

Transition and Employment Designee (TED) Guidelines



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Section 1 – Getting to Know the TED

Overview of the Transition & Employment Designee (TED)

What is a TED?

The TED is an employee in a district or charter school who is designated as the primary contact for transition and employment services for students with disabilities in special education programs. This role is required by [Texas Education Code \(TEC\) §29.011\(b\)](#).

This employee must be able to provide information and resources about effective transition planning and employment services to school staff, students, parents/guardians, and agency providers. Local education agencies (LEAs), including districts and open-enrollment charter schools, can change this designation, as needed, to make sure that the employee serving in this role has the appropriate knowledge and skills necessary for providing information about effective transition services. Throughout this guide when the term “parent or parents” is used, the term includes the definition aligned to [34 Code of Federal Regulations \(CFR\) § 300.30](#). That definition includes biological or adoptive parent, foster parent, guardian, an individual acting in the place of a biological parent with whom the child lives or is legally responsible for the child’s welfare, or a surrogate parent as defined in 34 CFR § 300.519.

Is every school district required to have a TED?

Yes. Each LEA is required to designate at least one employee to serve as the TED. A shared services arrangement (SSA) may assign one employee to serve as the TED for all member districts.

Are charter schools required to have a TED?

Yes. Each LEA is required to have an employee designated as the TED. The [TEC §12.104\(b\)\(3\)\(F\)](#) provides that open-enrollment charter schools are subject to Chapter 29 special education program requirements.

Is an LEA that serves only elementary grade levels required to have a TED?

Yes. It is important to have someone available to answer questions about transition for students served by special education at any age. There are no exemptions for LEAs that serve only younger students.

Are there any agencies that a TED is required to collaborate with?

Yes. In addition to ensuring communication and collaboration with students and their parents, the TED must also help identify contacts at the following agencies: [Health and Human Services Commission \(HHSC\)](#), [Texas Workforce Commission \(TWC\)](#), [Department of State Health Services \(DSHS\)](#), and the [Department of Family and Protective Services \(DFPS\)](#). The TED must ensure communication between local school staff and regional or local staff at these agencies.

Considerations for Supporting Younger Students

While there are secondary transition elements that must be considered by the admission, review, and dismissal (ARD) committee no later than by age 14, it is recommended that transition activities begin at the earliest eligibility for special education services. These activities promote positive post-school outcomes by establishing a foundation of skills and support that will continue into adult life.

What should be considered for younger students?

Everyone starts life entirely dependent. As children grow, they develop skills for independence and autonomy. Schools and families teach these skills to all children. Special educators should consider adaptations for students with disabilities to learn these skills and participate in school instruction related to the following topics:

- Skills for self-determination, including decision-making, goal setting, self-awareness, and self-advocacy
- Career exploration
- Inclusion in general education curriculum, classroom, and activities with appropriate supports
- Promoting independence across all environments, with a plan for fading to the least intensive level of support possible

How are families involved in transition planning for younger students?

Parents know their children's needs and strengths, but they may not be aware of the services available or the processes to establish support from community agencies. Individuals with disabilities can wait years to receive services through Medicaid waiver programs after being placed on the interest list. School staff are essential partners in sharing information with families to make important connections among school, home, and agencies.

Consider how families can be involved in the following activities:

- Explore long-term goals for college, career, and independent living
- Establish a connection with agencies that can provide support during childhood or in adulthood
- Hold high expectations and communicate their child's strengths, needs, and interests

Top Tips for TEDs: Recommended Activities for Supporting Younger Students

- Learn about Medicaid waivers and establish contacts with the local intellectual and developmental disability authority (LIDDA).
- Establish contacts within local or regional agencies that provide services for younger students, such as Medically Dependent Children Program (MDCP).

- Offer training for families and staff that is specific to transition planning for younger students.
- Review each of the items in the lists on this page and consider opportunities in the classroom, campus, and community to support transition activities for younger students.

Essential Tools for Building Transition Connections in Early Childhood or Elementary:

- [Next Steps to Independence: Skills and Strategies](#)
- [Roadmap to Texas Transition Resources](#)
- [Self-Determination Texas Essential Knowledge and Skills \(TEKS\) Vertical Alignment](#)
- [A Parent's Guide to Early Childhood Intervention and Early Childhood Special Education](#)
- [Supporting Early Childhood Transitions Quick Reference Guide](#)
- [Resources and help available: Get on the waiting lists now](#) (Straight Talk video series)

Additional resources

- [Elementary School Counselor's Guide: NOSCA's Eight Components of College and Career Readiness Counseling](#)
- [Transition is a Life-Long Process](#) (video with Dr. Erik Carter)
- [Top 10 Things to Do When You Learn Your Child Has a Disability or Special Health Care Need](#) (Navigate Life Texas)

Choosing the TED

Who determines the TED for an LEA?

The LEA will determine which employee will serve in the role of the TED. A collaborative discussion between the superintendent, special education director, and other leadership may be necessary to determine which employee would be best suited to serve as the TED.

The LEA should develop a process for ensuring this information is updated on TEA's [AskTED Directory](#).

Considerations for designating an employee as the TED

Is the employee able to lead training and communicate effectively about the following transition-related services?



Transition Planning and Transition Assessment



18-21 Services



Work-Based Learning and Career Experiences



Self-Determination

Does the employee feel comfortable answering questions and facilitating discussions with staff, students, and parents about the following topics?



Agency Support and Collaboration



Supported Decision-Making Agreements



Community Connections and Outreach



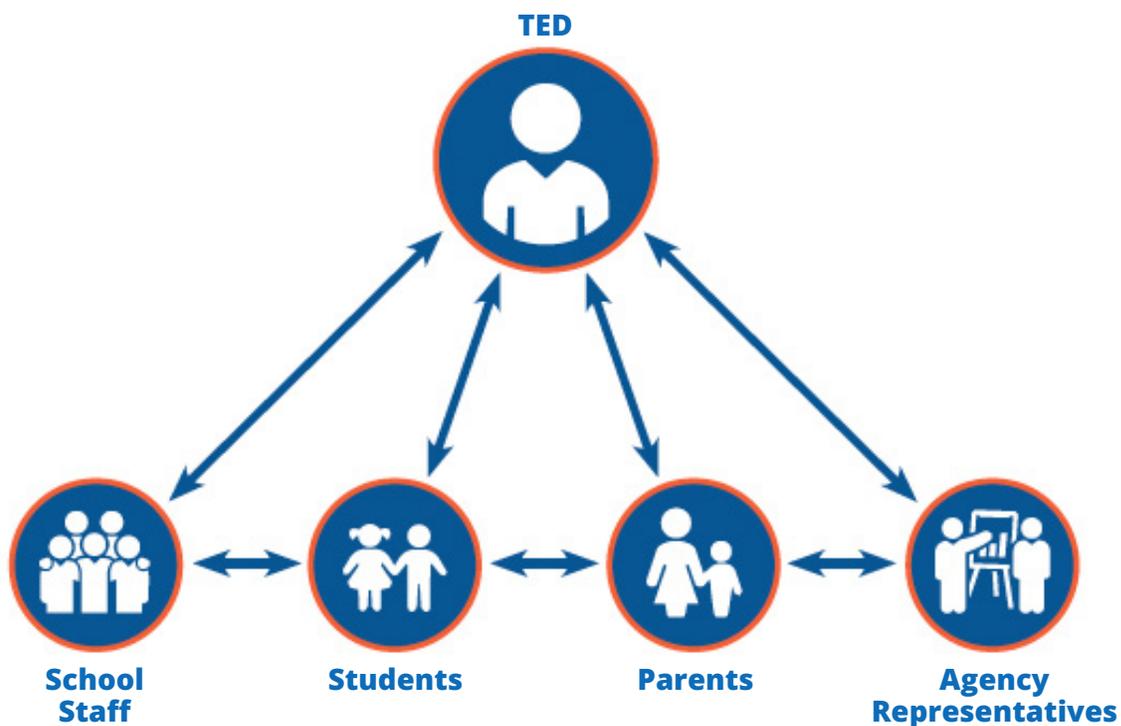
Postsecondary Education and Training

If the employee that you designate as the TED needs additional training in one or more areas listed above, please contact the [transition specialist at your education service center \(ESC\)](#) for information about available training or visit [Texas SPED Support](#) for a list of free, online training.

Choosing the TED

Communication and Collaboration are Key

The employee who serves as the TED must have effective communication skills and should continually work to develop partnerships among school staff, students, parents, and local and regional representatives of state agencies.



Facilitating Transition Connections

Transition is an ongoing process that should continually support the student in making successful connections to the community to further his or her opportunity for education, training, employment, and independent living. Facilitating transition connections will require regular communication with community partners and a plan for sharing information about them through venues like transition fairs, including virtual or face-to-face options. Besides sharing information with students and parents, school staff also need regular opportunities to learn more about transition connections in the community and with state and local agencies.

Locating the TED in AskTED

Where can I find my TED contact information and verify that it is correct?

The TED contact information (including email and phone number) should be easy to find and publicly available. Each TED should check the information listed in the AskTED directory to confirm accurate contact information is posted.

If the TED information for your LEA is incorrect, consider the following options to make the necessary corrections:

- Find the TED Administrator listed in AskTED for your school district. Follow the steps to locate a TED, except select “TED ADMINISTRATOR” instead of Transition & Employment Designee.
- Review the information about [AskTED for charter schools](#) available on the TEA website.
- [Contact the ESC for your region.](#)

To locate a TED, click here for the [AskTED Directory](#) and then follow the steps below:

- Click “Search By” and then choose “[District](#)”
- Type in the name of the district
- Choose **Information Type = Personnel**
- Click on the box for **Include Other District Roles**
- Scroll through **Select Roles** and click on **Transition & Employment Designee**
- Click **Search**
- The next screen will provide the contact information for the TED in the district or charter school you entered

Section 2 – TED Requirements

TED Requirements

The TED is *required* by state statute to provide information to parents, students, and school staff about these transition services and agencies:

Transition Services

- Student Involvement
- Parent Involvement
- Adult Student Support
- Postsecondary Education
- Functional Vocational Evaluation
- Employment
- Age-Appropriate Instructional Environments
- Independent Living
- Referral to State Agency Services
- Self-Determination and Supported Decision-Making Agreements

State Agencies

- [Health and Human Services Commission](#)
- [Texas Workforce Commission](#)
- [Department of State Health Services](#)
- [Department of Family and Protective Services](#)



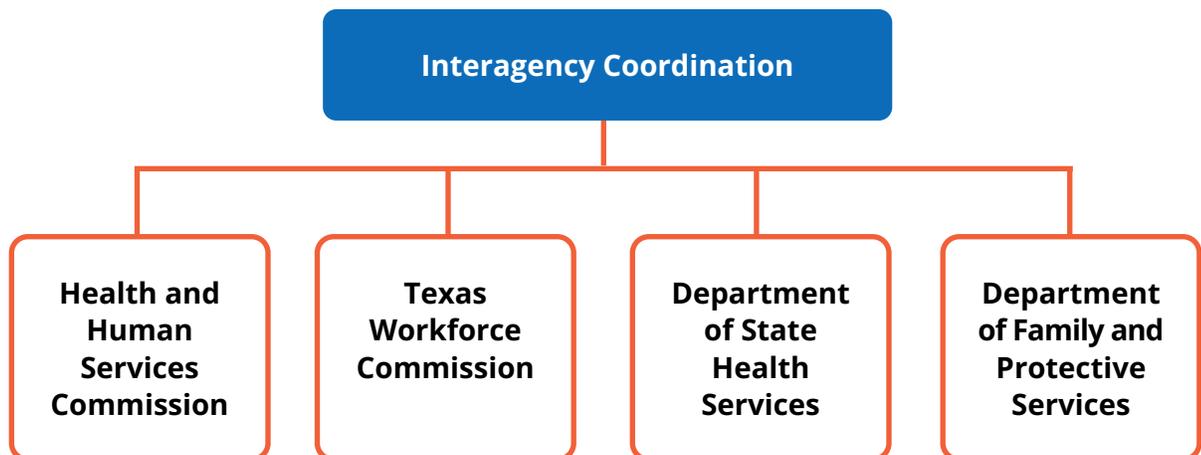
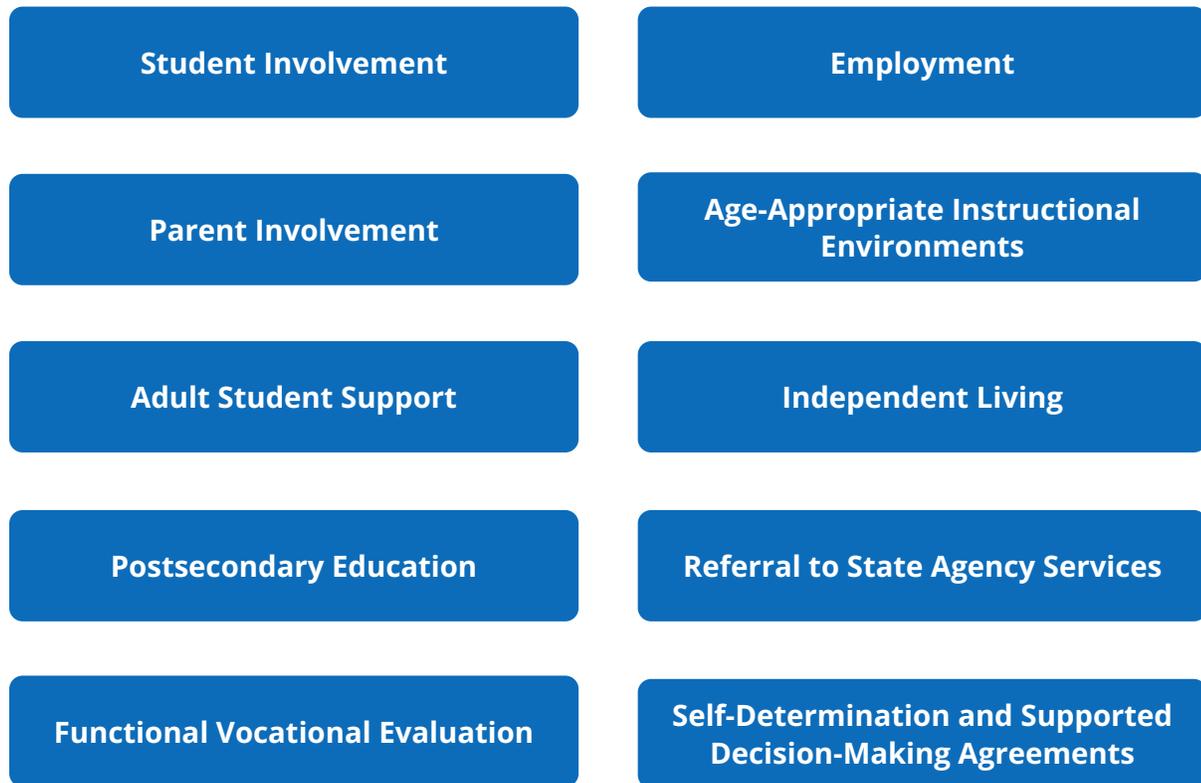
TED Required Training

The TED is also required to complete minimum training requirements. To meet these requirements, each TED must complete the 2-hour [online course](#).

The purpose of this training is to provide information and tools needed to fulfill the [statutory requirements](#) of the TED role for a district or charter school.

TED Requirements

Whether you are new to the TED role or have years of experience, it is helpful to continue to add tools to your toolkit. For each of the TED requirements below, you will find an overview, considerations for each topic, links for more information, and tools that will help you address the questions listed for consideration. To skip directly to a specific topic, click on the boxes below.



Student Involvement

Overview

- Transition services must be considered by the ARD committee no later than by age 14, and addressed as appropriate.
- The student must be invited to all ARD committee meetings where the purpose of the meeting is to discuss transition.
- The student must have an opportunity to be appropriately involved in their plan for transition to adult life.
- Support the student in communicating their strengths, preferences, interests, and needs.
- Transition assessments may be used at any age, and are required beginning by age 16.

Considerations

- How is the student involved in developing their transition plan:
 - Before the ARD committee meeting?
 - During the ARD committee meeting?
 - After the ARD committee meeting?
- How can school staff help students better understand the role of transition assessments?
- How can school staff support students to develop short and long term goals, including the steps to achieve their goals?
- How can the student lead (some or all portions of) their ARD committee meeting?
- How can school staff engage the student in development of their individualized education program (IEP)?

For More Information

[Federal and Texas Transition Requirements](#)

[Student Involvement in the IEP Process Online Module from the IRIS Center](#)

[Student Involvement in the IEP Process Resources from I'm Determined](#)

Tools for Your Toolkit

[Student Involvement Tools from the Garrett Center at Sam Houston State University](#)

[College and Career Planning Tools for Students from Texas OnCourse](#)

[Student Involvement in the IEP Process Fact Sheet from the PACER Center](#)

[Back to Requirements](#)

Parent Involvement

Overview

- When a student is younger than 18, the student's parent(s) and other people invited by the parent or school must have an opportunity to be appropriately involved.
- The student's parent(s) can be involved in transition planning by attending the ARD committee meeting and giving input on decisions about the future, such as graduation and career planning, course selection, and opportunities for community participation.

Considerations

- How do parents provide input on their child's transition plan:
 - Before the ARD committee meeting?
 - During the ARD committee meeting?
 - After the ARD committee meeting?
- How does the school provide opportunities for parents to learn more about the transition process?
- Are opportunities available for parents to learn about supporting their child's self-determination?
- Do parents know who to contact with questions about their child's transition plan?

For More Information

[Federal and Texas Transition Requirements](#)

[Adult Student and Transfer of Rights](#)

[Transfer of Parental Rights at Age of Majority](#)

[Parent Framework](#)

Tools for Your Toolkit

[Notice of Transfer of Rights Model Form \(English and Spanish\)](#)

[Parent Tools for Involvement from the Garrett Center at Sam Houston State University](#)

[Back to Requirements](#)

Adult Student Support

Overview

- If a student is at least 18, people invited by the student or school to attend the ARD committee meeting should have an opportunity to be appropriately involved.
- When a student reaches 18, the parent moves from primary decision-maker to a support system for the adult student, although the parent will continue to receive notice of ARD committee meetings.
- The student may request parental involvement in making decisions about education or the student may request a supporter through a supported decision-making agreement.

Considerations

- When does a student learn about the transfer of rights process at the age of majority?
- How is information about supported decision-making communicated to the student?
- How are students involved in the development of their summary of performance?
- Be sure to provide necessary accommodations and modification when informing students about their rights and responsibilities.

For More Information

[Adult Student and Transfer of Rights](#)

[Age Ranges for Student Eligibility](#)

Tools for Your Toolkit

[Notice of Transfer of Rights Model Form \(English and Spanish\)](#)

[Summary of Performance \(SOP\) Fact Sheet](#)

[Back to Requirements](#)

Postsecondary Education

Overview

- Postsecondary education options are the educational opportunities that the student may choose to pursue after completing high school.
- The ARD committee must consider appropriate postsecondary education options for the student that should also include preparation for postsecondary-level coursework.
- Postsecondary goals for education and/or training should reflect the student's expectations for life after high school as well as any anticipated supports in adult environments.
- The coordinated set of activities should document activities to support the student in achieving success with postsecondary-level coursework.

Considerations

- What transition assessments have been conducted to determine the student's preferences and interests related to postsecondary education, and what were the results?
- What transition assessments have been conducted to determine the student's strengths and needs related to postsecondary education and postsecondary-level coursework?
- How can a school address college readiness and skills for postsecondary-level coursework in the ARD committee meeting?

For More Information

[Texas Administrative Code §89.1055. Content of the IEP](#)

[A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities \(August 2020\) from the Office of Special Education and Rehabilitative Services \(OSERS\) 60x30TX, the state's Higher Education Strategic Plan](#)

Tools for Your Toolkit

[Postsecondary Education and Training Preparation Toolkit from the National Technical Assistance Center on Transition Center on Transition: The Collaborative \(NTACT:C\)](#)

[College and Career Competency Framework](#)

[College Planning Tools for Student and Families from Texas OnCourse](#)

[Back to Requirements](#)

Functional Vocational Evaluation

Overview

- The ARD committee must consider whether a functional vocational evaluation (FVE) is appropriate to develop the student's transition plan for employment.
- An FVE may be considered when:
 - A student has difficulty communicating their career interests.
 - A student has completed training at multiple job sites, but there is not a clear direction for next steps.
 - A transition assessment has not provided enough information to develop a comprehensive transition plan.
- While there is not a list of required elements for FVE, it is recommended that a summary of the following information is included in the completed FVE, as appropriate:
 - Strengths and needs related to work environments
 - Interests and preferences related to work environments
 - Aptitudes and abilities
 - Work-related skills and behaviors
 - Work-related accommodations
- There is no specific licensure or certification required to complete an FVE, unless the selected assessment requires it. Schools may also choose to contract with outside parties to complete the FVE.

Considerations

- How will the school gather information about the student from a variety of perspectives, including the staff that support career exploration and workbased learning, the student, and their family?
- What existing information can be used?
- What new information is needed?
- What tools and resources are available to complete an FVE when needed, such as career preference and vocational skill inventories, adaptive behavior scales, or teacher-made task analysis of employment tasks?

For More Information

[FVE in the Legal Framework of Transition Services](#)

Tools for Your Toolkit

[Transition Assessment Toolkit from the NTACTION](#)

[Back to Requirements](#)

Employment

Overview

- Appropriate employment goals and objectives are the measurable steps that enable a student to achieve postsecondary employment.
- Discussing career education options may help the student identify a career choice and the essential skills necessary for employment.
- Employment goals should address skills for acquiring a job and maintaining competitive employment (full or part-time, at or above minimum wage), supported employment, or self-employment.
- Employment skills should focus on successful completion of school-based career exploration and work experiences.

Considerations

- How does the ARD committee determine which employability skills the student needs to learn?
- How can career and technical education (CTE) courses support the student with employability skills?
- How are disability-related needs addressed for career exploration?
- What options are available for students to participate in paid or unpaid job training?
- Is training available through the school for staff to learn more about workbased learning?

For More Information

[Federal and Texas Transition Requirements](#)

[Texas Transition and Employment Guide](#)

[A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities \(August 2020\) from Office of Special Education and Rehabilitative Services \(OSERS\)](#)

[CTE Programs of Study in Texas](#)

Tools for Your Toolkit

[Employment Guide for People with Disabilities from Texas HHSC](#)

[College & Career Readiness Standards from the Texas Higher Education Coordinating Board \(THECB\)](#)

[Student and Family Resources for Jobs and Careers from Texas OnCourse](#)

[Competitive Integrated Employment Toolkit from NTA:CT](#)

[Back to Requirements](#)

Age-Appropriate Instructional Environments

Overview

- When a student reaches 18, age-appropriate instructional environments should continue to be available.
- These environments include community settings or those that prepare the student for postsecondary education, training, competitive integrated employment, or independent living in coordination with the student's transition goals.
- The student should receive instruction individualized for each environment, and instruction may include vocational training, community service, and volunteer opportunities.

Considerations

- How are students identified as eligible for continued enrollment in public school beyond completing graduation requirements?
- What is the continuum of placement options for the ARD committee to consider for students who are ages 18-21?
- What are the student's goals for employment and/or independent living?
- What skills or adaptations will be needed for the student to retain employment beyond public school?
- What supports will the student need beyond public school, such as services available through agencies? How can those supports be established while the student is still in public school?

For More Information

[Federal and Texas Transition Requirements](#)

[Texas Graduation Requirements for Students Receiving Special Education Services](#)

[Nonpublic School/Off-Campus Program Guidance](#)

Tools for Your Toolkit

[Rubric for Determining Appropriate Instructional Activities and Transition Sustainability for 18+ from the Garrett Center at Sam Houston State University](#)

[Social Mapping and Planning for 18+ Community Membership from the Garrett Center at Sam Houston State University](#)

[Back to Requirements](#)

Independent Living

Overview

- The ARD committee should consider, at least annually, whether the student has needs related to independent living that should be addressed through specially designed instruction.
- Independent living goals and objectives are steps to enable the student to achieve postsecondary independent living skills (where appropriate), daily living skills, and community living skills. These goals may address the expected skills and desired independence level that a student should demonstrate after the completion of high school.

Considerations

- What areas of independent living have been addressed through transition assessments?
- Are there any independent living skills the student will need to learn in order to achieve his or her postsecondary goals in the areas of education, training, or employment?
- For example, will the student need to maintain employment and master a daily living routine independently?
- What functional needs have been identified through the present level of academic achievement and functional performance (PLAAPF) or the annual IEP goals?

For More Information

[Federal and Texas Transition Requirements](#)

[Technical Assistance: Individualized Education Program \(IEP\) Development Guide](#)

[Independent Living in the IEP from the Center on Transition Innovations](#)

Tools for Your Toolkit

[Assessment and Instructional Resources for Students with Significant Cognitive Disabilities](#)

[Back to Requirements](#)

Referral to State Agency Services

Overview

- The ARD committee should consider appropriate circumstances for facilitating a referral to government agency services or public benefits. This includes a referral to place the student on a waiting list for public benefits available to the student, such as the waiver program established under the Social Security Act.
- The ARD committee determines if there is a need for services from an outside agency based on the individual needs of the student.
- With the documented consent of the parents or adult student, any agency responsible for providing transition services may be invited to the ARD.

Considerations

- What continued supports will the student need as an adult after high school?
- What new supports will the student need as an adult after high school?
- What support(s) is the student receiving from state agencies?
- What additional assistance does the student currently need from agencies that support students with disabilities?
- Has the student been referred or placed on the Medicaid waiver interest list?

For More Information

[Guidance for Inviting Agency Representatives to ARD Committee Meetings](#)

[Consent for Disclosure of Confidential Information](#)

[2-1-1 Texas](#)

[Medicaid Waivers and Interest Lists from Navigate Life Texas](#)

[Your Texas Benefits](#)

[Roadmap to Texas Transition Resources](#)

[Back to Requirements](#)

Self-Determination and Supported Decision-Making Agreements

Overview

- The ARD committee should consider the use and availability of supplementary aids, services, curricula, and other opportunities to assist the student in developing decision-making skills, and supports and services to foster the student's independence and self-determination, including a supported decision-making agreement.
- Schools must provide and document information about guardianship and the alternatives to guardianship when a student or parent asks for information about guardianship or the alternatives.

Considerations

- How can decision-making skills be assessed to determine competencies for each student?
- Where are skills for self-determination taught within the school day?
- How are self-determination skills documented within the IEP?
- Where do school staff learn about guardianship and the alternatives to guardianship, including supported decision-making agreements?

For More Information

[Guardianship Alternatives from the Texas Council for Developmental Disabilities](#)

[Supported Decision-Making from Disability Rights Texas](#)

[Self-Determination from the Beach Center on Disability](#)

[I'm Determined from the Virginia Department of Education](#)

[Guardianship](#)

Tools for Your Toolkit

[Self-Determination Assessments from the Beach Center on Disability](#)

[Supported Decision-Making Toolkit from Disability Rights Texas](#)

[Alternatives to Guardianship Fact Sheet from the Arc of Texas](#)

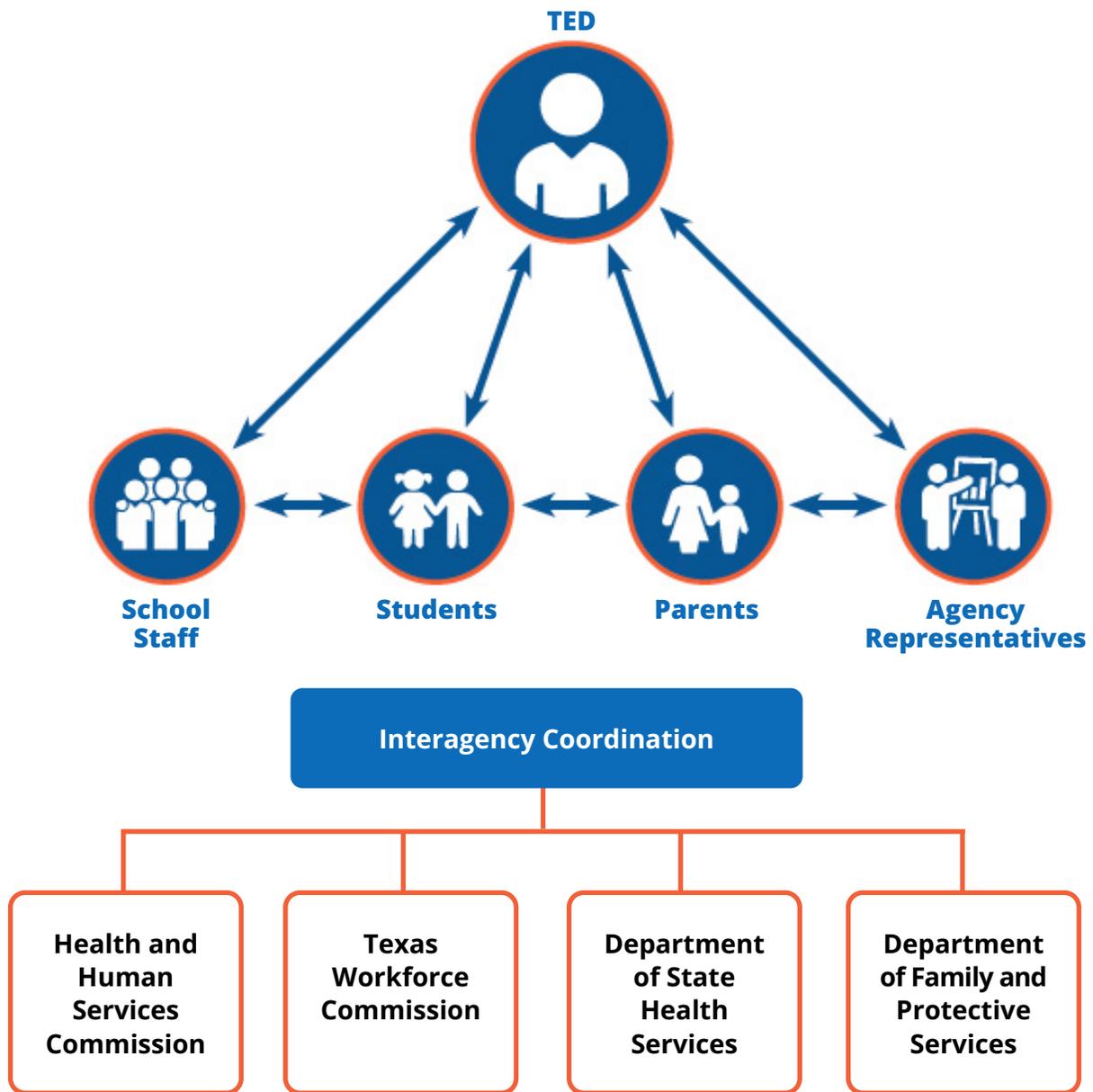
[Next Steps to Independence: Skills and Strategies](#)

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Interagency Coordination

Communication and Collaboration Are Essential

The TED should continually work to develop partnerships among local and regional representatives of state agencies. There are four specific agencies identified by state statute that TEDs should work with to gather information to share with students, parents, and school staff. In this section, we are going to provide an overview of each state agency, highlighting key services and resources.



An overview of each agency is provided in Section 3. Click on one of the boxes to skip directly to a specific agency.

Section 3 – Interagency Coordination Overview

Health and Human Services Commission (HHSC)

Overview

HHSC manages programs that help families with food, health care, safety, and disaster services including disability services, Women, Infants, and Children (WIC), Children's Medicaid, and the Supplemental Nutritional Assistance Program (SNAP).

Key Services for Students with Disabilities

- [Health care, such as Texas Medicaid and the Children's Health Insurance Program \(CHIP\)](#)
- [Supplemental Nutritional Assistance Program \(SNAP\) Food Benefits](#)
- [Temporary Assistance for Needy Families \(TANF\) Cash Help](#)
- Community programs like [Community Attendant Services \(CAS\)](#) and Health Coordination and Consumer Services
- [Intellectual or Developmental Disabilities \(IDD\) Long-term Care Services](#)
- [2-1-1 Texas](#) program, which is a 1-stop shop to connect Texans with the services and programs in the community

HHSC programs that include employment services are:

- [Intermediate Care Facilities for Individuals with Intellectual Disabilities or Related Conditions \(ICF/IID\)](#)
- [Medicaid waivers:](#)
 - Community Living Assistance and Support Services (CLASS)
 - Deaf-Blind with Multiple Disabilities (DBMD)
 - Home and Community-based Services (HCS)
 - Medically Dependent Children Program (MDCP)
 - STAR+Plus Home and Community-Based Services (HCBS)
 - Texas Home Living (TxHmL)
 - Youth Empowerment Services (YES)

These programs include case management and service coordination, services specifically designed to assist a person to obtain and maintain employment, and other services that can assist a person in meeting their goals.

Resources

[HHS Guide to Employment for People with Disabilities](#)

Texas Workforce Commission (TWC)

Overview

[TWC](#) is the state agency charged with overseeing and providing workforce development services to employers and job seekers of Texas. [Texas Workforce Solutions-Vocational Rehabilitation Services \(TWS-VRS\)](#) operates under TWC and TWS to support youth and adults with disabilities. TWS-VRS is the state agency whose primary focus is to assist people with disabilities in obtaining integrated, competitive employment.

Key Services for Students with Disabilities

TWS-VRS services may include vocational counseling, evaluation and assessment, guidance and assistance with job placement, time-limited job coaching, training programs, technology services, and vehicle and home modifications.

TWS-VRS offers the following programs for students:

[Pre-Employment Transition Services \(Pre-ETS\)](#)

- Vocational counseling, including counseling in job exploration and postsecondary training opportunities
- Counseling on opportunities for postsecondary education such as college, vocational schools, etc.
- Work-based learning experiences, including internships and on-the-job training
- Training in workplace and employer expectations
- Training in self-advocacy and social skills

Other services

- Medical, psychological, and vocational assessments
- Assistive technologies, including screen reader software, computer equipment, and other items
- Job matching and placement services
- Transportation assistance to and from a job, college, or certification program
- Referral to other state, federal, and community agencies and organizations

Resources

[Pre-ETS Catalog](#)

[Pre-ETS Information from Texas SPED Support](#)

[TWS-VRS Office Locator](#)

Department of State Health Services (DSHS)

Overview

The [DSHS](#) offers two programs specifically for families of children with disabilities or specific health care needs. The DSHS also oversees other programs, including [disease prevention](#), [Emergency Medical Services \(EMS\) certification](#), [health care professional licensing](#), and [birth](#) and [death certificate](#).

Key Services for Students with Disabilities

[Mental Health Services](#) are provided by 37 local mental health authorities across the state. These include:

- [Crisis Services](#)
- [Adult Mental Health](#)
- [Children's Mental Health](#)
- [Adult Substance Abuse](#)
- [Youth Substance Abuse](#)

[Children with Special Health Care Needs \(CSHCN\) Services](#) helps children under the age of 21 with special health care needs. The child must have a medical problem that has physical symptoms (this means the program does not cover clients with solely a mental, behavioral, or emotional condition or a delay in development).

Resources

[Mental Health and Substance Use Resources](#)

[Transition to Adult Medical Care Resources from Navigate Life Texas](#)

Tools for Your Toolkit

[Transitioning to Adult Health Care](#)

Department of Family and Protective Services (DFPS)

Overview

The [DFPS](#) works with communities to promote safe and healthy families and protect children and vulnerable adults from abuse, neglect, and exploitation. They do this through investigations, services and referrals, and prevention programs.

Key Services for Students with Disabilities

DFPS offers the following programs:

- [Adult Protective Services \(APS\)](#) protects the elderly and adults with disabilities by investigating reports of abuse, neglect, and exploitation. APS may also provide short-term help with shelter, home repairs, food, transportation, managing money, home health care services, and mental health services.
- [Child Protective Services \(CPS\)](#) protects children from abuse and neglect through investigations, family support services, foster care, and adoption.
- [Child Care Licensing \(CCL\)](#) regulates, inspects, and investigates day care, before- and after-school programs, foster and adoption agencies, foster homes, residential treatment centers, and other residential childcare settings.
- [Statewide Intake](#) takes reports of abuse, neglect, and exploitation through its 24-hour Texas Abuse Hotline (1-800-252-5400) and through the [Texas Abuse Hotline website](#).
- [Prevention and Early Intervention \(PEI\)](#) funds and partners with community-based programs to prevent juvenile delinquency, child abuse, and child neglect.

Resources

[DFPS Transition Services List](#)

[Transition Planning Guide for Students in Foster Care Receiving Special Education Services](#)

Section 4 – TED Roles and Responsibilities

TED Checklist Overview

Check Your Understanding of the TED Role and Responsibilities

Most TEDs have responsibilities in addition to their role as a TED. Now that you have had an opportunity to review the TED requirements, we recommend completing the following checklist to determine how the TED requirements fit within the other transition-related responsibilities that a TED may have within the LEA. Remember, not all transition-related requirements and activities within the LEA must be completed by the TED. The purpose of this checklist is to help you identify which responsibilities must be completed by the TED so that you can identify other staff in your LEA that may be able to help carry out transition-related activities.

The checklist is organized into eight main categories that identify transition-related responsibilities. Each transition-related responsibility that is also a TED requirement will be identified with **bold text**.

Once the checklist is completed, you can identify the TED's responsibilities and where you need to build capacity at the LEA.

TED Checklist Categories



Transition Planning and
Transition Assessment



Supported Decision-Making
Agreements



Postsecondary Education
and Training



18-21 Services
and Supports



Employment



Parent Involvement



Self-Determination



Agency Support
and Collaboration

TED Checklist

Mark each item that describes a responsibility you have within your current role in your LEA.

Note: Each responsibility that meets a TED requirement is identified with **bold text**.

Transition Planning and Transition Assessment

- Provide training to school staff on how to conduct age-appropriate transition assessments and write postsecondary goals in the areas of education/training, employment, and independent living (where appropriate).
- Identify and administer age-appropriate transition assessments to students.
- Provide information to school staff about the [considerations for FVE](#).**
- Ensure that all IEPs comply with the [State Performance Plan \(SPP\) Indicator 13](#) checklist.
- Obtain consent to invite agency representatives to ARD committee meetings.
- Provide information to special education staff about how to get student involved in the development of the transition plan within their IEP and as part of their ARD committee meeting.**
- Monitor progress on transition activities within each student's IEP.
- Write measurable annual IEP goals based on transition needs.
- Address the coordinated set of activities within the IEP to include instruction, related services, community experiences, employment, and daily living skills.
- Share information with school staff about how to consider developing goal within the IEP in the areas of employment, postsecondary education, and independent living for students who are 14 or older.**
- Understand how to include results of transition assessments within the IEP.

TED Checklist

Mark each item that describes a responsibility you have within your current role in your LEA.

Note: Each responsibility that meets a TED requirement is identified with **bold text**.

Postsecondary Education and Training

- Provide information about postsecondary education options, including postsecondary-level coursework.**
- Provide information about how to apply for disability services through the office disability services at postsecondary institutions.
- Ensure that students, parents, and staff have information about how to request accommodations for college entrance exams, such as the [Texas Success Initiative Assessment \(TSIA\)](#).
- Collaborate with school counselors to ensure that students have information about how to apply for financial aid and scholarships.
- Identify college planning resources for students and parents.
- Help students understand how to use their summary of performance to help them explain their disability-related needs after high school.
- Invite representatives of higher education programs for students with intellectual disabilities to provide information to staff, students, and parents.

Employment

- Provide training to school staff about work-based learning and options for paid and unpaid job training.
- Collaborate with CTE teachers to share information about providing appropriate supports, including accommodations and modifications, within the CTE classroom.
- Provide information and training to school staff about how to consider employment goals and objectives within the IEP.**
- Share information about ARD committee considerations for FVE.**
- Work with community employers to obtain a variety of job sites for student work experiences.
- Observe students in authentic work experiences and collect data on task analysis.
- Routinely check in with a student's employer to determine if student is making progress on their goals.

TED Checklist

Mark each item that describes a responsibility you have within your current role in your LEA.

Note: Each responsibility that meets a TED requirement is identified with **bold text**.

Self-Determination

- Identify supports and services to foster independence and self-determination for students.**
- Determine how to use curricula and other supports and services to help students develop decision-making skills.**
- Teach students different strategies for leading some or all of their ARD committee meeting.
- Identify TEKS within core subjects that include decision-making skills.
- Provide opportunities for students to practice skills for decision-making, independence, and self-determination.
- Assist ARD facilitators and other school staff in understanding how to explain the role of self-determination within the IEP to parents.

Supported Decision-Making Agreements

- Provide training to school staff across all grade levels about guardianship and the alternatives to guardianship.
- Ensure that all school staff have access to information about guardianship and the alternatives to guardianship that can be provided to parents and students upon request.
- Provide information to school staff about supported decision-making agreements that include what they are and how they can be used.**
- Share resources with students and parents about supported decision-making agreements that include when and how they can be used.**
- Document the information that was shared about guardianship and alternatives to guardianship, including supported decision-making agreements within the IEP at ARD committee meeting.

TED Checklist

Mark each item that describes a responsibility you have within your current role in your LEA.

Note: Each responsibility that meets a TED requirement is identified with **bold text**.

18-21 Services and Supports

- Provide training to staff about how to identify an age-appropriate instructional environment for students that are 18 or older.**
- Ensure that the ARD committee understands that age-appropriate instructional environments should include community settings that prepare students for postsecondary education or training, competitive integrated employment, or independent living.**
- Provide information to school staff about options to meet the graduation requirements for students that receive special education services in order to receive a diploma.
- Identify students who are eligible to continue enrollment beyond meeting graduation requirements.
- Provide information about the transfer of rights before and after the age of 18 to all students and their parents.
- Support school counselors and ARD committee members to understand how to plan for high school coursework in preparation for continued enrollment beyond graduation.

Parent Involvement

- Provide opportunities for parents to provide meaningful input about their child's transition services within the IEP.**
- Ensure that parents understand the transfer of rights process, including how they can continue to be involved in their child's ARD committee meeting once the child turns 18.
- Communicate with parents routinely about their child's progress on the transition plan.
- Be prepared to provide information to parents about how to sign their child up for a Medicaid waiver interest list or to refer them to a subject matter expert that can walk them through the steps.
- Provide information to parents about the postschool outcomes survey they may be asked to complete during the summer as part of SPP Indicator 14 one year after their child graduates.

TED Checklist

Mark each item that describes a responsibility you have within your current role in your LEA.

Note: Each responsibility that meets a TED requirement is identified with **bold text**.

Agency Support and Collaboration

- Share information about the appropriate circumstances for facilitating a referral of a student or their parents to a governmental agency for services or public benefits.**
- Provide information to school staff, parents, and students about how to sign up for the Medicaid waiver interest lists.**
- Identify the TWS-VRS counselor(s) for the LEA and share their contact information with school staff, students, and parents.**
- Identify local or regional offices for TWC, HHSC, DSHS, and DFPS.**
- Provide information and resources about effective transition planning and services with agency contacts to facilitate better transition planning between agencies and the LEA.**
- Organize a transition fair for parents and students and invite representatives of state agencies, postsecondary education institutions, and community supports.
- Provide opportunities for school staff to learn about Pre-ETS available to students from the local TWS-VRS counselor(s).
- Meet regularly with the TWS-VRS counselor(s) to review student referrals and students engaged in Pre-ETS, and to plan information sessions for students and parents.
- Invite a representative of the LIDDA to provide information about the services that they offer to parents and students.
- Share information with parents and students about how to obtain a Texas [Achieving a Better Life Experience \(ABLE\) account](#).

TED Self-Assessment Rubric

This rubric highlights each of the statutory requirements for a TED. The document should be used for self-assessment purposes for an individual serving as a district's TED.

This document **should not** be used as evidence for determining TED performance, as it only serves as a resource to help a TED determine needed areas for building capacity.

This self-assessment rubric addresses the following areas:

Transition Services:

- Student Involvement
- Parent Involvement
- Adult Student Support
- Postsecondary Education
- Functional Vocational Evaluation
- Employment
- Age-Appropriate Instructional Environments
- Independent Living
- Referral to State Agency Services
- Self-Determination and Supported Decision-Making Agreements

State Agencies:

- Health and Human Services
- Texas Workforce Commission
- Department of State Health Services
- Department of Family and Protective Services

Transition Services:

Domain	Transition Planning: Student Involvement			
Description	<p>A student’s ARD committee must consider, and if appropriate, address the following issues in the student’s individualized education program (IEP):</p> <p>(1) appropriate student involvement in the student’s transition to life outside the public school system</p>			
Rating	<input type="checkbox"/> No Knowledge	<input type="checkbox"/> Limited Knowledge	<input type="checkbox"/> Moderate Knowledge	<input type="checkbox"/> Extensive Knowledge

Domain	Transition Planning: Parent Involvement			
Description	<p>(2) if the student is younger than 18 years of age, appropriate involvement in the student’s transition by the student’s parents and other persons invited to participate by:</p> <p>(A) the student’s parents; or</p> <p>(B) the school district in which the student is enrolled</p>			
Rating	<input type="checkbox"/> No Knowledge	<input type="checkbox"/> Limited Knowledge	<input type="checkbox"/> Moderate Knowledge	<input type="checkbox"/> Extensive Knowledge

Domain	Transition Planning: Adult Students			
Description	<p>(3) if the student is at least 18 years of age, involvement in the student’s transition and future by the student’s parents and other persons, if the parent or other person:</p> <p>(A) is invited to participate by the student or the school district in which the student is enrolled; or</p> <p>(B) has the student’s consent to participate pursuant to a supported decision-making agreement under Chapter 1357, Estates Code</p>			
Rating	<input type="checkbox"/> No Knowledge	<input type="checkbox"/> Limited Knowledge	<input type="checkbox"/> Moderate Knowledge	<input type="checkbox"/> Extensive Knowledge

Domain	Transition Planning: Postsecondary Education			
Description	(4) appropriate postsecondary education options, including preparation for postsecondary-level coursework			
Rating	<input type="checkbox"/> No Knowledge	<input type="checkbox"/> Limited Knowledge	<input type="checkbox"/> Moderate Knowledge	<input type="checkbox"/> Extensive Knowledge

Domain	Transition Planning: Functional Vocational Evaluation			
Description	(5) an appropriate functional vocational evaluation			
Rating	<input type="checkbox"/> No Knowledge	<input type="checkbox"/> Limited Knowledge	<input type="checkbox"/> Moderate Knowledge	<input type="checkbox"/> Extensive Knowledge

Domain	Transition Planning: Employment			
Description	(6) appropriate employment goals and objectives			
Rating	<input type="checkbox"/> No Knowledge	<input type="checkbox"/> Limited Knowledge	<input type="checkbox"/> Moderate Knowledge	<input type="checkbox"/> Extensive Knowledge

Domain	Transition Planning: Age-Appropriate Adult Environments			
Description	(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			
Rating	<input type="checkbox"/> No Knowledge	<input type="checkbox"/> Limited Knowledge	<input type="checkbox"/> Moderate Knowledge	<input type="checkbox"/> Extensive Knowledge

Domain	Transition Planning: Independent Living			
Description	(8) appropriate independent living goals and objectives			
Rating	<input type="checkbox"/> No Knowledge	<input type="checkbox"/> Limited Knowledge	<input type="checkbox"/> Moderate Knowledge	<input type="checkbox"/> Extensive Knowledge

Domain	Transition Planning: Agency Facilitation			
Description	(9) appropriate circumstances for facilitating a referral of a student or the student's parents to a governmental agency for services or public benefits, including a referral to a governmental agency to place the student on a waiting list for public benefits available to the student, such as a waiver program established under Section 1915(c), Social Security Act (42 U.S.C. Section 1396n(c))			
Rating	<input type="checkbox"/> No Knowledge	<input type="checkbox"/> Limited Knowledge	<input type="checkbox"/> Moderate Knowledge	<input type="checkbox"/> Extensive Knowledge

Domain	Transition Planning: Self-Determination and Supported Decision-Making			
Description	(10) the use and availability of appropriate: (A) supplementary aids, services, curricula, and other opportunities to assist the student in developing decision-making skills; and (B) supports and services to foster the student's independence and self-determination, including a supported decision-making agreement under Chapter 1357, Estates Code			
Rating	<input type="checkbox"/> No Knowledge	<input type="checkbox"/> Limited Knowledge	<input type="checkbox"/> Moderate Knowledge	<input type="checkbox"/> Extensive Knowledge

State Agencies:

Description	An individual designated in this role must provide information and resources for interagency coordination to ensure that local school staff communicate and collaborate with: students receiving special education services and their parents, and as appropriate, local and regional staff of the: Health and Human Services Commission, Texas Workforce Commission, Department of State Health Services, and Department of Family and Protective Services. TEC § 29.011(b)			
Domain	Interagency Coordination: Health and Human Services Commission (HHSC) hhs.texas.gov			
Rating	<input type="checkbox"/> No Knowledge	<input type="checkbox"/> Limited Knowledge	<input type="checkbox"/> Moderate Knowledge	<input type="checkbox"/> Extensive Knowledge
Domain	Interagency Coordination: Texas Workforce Commission (TWC) twc.texas.gov			
Rating	<input type="checkbox"/> No Knowledge	<input type="checkbox"/> Limited Knowledge	<input type="checkbox"/> Moderate Knowledge	<input type="checkbox"/> Extensive Knowledge
Domain	Interagency Coordination: Department of State Health Services (DSHS) dshs.texas.gov			
Rating	<input type="checkbox"/> No Knowledge	<input type="checkbox"/> Limited Knowledge	<input type="checkbox"/> Moderate Knowledge	<input type="checkbox"/> Extensive Knowledge
Domain	Interagency Coordination: Department of Family and Protective Services (DFPS) dfps.state.tx.us			
Rating	<input type="checkbox"/> No Knowledge	<input type="checkbox"/> Limited Knowledge	<input type="checkbox"/> Moderate Knowledge	<input type="checkbox"/> Extensive Knowledge

TED Self-Assessment Summary

Use the table to summarize the results of your self-assessment.

	No Knowledge	Limited Knowledge	Moderate Knowledge	Extensive Knowledge
Student Involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Postsecondary Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FVE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age-Appropriate Adult Environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independent Living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agency Facilitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Determination and Supported Decision-Making Agreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HHSC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TWC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DSHS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DFPS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Using Your Self-Assessment Results to Plan Your Next Steps

Take a moment to review the results of your self-assessment.

Which items were marked in the “**No Knowledge**” or “**Limited Knowledge**” categories? Prioritize those items for immediate attention.

- What training or support do I need to establish a clear understanding of these items in my TED role?
- Who can help me?
- What will I be able to do differently when I have met my goal for these items?

Which items were marked in the “**Moderate Knowledge**” category? Consider those items for additional capacity-building.

- What additional training or support do I need to increase my knowledge of these items?
- Who can help me?
- What will I be able to do differently when I have met my goal for these items?

Which items were marked in the “**Extensive Knowledge**” category?

- How have I shared my extensive knowledge with others in my LEA?
- What additional methods can I consider, such as developing training, resources, or other new types of support?
- Who can help me explore additional opportunities to share my knowledge with other TEDs, such as regional networks or statewide [TED Community of Practice](#)?