

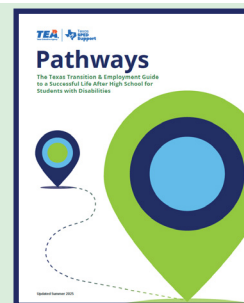
INFORMATION ABOUT THE TEXAS TRANSITION AND EMPLOYMENT GUIDE

About this resource:

The Texas Transition and Employment Guide was updated in 2025. The guide can help students with disabilities and their parents/guardians plan for adult life. The following pages include information from the guide to help you become familiar with secondary transition in special education and how the guide can support your transition planning.



**Texas Transition
& Employment
Guide**



Look for the map icons to find page numbers in the guide where you can find more information.



What is transition planning?

Schools help all students prepare for their future. If you have a disability and receive special education services, there is a process called transition planning included in your IEP by the time you reach age 14. This process can help you decide what you want for your future and figure out the steps you can take to meet your goals. Transition planning can help the important people in your life, such as your family and teachers, understand more about what you want for your life when you become an adult. You will have a chance to participate in this process every year until you graduate.

Acronyms you will see in transition planning:

ARD	Admission, Review, and Dismissal
CTE	Career and Technical Education
FVE	Functional Vocational Evaluation
IEP	Individualized Education Program
PGP	Personal Graduation Plan
Pre-ETS	Pre-Employment Transition Services
SDMA Agreement	Supported Decision-Making
SOP	Summary of Performance
TED	Transition and Employment Services Designee
TVRC	Transition Vocational Rehabilitation Counselor
TWS-VRS	Texas Workforce Solutions Vocational Rehabilitation Services
VR	Vocational Rehabilitation



Available Supports:

Transition and Employment Services Designee (TED)

- » Did you know there's someone in your school district who is responsible for connecting students and their families with resources for transition planning? This person is called the "TED."
- » Find your TED at your district or charter school by using [AskTED](#), the Texas Education Directory. For more information on how to search the AskTED database, see page 6 in the [The Texas Transition and Employment Guide](#).



SPEDTex - The Special Education Information Center for Families

- » 1-855-773-3839
- » spedtex.org
- » inquire@spedtex.org

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What to know about transition planning:

Student and Parent Involvement

You and your family should be involved in the transition planning process. If you decide not to (or are unable to) attend your ARD meeting, your ARD committee will find ways to include your shared information. See ***“My Life, My Voice”*** on page 6 to learn ways to be involved in your transition plan.

Transition Assessments

Transition assessments are tools to help you discover your strengths, preferences, interests, and needs. During a transition assessment, you may be asked about employment, education, and independent living as related to your adult life.

Postsecondary Goals

Postsecondary goals are statements that describe what you plan to do in adult life for:

- » employment,
- » education (e.g., college, training, certification programs, or other learning), and
- » independent living (i.e., if you will want support in your home or community).

These goals are based on transition assessments. The sections for Careers, College, and Community in this Guide have more information about each of these areas.

Annual IEP Goals

Annual IEP goals are statements that describe the skills you will learn during school and use in adulthood. These goals are based on your current skills and what you can learn in one year. At least one of your IEP goals should support one or more of your postsecondary goals.

Transition Services

Transition services are activities to help you reach your postsecondary goals. These services include your **courses of study** and **coordinated set of activities**.

The **courses of study** list 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 courses of study in your IEP. Find more about graduation planning on page 66.

The **coordinated set of activities** describes what needs to be done to make your postsecondary goals a reality. This to-do list will help you plan for the future and includes activities you can do during school (with your teachers) or outside of school (by yourself, with your family, or with someone from an agency). The coordinated set of activities (sometimes called “transition services” in the IEP) will include what needs to be done, who is responsible, and when each activity should be completed.

Your ARD committee will consider each area below to determine if activities are needed to make sure supports are in place when you graduate.

- » Instruction
- » Related service(s)
- » Community experience
- » Development of employment and other post-school adult living objectives
- » If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation

Self-determination

Your ARD committee will consider if you need help developing decision-making skills or to increase your independence. You will receive information about SDMA and other alternatives to guardianship. For more information about SDMA, see ***“My Rights”*** starting on page 10.

Referral to Agencies

With permission from your parent or guardian, your ARD committee can invite agencies to your ARD meeting. If you are 18 or older, your ARD committee will need your permission.

Having an agency representative at your ARD meeting can help you connect with any support you will need after you graduate. Some agencies can even provide services during high school. See ***“Making Connections”*** throughout this guide and on page 68 to get an idea of some of the agencies available to support people with disabilities.

Transfer of Rights

(information must be shared with you by age 17)

When you turn 18, all legal rights move from your family to YOU. Learning about this transfer of rights helps you plan for making decisions in adulthood, including ARD committee decisions. See ***“My Rights”*** starting on page 10.

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Questions to ask your ARD Committee:

What if you want to know more about your transition plan? First, see if you can find this information in your IEP. You, your family, or your supporter can always ask a member of your ARD committee for help to find the information.

- » Where can I find transition planning in my IEP?
- » What supports do I receive now that may be needed when I'm an adult?
- » What can I do now to make sure I have supports after I graduate? Who can help me complete these activities?
- » What skills can I learn this year that will help me meet my goals after high school?
- » What classes can I take that will help me meet my goals after high school?
- » Can I continue to receive special education services after I finish my high school classes and assessments?



How to be involved in the transition plan:

Preparing for your ARD meeting:

- ☐ Participate in transition assessments to share what you like and don't like.
- ☐ Talk about your skills and strengths.
- ☐ Ask who will be attending your ARD meeting and what will be discussed.
- ☐ Invite someone to come with you to the meeting to be your support.
- ☐ If you cannot attend your ARD meeting, ask someone who will be there to share your thoughts with your ARD committee.

During your ARD meeting:

- ☐ Introduce the people at your ARD meeting.
- ☐ Review some of the information in your IEP.
- ☐ Share what is going well in your classes and what supports work best for you.
- ☐ Ask questions if you don't understand what someone just said.

After your ARD meeting:

- ☐ Request a copy of your IEP from the school.
- ☐ Review the transition services (or coordinated set of activities) to see what you can do now to get services when you leave public school.
- ☐ Talk to your teachers about the supports that work for you to be successful in your classes.
- ☐ Talk with your family, friends, or supporters about how your ARD meeting went. Let them know if you have any questions about what happened during your ARD meeting or what to do next.

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Next Steps: Taking Action

Check out the lists in the Taking Action section of the guide. You will find skills (things to learn) and activities (things to do). Use these lists to identify steps you want to take next or to celebrate what you have already completed.