# Vocational Rehabilitation Services Manual C-1300: Transition Services for Students and Youth with Disabilities

Revised January 15, 2020

## C-1302: Roles of the Transition Services Team

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### C-1302-4: Local Education Agency

The role of the local education agency (LEA) is to provide a free and appropriate public education for students with disabilities who are receiving special education or Section 504 services as required under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act.

IDEA defines transition services as follows:

"A coordinated set of activities for a child with a disability that (A) is designed to be a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; (B) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; (C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation."

#### 20 USC 1401(34)

Schools are responsible for identifying and providing accommodations and/or modifications based on a student's need to access education. VR cannot provide services strictly for the purpose of accommodating a student to get access to their education, even if a student has an IPE in place. The counselor can partner with the LEA to provide Pre-ETS and other transition services while the student is still in secondary school.

The following table explains the differences between modifications and accommodations as adapted from Texas Education Agency (TEA) Division of IDEA Coordination.

#### Content Modification vs. Instructional Accommodations

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|   | Instructional Accommodation | Instructional Modification |
| Explanation | Changes how the content is:* taught;
* made accessible; and/or
* assessed.

Accommodations DO NOT change what the student is expected to master. The objectives of the course or activity remain intact. | Changes how the content is:* taught;
* made accessible; and/or
* assessed.

Modifications DO change what the student is expected to master. The objectives of the course or activity remain intact. Course or activity objectives are modified to meet the needs of the learner. |
| Examples | * One-on-one or small group instruction
* Extended time on assignments and or assessments
* Braille or large print materials
* Shortened assignments and or assessments
* Slant boards or study carrels
* Oral administration of subject-area tasks that do not assess decoding or reading comprehension
 | * Instruction that focuses on select Texas Essential Knowledge and Skills (TEKS) for the grade-level, instead of all TEKS for the grade-level course
* Changes in the scoring rubrics or grading scale
* Reducing the complexity of the activity (for example, requiring only one step, as opposed to multiple steps, to solve a problem)
* Cueing or prompting the student during a grade-level activity
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The LEA:

* co-advocates with the student and the family to plan and provide educational services to meet individualized educational objectives, which are documented on an IEP;
* works in partnership with the student, the student's family, and other community resources to coordinate services within the community; and
* provides ongoing information to the student and the family about the adolescent's educational development.

For students with visual impairments, the LEA provides specialized instruction called the Expanded Core Curriculum (ECC), which includes:

* independent living skills;
* career education;
* social interaction and leisure skills;
* self-determination;
* orientation and mobility;
* compensatory skills and sensory efficiency;
* assistive technology; and
* other services appropriate to the student's education.

#### 18+ Programs

When the need is established, some students may stay beyond the initial 4-year high school period to receive extra instruction in vocational, independent living, and, in some cases, programs like Project Search. These programs are commonly referred to as “18+” programs.

Students participating in 18+ programs have completed their academic requirements to graduate but are still working toward IEP goals established by the ARD Committee. Services in 18+ continue until the student has met their goals and is exited by the ARD committee, they choose to no longer continue, or they age out. Students retain eligibility for these services through the year in which they turn 21. As long as the student is still 21 on September 1st, they will be eligible to receive services through that school year.

When a student who plans to attend 18+ completes their academic requirements, they are allowed to participate in graduation ceremonies with their class, however, they only receive a Certificate of Completion at that time. They do not receive their actual diploma until they have completed the 18+ services. For information on how 18+ programs factor into Measurable Skills Gain (MSG), please see A-500: Measurable Skill Gains.

#### Documenting 18+ in ReHabWorks

The customer’s education information must be documented in ReHabWorks (RHW) and in the paper case file to ensure adequate reporting of Measurable Skill Gains (MSG). Refer to A-505 Documenting Measurable Skill Gains for additional information.

On the Initial Contact page in ReHabWorks, select “18+ Program in High School” in the “currently enrolled” field. On the Training Information page, select “High School Diploma” in the “degree/credential” field.

Once the customer has completed or exited their 18+ program, the initial contact page will need to be updated to reflect the customer’s enrollment status. The Training Information page will need to be updated with a graduation date.

For additional information on entering education information in RHW, please see the ReHabWorks User Guide (RUG) chapter B-300.

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## C-1306: Pathways to Careers Initiatives

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### C-1306-3: Explore STEM!

The Explore STEM! program is a partnership between Texas Workforce Commission–Vocational Rehabilitation (TWC-VR) and higher education institutions that provides week-long, nonresidential camps for students with disabilities during the summer months. The camps provide students exposure to the fields of science, technology, engineering, and math (STEM). During the camps, students interact with professionals who work in various STEM fields and participate in hands-on, interactive, and accessible activities. Explore STEM! participants learn about postsecondary training opportunities in the areas of STEM and necessary work-readiness skills.

The roles of VR staff are as follows:

* Work in partnership with higher education institutions to plan for and conduct outreach for the Explore STEM! program
* Identify and refer participants to the Explore STEM! program using VR1828, Referral Form to Explore STEM!), and review referrals received from institutions
* Provide disability awareness information to participating institution staff, if requested
* Provide counseling and guidance to participants regarding Explore STEM! participation
* Ensure that the service authorization is in place before the camp starts and that the invoice and report are received afterward for payment

For more information, please contact the Pre-employment Transition Services (Pre-ETS) mailbox at VR.Pre-ETS@twc.state.tx.us.

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