

- This one deck will be used for the webinar on the date above
- As an OSPSS SpEd Webinar presenter, you received an email with specific steps to follow
- OSPSS presenters will add their **accessible** content to the deck 7 days prior to the webinar date for posting on the TEA-LEA SpEd Webinar site
- Required for each presentation "Title" slide
 - Title of your agenda item
 - Name and title of all presenters
 - Name of your TEA Division
- *This information slide will be removed from the final deck prior to posting*



Welcome to the TEA Special Education Webinar

September 16, 2025

The webinar begins promptly at
2:00pm CT

New Resource: Connecting to Community Supports

Lindsey Krumrine

Special Populations Policy, Compliance, and Technical Assistance

- Passed during the 89th Texas legislative session
- Texas Education Code §29.030 was added to specify requirements for school systems to provide the parent or legal guardian of a student who has been identified as having an intellectual disability or a developmental delay with information about services and public benefits provided by the local intellectual and developmental disability authority (LIDDA) that serves the county in which the student resides, including services under waiver programs established under Section 1915(c), Social Security Act (42 U.S.C. Section 1396n(c)).

To share the required information at the first admission, review, and dismissal (ARD) committee meeting during which the individualized education program (IEP) is developed for a student with an intellectual disability or a developmental delay, **each local educational agency (LEA) will use the Connecting to Community Supports resource** to ensure that families are provided with information about their LIDDA.

Before distributing this resource, add local contact information in the appropriate fields.



- Overview of LIDDA services
- **Fillable field to enter school contact information.**
- To determine the appropriate LEA staff to assign, consider a role such as:
 - Parent liaison
 - Transition and Employment Designee (TED)
 - Special education director or administrator



**CONNECTING TO
COMMUNITY
SUPPORTS**

Information for Parents About the
Local Intellectual and Developmental
Disability Authority (LIDDA)

[Access this
resource online](#)

If your child has been identified with an **intellectual disability or a developmental delay**, one of the most important first steps is connecting with your LIDDA. The following pages provide the information you need to find and connect with the LIDDA in your county.

What is a LIDDA?

LIDDAs are the point of entry to certain publicly funded Intellectual and Developmental Disability (IDD) services in Texas. Each LIDDA serves a specific region and is responsible for helping families access long-term supports that allow children and adults with IDD to live and thrive in their communities.

School Contact:

Talk to the contact for your child's school if you have questions about finding your LIDDA or if you need help to access the websites linked in this document.

Name:

Role:

Email:

Phone:

Definitions of disability conditions for special education eligibility


LIDDAs offer a wide range of services and supports, including:

- **Access and intake:** Providing information about services and supports, assessing whether your child qualifies for IDD services, and helping families apply for supplemental security income (SSI), social security disability insurance (SSDI), and Medicaid
- **Service coordination:** Helping families access medical, educational, and social services and supports
- **Respite care:** Providing short-term relief when the primary caregiver is unavailable
- **Individualized services based on need and availability:** Providing services such as employment assistance, nursing, therapies, and specialized support. Please note these services may vary by region.
- **Medicaid programs:** Adding individuals to interest lists for Medicaid waiver programs and helping an eligible person enroll in certain Medicaid programs

SPEDTEX **TEA** **Texas SPED Support**


PAGE 1 OF 3

- Description of Medicaid waiver programs
- Links to each program
- Explanation of the “interest lists”
- Important tips for families











**CONNECTING TO
COMMUNITY
SUPPORTS**

Information for Parents About the
Local Intellectual and Developmental
Disability Authority (LIDDA)

 **Medicaid Waiver Programs**

Texas offers several Medicaid waiver programs that provide long-term services and supports for individuals with disabilities in their community. Each program offers different services and has its own **interest list**. A representative at your local LIDDA can help you understand which options might be appropriate based on your child's current and future strengths and support needs.

-  [Community Living Assistance and Support Services \(CLASS\)](#) — all ages
-  [Deaf-Blind with Multiple Disabilities \(DBMD\)](#) — all ages
-  [Home and Community-based Services \(HCS\)](#) — all ages
-  [Medically Dependent Children's Program \(MDCP\)](#) — age 20 and younger
-  [STAR-PLUS Home and Community Based Services \(HCBS\)](#) — age 21 and older
-  [Texas Home Living \(TxHmL\)](#) — all ages
-  [Youth Empowerment Services \(YES\)](#) — ages 3 to 18




 **What is an “Interest List”?**

Interest lists are sometimes called “waiting lists.” People are placed on these lists on a first-come, first-served basis. When a person's name is at the top of the list they will be contacted by a Health and Human Services Commission (HHSC) or LIDDA representative. Space in the programs is based on available funding, and people may be on an interest list for years before being contacted.

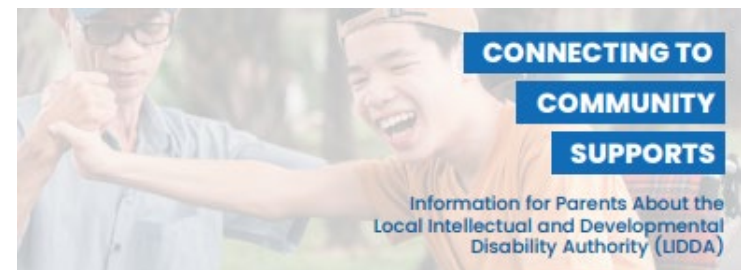
Important Tips:


- ◆ **Put your child's name on interest lists for Medicaid waiver programs as soon as a disability is identified** (see page 3). You can always decline services if not needed in the future.
- ◆ You do not need to prove eligibility to be added to the interest lists.
- ◆ Keep your contact information updated to ensure you can be reached.
- ◆ Check your child's status each year. Checking around your child's birthday is an excellent way to remember to do this.

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- Steps for families to connect with their LIDDA
- Recommended questions to ask the LIDDA
- **Fillable field to enter the LIDDA for the county in which the student lives.**
- Use the link to the HHSC website to find the LIDDA for the county or counties that your LEA serves.
- Additional resources




**Connect with Your LIDDA:**

- ♦ Ask your child's admission, review, and dismissal (ARD) committee where to find information for the LIDDA that serves your county.
- ♦ Contact your LIDDA to **schedule an initial meeting**.
- ♦ During the initial meeting, the LIDDA staff will discuss **options for services and interest lists** that match your child's needs.

**Questions to Ask Your LIDDA Contact:**

- ♦ What services are provided through this LIDDA?
- ♦ How can I add my child's name to the interest lists for the Medicaid waiver programs?
- ♦ What documentation do I need to provide?
- ♦ Who can I talk to if I have more questions about services and supports for my child?
- ♦ Are there other agencies or programs available for my child?


**LIDDA for My County:**


My LIDDA:

Email:

Phone:

Website:

Visit the [HHSC website](#) to search for LIDDAs by county or zip code.

**Additional Resources:**

- ♦ Texas HHSC:
 - ◊ [LIDDA Resources](#)
 - ◊ [Interest List Reduction](#)
- ♦ [YourTexasBenefits.com](#)
- ♦ [The Arc of Texas](#)

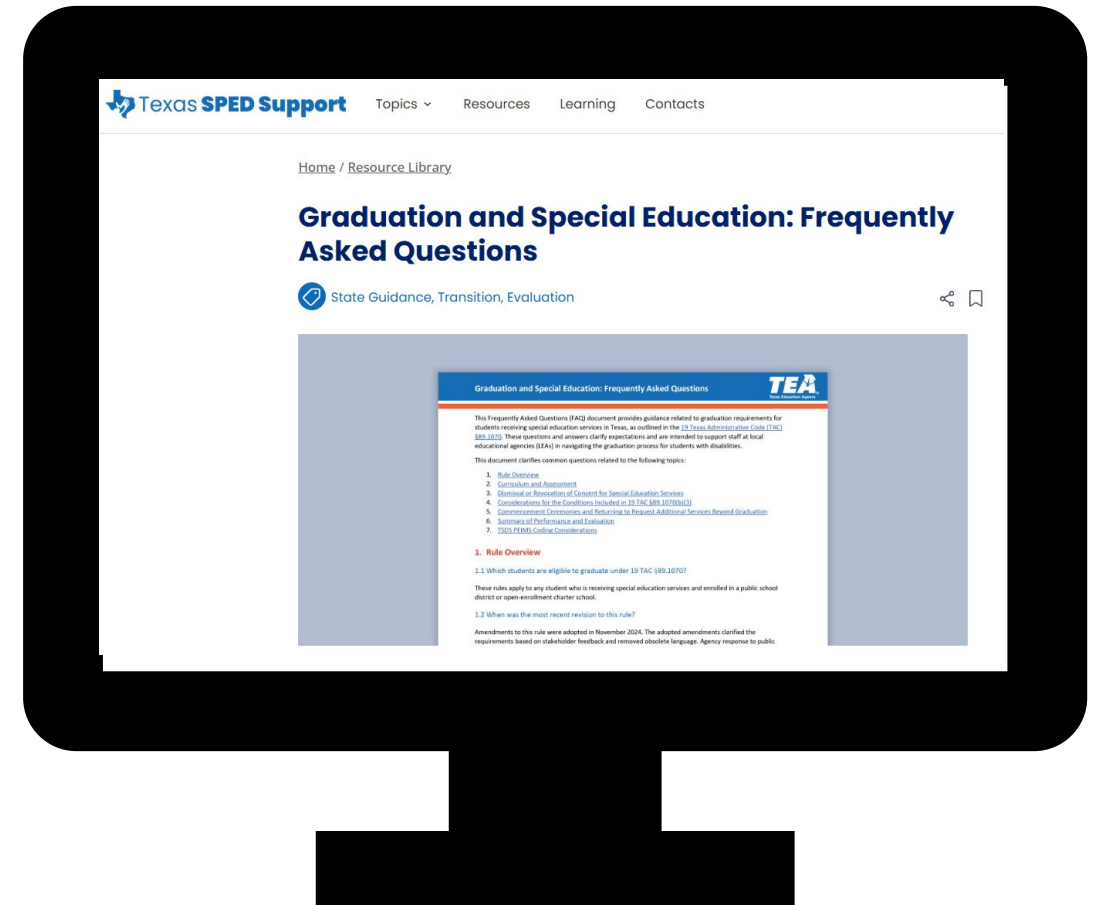
- ♦ [Navigate Life Texas: Waivers and Wait Lists](#)
- ♦ Texas Education Agency (TEA)
 - ◊ [SPEDTex](#)
 - ◊ [Roadmap to Texas Transition Resources](#)
- ♦ Resources and help available: Get on the waiting lists now (Straight Talk Video Series): [English](#) | [Spanish](#) | [Vietnamese](#)

New Resource: Graduation and Special Education Frequently Asked Questions

Elizabeth Danner

Special Populations Policy, Compliance, and Technical Assistance

- Published in July 2025
- Clarifies common questions related to the following topics:
 - Rule Overview
 - Curriculum and Assessment
 - Dismissal or Revocation of Consent for Special Education Services
 - Considerations for the Conditions Included in 19 TAC §89.1070(b)(3)
 - Commencement Ceremonies and Returning to Request Additional Services Beyond Graduation
 - Summary of Performance and Evaluation
 - TSDS PEIMS Coding Considerations



1.2 When was the most recent revision 19 Texas Administrative Code (TAC) §89.1070?

Amendments to this rule were adopted in November 2024. The adopted amendments clarified the requirements based on stakeholder feedback and removed obsolete language. Agency response to public comments for this rule package can be found on the Texas Register. While the revised rules applied to students in all cohort years, there was no requirement to update the individualized education program (IEP) for students who entered grade 9 prior to the 2024-25 school year.

1.3 What is the difference between subsections 19 TAC §89.1070(b)(1) and (b)(2)?

TAC §89.1070(b)(1) states that a student who receives special education services may graduate and be awarded a diploma if the student meets the same expectations for graduation as students without disabilities.

Subsection (b)(2) clarifies that an ARD committee has determined that satisfactory performance, beyond what would otherwise be required in subsections (b)(1) and (d) of this section, on the required end-of-course assessment instruments is not required for graduation.

Subsection (d) states that a student in Grade 11 or 12 who has failed to achieve satisfactory performance on no more than two state assessments would be eligible to graduate under the first condition described in 19 TAC §89.1070(b)(1).

Note that a student's ARD committee determines whether a student is required to achieve satisfactory performance on an end-of-course (EOC) assessment. As specified by 19 TAC §101.3022(f)(1), a student receiving special education services is not subject to the requirements for Individual Graduation Committee (IGC).

2.1 What should the ARD committee consider when determining whether “the curriculum, as modified, is sufficiently rigorous” for a student to earn an endorsement?

While the interpretation of “sufficiently rigorous” curriculum is outside the scope of rulemaking and guidance, ARD committee members may find it helpful to consider the following questions when determining whether to award an endorsement for a student who received modified content in one or more courses:

- In which content areas or courses did the student require modified curriculum?
- What types of modifications were needed for the student to access the curriculum standards, Texas Essential Knowledge and Skills (TEKS), for the course? For example, was the student able to make progress toward the student expectations in the TEKS for the course, or were the student’s academic goals aligned to prerequisite skills significantly below the TEKS for the course?
- What other information is available about the student’s academic access, including their participation and progress in courses that satisfy the endorsement requirement?

2.2 Can a student receiving special education services earn a distinguished level of achievement?

Yes. Effective beginning with the 2025-2026 school year, due to the passage and signing of House Bill (HB) 2 in the 89th (2025) Texas legislative session, Texas Education Code (TEC) §28.025(c-7) and (c-8) were amended to specify requirements for students receiving special education services to earn the distinguished level of achievement. The amended statute applies the same standard as for endorsements by requiring the student's ARD committee to determine if the curriculum required for the distinguished level of achievement, if modified, is sufficiently rigorous as modified to earn the distinguished level of achievement and whether the student is required to achieve satisfactory performance on an EOC assessment to earn the distinguished level of achievement.

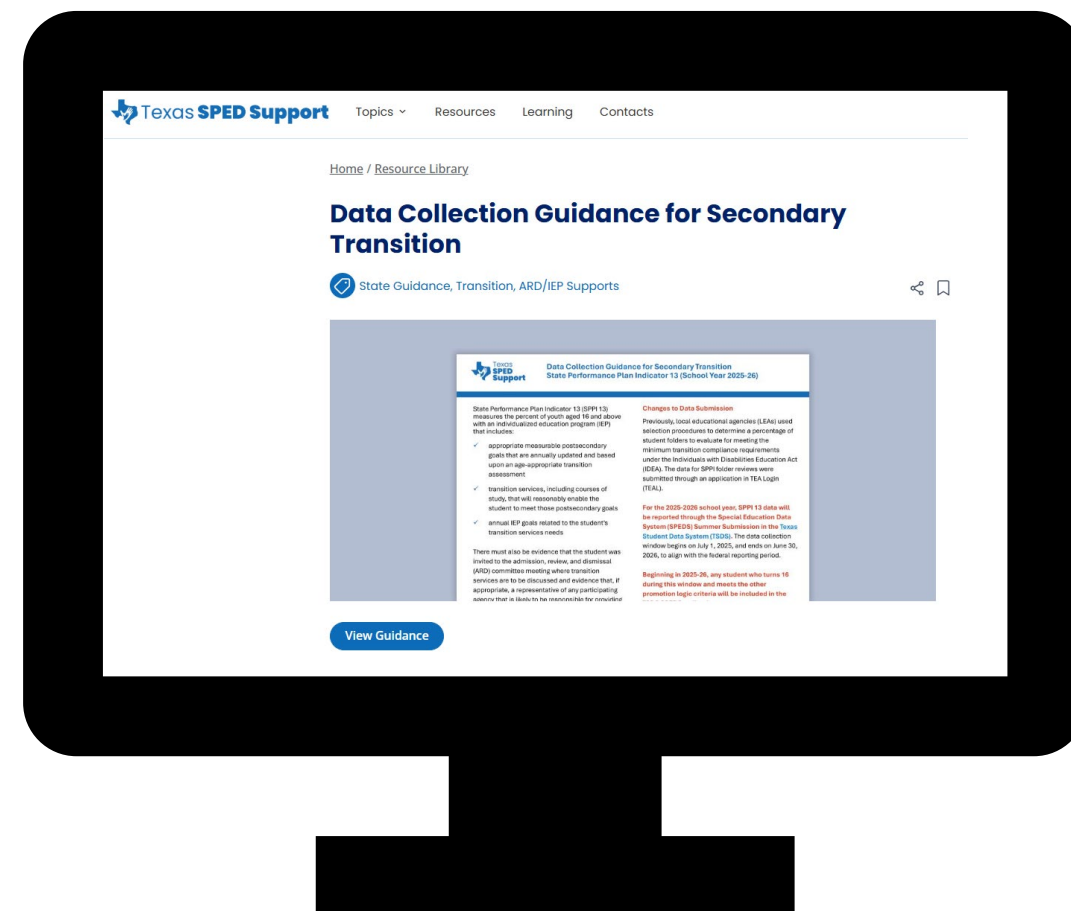
Updated Resource: Data Collection Guidance for Secondary Transition

Elizabeth Danner

Special Populations Policy, Compliance, and Technical Assistance

State Performance Plan Indicator (SPPI) 13

- Previously submitted through an application in TEA Login (TEAL).
- For the 2025-2026 school year, SPPI 13 data will be reported through the Special Education Data System (SPEDS) Summer Submission in the Texas Student Data System (TSDS).



■ Data Element Reporting Requirements for the StudentSpecialEducationProgramAssociation Entity (DR15)

SPPI 13 Checklist*

Item 1	Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?
Item 2	Are the postsecondary goals updated annually?
Item 3	Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment(s)?
Item 4	Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?
Item 5	Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?
Item 6	Is (are) there annual IEP goal(s) related to the student's transition service needs?
Item 7	Is there evidence that the student was invited to the ARD committee meeting where transition services were discussed?
Item 8	If appropriate, is there evidence that a representative of any participating agency was invited to the ARD committee meeting with the prior consent of the parent or student who has reached the age of majority?

- Guidance for each item on the SPPI 13 checklist
- Determining compliance when evaluating an IEP



Data Collection Guidance for Secondary Transition State Performance Plan Indicator 13 (School Year 2025-26)

Item 1: Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?

Source(s) of evidence: IEP documentation

Guidance for Item 1

- A postsecondary goal must be based on the student's strengths, preferences, and interests.
- A postsecondary goal identifies what the student will achieve after completing secondary education requirements.
- Measurable means the goal is countable and is an outcome, not a process.
- Goals should indicate what a student "will" do rather than "plans" or "hopes to" do.
- It is important to note that the four components of a measurable annual IEP goal (timeframe, conditions, behavior, and criterion) are not required for a postsecondary goal.
- Postsecondary goals must be developed and documented for the following areas:
 - Training*; } *Based on individual student needs, the areas of **training and education**
 - Education*; } may overlap, and a combined postsecondary goal may be developed.
 - Employment; and
 - Where appropriate, independent living

Determining compliance

	Yes	No
Is there a postsecondary goal for education and/or training, and a separate postsecondary goal for employment?		
Is there a postsecondary goal for independent living, or is there documented evidence that a goal for this area is not appropriate for this student?		
Do the postsecondary goals reflect what the student will be doing after completing secondary education (i.e., beyond exit from public school), rather than while continuing to receive special education services?		
Are the postsecondary goals measurable (can they be observed)?		

If the answer to *all four* questions is "yes," compliance was met, and YES may be submitted for SPPI 13 checklist item 1.

If "no" is the answer to *any* of the questions, NO must be submitted for SPPI 13 checklist item 1.

Item 8: If appropriate, is there evidence that a representative of any participating agency was invited to the ARD committee meeting with the prior consent of the parent or student who has reached the age of majority?

Source(s) of evidence: IEP documentation

Guidance for Item 8

- A separate consent from the parent or student who has reached the age of majority must be obtained for each ARD committee meeting conducted in accordance with 34 CFR §300.320(b), before a public agency can invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services to attend the meeting. For additional guidance, see the [Gray letter](#) from the Office of Special Education Programs (OSEP 2008).
- Evidence that the agency was invited prior to the ARD committee meeting can include a variety of methods. Examples include, but are not limited to, the following methods:
 - Agency notice of ARD committee meeting separate from the parent/guardian notice
 - Agency letter of invitation
 - Phone log with date and time
 - Email
- Methods of invitation may be maintained according to local policies and procedures, as these are not required components of the IEP. Other sources may suffice as documentation; however, **relevant information related to the agency invitation should be included in IEP documentation.**

Determining Compliance for Item 8

Determining compliance

Is there evidence that an outside agency was invited (with prior written consent) to participate in the ARD committee meeting where transition was addressed?

- ☐ YES – an agency representative **was invited**, and there is documented evidence that prior written consent was obtained from the parent (or student who has reached the age of majority).
- ☐ N/A – an agency representative **was not invited**, and there is documented evidence that:
 - consent was requested but not granted by the parent (or student who has reached the age of majority); or
 - outside agency involvement was not needed for this ARD committee meeting.

If the *first box* can be checked, compliance was met, and YES may be submitted for item 8.


If the *second box* can be checked, compliance was met, and N/A may be submitted for item 8.

If *neither box* can be checked, NO must be submitted for item 8.

- **Secondary Transition page on the TEA website**
- <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/secondary-transition>

SPPI 13: Resources

Data Collection Resources

- [Data Collection Guidance for Secondary Transition](#) 
- [SPPI 13 Folder Checklist](#)

Data Submission Resources

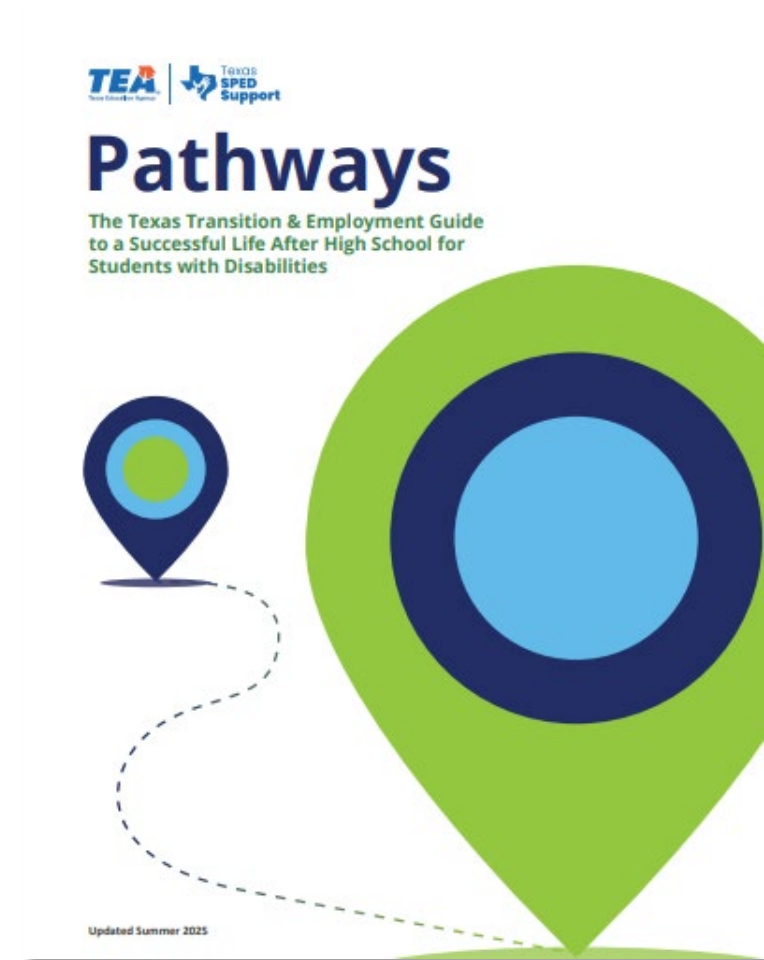
- [Special Education Data System \(SPEDS\) Guidance Document \(Coming Soon\)](#)
- [SPPI 13: TEAL to SPEDS Transition Guide \(2025-26\)](#)
- [TSDS Special Education Data System \(SPEDS\) Summer Submission \(SY 2025-26\) Presentation \(updated 7/18/2025\)](#)

Updated Resource: Texas Transition and Employment Guide

Elizabeth Danner

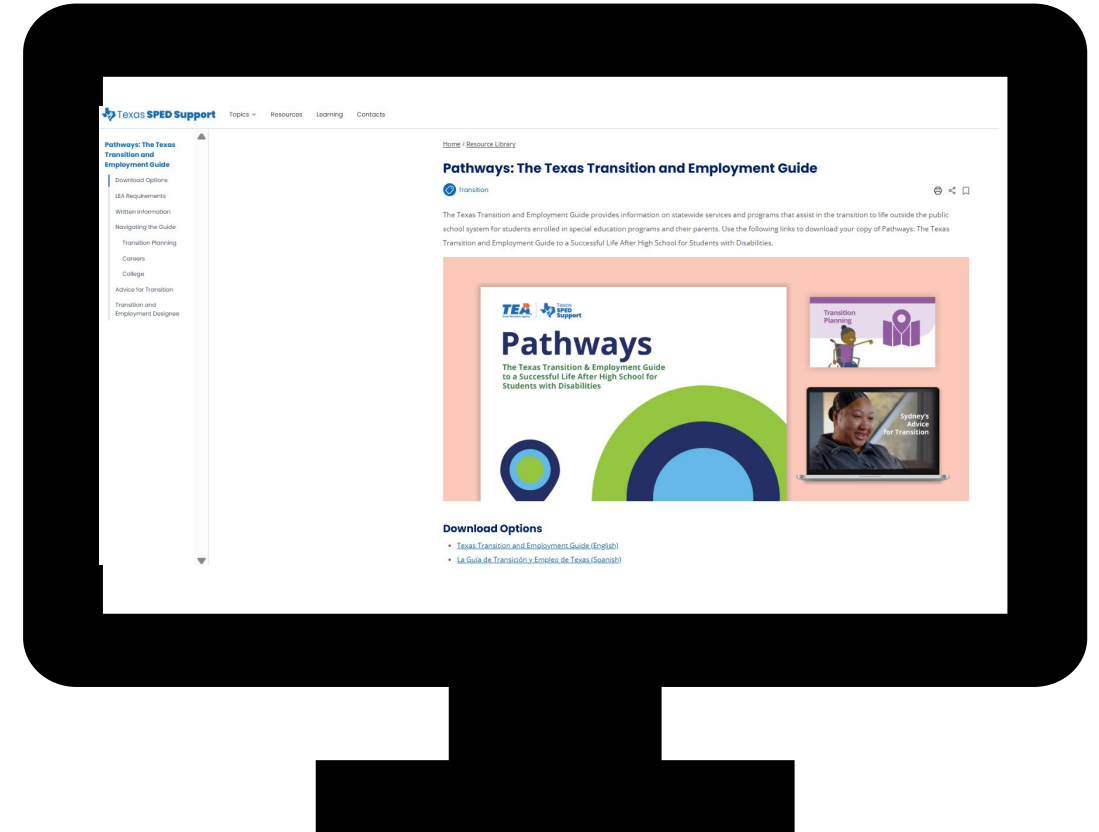
Special Populations Policy, Compliance, and Technical Assistance

- Required by Texas Education Code §29.0112
- Designed for students enrolled in special education programs and their parents to provide information on statewide services and programs that assist in the transition to life outside the public school system.
- Available in multiple languages



About the Updated Page

- Links to PDF for each translation
- LEA requirements
- Related resources:
 - Written information template
 - Animated videos
 - Advice for transition from graduates
 - Transition and Employment Designee (TED)



LEA Requirements

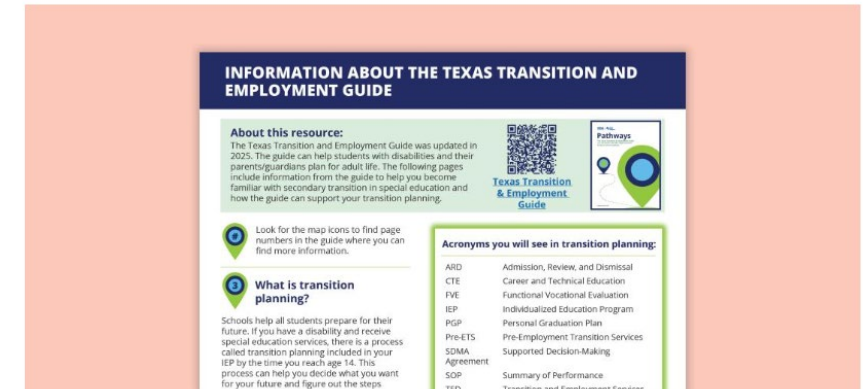
In accordance with [Texas Education Code §29.0112](#), each local educational agency (LEA) must:

- Ensure the updated Texas Transition and Employment Guide is available on the LEA website in both English and Spanish. The LEA can post links to the documents as posted on the Texas SPED Support website or upload the PDF to the LEA website.
- Provide written information and, if necessary, assistance to a student or parent regarding how to access the electronic version of the guide at:
 - the first meeting of the student's admission, review, and dismissal committee at which transition is discussed; and
 - the first committee meeting at which transition is discussed that occurs after the date on which the guide is updated; and
- On request, provide a printed copy of the guide to a student or parent.

Written Information About the Texas Transition and Employment Guide

- Provides an overview of secondary transition planning using excerpts from the Texas Transition and Employment Guide.
- LEAs may use or adapt this resource to share written information about the guide with students and families, as required by Texas Education Code §29.0112(e)(2).

Information About the Texas Transition and Employment Guide



[View English Document](#)

[View Spanish Document](#)

- New chapters:
 - Transportation
 - Technology
- Updated content:
 - Making Connections
 - Taking Action
- Additional infographics:
 - What to know about your graduation options!
 - How was your transition to adulthood?

Texas Transition & Employment Guide for Students with Disabilities

	3	Transition Planning <i>What Is In My IEP?</i> Using Your ARD Meeting to Plan Your Future
	10	My Rights <i>What Changes When I Turn 18?</i> Planning for Legal Rights and Responsibilities
	17	Careers <i>I Want To Work</i> Planning for Employment
	23	College <i>I Want to Continue Learning</i> Planning for College, Certification, Training, and Other Learning Beyond High School
	29	Community <i>I Want to Be Independent</i> Planning for Support in My Home and Beyond
	34	Transportation <i>I Want to Go Places</i> Planning How to Get to School, Work, and Around My Community
	41	Technology <i>I Want to Use Helpful Tools</i> Using Technology to Make Life Easier
	48	Financial <i>Who Pays for What I Need?</i> Planning for Financial Independence and Supports
	54	Health <i>I Want to Be Healthy</i> Planning for Medical Needs
	59	Taking Action <i>What Do I Do Now?</i> Activities to Plan For Your Future
	68	Making Connections <i>Who Can Help?</i> Agencies and Contacts