

Transición de Texas

y

Guía de Empleo

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ACERCA DE ESTA GUÍA

Esta guía de transición y empleo es para usted, el estudiante de una escuela pública de Texas, que puede haber recibido servicios de educación especial debido a una discapacidad. También proporciona información útil para sus padres. Esta guía contiene pasos que usted y sus padres pueden tomar para asegurarse de que usted está capaz de encontrar el trabajo correcto o las opciones educativas para usted después de la escuela secundaria. También le dice dónde obtener los servicios que necesitará después de la escuela secundaria.

La guía está dividida en secciones sobre autodefensa, servicios de transición, empleo y Empleo con apoyo, programas de seguridad social, servicios comunitarios y de largo plazo y Apoyos, programas y servicios educativos postsecundarios, intercambio de información y Tutela y Alternativas. Cada sección tiene números de teléfono, correos electrónicos y sitios web para ayudar. Usted encuentra lo que necesita. Al final de cada sección y al final de la guía, encontrará una línea de tiempo de los pasos que usted y sus padres pueden tomar al hacer la transición de estudiante a adulto. Si tiene preguntas sobre esta guía o la información que contiene, envíenos un correo electrónico a

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AUTODRACCIÓN, PLANIFICACIÓN DIRIGIDA POR PERSONAS Y AUTODETERMINACIÓN**INTRODUCCIÓN**

Transición es el término utilizado para el momento en que se cambia de un estudiante a un adulto. Tú, tus padres y tu escuela comienzan a planificar la transición mientras aún eres un estudiante.

Sus padres y la escuela necesitan entender sus deseos y necesidades para asegurarse de que estén Incluido en tu plan. Necesitas hablar con tus padres y tus maestros sobre cómo puedes involucrarse más en la toma de decisiones sobre su programa educativo y sus planes para el futuro.

Cuando cumpla 18 años, la ley lo considera un adulto que tiene los derechos y responsabilidades de cualquier otro adulto. Aún puedes pedir ayuda a tus padres para tomar decisiones importantes. antes de Al graduarse de la escuela secundaria, usted y sus padres deben hablar sobre muchas cosas. Algunos de estas cosas son conseguir un trabajo, ir a la universidad y dónde vivir. Usted puede tomar una parte más grande en Tomando decisiones por ti mismo por:

- aprender a hablar por ti mismo
- aprender a establecer metas
- Trabajando en pasos para alcanzar tus metas.
- tomar decisiones como adulto joven
- hablar en tus reuniones
- ayudando a planificar tu futuro

Esta primera sección de la *Guía de Transición y Empleo de Texas* habla de tres formas para usted Comenzar a planificar para el futuro.

Autodefensa: hablar por ti mismo

La autodefensa significa hablar por ti mismo. Debes pedir lo que necesitas y quieres.
Al tomar decisiones de la vida.

Conocer a ti mismo es tu primer paso para ser un autogestor. Esto significa:

- hablar sobre sus necesidades, intereses, gustos y aversiones
- saber en qué eres bueno y cómo aprendes
- saber lo que quieres hacer
- saber lo que tienes que hacer
- comprender su discapacidad y cómo afecta su capacidad para trabajar, aprender y vivir
- pensar en lo que necesitas para trabajar, aprender y vivir
- aprender sus derechos, responsabilidades y cómo obtener ayuda
- decirle a la gente lo que necesitas y quieres
- pidiendo ayuda
- Hacer preguntas cuando no entiendes algo.
- hablar en su comité de admisión, revisión y despido (ARD) y otros reuniones de planificación
- ayudar a escribir su programa de educación individualizada (IEP)

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Autodeterminación: elegir por sí mismo / tomar sus propias decisiones

La autodeterminación significa tomar decisiones basadas en sus necesidades e intereses. Tienes el capacidad de aprender y beneficiarse de tomar sus propias decisiones.

Hacer tus propias elecciones significa:

- tomando decisiones
- asumir la responsabilidad de las decisiones que tome
- establecer metas
- aprender la vida independiente, asumir riesgos y habilidades de seguridad
- creer en ti mismo y en tus habilidades
- resolviendo problemas
- hablar por ti mismo
- comprender lo que sabe hacer y lo que necesita aprender
- Dirigir o llevar tu propia vida

Planificación dirigida por la persona

Puede comenzar a tomar sus propias decisiones sobre las cosas que afectan su vida. Dirigido por la persona la planificación le da el poder de dirigir los apoyos y servicios que satisfacen sus necesidades. Tú y las personas que lo conocen y se preocupan por usted trabajan juntas para tomar decisiones en la vida.

La planificación dirigida por la persona es un proceso que le permite a usted y al representante legalmente autorizado (LAR) de su lado, para dirigir el desarrollo de un plan de apoyos y servicios que cumpla tus resultados personales. El proceso debe:

- Identifique los apoyos y servicios existentes necesarios para lograr sus resultados
- Identifique los apoyos naturales disponibles para usted y establezca los apoyos de los sistemas de servicio que tendrá. necesitar
- ocurra con el apoyo de un grupo de personas elegidas por usted y el LAR de su lado
- acomodar su estilo de comunicación y preferencias con respecto al tiempo y la configuración para la reunión de planificación

Línea de tiempo

Cuando o antes de cumplir 14 años:

- Habla por ti mismo.
- Hable sobre sus intereses, deseos y necesidades.
- Explique su discapacidad y lo que puede necesitar para ayudarlo a estar solo.
- Participa en la reunión de tu comité ARD.

Cuando o antes de cumplir 16 años:

- Habla sobre tus metas para la vida después de la preparatoria.

- Practique cómo actuar en diferentes lugares (escuela, trabajos, etc.).
- Identifique las necesidades de atención médica y los proveedores (médicos, terapeutas, farmacias) para satisfacer sus necesidades.

Cuando o antes de cumplir 18 años:

- Planificar para trabajar, votar, continuar su educación e inscribirse en los servicios.
- Decide dónde quieres vivir y cómo lo harás.

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- Pida ayuda, diga lo que necesita y dígame a las personas que sabe cómo tomar decisiones.
- Llegue a tiempo a las clases, citas, actividades sociales y trabajo.
- Pregunte sobre otros servicios como salud, empleo, asesoramiento, tecnología y vivienda que
Usted puede recibir después de la escuela secundaria.
- Aceptar la responsabilidad de las necesidades de atención médica (hacer citas con el médico o la terapia, completar y
Tome sus recetas, etc.).

Después de la graduación:

- Tomar las decisiones para su vida.
- Encuentra personas que estén dispuestas a ayudarte.
- Estar abierto a probar cosas nuevas positivas.

Quien puede ayudar

• Escuela local

Su distrito escolar tiene un representante de transición y empleo (TED) para ayudarlo a usted y a su padres con información sobre poder tomar decisiones de vida por ti mismo. Puedes encontrar información sobre el TED de su escuela en:

<http://framework.esc18.net/display/Webforms/ESC18FWCountyInformation.aspx?ID=Exit>
ion

• Recursos locales

Tú y tus padres necesitan ver lo que está disponible en tu comunidad. Esto podría ser Grupos de defensa locales, oficinas de agencias estatales o grupos de apoyo.

• Contactos de la Red de Transición de Texas - Transición en Texas -

El especialista en transición en el centro de servicios educativos (ESC) de su área puede proporcionarle La información de tus padres sobre la planificación de tu futuro. Una lista de expertos en transición puede ser encontrado en:

<http://www.transitionintexas.org/Page/7>

• AskTED

AskTED es una lista en línea de escuelas de Texas, incluidas las escuelas charter. Usa este directorio para encontrar Información de contacto para distritos, escuelas y centros de servicios educativos:

<http://www.tea.state.tx.us/districtinfo.aspx>

• Enlace de Cuidados de Crianza del Distrito Escolar de Texas

Cada distrito escolar / escuela autónoma en Texas debe tener al menos una persona para ayudar a un el estudiante que está en un hogar de acogida se *inscribe* o se *transfiere* a una escuela. Una lista de los hogares de acogida. Los asesores para su escuela se pueden encontrar en:

<http://www.tea.state.tx.us/FosterCareStudentSuccess/liaisons/>

• Disability Rights Texas

Disability Rights Texas es la agencia de protección legal y defensa designada por el gobierno federal (P&A) para personas con discapacidades en Texas. Puede ponerse en contacto con la oficina local para obtener ayuda en:

<http://www.disabilityrightstx.org/>

• Instituto de prácticas centradas en la persona

El Instituto de prácticas centradas en la persona lo ayuda a usted, como un adulto joven, a aprender cómo tomar sobre tu vida tanto como puedas. Trabaja con el Centro de Estudios de Discapacidad de Texas en

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la Universidad de Texas en Austin y el Centro para la Discapacidad y el Desarrollo en Texas Universidad A&M. Para capacitación y materiales sobre prácticas centradas en la persona, vea: <http://www.person-centered-practices.org/>

- **Centro Nacional de Asistencia Técnica de Transición Secundaria (NSTTAC)**

NSTTAC informa sobre la transición en la planificación centrada en el estudiante. Para información, recursos, y sitios web interactivos para usted y su familia, ver: <http://www.nsttac.org/content/students-families>

- **Consejo de Texas para Discapacidades del Desarrollo (TCDD)**

TCDD otorga dinero a organizaciones para ayudar a las personas con discapacidades del desarrollo a vivir su propia Para una descripción de los proyectos apoyados por TCDD ver: <http://www.tcdd.texas.gov/>
Encuentre información sobre el uso de lenguaje respetuoso en el siguiente enlace: <http://www.tcdd.texas.gov/resources/people-first-language/>

- **Departamento de Servicios para Adultos Mayores y Personas Discapacitadas (DADS)**

DADS proporciona servicios y apoyos a largo plazo para adultos y niños con Discapacidades médicas / físicas. También ayuda a los adultos mayores de 60 años y más cuidadores, adultos y niños con discapacidades intelectuales y de desarrollo. Usted puede También infórmese sobre los servicios de salud y bienestar y los programas de exención. Para DADS Person Directrices de planificación dirigida, ver: <http://www.dads.state.tx.us/providers/LA/PersonDirectedPlanningGuidelines.pdf>

- **Departamento de Familia y Servicios de Protección / Servicios de Protección Infantil (DFPS / CPS)**

DFPS / CPS mantiene un sitio web centrado en la juventud para servicios y referencias para jóvenes y Los jóvenes actualmente en hogares de guarda y aquellos jóvenes que buscan servicios de transición. Desde el cuidado de crianza hasta la edad adulta. Además, el DFPS, en colaboración con la Fuerza Laboral de Texas. La Comisión y la Fundación Casey, apoyan los Centros de Transición que proporcionan una serie servicios, incluidas las oportunidades educativas y profesionales, la preparación para el empleo, vivienda, tutoría y autogestión para jóvenes y jóvenes actualmente en hogares de guarda. Ver más información en: <https://www.dfps.state.tx.us/txyouth/hotstuff/default.asp>
Acceso otorgado: Manual de Texas Foster Care para jóvenes
Comprender los medicamentos psicotrópicos
Kit de herramientas de graduación
Intercambio estratégico

- **Texas Project First, un proyecto de la Agencia de Educación de Texas por y para familias**

Texas Project First (Family to Family) proporciona información y recursos para educadores, distritos escolares, padres, estudiantes y el público en general, incluida información sobre:

- o autodeterminación
- o Planificación centrada en la persona
- o tutela
- o autodefensa

<http://texasprojectfirst.org/>

- **El Arco de Texas**

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The Arc of Texas puede decirle cómo encontrar capacitación y servicios para enseñarle a usted y a su familia. cómo abogar por ti mismo. Aprende sobre la capacitación y el apoyo de Project MOVE en el siguiente enlace: http://www.thearcoftexas.org/site/PageServer?pagename=advocacy_index

- **Red de Recursos de Socios**

Partners Resource Network (PRN) es una agencia sin fines de lucro que opera la Capacitación para Padres y Centros de Información (PTI) en todas las áreas del estado. Texas PTIs proporcionan entrenamiento, Educación, información, referencias, apoyo emocional y ayuda individual para obtener servicios. Obtener Mas información en: <http://www.partnerstx.org/path>

• **Texas Padre a Padre (TxP2P)**

TxP2P proporciona apoyo e información a las familias de niños con necesidades especiales y / o discapacidades. Para información detallada sobre la transición vea este enlace:

<http://www.txp2p.org/parents/pathway.html> o llame al 866-896-6001 (correo electrónico cynda.green@txp2p.org).

TxP2P también proporciona un directorio de recursos en línea organizado por condados. Solo ingresa o seleccione su condado o un condado cercano para ver qué recursos están disponibles para usted o su familia en

<http://www.txp2p.org/training/family2family.html>

• **Defensores de Texas**

Texas Advocates proporciona capacitación a sus miembros sobre autogestión, autodeterminación, Planificación dirigida por la persona y organizaciones de autogestión en el siguiente enlace:

<http://www.txadvocates.org>

Por favor envíe pensamientos y comentarios adicionales a sped@tea.state.tx.us

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Servicios de transición

INTRODUCCIÓN

Prepararse para el futuro es parte de la educación de todos. Tú, tus padres y tu escuela trabajen juntos para construir una hoja de ruta hacia su futuro después de completar la escuela secundaria. Desarrollando esto La hoja de ruta se llama **planificación de la transición**. Tú y tu futuro son el foco de la transición. planificación. Sus intereses, deseos y necesidades se consideran al crear el plan para su vida. La planificación de la transición te ayuda a descubrir tu:

- intereses
- destrezas y habilidades
- áreas de desarrollo de habilidades que se completarán durante la escuela secundaria para cumplir con el post alto metas escolares
- necesidades de transición, incluidas las necesidades de vida independiente
- objetivos profesionales
- opciones de educación para después de la graduación de la escuela secundaria

Tanto los Estados Unidos (Federal) como Texas tienen leyes para la planificación de la transición. Las líneas de tiempo para El inicio de la planificación de la transición es diferente según las dos leyes. Esta sección tiene información sobre Las leyes que se aplican a la planificación de la transición.

En Texas, su comité de admisión, revisión y despido (ARD) debe tener una transición discusión por su 14 cumpleaños. La planificación de la transición puede comenzar incluso antes si su ARD El comité decide que es correcto para ti. A los 16 años, su comité ARD debe escribir metas para su La vida después de la secundaria. Este es tu plan de transición. Estos objetivos se basan en cualquier entrenamiento adicional.

de graduación, o en un momento que le permita hacer estas habilidades de forma independiente que necesitará después de los padres deben ser invitados a todas las reuniones del comité ARD, y es importante que asistan y participen en las reuniones del comité ARD cuando se discute la transición.

Requisitos de Estados Unidos (federales):

34 Código de Regulación Federal (CFR) §300.43 Servicios de transición

Los servicios de transición son actividades diseñadas solo para usted que:

- Le ayuda a pasar de las actividades que realiza en la escuela a las actividades que desea hacer después de la escuela secundaria escuela, tales como:
 - Educación o formación profesional después de la graduación.
 - trabajos y trabajo (incluido el empleo con apoyo)
 - Educación continua y para adultos (cursos sin crédito, programas de desarrollo laboral).
 - entrenamiento personalizado)
 - servicios que puede necesitar como adulto
 - vivir solo
 - cosas que hacer en tu comunidad
- Se basan en sus necesidades y en sus fortalezas, preferencias e intereses. Transición
 - Los servicios pueden incluir:
 - instrucción (lo que se enseña en la escuela)
 - servicios relacionados (terapia ocupacional, terapia física, terapia del habla y transporte, si es necesario)
 - experiencias comunitarias
 - objetivos de empleo o de vida adulta postescolar

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- aprender habilidades de vida independiente
- Tener una evaluación vocacional funcional.

CFR §300.320 Definición de programa de educación individualizado [Extracto]

Los servicios de transición deben comenzar en el momento en que cumpla 16 años, o menos si el comité ARD decide que es apropiado. Esto debe hacerse todos los años.

Su IEP debe incluir -

- objetivos medibles apropiados para después de la escuela secundaria que se basan en la edad apropiada evaluaciones de transición para capacitación, educación, empleo y, cuando corresponda, habilidades de vida independiente
- los servicios de transición (incluidos los cursos de estudio) necesarios para ayudarlo a alcanzar esos objetivos

Transferencia de derechos a la mayoría de edad

Comenzando a más tardar un año antes de que cumpla la mayoría de edad según la ley estatal (18), su IEP debe incluir una declaración de que usted ha sido informado de sus derechos, si los hay, que Transferencia a usted cuando llegue a la mayoría de edad.

Programas de transición para estudiantes de 19 a 22 años.

Si se graduó al completar su IEP, o si aún no se ha graduado pero no lo ha hecho

el 22^o cumpleaños, usted podría ser elegible para continuar con la educación especial, profesional, y servicios de transición a través de su distrito local. Por favor, póngase en contacto con la transición de su distrito escolar y empleado designado (TED) para información. Puedes encontrar información sobre el TED de tu escuela.

a:

http://framework_esc18.net/display/Webforms/ESC18FWCountyInformation.aspx?ID=Transition

CFR §300.321 Equipo IEP

- La escuela debe invitarlo a asistir a su reunión ARD si el propósito de la reunión será considerar las metas para después de la escuela secundaria y los servicios de transición necesarios para ayudarlo alcanzar esos objetivos.
- Si no asiste a la reunión ARD, la escuela debe tomar otros pasos para asegurarse
 - Que tus preferencias e intereses sean considerados.
- En la medida apropiada, con el consentimiento de tus padres o de ti mismo si tienes alcanzado la mayoría de edad (18), la escuela debe invitar a un representante de cualquier agencia participante que es probable que sea responsable de proporcionar o pagar la transición Servicios a la reunión de ARD.

Requisitos del estado de Texas:

Código Administrativo de Texas (TAC) § 89.1055. Contenido de la educación individualizada. Programa (IEP) [Extracto]

A los 14 años, su comité ARD debe considerar y, si corresponde, abordar cualquiera de estos que son adecuados para usted:

- cuán involucrado estará en su transición a la vida después de la escuela secundaria
- Si tienes menos de 18 años, cómo participarán tus padres en la planificación de tu transición
- Si tienes menos de 18 años, cómo participarán tus padres en tu transición si son invitados para participar en su reunión del comité ARD
- cualquier elección de educación post-escolar
- Si necesita una evaluación vocacional funcional.
- metas de trabajo y objetivos
- opciones educativas disponibles para ti una vez que cumplas 18 años

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- objetivos de vida independiente
- referencia de usted o sus padres a una agencia estatal para servicios, si corresponde

Código de Educación de Texas (TEC) §29.0111. Inicio de la planificación de la transición

Para cuando tenga 14 años, debe comenzar la planificación de la transición estatal.

Línea de tiempo

Cuando o antes de cumplir 14 años:

- Hable sobre agencias fuera de la escuela que podrían proporcionarle algún servicio.
- Explica tus intereses, necesidades y fortalezas.
- Habla con tus padres y maestros y asiste a las reuniones del comité ARD.
- Hable sobre lo que necesita en la escuela.
- Participar en las discusiones de la reunión del comité ARD sobre los servicios de transición.
- Hable sobre lo que quiere que suceda después de la escuela secundaria.
- Asegúrese de obtener información sobre todas las opciones durante las reuniones del comité ARD.

Cuando o antes de cumplir 16 años:

- Revise su plan de transición al menos una vez al año hasta que se gradúe de la escuela secundaria.
- Escribe metas para cuando te gradúes de la escuela secundaria.
- Hable sobre dar permiso para compartir información con cualquier persona fuera de la escuela que podría ayudarle con los servicios de transición.

Cuando o antes de cumplir 18 años:

- Cuando cumpla 17 años, debe solicitar y recibir un aviso sobre los derechos que tendrá cuando te conviertes en un adulto
- Solicite y reciba sus derechos de adulto. Tus padres seguirán recibiendo notificación de tu Reuniones del comité ARD, pero solo pueden asistir a las reuniones si usted o la escuela lo invitan ellos.

Después de la graduación:

- Obtenga una lista escrita de lo que ha hecho en la escuela secundaria (diploma, transcripciones, resumen de rendimiento, etc.).
- Solicite y reciba aviso de que su educación secundaria está completa.

Quien puede ayudar

• Escuela local

Su distrito escolar tiene un representante de transición y empleo (TED) para ayudarlo y Tus padres con información sobre los servicios de transición. Puedes encontrar información sobre el TED de tu escuela en:
<http://framework.esc18.net/display/Webforms/ESC18FWCountyInformation.aspx?ID=Transition>

• Recursos locales

Tú y tus padres necesitan ver lo que está disponible en tu comunidad. Esto podría ser Grupos de defensa locales, oficinas de agencias estatales o grupos de apoyo.

- **Contactos de la red de transición de Texas - Transición en Texas**

El especialista en transición en el centro de servicios educativos (ESC) de su área puede proporcionarle La información de tus padres sobre la planificación de tu futuro. Una lista de especialistas en transición. Se puede encontrar en:
<http://www.transitionintexas.org/Page/7>

- **AskTED**

AskTED es una lista en línea de escuelas de Texas, incluidas las escuelas charter. Usa este directorio para encontrar Información de contacto para distritos, escuelas y centros de servicios educativos.
<http://www.tea.state.tx.us/districtinfo.aspx>

- **Enlace de Cuidados de Crianza del Distrito Escolar de Texas**

Cada distrito escolar / escuela autónoma en Texas debe tener al menos una persona para ayudar a un el estudiante que está en un hogar de acogida se inscribe o se transfiere a una escuela. Una lista que muestra la crianza enlace de atención para su escuela se publica en:
<http://www.tea.state.tx.us/FosterCareStudentSuccess/liaisons/>

- **Departamento de Familia y Servicios de Protección / Servicios de Protección Infantil (DFPS / CPS)**

DFPS / CPS mantiene un sitio web centrado en la juventud para servicios y referencias para jóvenes y Los jóvenes que actualmente están en hogares de guarda y aquellos jóvenes que buscan una transición. Servicios desde el cuidado de crianza hasta la edad adulta. Además, el DFPS, en colaboración con el La Comisión de la Fuerza Laboral de Texas y la Fundación Casey apoyan los Centros de Transición que brindan una variedad de servicios, incluyendo educación y oportunidades vocacionales, Preparación para el empleo, vivienda, tutoría y autogestión para jóvenes y jóvenes. personas actualmente en hogares de guarda. Más información está disponible en:
<https://www.dfps.state.tx.us/tyouth/hotstuff/default.asp>

Acceso otorgado: Manual de Texas Foster Care para jóvenes
 Comprender los medicamentos psicotrópicos
 Kit de herramientas de graduación
 Intercambio estratégico

Servicios de vivienda en transición del DFPS

Transition Living Services enumera muchos programas, información y recursos sobre Transición para jóvenes de acogida y alumnos de 14 a 23 años. Se puede encontrar más información. a:
<https://www.dfps.state.tx.us/ChildProtection/YouthandYoungAdults/TransitionalLiving/default.asp>

- **Preparación para la vida adulta (PAL)**

El programa PAL prepara a los jóvenes de acogida para la inevitable salida del cuidado de DFPS. A los jóvenes de crianza temporal se les proporcionan las habilidades y los recursos que necesitarán para estar saludables, Adultos productivos e independientes. Más información se puede encontrar en:
<https://www.dfps.state.tx.us/ChildProtection/Juvenesyadultosjovenes/PreparacionparaVidaadulta/>

- **Texas Padre a Padre (TxP2P)**

TxP2P proporciona apoyo e información a las familias de niños con necesidades especiales y / o discapacidades. Para información detallada sobre la transición vea este enlace:
<http://www.txp2p.org/parents/pathway.html> o llame al 866-896-6001
 (correo electrónico cynda.green@txp2p.org)

TxP2P también proporciona un Directorio de recursos en línea organizado por condados. Solo ingresa o seleccione su condado o el que lo rodea para ver qué recursos están disponibles para usted o su familia en:
<http://www.txp2p.org/training/family2family.html>

- **Centros de transición**

Estos centros ayudan a conectar a los jóvenes de acogida con servicios, incluido el apoyo educativo, Alimentos, vivienda, empleo, atención médica, asesoramiento y más. Más información puede ser encontrado en:
<https://www.dfps.state.tx.us/tyouth/resources/local/>

Por favor envíe pensamientos y comentarios adicionales a sped@tea.state.tx.us

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EMPLEO Y SERVICIOS DE EMPLEO APOYADOS

INTRODUCCIÓN

La Legislatura de Texas (83ª Sesión Ordinaria) aprobó la medida SB 1226, que establece El empleo competitivo como el resultado preferido para las personas con discapacidad. Esta política es llamado Empleo Primero.

A medida que avanza en la escuela, usted y su comité de admisión, revisión y despido (ARD) decidirá sobre las clases y cursos de estudio sobre trabajos y oportunidades de trabajo. Tus deseos Las necesidades, fortalezas y habilidades con respecto a los trabajos son importantes, y debe informar a la ARD comité lo que tenga en mente.

Una parte importante de la planificación de la transición es escribir objetivos de empleo para después de que se gradúe de escuela secundaria. Trabajar es una parte valiosa de la vida adulta. Sus valores y los de su familia son claves en Determinar y escribir las metas de trabajo adecuadas para usted.

Hay varias opciones de trabajo:

- empleo competitivo - un trabajo realizado por una persona con discapacidad, en el mismo trabajo y a una tasa de pago igual a la de un trabajador sin discapacidad
- empleo personalizado: un trabajo basado en lo que las personas saben cómo hacer, sus necesidades, lo que les gusta, y que está diseñado para satisfacer las necesidades específicas del empleador
- empleo integrado: un trabajo en un sitio de trabajo en el que la persona interactúa de manera rutinaria con

- **empresarios con discapacidades**: además de supervisar los sitios de trabajo o proveedores de servicios con una discapacidad en el mismo lugar de trabajo que un trabajador sin discapacidad
- **trabajo por cuenta propia**: ganar dinero con los servicios o productos que una persona proporciona a sus clientes en lugar de trabajar para otra persona

Las escuelas te educan y te preparan para ser adulto. Es posible que necesite ayuda adicional para conseguir un trabajo. Esta sección contiene información sobre agencias estatales, programas y recursos para ayudarlo con Servicios relacionados con el trabajo.

Comisión de la Fuerza Laboral de Texas (TWC): TWC tiene servicios que lo ayudan a encontrar y mantenerse bien trabajos. TWC ayuda a los empleadores a contratar trabajadores calificados que necesitan para hacer crecer sus negocios. Personal socios incluyen colegios comunitarios, proveedores de educación básica para adultos, distritos escolares locales, Grupos de desarrollo económico, empresas y otras agencias estatales. Las oficinas de TWC tienen la siguientes servicios de empleo:

- registro en WorkInTexas.com - el sistema de búsqueda de empleo en línea de TWC
- referencias a ofertas de trabajo
- información sobre empleos de alta demanda en sus áreas (mercado laboral)
 - Evaluación / Evaluación de conocimientos, habilidades y habilidades.
- referencia a servicios de apoyo que pueda necesitar para trabajar
- Ayuda con el currículum vitae y la preparación de la solicitud.
- Programas de entrenamiento

Departamento de Servicios de Asistencia y Rehabilitación (DARS) - El propósito principal de DARS es ayudar a los tejanos con discapacidades, que cumplan con los requisitos de elegibilidad, se preparen, encuentren y mantengan Trabajos a través de servicios de Rehabilitación Vocacional (VR). Las dos divisiones en el DARS que proveen Los servicios de VR son la División de Servicios de Rehabilitación (DRS) y la División de Ciegos

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Servicios (DBS). DBS sirve a aquellos individuos con discapacidades primarias de ceguera o visual discapacidad. DRS atiende a personas con otras discapacidades. El programa de VR no tiene lista de espera.

Los servicios de transición deben ser

- proporcionado a estudiantes elegibles con discapacidades que reciben servicios de VR
- proporcionado a través de referencias recibidas de las escuelas
- apoyado a través de un consejero de transición DARS asignado
- proporcionado a partir de los últimos dos años de la escuela secundaria, o antes, si corresponde
- basado en la necesidad individual
- razonable y necesario para apoyar la meta vocacional

La mayoría de las escuelas tienen asignado un consejero de DARS. Si no estás seguro de quién es el DARS de tu escuela el consejero es, por favor pregunte a su maestro, a los servicios de transición y empleo designados, al consejero, o director, o póngase en contacto con su oficina local de DARS.

La necesidad de servicios de VR se evalúa y planifica para las siguientes seis áreas:

- ajuste a la pérdida de visión / ceguera
- habilidades de vida independiente
- habilidades de viaje
- habilidades de comunicación (incluyendo Braille y el uso de tecnología de asistencia)
- Desarrollo de sistemas de soporte.
- desarrollo de habilidades vocacionales

Los servicios de transición de DBS sirven a estudiantes / adultos jóvenes que tienen al menos 10 años de edad, pero menores de 24 años.

DBS también puede proporcionar:

- Orientación y entrenamiento en movilidad.
- servicios de baja visión y gafas

Los servicios típicos para DRS o DBS pueden incluir, entre otros:

- evaluación vocacional
- asesoramiento y orientación
- entrenamiento laboral o empleo con apoyo
- autoempleo apoyado
- Asistencia con la formación académica o profesional.
- asesoramiento individual
- entrenamiento de habilidades para la vida independiente

- tecnología de asistencia
- orientación profesional
- Trabajo y actividades de exploración de carrera y capacitación.
- tutoría, apoyo educativo en el proceso del programa de educación individualizada (IEP)
- Servicios de centro de tratamiento de rehabilitación.
- Servicios relacionados con la formación postsecundaria.

Además de VR, DARS también tiene programas / recursos en las siguientes áreas:

- Servicios para sordos y personas con problemas de audición.
- autismo
- intervención en la primera infancia
- tecnología de rehabilitación
- promover la independencia:

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o servicios de vida independiente
o servicios de rehabilitación integrales: enfoque específico en la lesión cerebral traumática y soportes para lesiones de la médula espinal

Línea de tiempo

Cuando o antes de cumplir 14 años:

- Habla con tus padres y maestros sobre qué tipo de trabajo quieres.
- Comprender los programas de graduación de Texas.
- Trabaja con tu escuela y tus padres para asegurarte de que tomas las clases que necesitas para el trabajo que quieres
- Inventarios completos de interés y carrera.
- Habla sobre tus intereses y habilidades profesionales o cualquier trabajo que ya hayas tenido.
- Averigüe acerca de las opciones de carrera.
- Preguntar sobre el desarrollo de un plan de graduación.
- Hable sobre sus necesidades de tecnología de asistencia cuando trabaje.
- Solicite una evaluación vocacional funcional si la necesita.

Cuando o antes de cumplir 16 años:

- Averigüe sobre los requisitos de educación o capacitación para el trabajo que desea.
- Hable con su comité ARD para escribir sus metas de trabajo para después de la graduación.
- Revise las clases que necesita para su interés laboral, incluyendo la carrera y la técnica programas de educación
- Aprender a solicitar un trabajo.
- Aprende a entrevistar para un trabajo y práctica.
- Hable sobre los apoyos que necesitará para obtener y mantener un trabajo.
- Conozca acerca de cualquier agencia que pueda ayudarlo a capacitarse y conseguir un trabajo, e invite a esas agencias a las reuniones de su comité ARD.
- Averigüe qué necesitará para ayudarlo a conseguir un trabajo, incluso tomar el autobús o el tren.
- Mantenga una lista de sus experiencias de trabajo o trabajo voluntario o clubes, deportes y actividades.
- Comience un currículum y actualice, según sea necesario.
- Complete una evaluación vocacional funcional si la necesita.

Cuando o antes de cumplir 18 años:

- Participe en la reunión de su comité ARD para revisar y actualizar sus metas de trabajo.
- Comuníquese con las agencias que podrían ayudarlo con la capacitación y la obtención de un trabajo.
- Invite any people from agencies that might help you with training/getting a job to your ARD committee meeting.
- Work with your transition and employment designee (TED) to develop your Summary of Actuación.
- Find sources for job listings.
- Learn about the cost for job training and additional education.
- Develop a list of references.
- Finalize your resúme.
- Apply for jobs.

After graduation:

- Connect to agencies if you have not done so and if you need to.

WHO CAN HELP**• Local School District/School**

Your school district has a transition and employment designee (TED) to help you and your parents with information about employment or supported employment. You can find information about your school's TED at:

http://framework_esc18_net/display/Webforms/ESC18FWCountyInformation.aspx?ID=Transition

• Local Resources

You and your parents may find information about jobs and training programs in your town or barrio. This may include local offices of state agencies or support groups.

• Department of Aging and Disability Services (DADS)

DADS developed “DADS Guide to Employment for People with Disabilities”. El propósito de this guide is to provide information on how to support and help people with disabilities who are receiving DADS services and are of working age to get and keep competitive, integrated empleo.

<http://www.dads.state.tx.us/providers/supportedemployment/EmploymentGuide.pdf>

• Texas Department of Assistive and Rehabilitative Services

Division for Rehabilitation Services

<http://www.dars.state.tx.us/drs/index.shtml>

DRS Program Specialist for Transition Strategies:

Erin Wilder (512) 424-4048 or erin.wilder@dars.state.tx.us

Division for Blind Service s

<http://www.dars.state.tx.us/dbs/index.shtml>

DBS Transition Specialists:

Kevin Markel (817) 759-3514 or kevin.markel@dars.state.tx.us

Tammy Winkenwerder (512) 377-0540 or tammy.winkenwerder@dars.state.tx.us

• Centers for Independent Living (CILs)

The independent living service delivery system in Texas is composed of twenty-seven CILs, and independent living programs of the Divisions for Rehabilitation and Blind Services.

<http://www.txsilc.org/index.php/en/centers.html>

• Department of Family and Protective Services/Child Protective Services (DFPS/CPS)

DFPS/CPS maintains a youth-focused website for services and referrals for youth and young people currently in foster care and those young people seeking transitional services from foster care to adulthood. In addition, DFPS, in collaboration with the Texas Workforce Commission and the Casey Foundation support Transition Centers that provide an array of services, including education and vocational opportunities, employment readiness, housing, mentoring, and self-advocacy for youth and young people currently in foster care.

<https://www.dfps.state.tx.us/txyouth/hotstuff/default.asp>

• Texas School for the Blind and Visually Impaired (TSBVI)

TSBVI serves as a special public school for students, aged 6 through 21, who are blind, deafblind, or visually impaired.

<http://tsbvi.edu/>

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• Texas School for the Deaf (TSD)

TSD is a state agency whose purpose is to provide a continuum of direct educational services to students, aged birth through 21, who are deaf or hard of hearing and who may have multiple disabilities.

<http://www.tsd.state.tx.us/>

• Texas Workforce Commission (online resources)

- o **Disability Discrimination** - Find information on employment discrimination, complaint resolution procedures, deadlines, and more.
<http://www.twc.state.tx.us/crd/disability-discrimination.html>
- o **mySkills myFuture** – Explore career options based on skills you may have used in previous jobs. Compare careers, find trainings, and search for jobs.
<http://www.myskillsmyfuture.org/>
- o **Reality Check** - Estimate how much money you may need for housing, utilities, transportation, clothes, health care, entertainment, and other expenses.
<http://www.texasrealitycheck.com/>
- o **Texas CARES** - Explore interests and work values. Find information such as the fastest growing jobs, levels of education and training requirements, and average sueldos
<http://www.texascaresonline.com/wowmenu.asp>
- o **Texas Work Prep** - Learn about getting and keeping the job of your choice.
<https://www.texasworkprep.com/>
- o **Workforce Solutions Offices** - Find job placement services, job postings, job search resources, and training programs. Explore career options, résumé and application preparation, career development, and more.
<https://www.texasworkprep.com/texasworkprep.htm>
- o **WorkInTexas.com** - Search for jobs, create a résumé, and submit applications for empleo.
WorkInTexas.com

Please send additional thoughts and comments to sped@tea.state.tx.us

SOCIAL SECURITY PROGRAMS

INTRODUCCIÓN

One part of transition planning is thinking and talking about other agencies and the benefits they provide. The Social Security Administration (SSA) is a federal agency. If you want to get a job in the United States, you need a social security number or a work permit. Part of your paycheck will be taken out for social security taxes. Eventually these taxes become your benefits. También, these taxes are used for Supplemental Security Income (SSI). SSI pays monthly benefits to people with limited income and resources because of old age, blindness, or disability. You may receive benefits as a child with a disability. You may have to wait until you are an adult (age 18) to see if you are eligible to collect the benefits.

You and your parents are in the best position to make choices about working when you have good information about working and benefits. The transition planning process is a way to focus on how work incentives can help you plan a future that includes employment. The SSA offers special work programs that allow you to work and still receive benefits that you qualify for, such as SSI and Medicaid. **Ticket to Work** is an example of one of these work programs. Esta section has information about social security services, programs, and resources to help you with benefits and services. You can contact the local SSA office to see if you qualify for benefits.

There is an SSI employee in each SSA office and you may want to speak with that person about programs and benefits.

Social Security Services/Programs

- **The Ticket to Work Program** is a program for people with disabilities who want to work. It provides choices for people looking for employment, vocational rehabilitation, and other support services.
- **Social Security (SS) benefits** are retirement benefits paid to people who are aged 62 or older, are blind, or have a disability. You must work long enough and pay taxes into the SSA system to be eligible. When a worker dies, the SSA also pays benefits to his or her surviving spouse, child, or dependent with disabilities.
- **Supplemental Security Income (SSI)** is a federal income program funded by general taxes (not social security taxes). It pays monthly benefits if you have limited income and resources because of old age, blindness, or disability.
- **Social Security Disability Insurance (SSDI)** benefits are paid to a worker who has worked and paid into SSA but can no longer work because of a disability.
- **Medicaid** is a federal-state health insurance program for low-income people. Da medical services and medications to:
 - o Children
 - o People who are elderly
 - o People who are blind or have another disability
 - o Other people who are eligible to receive SSI
- **Plan for Achieving Self-Support (PASS)** is a program to help a person with a disability by setting aside money in a separate bank account. This money is for a specific work goal and for a certain amount of time. A PASS is a benefit used to help a person become self-supporting.
- **Impairment-Related Work Expense (IRWE)** You may need items and services to do your job. The IRWE will take out the cost of these items and services from your paycheck. These items and services must have reasonable costs and cannot be paid for from other funds.

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Examples of these items and services are:

- o Attendant care services
- o Transportation costs
- o Work-related equipment
- o Service animals and animal care
- o Routine medical drugs and supplies
- o Home, van, or car modifications needed for you to work

TIMELINE

Each program of the SSA has its own set of rules for eligibility and timelines for services. For more information about each of the programs described above, visit <http://www.socialsecurity.gov/>.

When or before you turn 14:

- Apply for a social security number/card.
- Contact the local social security office to see if you qualify for benefits.

When or before your turn 16:

- Find out how paid employment affects SSI and Medicaid benefits.

When or before you turn 18:

- Apply for Supplemental Security Income (SSI).
- Explore work incentives and how they may help you reach your goals.

After graduation:

- Find out how to report money that you earn to your local SSA office.

WHO CAN HELP

There are several ways to get information and apply for benefits from the SSA.

- **Local School**

Your school district has a transition and employment designee (TED) to help you and your

parents with information about social security programs. You can find information about your school's TED at:
<http://framework.esc18.net/display/Webforms/ESC18FWCountyInformation.aspx?ID=Transition>

- **Local Resources**

You and your parents may find information about social security in your community. Esta may include local offices of state agencies or support groups.

- **Centers for Independent Living (CILs)**

The independent living service delivery system in Texas is composed of twenty-seven CILs, and independent living programs of the Divisions for Rehabilitation and Blind Services.
<http://www.txsilc.org/index.php/en/centers.html>

- **Social Security Administration Office Locator**

At this site, you can locate the nearest social security office by zip code.

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<https://secure.ssa.gov/ICON/main.jsp>

- **Social Security Administration**

This link is to the official social security website. You can find more information about social security programs, apply for benefits, and find disability facts.
<http://www.socialsecurity.gov/onlineservices/>
1-800-772-1213 (TTY 1-800-325-0778)

- **Work Incentive Information and Referral Center (WIIRC)**

The Social Security Administration funded WIIRC to help beneficiaries find answers to their questions about benefits and employment.
1-866-968-7842 (voice) or 1-866-833-2967 (TDD)

- **Disability Rights Texas**

Disability Rights Texas has the Protection and Advocacy for Beneficiaries of Social Security (PABSS) program.
<http://www.disabilityrightstx.org/>

Please send additional thoughts and comments to sped@tea.state.tx.us

COMMUNITY AND LONG-TERM SERVICES AND SUPPORTS

INTRODUCCIÓN

When you transition from high school to adulthood, you may need services and supports from the community to help you live as independently as possible. There are state and local community agencies and resources available to help you. You must qualify for these services and you are not guaranteed long-term services and supports. There are more people who want services than there are services available.

Many services are available through waiver programs. Contact the Department of Aging and Disability Services (DADS) and find out about the different waiver programs. You will want to get on the interest list as soon as possible while you are still in school. The wait time for some of these services is ten or more years. Be sure to check back regularly to find out what your wait time is. Let DADS know if your address changes to keep your information up to date. The state or local agency will help you determine what services and supports you may need. The state or local agency may also refer you to other agencies or programs. This section has information about community and long-term services, supports, and resources to help you with living as independently as possible. Always remember that it is okay to ask questions about transitioning from high school to adulthood.

You can find supports for:

- attendant care - help in daily living activities for a person with a disability
- transportation - help with transportation needs for a person with a disability
- supported living choices - living where and with whom you want with supports
- group home - a home where a number of unrelated people in need of care, support, or supervision can live together
- behavioral supports - help in managing behaviors so that you can become as independent as possible
- independent living - help in transitioning to living on your own
- social, sport, and recreational activities - help in accessing activities in your community
- employment assistance - help for you to do and keep your job
- supported employment - a job with supports by service providers done by a person with a disability in the same job setting as a worker without a disability,
- assistive technology - services such as a computer or a service animal to help you be independent
- accessible housing - housing in your community that is available to meet the needs of your disability
- transportation options - public and private transportation to help you be independent and stay involved in your community
- protection and advocacy services - help with having a voice and choice with what is important in your life
- mental health services and supports - help with mental illness and substance use problems

Another type of help is called natural supports. These are contacts with others that happen naturally in your everyday life. They can be your family members, friends, neighbors, or coworkers. Natural supports can help you be more fully included in your community.

The **Texas Health and Human Services Commission** (HHSC) includes four state agencies. Each of the HHSC agencies helps with providing community and long-term services and supports.

- **Department of Assistive and Rehabilitative Services (DARS)**

DARS has vocational rehabilitation services for people with physical and mental disabilities to help them become more independent and to prepare for, find, and keep a job.

- **Department of Aging and Disability Services (DADS)**

DADS gives long-term services and supports to adults and children with medical and physical disabilities, older adults and caregivers, and adults and children with intellectual and developmental disabilities. DADS also helps with health and wellness services and waiver programs.

- **Department of State Health Services (DSHS)**

DSHS has services for people with physical, health, mental health, and substance abuse problems. It also manages state-operated health care services, including hospitals, health centers, and health agencies.

- **Department of Family and Protective Services (DFPS)**

DFPS works with communities to protect children, the elderly, and people with disabilities from abuse and neglect. It also works to protect the health and safety of children in daycare, foster care, and other types of 24-hour care.

TIMELINE

Every agency and service provider has its own set of rules for eligibility and timelines for servicios. Agencies will try to give you services as soon as possible after deciding if you are eligible. Not all services may be available right away. An agency may place your name on an “interest list” when a service is not available right away. The agency will contact your family when services are available.

Parents: If your child is identified with a developmental disability, put his or her name on an interest list until services are available <http://www.dads.state.tx.us/services/interestlist/>. The wait may take years:
<http://www.dads.state.tx.us/providers/waiver-comparisons/LTSS-Waivers.pdf>

Contact each agency's local office for eligibility requirements, availability of services, and timelines for services.

When or before you turn 14:

- Identify any needs you have for long-term services and supports.
- Identify the type of long-term services and supports you may need.
- Explore the community and long-term services and supports that are available.
- Contact community and long-term services and supports agencies to discuss eligibility información.
- Apply for long-term services and supports if appropriate.

When or before you turn 16:

- Identify natural supports.
- Routinely check with DADS to see where you are on the interest list.

When or before you turn 18:

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- Apply for long-term services and supports, if appropriate, if you have not already done so.
- Begin using natural supports if you are not yet doing so.

After graduation:

- Continue to contact community and long-term services and supports as needed.

Continue to use and expand natural supports.

WHO CAN HELP

- **Local School**

Your school district has a transition and employment designee (TED) to help you and your parents with information about community and long-term services and supports. You can find information about your school's TED at:

<http://framework.esc18.net/display/Webforms/ESC18FWCountyInformation.aspx?ID=Transition>

- **Local Resources**

You and your parents may find information about community and long term services/supports. This may include local offices of state agencies or support groups.

- **Texas Transition Network Contacts – Transition in Texas**

The transition specialist at your regional education service center (ESC) can give you and your parents information about community and long term services/supports. Una lista de transition specialists can be found at:

<http://www.transitionintexas.org/Page/7>

- **AskTED**

AskTED is an online list of Texas schools, including charter schools. Use this list to find contact information for districts, schools, and education service centers.

<http://www.tea.state.tx.us/districtinfo.aspx>

- **Texas School District Foster Care Liaison**

Each School district/charter school in Texas has to have at least one person to help a student who is in foster care *enroll in* or *transfer* to a school or charter school. Una lista de los foster care liaisons can be found at:

<http://www.tea.state.tx.us/FosterCareStudentSuccess/liaisons/>

- **Health and Human Services (HHSC)**

- o **Home and Community-Based Services: Which Programs Do What?**

This site has information about six programs that provide home and community-based services. These programs are sometimes called “Medicaid waivers” or “waiver services.”

<http://www.hhsc.state.tx.us/medicaid/managed-care/home-and-community-based-programs-english.pdf>

- o **2-1-1 Texas Information and Referral Network**

This site has information about local services, programs, and agencies.

https: [//www.211texas.org/](https://www.211texas.org/)

- o **Your Texas Benefits**

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This site gives information about SNAP food benefits, health-care benefits, cash help for families, Medicare savings, and long-term care .

https: [//www.yourtexasbenefits.com/ssp/SSPHome/ssphome.jsp](https://www.yourtexasbenefits.com/ssp/SSPHome/ssphome.jsp)

- o **Medicaid and other health and wellness programs**

<http://www.hhsc.state.tx.us/QuickAnswers/index.shtml>

- **Department of Aging and Disability Services**

- o **All DADS Services**

<http://www.dads.state.tx.us/services/listofservices.html>

- o **Help for Texans**

This site has information to help you live independently.

<http://www.dads.state.tx.us/services/index.cfm>

- o **Long-Term Services and Supports (LTSS) programs**

DADS Long-Term Services and Supports Entitlement Programs

Texas Long-Term Services and Supports Waiver Programs

<http://www.dads.texas.gov/providers/waiver-comparisons/index.html>

- o **DADS Community Options Booklet**

This site lists your options for living in the community.

http://www.dads.state.tx.us/providers/community_options.pdf

- o **Community Living Assistance and Support Services (CLASS)** (waiver program)

<http://www.dads.state.tx.us/services/faqs-fact/class.html>

- o **Home and Community-based Services (HCS)** (waiver program)

<http://www.dads.state.tx.us/services/faqs-fact/hcs.html>

- **Department of State Health Services**

<http://www.dshs.state.tx.us/Services.shtm>

- **Department of Assistive and Rehabilitative Services**

- o **DARS rehabilitation services**

<http://www.dars.state.tx.us/services/index.shtml>

- o **DARS independent living services**

<http://www.dars.state.tx.us/drs/il.shtml>

- **Department of Family and Protective Services**
Information for parents, foster youth, foster and adoptive parents, business and service providers, people with disabilities, elderly, teachers and professionals, and the general público.
<https://www.dfps.state.tx.us/Am/default.asp>
DFPS Texas Youth Connection
<https://www.dfps.state.tx.us/txyouth/Default.asp>
- **The ARC of Texas**
Medicaid waiver programs
www.texasprojectfirst.org/Guardianship.html
www.texasprojectfirst.org/Guardianship.html
<http://www.thearcoftexas.org/site/PageServer?pagename=services> benefits medicaid waivers
- **Disability Rights Texas**
Disability Rights Texas is the federally designated legal protection and advocacy agency (P&A) for people with disabilities in Texas. You can contact the local office for help.
<http://www.disabilityrightstx.org/>

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- **Texas Council for Developmental Disabilities (TCDD)**
TCDD supports organizations to help people with developmental disabilities live on their own.
<http://www.tcdd.texas.gov/>
- **Texas State Independent Living Council**
Find a center for independent living in Texas.
<http://txsilc.org/index.php/en/>
- **Private Providers Association of Texas (PPAT)**
PPAT is your connection to great people, timely information, essential tools, and effective advocacy.
<http://www.ppat100.com/>
- **Directory of Community Resources in Texas**
<http://disabilityresources.tamu.edu/>
- **Special Olympics Texas**
<http://specialolympicstexas.org/>

Please send additional thoughts and comments to sped@tea.state.tx.us

POSTSECONDARY EDUCATIONAL PROGRAMS AND SERVICES

INTRODUCCIÓN

An important part of transitioning from high school to adulthood is “postsecondary” education or formación. Learning is a life-long experience. You will continue to learn after you graduate from high school. You can learn through taking classes and schooling, and you can learn through your life experiences. Postsecondary education means education after you graduate from high colegio.

Postsecondary schools do not have special education services. People with disabilities have certain protections through the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act (Section 504). If you want to go to a college, a university, or a technical school after graduation, you will need to find new ways to receive supports in postsecondary education and training, employment, and independent living. It is important for you to know your rights and responsibilities. Most colleges or training programs have a disability services office. That office can help you find and get the support you may need for your education after high colegio.

All jobs require certain knowledge and skills. Many jobs require more than a high school diploma. Some jobs require a college degree. Other jobs may require completing a training course or program. Part of transition planning is helping you to find the right job for you based on your skills, interests, and abilities. This section has information about postsecondary choices, programs, and resources to help you with life after graduation.

There are many ways to learn after you graduate from high school:

- traditional college classes – classes that you attend at a college or university
- community or junior colleges classes – classes that you attend at a community or junior Universidad
- online classes – classes that you take on a computer through the internet
- training and technical centers – places where you learn how to do specific a job or career
- continuing education programs – classes that will bring you up to date in a particular area of knowledge or skills
- informal classes – classes that you take outside of the formal education system and that tend to be short-term and voluntary
- on-the-job training – training that you get at work while you are doing your job.

Postsecondary education and training programs provide you with a chance to:

- gain knowledge and skills to get a job
- start a career
- meet new people
- try out new and interesting experiences
- learn to think and live on your own

Here are some important points for you to remember when you are looking for education supports after high school:

- Support services help you participate in educational programs and services, but they do not guarantee your success.

- You will receive support services based on your eligibility under the Americans with Disabilities Act (ADA) and Section 504, your choices of services, the services that are available, and the funds that are available in the postsecondary programs.
- You will need copies of important papers (evaluations, transcripts, Summary of Performance) before you graduate from high school.
- You may receive some services free, but you may have to pay for some services.
- You must advocate for your own needs.
- You must ask for services and keep in contact with service providers.

There are online resources available that can help you make decisions about:

- different types of education and training
- where to go for education and training
- how to apply for services
- how to pay for education and training after high school

TIMELINE

Planning for education after high school may begin at any time. Once you decide that you want to attend college or some other training after high school graduation, planning should begin.

When or before you turn 14:

- Talk to your school counselor, parents, and other adults who have interesting jobs.
- Identify classes you need to take so that you will be able to attend the education or training of your choice after you graduate.
- Work hard in your classes to develop study and functional skills.
- Participate in class activities.
- Develop your graduation plan.
- Apply for vocational rehabilitation services to receive pre-employment transition services through DARS.

When or before you turn 16:

- Explore careers.
- Review your graduation plan to make sure that you are on track to graduate and are taking the classes you need for the program you are planning to enter after high school.
- Attend career information events.
- Volunteer in your school or community.
- Find out about choices regarding where you might live for when you attend classes or training after you graduate.
- Talk to your ARD committee and let them know you want to go to college or a training programa.
- Participate in your ARD committee meetings to set your education/training goals for after high school.
- Talk about any testing that you need for after graduation (SAT, ACT, ASVAB, TSI).
- Take a college class or other course in which you may earn joint high school and college credit to start your post-high school tuition waiver if you are in foster care.

When or before you turn 18:

- Apply for education or training programs.
- Develop a plan to pay for education or training.

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- Apply for funds (FASFA, grants, and scholarships).
- Contact the Office of Disability Services of the postsecondary school that you plan to attend before starting classes.
- Apply for the Education Training Voucher (ETV) to help with postsecondary education and other expenses if you are in foster care.

After graduation:

- Ask for and receive your Summary of Performance (document from your high school about your academic and functional skills, including recommendations to help you in meeting your postsecondary goals).
- Ask for and receive for the prior written notice about your change of placement when you graduate.
- Get what you will need for your postsecondary education or training (diploma, transcripts, etc.).
- Enroll and attend postsecondary school or training program.

WHO CAN HELP**• Local School**

The local school district has a transition and employment designee (TED) to help you, your parents, and the school with information about school or training after graduation from high school. You can find information about your school's TED at:

<http://framework.esc18.net/display/Webforms/ESC18-FW-CountyInformation.aspx?ID=Transition>

• Local Resources

You and your parents may find information about school/training after graduation in your comunidad. This may include local offices of state agencies or support groups.

• Texas Transition Network Contacts – Transition in Texas

The transition specialist at your regional education service center (ESC) can give you and your parents information about school or training after graduation from high school.

A list of transition experts can be found at:

<http://www.transitionintexas.org/Page/7>

• AskTED

AskTED is an online list of Texas schools, including charters. Use this directory to find contact information for districts, schools, and education service centers.

<http://www.tea.state.tx.us/districtinfo.aspx>

• Texas School District Foster Care Liaison

Each school district and charter school in Texas has to have at least one person to help a student who is in foster care *enroll in* or *transfer* to a school or charter school. Una lista de the foster care liaisons can be found at:

<http://www.tea.state.tx.us/FosterCareStudentSuccess/liaisons/>

• Achieve Texas

This website provides resources related to career and course planning to help you and your parents make the right education choices.

<http://www.achievetexas.org/>

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• Advising High School Students with Disabilities on Postsecondary Options

This link contains answers to counselors' most frequently asked questions about opportunities after high school for students with disabilities.

<http://www.heath.gwu.edu/>

• Apply Texas

The Texas Higher Education Coordinating Board and the colleges or universities on this site have online applications to any Texas public university as well as to some community and private colleges.

www.applytexas.org

• College Board

This organization has resources, programs, and services in college readiness and college success. It includes the SAT and the Advanced Placement Programs.

www.collegeboard.org

• College for All Texans

Get answers to questions about preparing for the college application process at the Texas Higher Education Coordinating Board website.

<http://www.collegefortexans.com/>

• Compare College TX

This interactive, mobile-friendly web tool helps you learn about Texas public universities and community colleges. Compare colleges on key measures such as tuition and fees, completion rates, and average salaries after college.

www.comparecollegetx.com

• Every Chance Every Texan

The Texas Comptroller of Public Accounts website lists state resources for helping you

[pay for education after high school in Texas.](#)

- **Generation Texas**

This website has inspirational stories from real Texans and has resources to help you learn about postsecondary choices where you may live after high school.
www.gentx.org

- **Higher Education Resource Guide for Students with Disabilities**

This site lists disability services available at Texas colleges and universities and is available from the Texas Council for Developmental Disabilities.
<http://tcdd.texas.gov/resources/publications/>

- **Labor Market and Career Information**

This Texas Workforce Commission resource lists career information and related products, planning tools, and services.
<http://www.lmci.state.tx.us/index.asp>

- **Own Your Own Future**

As a part of the Texas Gear Up program, this website gives you information and tools to prepare, guide, support, and encourage you to attend postsecondary education.
<http://www.ownyourownfuture.com/>

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- **Texas Workforce Commission**

The Texas Workforce Commission's Career Exploration & Trends webpage has resources for you about new careers, wage and job information. The website helps you choose a job based on your interests and abilities. The website also helps you find and use other resources for finding a job.
<http://twc.state.tx.us/customers/jsemp/career-exploration-trends.html>

- **The Next Step Video and Discussion Guide**

The Next Step is a video that challenges you, your family, and your educators to think about higher education. The guide has information sheets about higher education for you, your parents, and others.
<http://tcdd.texas.gov/resources/publications/the-next-step-video-and-discussion-guide/>

- **Think College**

This website gives you information about colleges for people with intellectual disabilities. Resources and tools for students, families, and professionals are available, also.
<http://www.thinkcollege.net/>

- **College Resources for Students with Disabilities**

Find the best colleges to help you meet your goals. Learn more about the schools and programs in your area.
<http://www.bestcolleges.com/resources/disabled-students/>

- **Education and Training Voucher Program (ETV)**

This program provides post-secondary education and training vouchers to eligible young adults formerly in foster care or who were adopted or who exit to the Permanency Care Assistance program after turning age 16. Eligible young adults may receive up to \$5,000 in financial assistance per year. More information can be found at:
<https://www.dfps.state.tx.us/ChildProtection/YouthandYoungAdults/PostSecondaryEducation/>

- **Education Reach for Texans**

Find information and post-secondary, community, and state agency resources for foster youth and alumni. More information can be found at:
<http://www.educationreachfortexas.org/resources.html>

- **DFPS Transition Living Services**

This resource lists a host of programs, information, and resources about transition for foster youth and alumni, ages 14-23 years. More information can be found at:
<https://www.dfps.state.tx.us/ChildProtection/YouthandYoungAdults/TransitionalLiving/default.asp>

- **Department of Assistive Rehabilitative Services**

This agency provides services for persons with physical and mental disabilities.

Division for Rehabilitation Services
<http://www.dars.state.tx.us/drs/index.shtml>

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Página 32**• Federal Student Aid**

The US Department of Education website gives you information on how you can prepare for college, what types of aid may be available, how to qualify and apply for aid, and how to manage loans.

<http://studentaid.ed.gov/>

Please send additional thoughts and comments to sped@tea.state.tx.us

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INFORMATION SHARING WITH HEALTH AND HUMAN SERVICES AGENCIES AND PROVIDERS

INTRODUCCIÓN

The school is the first agency that gives you transition services. The school will help you and your parents write your goals for after high school. Schools are also responsible for helping you get information about agencies and programs. Transition planning is a natural way to make connections with federal, state, or local agencies that can provide you with services after high colegio.

Schools must follow the law when sharing information about you with another agency. Esta section is about sharing information with federal, state, and local agencies and how this may help you get the services you need.

Your information is private and can only be shared once you turn 18 if your parents or you give the school permission. When the school asks for permission to share your information, the school must tell you or your parents:

- what information the school will share
- with whom the school will share the information
- why the school will share it

An agency needs to know about your disability and what help you may need. The school may share your information with other agencies to help you get the services you need. Schools and agencies should work together to make sure that you get services you need when you need ellos. Inviting agencies to your admission, review, and dismissal (ARD) committee meetings is one way to talk about what you may need.

Here are some questions to consider if you are thinking about sharing your personal información:

- Why is someone asking for information?
- What information is the agency requesting?
- Who else will get the information?
- How will the information be provided? Verbally - over the phone or in person, written, or online?
- Did you, or your parent, if you are younger than 18, get a copy of the privacy policy and notice of the information above?
- Did you, or your parent, if you are younger than 18, sign the permission form?

Some of the agencies that may provide you with services and with whom your information may need to be shared are:

- **Texas Health and Human Services Commission (HHSC or HHS)**

The HHSC has resources and programs that provide direct services to people in need, including Medicaid, CHIP, TANF, food stamps, family violence services, refugee services, disaster relief, disability services, and health services.

<http://www.hhs.state.tx.us/>

- **Department of Assistive and Rehabilitative Services (DARS)**

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DARS has services for people with physical and mental disabilities to help them become more independent and to prepare for, find, and keep a job.

<http://www.dars.state.tx.us/>

- **Department of Aging and Disability Services (DADS)**

DADS has long-term services and supports for people who are aging as well as for people with intellectual and physical disabilities.

<http://www.dads.state.tx.us/>

- **Department of State Health Services (DSHS)**

DSHS has services for people with physical health, mental health, and substance abuse problemas.

<http://www.dshs.state.tx.us/>

• **Department of Family and Protective Services (DFPS)**

DFPS works with communities to protect children, people who are elderly, and people with disabilities from abuse and neglect.

<http://www.dfps.state.tx.us/>

TIMELINE

When or before you turn 14:

- Find out about other agencies and service providers that can help you after high school graduation.
- Ask if the school has invited people from other agencies to your ARD committee meeting that may provide or pay for transition services.

When or before you turn 16:

- Continue to get information about other agencies and service providers that can help you after high school graduation.
- Ask if the school has invited specific agencies to your ARD committee meeting that may provide or pay for transition services.
- Ask your school counselor, vocational adjustment coordinator (VAC), or transition employment designee (TED) who their contacts at the different agencies are.

When or before you turn 18:

- Make contact and provide information to agencies that may provide or pay for transition servicios.
- Work with your TED to develop your Summary of Performance.

After graduation:

- Follow up with any agencies that may provide or pay for transition services.

WHO CAN HELP

• **Local School**

Your school district has a transition and employment designee (TED) to help you and your parents with information about beginning to make life choices for yourself. You can find information about your school's TED at:

<http://framework.esc18.net/display/Webforms/ESC18FWCountyInformation.aspx?ID=Transition>

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• **Local Resources**

Local offices of state agencies or support groups may provide you and your parents with additional assistance regarding information sharing.

• **Texas Transition Network Contacts – Transition in Texas**

The transition specialist at your regional education service center (ESC) can provide you and your parents with additional assistance regarding information sharing. A list of transition specialists can be found at:

<http://www.transitionintexas.org/Page/7>

• **AskTED**

AskTED is an online directory of Texas schools, including charters. Use this directory to find contact information for districts, schools, and education service centers.

<http://www.tea.state.tx.us/districtinfo.aspx>

• **Texas School District Foster Care Liaison**

Each school district and charter school in Texas has to have at least one person to help a student who is in foster care *enroll in* or *transfer* to a school or charter school. Una lista de los foster care liaisons can be found at:

<http://www.tea.state.tx.us/FosterCareStudentSuccess/liaisons/>

• **Transition in Texas**

This site has links to the following:

- o **Federal and State Requirements for Agency Participation**
- o **Gray Letter** - Consent to invite agencies to ARD Committee (IEP team) meetings

<http://www.transitiontexas.org/TEA-104>

- **Texas Education Agency**

Guidance for inviting agency representatives to ARD committee meetings can be found at:

<http://www.tea.state.tx.us/index2.aspx?id=2147499017>

- **Special Education Information Center**

This site delivers accurate and timely answers about special education to stakeholders across the state of Texas. 1-855-SPEDTEX

<http://www.spedtex.org/>

- **Federal Education Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) (20 USC § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the US Department of Education.

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.htm>

- **The Health Insurance Portability and Accountability Act (HIPAA)**

The Privacy Rule, a federal law, gives you rights over your health information and sets rules and limits on who can look at and receive your health information.

<http://www.hhs.gov/ocr/privacy/hipaa/understanding/consumers/index.html>

Please send additional thoughts and comments to sped@tea.state.tx.us

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GUARDIANSHIP AND ALTERNATIVES TO GUARDIANSHIP

INTRODUCCIÓN

When you turn 18, you are considered an adult. When this happens, you take over the right to make your own educational decisions. Your admission, review, and dismissal (ARD) committee may discuss the transfer of rights at any time, but is required to:

- explain in your individualized education program (IEP) by the time you turn 17, that your parent's control over your educational decisions will transfer to you when you turn 18
- notify you and your parent, when you turn 18, in writing, about the transfer of rights to you unless someone has been granted guardianship for you

When all rights transfer to you, the law will consider you able to make your own financial, educational, and medical decisions. Hopefully, with preparation and planning you will be ready for the responsibilities of adulthood. If you are not ready, different levels of support are possible depending on your needs, including someone becoming your legal guardian as a last resort. This section has information about alternatives to guardianship, guardianship, and other recursos

Guardianship Alternatives

There are legal ways to help you with making decisions that will not limit or remove your rights.

To help decide whether an alternative to guardianship might be the right decision, consider these questions:

- What kind of decision needs to be made for me?
- Have I made a decision like this before?
- Has someone helped me understand the risks and benefits?
- How will this decision affect my life?
- How long will the decision affect me?
- How hard would it be to undo?

Common Alternatives to Guardianship

- **educación**
 - o **Invited Members of ARD Committee** - You, as an adult student, or the school may invite your parents to ARD committee meetings to listen and to help you make decisions.
 - o **Educational Power of Attorney** - This is a document you sign that lets your

parent or another trusted person help with all transition planning activities and communications without violating privacy laws.

• Daily Living

- o **Supportive and Trusted Individuals, Family Members, and Friends** - These people help you by explaining benefits and risks when making decisions about things like money management, cooking, hygiene, health care, safety, and relationships.
- o **Community-Based Medical Waiver Programs** - These programs help you with your medical and personal needs.

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- o **Care Management Services** - Agencies provide these services to help you be on your own as much as possible.
- o **Free or Reduced Price Meals, Foods and Prescription Delivery** - These are services which may be provided to you by federal, state, or local groups.
- o **Free or Reduced Price Transportation** - These include taxi vouchers, van services, and public transit for appointments when mobility and safety are preocupaciones
- o **Daily Call or Home Visit Services** - These services include volunteers who call you daily to give you help if you need it, and to provide you with social contact.
- o **Utility Companies** - A utility company may notify another person, such as your parent, if you have not paid a utility bill on time.
- o **Durable Power of Attorney** - This document lets another person participate in your ARD committee meetings. It also allows him or her to arrange, apply for, and coordinate services for you. This person may also talk with agencies about benefits for you.
- o **Technology** - Devices such as smart phones and tablets may help you become and remain independent for example, you can look at pictures and verbal instructions and set timers and alarms to remind you when to take medication, turn off the stove, and lock the door.

• Medical Decisions

- o **Medical Release Forms** - These forms tell you what medical records of yours can be shared with others. The forms also tell you who gets to see your medical archivos.
- o **Medical Power of Attorney** - This form lets you say who can make health care decisions for you if you cannot make the decisions for yourself.
- o **Declaration for Mental Health Treatment** - These are instructions for mental health treatment.
- o **Surrogate Decision Makers** - This allows someone to make decisions for you if you are in a hospital or nursing home, in a coma, unable to act or respond, or are mentally or physically unable to communicate. The decisions must be based on what you would want (if known).
- o **Surrogate Decision Making for Intermediate Care Facilities for Individuals with an Intellectual Disability or Related Conditions (ICF/IID) Clients** - If you are living in a facility and cannot make a major medical or dental decision, a surrogate (for example, one of your relatives who helps take care of you) may do so. If there are no surrogates available, a surrogate consent committee may make the decision for you.

• Financial Decisions

- o **Credit Union and Banking Services** - These banks may give you help with money-management.
- o **Credit and Debit Cards** - A debit card may be used to help you follow a budget and a credit card that you pay off each month can help you establish your credit history.
- o **Representative Payee** - This is a person or a business appointed by an agency to give funds (for example, Social Security or Veterans Administration benefits) to help you with your financial responsibilities. The payee must keep records and report spending to the funding agency made on your behalf. These funds are to be used for basic needs including food, clothing, medical care, and a place to vivir.

- o **Durable Power of Attorney** - This allows you to choose another person to make financial and business decisions for you. This includes transferring property, banking, investing, and tax matters.
- o **Special Needs Trust** – This lets you have a person or company manage your property (for example, your home) and money (for example life insurance or cash). This trust may help you make sure that you do not risk losing your eligibility for federal programs (for example Medicaid and SSI). Money in a trust is money that you have in addition to the money that you get from governmental benefits and does not replace those benefits.

- **Supported Decision Making**

- o Volunteers can help persons with intellectual, developmental, and other cognitive disabilities make decisions about their lives.

Guardianship

A guardian is someone who is given the power to make decisions for you if you are not capable of taking care of yourself. The guardian makes all decisions in areas such as healthcare, housing, and financial affairs (how you spend your money). The appointment of a guardian is a legal process decided by a court. The law allows guardianship only when it is needed. A judge makes that decision if you have a physical or mental condition and are unable to make decisions or take care of yourself. Guardianship limits your freedom of choice, self-determination, decision-making, and independence.

A judge may also agree to limited guardianship where you make some decisions. Limited guardianship may include financial or medical decision-making. Your guardian would make healthcare and financial decisions for you.

A guardian may be appointed at any time once you turn 18 – young or old depending on your needs. Over time, the individual who serves as your guardian may be changed with the approval of the court. If your abilities to care for yourself and make decisions later improve, the guardianship might even be ended and removed. Even while you have a guardian, you can keep the right to make some of your own decisions, such as who to vote for in elections.

TIMELINE

When or before you turn 14:

- Consider your strengths, needs, and level of responsibility.
- Learn and use self-advocacy skills, self-determination skills, and decision-making skills.

When or before you turn 16:

- Consider the need for guardianship or guardianship options.

When or before you turn 17:

- When you turn 17, ask for and receive notice about what rights you will have when you become an adult.

When or before you turn 18:

- Transfer of rights to you at age 18.

After graduation:

- Ask for help in making life decisions or help with other needs.
- If you have a guardian, consider if the guardian is a good fit, if someone else might be a better guardian, or whether to ask for guardianship to be removed and rights restored.

WHO CAN HELP

- **Local School**

The local school district has a transition and employment designee (TED) to help you, your parents, and the school with information about guardianship and guardianship alternatives. You can find information about your school's TED at:

<http://framework.esc18.net/display/Webforms/ESC18-FW-CountyInformation.aspx?ID=Transition>

- **Local Resources**

You and your parents may find information about guardianship and guardianship alternatives in your community. This may include local offices of state agencies or support groups.

- **Texas School District Foster Care Liaison**

Each School district/charter school in Texas has to have at least one person to help a student who is in foster care *enroll in* or *transfer* to a school/charter school. Una lista de los foster care liaisons can be found at:

<http://www.tea.state.tx.us/FosterCareStudentSuccess/liaisons/>

- **DADS Guardianship Services Program**

The DADS Guardianship Services Program gives guardianship services (either directly or through contracts with local guardianship programs) to people referred to the program by either the Adult Protective Services (APS), Child Protective Services (CPS), or Divisions of the Texas Department of Family and Protective Services (DFPS).

<http://www.dads.state.tx.us/services/guardianship/index.html>

- **Disability Rights Texas**

Disability Rights Texas is the federal legal protection and advocacy agency (P&A) for people with disabilities in Texas. Its mission is to help people with disabilities understand and exercise their rights under the law.

<http://www.disabilityrightstx.org/>

- **Legal Hotline for Texans**

The Legal Hotline for Texans answers questions in many areas of law. It includes but is not limited to consumer matters, housing and public benefits, wills and probate, guardianship, taxes, and personal injury. The hotline is free of charge.

<http://texaslawhelp.org/resource/alternatives-to-guardianship?ref=DLLLx>

- **Texas Guardianship Association**

The Texas Guardianship Association gives training in the basics and practices of guardianship. It provides information about guardianship in Texas.

<http://texasguardianship.org/about/>

- **Texas Guardianship Certification Board**

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This website provides information about guardianship certification.

<http://www.jbcc.txcourts.gov/jbcc/guardianship-certification.aspx>

- **Texas Project First**

Texas Project First's website has information about guardianship and guardianship alternatives.

www.texasprojectfirst.org/Guardianship.html

- **The ARC of Texas**

The ARC of Texas teaches people with disabilities and their families how to advocate for themselves. The following links to the ARC's website provide information about guardianship.

www.thearcoftexas.org/site/PageServer?pagename=services transition guardianship
www.thearcoftexas.org/site/DocServer/guardianship.pdf?docID=3421

Please send additional thoughts and comments to sped@tea.state.tx.us

CONTACT INFORMATION FOR ALL RELEVANT STATE AGENCIES**Texas Department of Health and Human Services Commission (HHSC)**

Please dial 2-1-1

Texas Department of Assistive and Rehabilitative Services (DARS)

Please contact: Erin Wilder (512) 424-4048

Email: Erin.wilder@dars.state.tx.us

Texas Department of Aging and Disability Services (DADS)

Please dial 2-1-1

Email: SE.Questions@dads.state.tx.us

Texas Department of State Health Services (DSHS)

Please dial 2-1-1

Texas Department of Family and Protective Services (DFPS)

Please dial 2-1-1

Email: AGENCYINFO@dfps.state.tx.us

Texas Education Agency

Please dial (512) 463-9414

sped@tea.state.tx.us

For additional services provided by health and human services agencies in Texas**Texas HHSC Quick Resource Guide**

http://www.hhsc.state.tx.us/hhsc_projects/oba/community-based.shtml

The HHSC Quick Resource Guide provides services offered to the public by health and human service agencies in Texas. The Quick Resource Guide is not, however, designed for use in determining program eligibility. Categories listed in this guide do not constitute all criteria used in the certification process, and eligibility is determined by each individual agency or organization. The categories are:

- Federal, state, local rules and regulations that apply to each service provider
- Current trends and issues
- New services, initiatives, laws, rules, etc.

- What happened last year
- What is coming up
- Priority Populations
- Services provided
- Costs/funding sources
- Availability/wait lists
- Waiver programs

Please send additional thoughts and comments to sped@tea.state.tx.us

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TEXAS TRANSITION AND EMPLOYMENT GUIDE DEFINITIONS

Admission Review and Dismissal (ARD) Committee - A committee made up of a student's parent(s) and school personnel who are involved with the education of the student. The student may also be a member of the ARD committee. The ARD committee determines a student's eligibility to receive special education services and develops the student's individualized education program (IEP). Federal law uses the term "IEP team," which means the same thing as "ARD committee."

Access - The ability to find, manipulate, and use information, an object, a place, a service, or a program in an efficient and comprehensive manner.

Accommodation - changes to the work environment or to the circumstances under which a particular task is customarily performed that enable a qualified individual with a disability to perform the essential functions of that position

Advocate - a person who argues for or supports another person, a cause or set of beliefs; la act of speaking on behalf of another person, cause or set of beliefs

Age-appropriate - Age-appropriate describes activities appropriate for the student's chronological age regardless of the student's cognitive and physical ability.

Age of Majority - The age when a person is considered an adult. The age of majority in Texas is 18. Unless, by court order, a student who is 18 years of age or older has been determined to be incompetent or the student's rights have been otherwise restricted, parental rights under the Individuals with Disabilities Education Act (IDEA) transfer to student with a disability when the student reaches 18 years of age, except that the local educational agency must continue to provide any required notice to both the parents and the student.

Agency - a federal, state, or local organization created by law to carry out responsibilities of the government, including providing resources and services to the general public and overseeing the way those resources and services are provided by local offices and other public organizations.

Americans with Disabilities Act (ADA) - The ADA is a federal law that will not allow a school to discriminate against a person because of the person's disability. Schools, including colleges and universities, must make sure that students with disabilities can access all of the school's programs and activities. The ADA is a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public.

Assistive technology - Assistive technology helps people with disabilities to complete daily living tasks independently, assists them in communicating with other individuals, and provides access to education, employment, and recreation.

Competitive Employment - Work that is performed by an individual with a disability in an integrated setting at minimum wage or higher and at a rate comparable to non-disabled workers performing the same task.

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Courses of Study - A multi-year description of coursework from the student's current to anticipated exit year that is designed to help achieve the student's desired post-school goals. The courses of study may be a four to six year plan, which may need to be updated as the student progresses.

Customized Employment - A flexible process designed to personalize the employment relationship between a job candidate and an employer in a way that meets the needs of both. The process is based on an individualized match between the strengths, conditions, and interests of a job candidate and the identified business needs of an employer.

Developmental Delay - Includes a child whose development, as measured by appropriate diagnostic tests and procedures, lags behind peers in one or more of the following areas:

- physical development
- cognitive development
- communication development
- social or emotional development
- adaptive development

Disability - A physical or mental impairment that substantially limits one or more major life activities of an individual, who has a record of such an impairment, or who is regarded as having such an impairment.

Discrimination - Actions or attitudes that treat a group of people differently based on the common characteristics of that group, such as race, ethnicity, age, gender, religion, physical or mental condition, or beliefs.

Durable Power of Attorney - A written document that authorizes another person (the agent) to act on behalf of the individual. The power to act as the agent will continue in effect if the individual becomes incapacitated.

Educational Power of Attorney - A type of special or limited power of attorney allowing decisions to be made by another person (the agent) on behalf of someone but only about schooling and education matters. This power of attorney will provide the details of what kind of educational questions may be answered by the agent.

Eligibility - Criteria or requirements that determine a right to participate in a particular activity, service, or program.

Employee - An individual who works for a business, organization, or person.

Employer - A business or person who hires others to work for them.

Employment - When an individual works as a paid employee for a business, organization, or person, works in one's own business or as an independent consultant or contractor, or is on active duty in the military.

Entitlement - A right to benefits specified by law or contract; a government program and/or funding to provide support and benefits to members of a specified group.

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Functional Skills - Skills that enable an individual to communicate and interact with others, and to perform tasks that have practical use and meaning at home, in the community or on the job.

Goal - An outcome or result that an individual is trying to achieve; goals can be for short-term time periods or long-term time periods.

Guardian - A person appointed by the court to take care of and protect someone who does not have the capacity to provide for her or himself, care for own health, or manage own financial affairs. The exact scope of the guardian's authority is defined by the court.

Guardianship Alternatives - Legal documents or structured techniques that do not totally deprive an individual of self- autonomy and control. They are less restrictive by limiting the area or nature in which another person will exercise decision-making for someone. Ejemplos include educational power of attorney, payee arrangements, and medical power of attorney.

Independent - Able to function by oneself, self-supporting; not forced to rely on another for money or support.

Individual Education Program (IEP) - A written statement for each student with a disability that is developed reviewed and revised by the ARD committee, of which parents are active miembros The IEP includes the student's present levels of academic achievement and functional performance, participation in State and district-wide assessments, transition services, annual goals, special factors, special education, related services, supplementary aids and services, extended school year services, and least restrictive environment.

Individuals with Disabilities Education Act (IDEA) - The United States federal law that governs how each state and the public schools in the state provide early intervention, special education, and related services to children with disabilities.

Integrated Employment - Employment at a work site at which an individual routinely interacts with people without disabilities in addition to the individual's work site supervisor or service proveedores

Intellectual Disability - A term used to describe certain limitations in mental functioning and in developmental skills such communicating, taking care of personal needs, learning in school, and social skills; sometimes called cognitive disabilities or, in the past, mental retardation.

Medicaid - This is a medical coverage provided to a person by the state Title XIX program.

Medicare - Health insurance program for eligible disabled persons and persons aged 65 or older usually consisting of hospital insurance under Medicare (Part A), supplemental medical insurance under Medicare (Part B); and voluntary prescription drug coverage with a Prescription Drug Provider (PDP) (Part D). Low-income beneficiaries with Medicare can get extra help paying their prescription drug coverage premiums by filing an application with SSA.

Medical Power of Attorney - A type of special or limited power of attorney allowing decisions to be made by another person (the agent) on behalf of someone but only about medical and health importa It will provide the details of what kind of medical questions may be answered by the agente.

Natural Environment - Places and social contexts commonly used by individuals without developmental disabilities. Examples of natural environments include the neighborhood school,

the local child care center, social activities sponsored by Boy and Girl Scouts, YMCA/YWCA, Parks and Recreation, and activities sponsored through religious organizations.

Natural Support - Support and assistance that naturally flows from the associations and relationships typically developed in natural environments such as the family and community. Examples of natural supports are extended family and friends.

On-the-Job Training (OJT) - Training provided for a paid employee that provides the knowledge and skills needed to fully perform the requirements of the job.

Person-Directed Planning – The student and the legally authorized representative (LAR) on the student's side, direct the development of a plan of supports and services to meet personal needs and preferences.

Postsecondary - The time in a person's life after high school.

Postsecondary Goals - Goals that a student hopes to achieve after leaving high school. Measurable postsecondary goals are based on age appropriate transition assessments, interest inventories, other evaluation data, and or student/parent information.

Present Levels of Academic Achievement and Functional Performance (PLAAFP) -In the IEP process, the present levels of academic achievement and functional performance establish the performance levels in course work and skills for the student at the time each individualized education program (IEP) is written.

Referral - A recommendation or suggestion that a specific agency or service provider might be able to provide services that a person needs.

Rehabilitation Services - Aim to enhance and restore functional ability and quality of life to those with physical impairments or disabilities. Specifically vocational rehabilitation (VR) helps to restore a person's ability to work by providing training for new occupations, locating jobs, retaining jobs, and building permanent careers.

Related Services - The term related services means transportation, occupational therapy, physical therapy, counseling, and such developmental, corrective, and other supportive services as may be required to assist a student with a disability to benefit from special education.

Representative Payee - A person or entity appointed by a government agency administering financial benefits (for example, Social Security Administration or Veterans Administration) to manage the cash benefits approved by the agency for the beneficiary. The Representative Payee assures the funds are used for basic needs including food, clothing and shelter, maintains records, and reports to the agency all expenditures made on behalf of an individual with a disability.

Résumé - A brief written account of personal, educational, and professional qualifications and experience, as that prepared by an applicant for a job.

Rights - The power or privilege to which one is justly entitled.

Section 504 of the Rehabilitation Act of 1973 - A national law that protects qualified individuals from discrimination based on their disability.

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Self-Advocacy - Speaking up for oneself in support of his or her own ideas, beliefs or needs.

Self-Advocate - An individual's ability to effectively communicate, convey, negotiate or assert his or her own interests, desires, needs, and rights.

Self-Determination - The right and ability of all persons to direct their own lives, as well as the responsibility to accept the consequences of their own choices.

Self-Employment - When an individual owns his or her own company and works as a consultant, or as a contracted employee.

Social Security Disability Insurance (SSDI) - SSDI provides benefits to disabled or blind persons who are insured by workers' contributions to the Social Security trust fund. Estas contributions are based on individual earnings (or those of a spouse or parents). Social Security Disability Insurance is authorized under Title II of the Social Security Act.

Supported Decision-Making - A structured approach that uses a trusted and trained friend, family member, or professional to help an individual with an intellectual, developmental, or other cognitive disability understand a situation, consider options, and make an informed decision. Volunteers are trained on the principles of self-determination and do not choose or decide on behalf of the individual. A written agreement documents the pairing of a volunteer with an individual with a disability.

Summary of Performance (SOP) - A cumulative document that goes with the student when he or she exits high school by graduating or aging out of public education. This document can assist adult agency service providers and inform postsecondary educators about a student's past performance to better meet the needs of the young adult.

Supplemental Security Income (SSI) - The SSI program makes cash assistance payments to aged, blind, and disabled persons (including children) who have limited income and resources. The SSI program is authorized under Title XVI of the Social Security Act.

Supported Employment - An individual with a disability is supported on the job by a job coach or another employee.

Taxes - Percentage of an employee's earnings that an employer is required to take from a worker's pay. This money is sent to federal and state governments.

Ticket to Work (TTW) - The TTW Program is for SSI or SSDI beneficiaries who want to work and participate in planning their employment. Participation in the TTW program increases available choices when obtaining employment services, vocational rehabilitation services, and other support services needed to get or keep a job. It is a free and voluntary service. Cuando participating in the TTW program, an individual is using his or her ticket. Individuals might not be subject to a continuing disability review while they are using their tickets.

Transition Assessment - Ongoing process of collecting data on an individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments.

Transition Services - A coordinated set of activities for student with a disability within a results-oriented process that is focused on improving the academic and functional achievement of the

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individual with a disability to facilitate the individual's movement from school to post-school activities.

Vocational Education - Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career not requiring a baccalaureate or advanced degree.

Vocational Rehabilitation - Programs designed to help individuals with disabilities in receiving training for new occupations, locating jobs, retaining jobs, and building permanent careers.

Volunteering – Agreeing to do work that one does not get paid to do.

Please send additional thoughts and comments to sped@tea.state.tx.us

FEDERAL AND STATE LAWS

Federal Requirements

34 Code of Federal Regulations (CFR) §300.43 Transition services

(a) Transition services means a coordinated set of activities for a child with a disability that—

(1) Is designed to be within 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 postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes--

(i) Instruction;

(ii) Related services;

(iii) Community experiences;

(iv) The development of employment and other post-school adult living objectives; y

(v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

(b) Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.

Regulations: Part 300 / D / 300.320

34 Code of Federal Regulations (CFR) §300.320 Definition of individualized education programa. [Excerpt]

(b) Transition services. Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include--

(1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; y

(2) The transition services (including courses of study) needed to assist the child in reaching those goals.

(c) Transfer of rights at age of majority. Beginning not later than one year before the child reaches the age of majority under State law, the IEP must include a statement that the child has

been informed of the child's rights under Part B of the Act, if any, that will transfer to the child on reaching the age of majority under Sec. 300.520.

34 Code of Federal Regulations (CFR) §300.321 IEP Team

(b) Transition services participants

- (1) In accordance with paragraph (a)(7) of this section, the public agency must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under Sec. 300.320(b).
- (2) If the child does not attend the IEP Team meeting, the public agency must take other steps to ensure that the child's preferences and interests are considered.
- (3) To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of paragraph (b)(1) of this section, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

State of Texas Requirements

Texas Administrative Code (TAC) § 89.1055. Content of the Individualized Education Program (IEP). [Excerpt]

(g) For each student with a disability, beginning at age 16 (prior to the date on which a student turns 16 years of age) or younger, if determined appropriate by the ARD committee, the following issues must be considered in the development of the IEP, and, if appropriate, integrated into the IEP:

- (1) appropriate student involvement in the student's transition to life outside the public school system;
- (2) if the student is younger than 18 years of age, appropriate parental involvement in the student's transition;
- (3) if the student is at least 18 years of age, appropriate parental involvement in the student's transition, if the parent is invited to participate by the student or the school district in which the student is enrolled;
- (4) any postsecondary education options;
- (5) a functional vocational evaluation;
- (6) employment goals and objectives;

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(7) if the student is at least 18 years of age, the availability of age-appropriate instructional environments;

(8) independent living goals and objectives; y

(9) appropriate circumstances for referring a student or the student's parents to a governmental agency for services.

Texas Education Code (TEC) §29.0111. Beginning of Transition Planning

Appropriate state transition planning under the procedure adopted under Section 29.011 must begin for a student not later than when the student reaches 14 years of age.

Please send additional thoughts and comments to sped@tea.state.tx.us

TRANSITION IN TEXAS TIMELINE

Transition prepares students to move from high school to adulthood. Transition in Texas begins before a student's 14th birthday, or earlier if the admission, review, and dismissal (ARD) committee decides it would be right for you. As you get close to beginning high school, you will need to talk about what you want to do after graduation. Your transition services will be based on your needs, preferences, and interests. The ARD committee (which includes you and your parents) writes the transition plan as part of your Individualized Education Program (IEP).

The **Transition in Texas Timeline** is a tool to help you and your parents work with the other members of the ARD committee write your transition plan. Use this timeline to decide if these issues should be discussed at the ARD committee transition meetings.

Parents, as soon as possible:

If your child is identified with a developmental disability, put his/her name on an interest list with the Texas Department of Aging and Disability Services (DADS) until services are available. The waitlist is currently years long.

<http://www.dads.state.tx.us/providers/LA/PersonDirectedPlanningGuidelines.pdf>

When or before you turn 14 years of age:

Speak up for yourself—practice self-advocacy. Learn to explain your interests, preferences, and needs.

Talk with your parents and teachers about what kind of job you want.

Identify your career interests, strengths, and needs. Complete interest and career inventories.

Explore career options.

Identify training requirements for the job you want and admission standards for any school or training program you may want to attend.

Be able to explain your disability and accommodations you may need.

Build your academic and functional skills (such as personal health, money management, decision making, independent living, etc.).

Prepare to participate in ARD meetings. Talk to your parents and teachers.

Attend all ARD meetings, to which you must be invited, when transition is considered. Si you do not attend, you should give information to someone on the ARD committee about your wants and needs.

Participate in the ARD discussion about transition services. Learn to be the leader of the meeting, by asking for an agenda, calling on people who want to speak, and talking to your school and parents about all your needs.

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Talk with your school and parents to make sure that you take the classes you need for the job you want. Talk about the classes you need to take to attend the college or training program of your choice after you graduate.

Talk with your ARD committee to write your personal graduation plan.

Explore other agencies and service providers that can help you after graduation from high school.

Find out about assistive technology tools that can help you to live independently and have a job.

Expand your participation with community activities, such as library projects, volunteering, recreational sports, and trying to find people with similar interests to yours.

Apply for a social security number and card, if you do not already have one. Contact the local social security office to see if you qualify for benefits.

Identify any needs you have for long-term services and supports. Explore the community and long-term services and supports that are available.

Consider the need for guardianship or guardianship alternatives.

When or before you turn 16 years of age:

Identify and communicate your goals for life after high school.

Practice appropriate communication and social skills in different settings (school, peers, recreation, jobs, etc.).

Continue to talk about transition planning each year until you graduate from high school.

Talk about giving permission to the school to share information with any agencies who might give or provide you with transition services. Think about why this might or might not be a good idea.

Ask the school to invite other agencies that may provide or pay for transition services to your ARD committee meeting. You or your parents must give the school permission.

Complete a functional vocational assessment if you need it.

Find out about education or training requirements for the job that you want.

Ask your school counselor about classes that you need matched to your job interest, or how to find training on your job interest.

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Talk about any testing that you need for after graduation for postsecondary education or training (SAT, ACT, TSI, ASVAB). Discuss accommodations you may need. Descubrir about any other admission requirements.

Ask if there is financial support to help pay for any admission tests you may need.

Find out how much the job training or education you are interested in will cost.

Talk about the supports you will need to get and hold a job.

Explore types of transportation to a job, including public transportation.

Keep a list of your job experiences or volunteer work or clubs and sports activities.

Begin a résumé and update as needed.

Practice effective communication by asking for help, identifying accommodations you need, and developing interview skills.

Practice independent living skills (such as budgeting, shopping, cooking, housekeeping, decision making, etc.).

Participate in activities within your community, such as library projects, volunteering, recreational sports, or finding people with interests similar to yours.

Identify health care needs and providers (doctors, therapists, pharmacies) to meet your needs.

Explore living options that may be available for you when you attend college or a training program after you graduate.

Contact community and long term service and support agencies to discuss eligibility información.

Ask for and receive information about the rights that are granted to your parents (other than the right to receive notice) that will transfer to you when you turn 18. This happens unless someone has been granted guardianship.

Get an identification card, voter registration, and/or driver's license and be able to communicate personal information.

When or before you turn 18 years of age:

Continue to work with your ARD committee to review and update employment goals. Talk about the kind of work you can do. Check on who can coach you on the job, if necesario.

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Ask that any agencies that might help you with training or getting a job be invited to your ARD committee meeting.

Ask for and receive notification about age of majority requirements when you turn 17.

Ask for and receive your rights at age 18. Your parents will continue to receive a notice of your ARD committee meetings, but can only attend if you or the school invites them.

Register to vote.

Register for selective service (males).

Take responsibility for being on time for classes, appointments, social activities, and trabajo.

Ask about other services besides school that may be available for you.

Develop a list of people who know you and the work you can do.

Identify sources for job listings.

Practice interviewing for a job.

Apply for education or training programs.

Develop a plan to pay for postsecondary education or training.

Apply for financial help for education after high school (FASFA, grants, scholarships).

Apply for long-term services or supports, if appropriate. Learn to direct and manage these.

Explore adult recreational activities and community involvement.

Prepare for the adult model of health care.

After graduation:

Take over making decisions for your life.

Ask for and receive a Summary of Performance from the school.

Ask for and receive a prior written notice about your change of placement when you graduate.

Collect all information you will need for your postsecondary education or training (diploma, transcripts, etc.) and enroll in the program of your choice.

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Accept responsibility for health care needs (make doctor or therapy appointments, fill and take your prescriptions, etc.).

Begin receiving services from agencies, if appropriate.

Finalize your résumé.

Identify job openings or trainings.

Apply for jobs and talk to someone who can help coach you in your work.

Please send additional thoughts and comments to sped@tea.state.tx.us