

TRANSITION PLANNING AT-A-GLANCE SERIES

- building a sustainable adult schedule,
- increasing independence,
- learning the academic and functional skills needed to meet postsecondary goals,
- eliminating barriers to employment and community access,
- fading school supports while developing natural/paid supports
- preparing for the day the bus stops coming!

18+ Services are provided as part of FAPE (Free and Appropriate Public Education). These services are available to any student who meets eligibility and whose ARD committee determines that the student requires continued support to meet transition needs. There is not a comprehensive list of services that a school district must offer. Services will be determined by the ARD committee, based on the results of transition assessments.

18+ Programs can be developed by school districts to provide these services. Programs are based on local policy and can be effective for structuring the staffing, location, materials, and other needs in order to provide services.

Students who meet eligibility are entitled to **services**, and districts can choose to develop **programs**.

Program Models

Community-based programs are located in the settings where students will be in adulthood. Anywhere the students might go during the day is a place they will be able to continue accessing when they are no longer eligible for school services. School supports are provided per IEP, as appropriate.

District-based 18+ programs are based in properties owned and operated by the school but not at the high school.

School-based 18+ programs are based in the high school. Students may participate in community-based instruction, but they continue to attend their high school.

Project SEARCH is an international trademarked and copyrighted program model that requires a license for districts and businesses to develop their own programs. Schools are not required to use the Project SEARCH model to provide 18+ services.

Curriculum and Grading

The students accessing 18+ have completed high school credits, so the TEKS are not required. The “curriculum” for 18+ settings should not come from a kit; it should instead be based on the individual needs of each student as they implement their adult schedule. The district can outline key competencies for 18+ students and adapt as appropriate for each individual.

To collect funding, students must be assigned to a course, so that attendance can be taken. The district can offer Pass/Fail instead of numeric grades or consider using grades as opportunities to reflect on real-world feedback, such as job evaluations, college expectations and so on.

IEP and ARD Considerations

Annual IEP goals for 18+ are not based on TEKS but on Present Levels of Academic Achievement and Functional Performance (PLAAFP) and the skills identified by transition assessments:

- Academic goals to address the skills needed for continued education and employment
- Functional goals to address the skills needed for independent living/community access

The least restrictive environment (LRE) is in the community. As much as possible, students should be accessing the places where they will be in adulthood, with appropriate supports provided by the school. The adult schedule should be the guide for places where supports are provided.

General education teacher attendance at the ARD to discuss 18+ is a local decision. Note the language in CFR §300.321: “if the child is, or may be, participating in the regular education environment” and TAC §89.1050: “a regular education teacher who is responsible for implementing a portion of the student’s IEP.” If you decide not to have a general education teacher attend the ARD, document the reason in the IEP.

Course Naming and Instructional Setting

Students in 18+ have already met credits for graduation. Local courses can be developed that meet Office of Civil Rights course naming requirements (Runkel letter, 1996). See the Texas Education Data Standards for information about local courses.

Instructional Arrangement codes are based “on the percentage of the instructional day that the student receives direct, regularly scheduled special education and related services.” See the Student Attendance Accounting Handbook for full definition, descriptions and eligibility for students to be assigned an IA code for 18+ settings:

- 08 (Vocational Adjustment Class)
- 96/97 (Off Home Campus)
- 44 (Self-Contained)

Accountability

To determine graduation rate for state and federal accountability systems, student outcomes from a four year cohort are analyzed. The rate is calculated by dividing the number of graduates who entered grade 9 in a specific year by the total number of students from that same cohort who graduated, dropped out, earned a GED, or continued beyond their fourth year to complete credit/assessment requirements (continuers).

Students who receive 18+ services are considered continuers, however, they are eligible for the **IEP Continuer Code in Code Table C088**. This ensures that 18+ students are removed from the formula and will count neither for nor against the graduate rate for the district/campus.

See the Accountability Manual from TEA for an explanation of graduation rate formulas. See the TSDS Data Standards for descriptions of IEP continuer codes.

PHASES

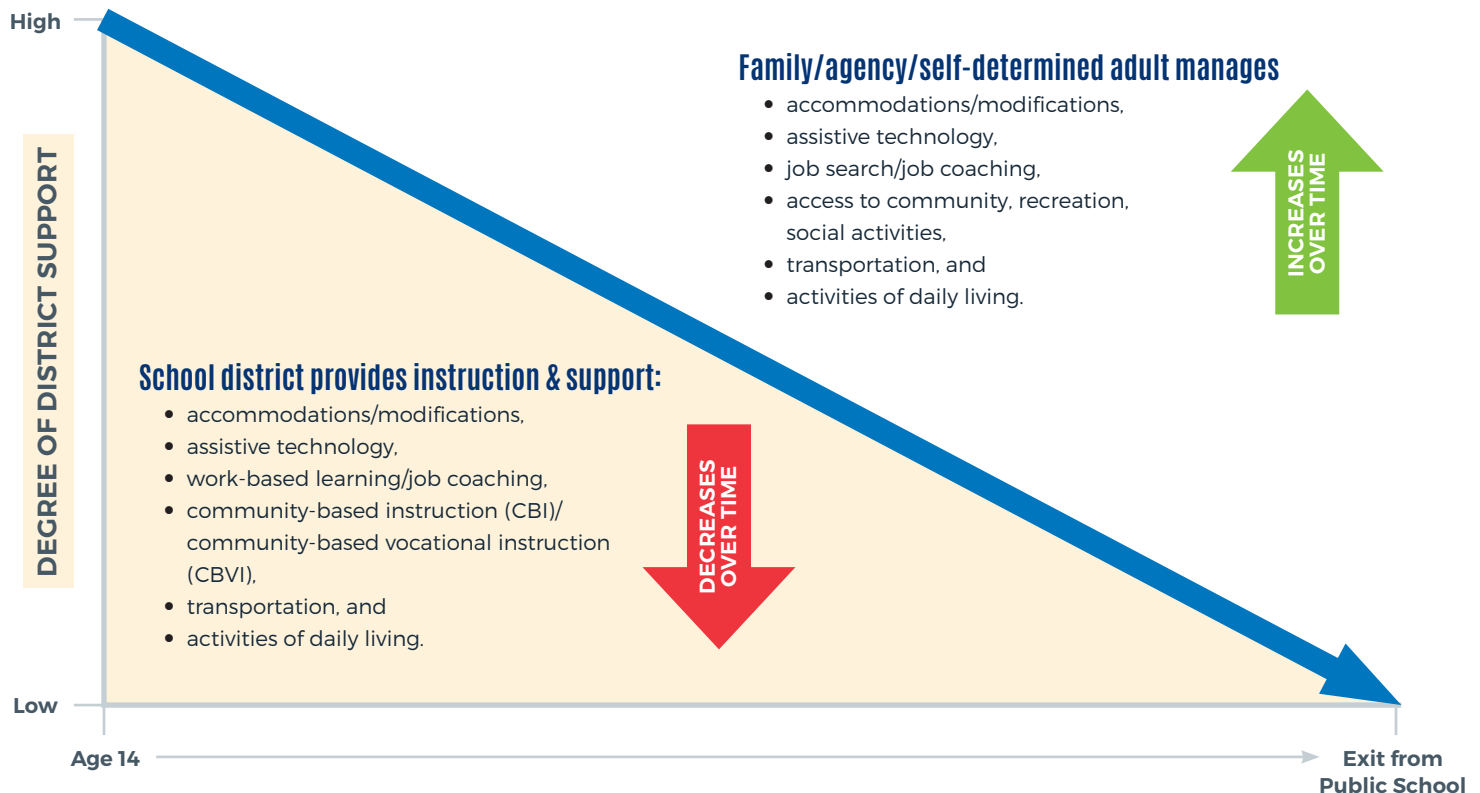
Think of 18+ not in terms of school years but in terms of phases. Use transition assessments and other tools to identify how students are performing when they begin 18+ and where they want to be when the bus stops coming. Use the time to implement the adult schedule, convening ARDs as needed to update the schedule of services. Don't just keep students busy until they reach age 22! **Help each student move through the phases as needed, not according to the school calendar.**

Phase 1 DISCOVERY	Phase 2 IMPLEMENTATION	Phase 3 CONSISTENCY	Phase 4 TRANSFER
<p>Develop a clear picture of the anticipated adult schedule. Identify the skills the student already has and what they will need to learn.</p> <p><i>Ideally this happens before the student arrives in 18+ (during high school).</i></p>	<p>Begin "filling in the blanks" on the adult schedule. Find the places in the community where the student can be successful. Identify what will be needed to teach the skills and increase independence.</p> <p>Always ask: <i>Will the student be able to do this when the bus stops coming?</i></p>	<p>Problem-solving to remove barriers, increase independence, and begin fading supports. Specify in the IEP how school supports will be provided and how they will be transferred to the paid/unpaid supports available after exiting school.</p>	<p>Facilitate transfer of adult schedule to student/family, with paid and natural supports taking on the responsibility for all needed assistance. Student graduates and exits.</p> <p><i>Ideally this phase is reached before the student turns 22, so they can return for services if they should encounter difficulties.</i></p>

SUSTAINABILITY

The process to prepare for adult life will be unique for each student and family. ARD committees should **identify the timelines for providing and fading supports, as appropriate for each student's unique circumstance.**

The diagram below illustrates how schools can help students avoid "graduating to the couch" by transferring the responsibility for providing supports in the adult schedule. Think about this in terms of the phases listed above. **School supports should only be removed once the adult schedule is in place.**



Timeline adapted from a resource by Emily Miller-Peña, Special Education Teacher

RESOURCES

Websites

18+ at Region 13: www.esc13.net/18-plus

Graduation Livebinder: bit.ly/cleartrail

Transition in Texas:

..... www.transitionintexas.org

Texas Transition & Employment Guide

(available in English and Spanish):

..... www.transitionintexas.org/Page/143

Garrett Center at Sam Houston State

University:

..... www.shsuedu/center/garrettcenter/

Texas Education Agency: tea.texas.gov

Legal Framework: framework.esc18.net

Transition Coalition (KU):

..... www.transitioncoalition.org

Project SEARCH: projectsearch.us

Workshops

18+ Network at ESC Region 13

(quarterly meetings for teachers, job coaches,
related services, and administrators who support
18+ programs and services)

Contact Elizabeth Danner if you are interested in
attending these meetings.

Special Thanks

Dr. Vickie Mitchell

Associate Professor of Special Education at Sam Houston
State University, Co-director of the Garrett Center

CONTACT:

ESC REGION 13

Elizabeth Danner

(512) 919-5182

elizabeth.danner@esc13.txed.net

Legal Framework for 18+

TAC §89.1070. See the four conditions listed
in the subsections for students who received
modified content for one or more courses for
state graduation credit:

- full-time job and self-help skills
- job skills and self-help skills
- access to an agency outside of public
education
- reached age 22

Also in this rule: returning for services beyond
graduation, summary of performance upon
exit (including evaluation requirements).

TEC §28.025. High School Diploma and
Certificate

TEC §29.011 (a)(7) “if the student is at least
18 years of age, the availability of age-
appropriate instructional environments,
including community settings or environments
that prepare the student for postsecondary
education or training, competitive integrated
employment, or independent living, in
coordination with the student’s transition goals
and objectives.”

See the Legal Framework website for the
most current versions of state and federal
requirements for special education.

TRANSITION PLANNING AT-A-GLANCE SERIES:

- Transition to Adulthood
- Summary of Performance
- Career Connections
- 18+ Programs & Services
- Educator’s Guide to Agencies & Adult Supports
- Self-Determination