SPED’ -> ‘Sped Transition HUB’

***All Districts...click on the ‘educators’ tab in the hub to locate the transition assessments

TRANSITION SERVICES/ACTIVITIES - activities to help students reach their postsecondary goals. These services include:

Instruction

Self-advocacy

Assistive technology

Related Services

Assessments

Community experiences

Referral to agencies

Transfer of rights

Graduation, Eligibility, & Post Graduation Services (18+)

Generally, graduation terminates eligibility...EXCEPT when a student:

1. graduates based upon EOC participation (did not pass 3 or more EOCs)
OR
2. graduates based on successful completion of IEP (modified instruction), and one of the criteria below:
 - Obtained full-time employment
 - Demonstrated mastery of employability and self-help skills
 - Access to services that are the responsibility of the school district
 - Age out

If student is eligible to return, the ARD Committee must determine needed services based upon the request of the adult student or parent (if deemed guardian) to resume services.

[Texas Graduation Codes](#)

See flowchart on following slide

DETERMINING GRADUATION TYPE CODES FOR SPECIAL ED STUDENTS



18+ program (CFR 300.101, TAC 89.1035(a))

- ARD Committee must consider availability of age-appropriate instructional environments, such as community settings or environments that prepare students for post-secondary education or training, including independent living.
- For students who have completed 4 years of high school, who stay in school based on a “need” for related or special education services to complete their IEP
- Should follow an adult schedule, not a bell schedule (age appropriate)
- Common locations
 - Campus-based
 - District-based (housed at a location owned by the district)
 - Community-based - home -> community -> home *as an adult student gains skills, the student may require a less restrictive placement with more time in the community...ARDC decision
- No need to repeat K-12 curriculum...NOT TEKS based - industry/community based standards; ie - if the student’s employment goal is to work in a warehouse, the standards will be specific to the type of warehouse (find standards on Dep of Labor
- Should include health care and travel training (pedestrian skills, bicycle skills, personal transportation, metro, etc)
- What 18+ programs are:
 - Nontraditional
 - Designed to prepare adult students for life after public school
 - Designed for adults
 - Based on a “need” for related or special education services to complete their IEP
 - Person-centered
 - Should not function like high school
 - Results oriented
 - Very specific skills (Department of Labor lists standards required to work in a particular industry)
- ARDC determines needed educational services, which can include reduced day, as long as they are appropriate, based on data, and meet the instructional needs of the student.
- <https://texasprojectfirst.org/en/18-22/>

Competitive vs supported employment:

Competitive - pays a competitive wage in a location where both workers with disabilities and those without disabilities interact on a daily basis while performing their job; offers the same level of benefits and opportunities

Supported - individuals are working on a short-term basis toward competitive employment; designed for individuals with the most significant disabilities who need ongoing support services because of the nature and severity of their disability in order to perform the work, includes job coaching

SOP

The Summary of Performance compiles all the information and data that a school system has collected on a student and summarizes it into one document.

The intent of the SOP is to provide crucial information to those assisting the student in reaching their postsecondary goals by providing them with a document that profiles the student.

The goal of the SOP is to “enhance post-high school outcomes for students with disabilities by providing them with the relevant information about their academic achievements and functional performance.”

The SOP must be completed during the final year of the student’s high school programming, prior to exiting.

5 Components of SOP

Use information from the FIE/REED, PLAAFP, IEP, Classroom observations, etc

1. Academic Achievement/Performance:

- *How will the student's disability strengths/weaknesses affect the student after graduation? (Disability doesn't go away when they leave school).
- *List how they performed/progressed (grade level instruction, modified instruction, etc) in English/Writing, Math, Science/SS, CTE, Fine Arts, other Electives.
- *What are their cognitive strengths/weaknesses?
- *What is the student's learning style?
- *What accommodations and/or modifications were essential to assist the student in achieving progress/helped the student be successful?
- *What courses did he/she take that support their career goals?

2. Functional Performance:

- *Self-determination - decision making, attention, problem solving, self-awareness, goal setting, self advocacy and leadership skills, self-understanding
- *Social skills/communication
- *Behavior
- *Employability skills
- *Independent/daily living skills
- *Mobility

5 Components of SOP

3. **Recommendations on how to assist the student in meeting his/her post secondary goals:** (including education/training, employment, independent living)
4. **Recommendations from adult service agencies:** (TX Workforce, Camino Real, etc), if provided
5. **Student/parent input:** ***highly recommended***

[SOP fact sheet](#)

Summary of Performance (steps for completion)

1. Go to the screen titled “eStar summary of performance”
2. Check that they are “graduated” or “exceed the age limit”, and include the date of the last FIE/REED
3. Print the FIE/REED to reference as you complete the SOP, and keep the copy to give to the student with the SOP prior to graduation.
4. Complete the SOP in it’s entirety. PS - If an adult service agency has provided transition coordinators with recommendations, we will include those in the appropriate box. If the box is blank, note that “no recommendations were received from adult service agencies at this time.” PSS - the ‘add selections’ box is a great resource, but try not to rely on that solely for the information you include.

Summary of Performance (steps for completion)

5. Sign the form, your position, as well as the date it was completed

6. Archive

7. Explain the purpose of the document to the student, and give them a copy of their SOP, and FIE/REED, along with a cover letter, prior to graduation. Remind them that it is “their choice” to disclose this information. If they feel it will benefit them at work or in school, they will want to share it with the employer/school.

8. Provide a copy to the designated department head, or Special Education Director, to be filed in their permanent record folders, as well as Co-Op folders.

****9. Collect each senior's phone number and personal email address (not school issued), and email to Leslie Dowdy.**

Transition Coordinator absent at ARD

The Transition Coordinator has created the transition supplement, based on age-appropriate transition assessments, emailed the parent and student transition resources, and will send a checklist of items to be reviewed at ARD:

- Post-secondary goals
- Course of study - needs to match their post-secondary goals, if possible
- Functional Vocational Evaluation
- Transfer of rights, if applicable (students ages 16 and 17)
- Agency referral
- EOCs
- LOTE subs, if applicable
- Senate Bill 673

Send the checklist back, with corrections noted, if any, along with the Indicator 13 checklist items

Please encourage parents to contact the transition coordinator with any questions.

Transition Deliberations for ARD

1. Transition was discussed and post-secondary goals were created.
Information was provided to parent/student
2. Endorsement (as noted on the 4 year plan/course of study)
3. Functional Vocational Evaluation, FVE, was discussed and was determined to NOT be needed/needed to obtain additional information (list additional information needed)
4. Transfer of rights was discussed, signatures obtained...if applicable
5. Graduation code and SB 673...SENIORS only
6. Agency information was provided

Indicator 13 (SPP 13)

Transition Coordinators will review folders to ensure compliance with SPP 13 toward the end of each school year.

SPP 13 is an all or nothing Indicator...if 1 folder is out of compliance, the district is out of compliance.

Case managers will be provided with a SPP 13 checklist at the beginning of the school year. The checklist, as well as the items listed on the checklist, need to be brought to each ARD meeting.

****Beginning with School year 2025-2026, the Indicator 13 checklist has changed:**

1. Transition will no longer be requesting a copy of the progress reports. Case managers are responsible for updating/archiving progress reports to maintain compliance with TEA audits, prior to every annual. Copy to be provided to ARD Facilitator/Diag only
2. Transition will no longer be requesting a physical copy of the EOCs. Scores will continue to be input into Esped.
3. Transition will no longer be requesting grades/attendance/behavior...this information is included in PLAAFPs.

Transition and Employment Designee (TED)

Contact information

Atascosa McMullen Cooperative

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Leslie Dowdy (high school)- leslie.dowdy@poteetisd.org