

TRANSITION SERVICES & RESOURCES IN ISLAND COUNTY

School Age to Adulthood



One Step at a Time

It is never too early to start planning for the future

Connect with Resources in Your Community

What is transition?	3
Checklists & Categories	4, 6-7, 27 & 33
Transition Planning and the IEP	8-9
Transition Planning Requirements of IDEA	10
School Based Transition Services	10-11
Job Foundations & School 2 Work	12-15
Local Post Secondary/After High School Education	16-17
Military Youth High School Transition	18
Tribal Vocational Services	19
Employment Supports and Assistance	18-20
State & County Programs Eligibility vs Entitlement	20-21
SSI, SSDI, Special Needs Trusts and Benefits Planning	22-23
Guardianship & Alternatives To Guardianship	24-25
Health Care and Care Transition	26-27
Recreation & Leisure	28
Family Support	29-31 & 35
Self Advocacy	31
Housing & Transportation	32
Getting an ID/License & Registering to Vote	32
Resources	34-35

Quick Directory of Resources

*[Supplemental Security Income \(SSI\)](#) (800)772-1213

*[Developmental Disabilities Administration \(DDA\)](#):

Island County Region 2 (800) 788-2053 DDA2IETEAM@dshs.wa.gov

*[Department of Vocational Rehabilitation \(DVR\)](#) Mt. Vernon (360) 429-3097 Everett (425) 339-4880 OH Office (360)240-4736

*[School Transition Coordinator/DVR](#): Island County: (360) 899-0085

*[Tribal Vocational Rehabilitation Program](#)—

Island County Donna Adamson, Director
dadamson@samishtribe.nsn.us (360)726-3647

*[Military Family Resources](#) for Youth and Young Adults Transitioning from High School Employment Center at your installation (check installation website)

*[Service Alternatives](#) (800)292-6697

*[Washington Vocational Services \(WVS\)](#) (360)419-0910—Burlington (425)774-3338—Everett

*[Sherwood Community Services](#) (425)334-4071

*[Pathways to Employment](#) www.pathways.dshs.wa.gov

*[Developmental Disabilities County \(DD\)](#) Mike Etzell (360)678-7883

*[Island County Parent to Parent](#) (360)632-7539

*[Island Transit/Paratransit](#) (360)678-7771 (800)240-8747
www.islandtransit.org

*[Health Care Authority/Apple Health/Medicaid](#)
<http://www.hca.wa.gov/> (800)562-3022

*[Informing Families](#) <https://informingfamilies.org/>

*[Got Transition](#) <https://www.gottransition.org/>

WHAT IS TRANSITION?

By sending their children to school, parents hope their child will take advantage of the educational opportunities provided and make the most of his or herself to become a productive adult and valued member of the community. During school years children learn academic and social skills that can help them build a satisfying and independent life. For youth with disabilities, additional planning is needed as they prepare to leave school, move into adulthood, and meet their employment, educational, or independent living goals. This process is often referred to as “transition.” Think of it as preparing students who receive special education services for life after graduation while they are still in school. As students enter transition age and prepare to exit school, parents often find it difficult to adjust to the fact that the activities, supervision and services the student received during the day will no longer be available as the student enters adulthood. Transition is about planning for what your child’s life will look like after graduation. The main opportunities during these transition years are to prepare students for the world of employment, independent living skills and advocacy. Regardless of disability, there are opportunities and expectations for your child to work and participate fully in your community. Planning is critical. Transition-age students in special education have the right to learn more than traditional classroom subjects at school. They have the right to study social skills, job skills, and independent-living skills. There is a federal law that requires schools to provide these “transition services” to students with disabilities between the ages of 14 and 21. This law is called Individual with Disabilities Education Act, or IDEA and ensures that children with disabilities have the opportunity to receive a free and appropriate education (FAPE) just like other children. You will read more about IDEA and transition services in the following pages. As you do so, keep in mind that there are evidence-based transition practices that predict positive post-school outcomes for students. Researchers know that the following items are predictors of post-school success:

Inclusion in general education	Vocational education/ occupational courses	Self-determination and self-advocacy skills
Exit Exam requirements	Community experiences	Social skills
Program of Study	Paid work experiences	Student support
Transition programs with evidence-based practices	Work study	Parental involvement and expectations
Career awareness	Self-care/Independent living skills	

Interagency collaboration (National Technical Assistance Center on Transition) Another indicator of positive transition outcomes is parents’ expectations for their student.

When parents have a child with a disability, goals might need to be modified. This doesn’t mean expecting less of your child, but it may mean expecting something different than what you had envisioned. It’s important to understand the critical influence of having “high expectations” and instill those expectations in your youth and advocate for those expectations throughout the transition process. Families that consistently set high expectations have a better chance of creating that same vision in the people who educate, employ, and socialize with their child. Research has shown that families of youth with disabilities who maintain higher expectations will see their child achieve greater academic success. Higher academic achievement is correlated with better outcomes in postsecondary education, employment, and financial self-sufficiency. High expectations are a valuable tool!

And then what? You and your student have been working hard to prepare for adulthood. What might that look like for a youth with developmental disabilities? In

Washington State, integrated employment is the expectation and the norm. Working Age Adult Policy Washington State prioritizes employment as the first choice for individuals of working age. All employment is based on an individual’s strengths and interests. Therefore, regardless of your student’s disability, there are opportunities and expectations for him or her to work and fully participate in his or her community. Adult Services Adult services follow the Washington State Working Age Adult Policy <https://www.dshs.wa.gov/sites/default/files/DDA/dda/documents/policy/policy4.11.pdf>, which promotes gainful employment in integrated settings in the community as the preferred option for working age adults (age 21 through 61). Adult Services provide eligible adults aged 21 and older vocational services. Supported Employment Supported employment occurs in a variety of typical, integrated business environments. Supported employment includes assistance obtaining and maintaining a job, assistance with promotion and career development and should be minimum wage pay or better. Support is provided to individuals, employers, and/or coworkers through activities such as on-the-job training, job restructuring, and technical assistance to employers and coworkers.

High School Transition Toolkit

TRANSITION PLANNING 101

Transition is a term educators use to talk about preparing for life after high school, and it spans several years.

Officially, transition planning can begin at age 14, but families and schools should be planning and planting the seed/thoughts/expectations even earlier than that.

By the time your child turns 16, his/her Individualized Education Program (IEP) is focused on transition services.

The transition plan charts a course for graduation and life after high school, with measurable goals related to post-secondary education, employment, independent living, housing, and community participation.



The transition plan is created by the IEP team, with your son/daughter's participation. It identifies the skills, services and supports necessary to reach the student's goals.

It's a lot to consider, but you are not alone. Organizations such as PAVE (wapave.org) and Parent to Parent (arwca.org/getssupport) can help guide your way.

For a list of other high school transition resources and publications, visit: informingfamilies.org.

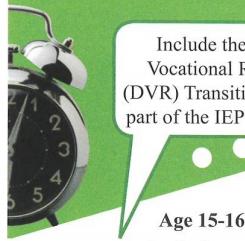
GOAL SETTING

A transition plan drives the IEP and maps a successful transition to life as an adult. Ask yourself what instruction, support & services are needed to achieve goals related to:

- ▶ Employment and/or Post Secondary Education
- ▶ Independent Living (e.g., money management, decision-making, shopping, cooking, using the bus)
- ▶ Housing/In-Home Support
- ▶ Social/Recreational
- ▶ Financial/Legal
- ▶ Health & Safety



HIGH SCHOOL TRANSITION TIMELINE



Include the Division of Vocational Rehabilitation (DVR) Transition Counselor as part of the IEP team at age 14.

Age 16

- Apply for a Washington State ID Card.
- Transition planning.
- Include the student in planning.

Age 18

- Begin transition services.
- Include self-advocacy & self-determination goals in the IEP.
- Determine graduation date.
- Learn what the school's 18-21 transition program(s) offer.
- Register to vote.
- Open checking account.
- Apply for SSI benefits.
- Enroll in Medicaid.
- Consider decision-making alternatives to guardianship.
- Assess transportation options.
- Request long-term employment supports from DDA (if funding is available).
- Apply for short-term employment services from DVR (or, if available, your county DD program). Visit dshs.wa.gov/dvr to find your school's DVR Transition Counselor.

Age 20-21

- Assess transportation options.
- Request long-term employment supports from DDA (if funding is available).
- Apply for short-term employment services from DVR (or, if available, your county DD program). Visit dshs.wa.gov/dvr to find your school's DVR Transition Counselor.

IMPORTANT: Apply for DDA Eligibility by Age 18

Applications for eligibility from the Developmental Disabilities Administration (DDA) can be made at any age, but it's a really good idea to apply by age 18. Programs such as Individual & Family Services (IFS) and Community First Choice (CFC) offer a variety of home and community services to increase health, safety, and independence. Learn more: informingfamilies.org/dda-services.

High School Transition Toolkit

TRANSITION CHECKLIST



Consider the following checklist of skills, activities, and services when creating your child's high school transition plan for his/her IEP.

Independent Living

Identify skills and abilities that will help your son or daughter be as independent as possible:

- Money management/budgeting
- Opening a line of credit (to establish credit history)
- Bill paying
- Decision-making
- Self-advocacy
- Sex education
- Registering to vote
- Communication
- Transportation training
- Daily living skills (e.g., cooking, shopping)

Social/Recreational

- Build friendships outside the family.
- Create a circle of support (family, friends, neighbors).
- Identify and connect with groups that share similar interests, such as:
 - Athletic
 - Faith-Based
 - Creative
 - Technological
 - Humanitarian
 - Environmental
 - Civic/Leadership

Health & Safety

Identify needed skills and/or resources to be healthy and safe:

- Emergency recognition and response
- Personal care/hygiene
- Counseling
- Healthy relationships
- Physical/Occupational therapy
- Adult medical care provider

TIP for IEPS

Talk to the IEP Team about ways to include supports and instruction needed to reach goals that meet the student's needs.

Housing and In-Home Supports

- Apply for DDA services/supports (e.g., Personal Care, Supported Living, Companion Home, Adult Family Home).
- Apply for HUD federal housing assistance. (Contact your local Housing Authority to find out how long the waiting list is.)
- Research home ownership programs for adults with I/DD: washingtonaccessfund.org/resources/homeownership.php

Employment/Post-Secondary Education

- Identify potential jobs/careers.
- Identify personal contacts useful in finding jobs.
- Research college programs.
- Gain work experience.
- Practice job skills.
- Obtain Assistive Technology and Training.
- Apply for employment services from DVR (last year of school) and DDA (age 21).

Adult employment services are provided through the Division of Vocational Rehabilitation (DVR) and the Developmental Disabilities Administration (DDA). Learn more: informingfamilies.org/employment.

To order copies of this Transition Toolkit for your school, agency or organization, visit: informingfamilies.org/transition-toolkit.

Areas of Planning



Advocacy



Recreation/Leisure



Health Care/Medical



Financial



Legal



Family & Parent Support



Employment



Education



Housing



Transportation

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There sure is a lot to think about and plan for! Just remember, take one step at a time.
There are people and resources that can help you along the way.

EDUCATION Pages 8-17

1. Are you actively involved in your planning?
2. How do you tell others what you want?
3. How does your IEP, transition goals affect your life as an adult? What type of training/classes do you need to reach your long range goals?
4. Are you building on your strengths?
5. What accommodations do you need?
6. What types of assistive technology are available?
7. What do you need to attend college? What types of financial aid are available? What accommodations are available?

EMPLOYMENT Pages 18-20

1. What are your current vocational skills and how are you building on your current strengths?
2. What is your vocational goal? What is your plan to reach your goal? Who can help you reach your goal?

FINANCIAL Pages 22-23

1. What will your income be? Will you need additional income?
2. If you have a limited income how will you pay for phone, rent, electricity, cable, food?
3. What are your costs of living outside of my parent/caregivers home?
4. How will you develop and maintain a budget? Will you need assistance managing your income?
5. What is a special needs trust fund? What is Developmental Disabilities Endowment Trust Fund? What is ABLE Accounts?
6. What are work incentive programs through Social Security? How can they help you?

LEGAL ISSUES Pages 24-25

1. Do you need support with legal issues, financial and medical decisions?
2. What is Guardianship and Alternatives to Guardianship?

There sure is a lot to think about continued.....

HEALTH CARE/MEDICAL SERVICES Pages 26-27

1. What kind of medical support will you need?
2. How will you pay for your medical supports?
3. What happens when you are no longer covered under your parent's insurance?
4. Who will your adult primary physician be?
5. What supports are available to help you with your medical needs?

RECREATION AND LEISURE Pages 28

1. What are your interests? What do you enjoy doing with your leisure time?
2. Where can you get together with others to share your interests?
3. What recreational opportunities are available in your community?

FAMILY AND PARENT SUPPORT Pages 29-31 & 35

1. What types of support are available to your caregivers?
2. What support is available to plan your future?
3. Where do you find other families to brainstorm and connect to?

ADVOCACY Pages 31

1. Can you explain your disability and any accommodations you many need?
2. How are you advocacy skills for yourself? How can you improve your self-advocacy skills?

3. Who are the people in your life who can support and advocate for you? Who will advocate for you when your parents/caregiver are no longer able?

HOUSING/LIVING INFORMATION Pages 32

1. Where do you plan to live?
2. Do you want to live by yourself, with your family, a roommate(s), in a apartment, a house, a dorm, duplex, etc. What options are available?
3. Can you own your own home? What types of support will you need?
4. How can you be more independent? What types of assistive technology or supports are available to help you become more independent?
5. Can you get up in the morning, catch the bus, and get to work on time? What supports are available?
6. Can you manage your own household, keep it clean, do laundry, shop and cook for yourself? What supports are available?



TRANSPORTATION Pages 32

1. What kinds of transportation needs do you have? How will you get around? What kind of support will you need to take public transportation?
2. What transportation options are available? Do you know how to use the bus system?

TRANSITION PLANNING AND THE IEP

Transition planning is a process to help students with an Individualized Education Program (IEP) decide what they want to do after high school. It also helps them figure out how to get there. The purpose is to help teens prepare to be independent young adults.

Prior to ninth grade, the Individualized Education Program (IEP) of a student with a disability focuses mainly on the student's educational and functional needs and what services the school will provide to help the student make educational progress. At age 16 10 (or earlier if the IEP team decides it is necessary), a student's IEP changes to focus more intently on preparing a student for life after graduation. This requires long-range planning to meet goals for school completion and increase the likelihood of a student's success after high school as an adult. This process is what is commonly called "transition planning," and is required under IDEA to begin no 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. A transition plan is added to a student's IEP as the student prepares to 'transition' out of the district's special education program and into the adult world. The IEP will also continue to include a focus on education and functional needs. The first transition plan for your student's IEP is a time to do thoughtful planning about your student's goals and what it will take to achieve them. As part of this discussion, the student's expected graduation date will be determined. This is a critical part of planning based on the student and his or her needs. Expected graduation date is based on the date a student enters 9th grade. If a student needs to change the expected graduation date, it should be documented on the IEP transition plan in the year in which the student turns 16 (WAC 180-51-035). The process is important in bringing together schools, students, families, and community agencies in a joint effort to plan the most appropriate path to adult life. "The transition plan drives your student's IEP & successful transition to life as an adult." 11 Six Essential Steps to take when creating a Transition Plan for your student's IEP:

1. Conduct transition assessments (formal and/or informal) to identify your student's:
 - Strengths (talents/skills)
 - Interests (desired career/line of work)
 - Preferences (desired work/school or living environment)
 - Needs (accommodations, modifications, and other support(s) to minimize limitations resulting from a disability)
2. Develop appropriate and measurable post-secondary goals based on transition assessments data related to:
 - Education/Training (required goals area)
 - Employment (required goal area)
 - Independent Living (required if determined appropriate by the IEP team)
3. Identify individualized transition services in the areas related to supporting your student's achievement of post-secondary goals and/or meeting graduation requirements. Some key example areas to consider are:
 - Instruction
 - Related Services
 - Community Experiences
 - Development of adult living objectives
4. Write a relevant course of study that takes into consideration what types of classes your student should plan to take during the remainder of their time in the school to support her/his identified post-secondary goals. Multi-year planning may be necessary.
5. Coordinate services with Adult Service agencies that your student might utilize after he/she is no longer eligible for education services.
6. Write IEP goals to support the post-secondary goals identified for your student.
(OSPI – <http://www.k12.wa.us/SpecialEd/Families/Transition.aspx>)

TRANSITION TO ADULTHOOD

**Transition
Planning
and the IEP**

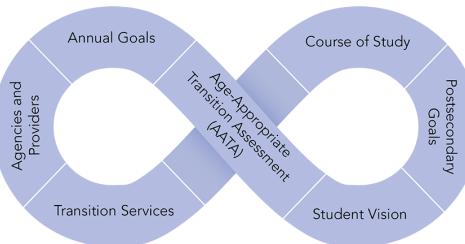
TRANSITION PLANNING REQUIREMENTS OF IDEA 2004

What is transition planning?

Transition planning is a process mandated by the Individuals with Disabilities Education Act (IDEA 2004) for all students who have an Individualized Education Program (IEP) in K-12 education. The purpose is to facilitate the student's move from school to post-school activities.

The transition planning must:

- start before the student turns 16;
- be individualized;
- be based on the student's strengths, preferences, and interests; and
- include opportunities to develop functional skills for work and community life.



Who develops the transition plan?

- The IEP team;
- The student;
- Parents;
- Optional employers, college representatives, student advocates

What is the transition team's job?

- Identify the student's vision for his/her life beyond high school;
- Discuss what the student is currently capable of doing in both academic and functional areas;
- Identify age-appropriate, measurable goals;

Establish services designed to build on strengths and identify needed accommodations;

- Define each transition activity on the IEP regarding who is responsible for the activity and when each activity will begin and end.

How can students best prepare for transition planning?

The school should teach the student:

- The purpose and benefits of an IEP;
- The procedures of an IEP meeting, including who is there and why;
- The purpose of the transition planning part of the IEP meeting;
- The importance of the student's input;
- How to describe their own strengths and challenges (academic and non-academic);
- How to put their vision for their own future into words;
- How to participate in setting their own goals; and
- How to self-advocate for the kinds of supports they will need to meet their goals.

What is “Transfer of Rights? IDEA 2004 requires that at least one year before the student reaches the “age of majority” and legally becomes an adult, the school must (1) alert the student of their new, upcoming responsibilities, and (2) provide notices of upcoming meetings to the student as well as the parents, while all other notices will go only to the student.

States determine what the “age of majority” is, so it can vary from state to state. [WA State age majority is 18](#). But when the student reaches that age, he or she will assume legal control over educational placement, educational records, eligibility, evaluations and programming, and any mediation or due process needed to resolve disputes.

What is a “Summary of Performance (SOP)? A summary of performance is a document the school must provide before the student graduates from high school or turns 22 years old. It summarizes academic and functional performance levels and transition needs at the time the student completes school. It must be specific, meaningful, and written so the student can understand it. It must make recommendations about how to help the student meet his or her postsecondary goals. The SOP should be reviewed at the student's final transition planning meeting.

SCHOOL BASED TRANSITION SERVICES

School-Based Transition Services School-based transition services are provided under IDEA by schools to assist and support students with disabilities in preparing for employment. School activities may include but are not limited to developing independent living skills, providing career exploration, community and/or school-based work experiences to develop knowledge about work habits and responsibility, and academic preparation. Secondary school transition services are no longer provided when a student graduates or leaves school.

What are Pre-Employment Transition Services? Significant changes in the Rehabilitation Act Amendments of 2014 now provide VR (Vocational Rehabilitation) agencies across the nation with the opportunity to provide expanded services in **five specific focus areas** to students with IEP or 504 plans, whether or not they have applied or been found eligible for DVR services. These services can be provided to groups of students who are eligible or potentially eligible for DVR services, and also individually to students who have open cases with DVR.

The five pre-employment transition service areas include:

- 1. Job exploration;**
- 2. Work-based learning experiences, which may be in-school or after-school opportunities, or experience outside the traditional school setting (including internships) provided in integrated community settings;**
- 3. Exploring opportunities for enrollment in comprehensive or post-secondary educational programs at higher education institutions;**
- 4. Workplace readiness training to develop social skills and independent living;**
- 5. Instruction in self-advocacy, which may include peer mentoring.**

Who is eligible to receive DVR transition services?

transition services? Any student or youth with a disability may be eligible. Transition services, as defined under the Rehabilitation Act, are provided to all eligible students and youth with disabilities. This includes students within the special education system, as well as youth within the general education system. Students and youth with disabilities who are transitioning from state and local juvenile rehabilitation institutions and community programs also may be eligible for DVR transition services. Secondary students who receive DVR transition services also have either Individual Education Programs (IEP) or 504 Plans. Other youth with medical or emotional conditions who don't have IEP or 504 Plans may also qualify for DVR services. Examples of the range of possibilities include but are not limited to students with:

- Mild conditions such as a hearing loss, a speech impairment, asthma/allergies, physical limitations that preclude them from some activities, emotional or mental health conditions;
- Impairments in social interactions;
- Learning disabilities;
- Cognitive limitations;
- Intellectual disabilities;
- Students who need reasonable accommodations to participate in classroom and learning activities [a 504 Plan];
- A mental health diagnosis and
- Youth that schools identify as high risk who may have disabilities not yet identified.

Under the Rehabilitation Act Amendments of 2014, students or youth are eligible to receive vocational rehabilitation services if they:

- Have physical, mental or sensory impairment that results in a substantial barrier to employment;

- Need DVR services to prepare for, get or keep a job that matches their strengths, resources, priorities, concerns, abilities, capabilities and interests; and
- They are capable of working as a result of receiving VR services.

There is a presumption of eligibility for DVR services, if the student or youth is currently receiving and/or is entitled to Supplemental Security Income (SSI) and/or Social Security Disability Insurance (SSDI) benefits for disability or blindness, and intends to become employed. DVR is required to verify disability status and identify functional limitations. In other words, a person must have a disability that interferes with the ability to work and must need vocational rehabilitation services to obtain or maintain employment. A person is presumed to be able to become employed unless DVR has clear and convincing evidence that the person cannot become employed.

When do individualized DVR transition services begin?

Typically, DVR counselors begin to work with secondary students and youth who are between the **ages of 16-21, although students as young as age 14** can begin work with DVR if they have a school plan that focuses on post-secondary transition, and they need individualized services as a result of their barriers to employment. Students and youth must be ready and available to actively engage in DVR services. This includes activities necessary to establish an employment goal, develop an employment plan, and participate in vocational rehabilitation services that are required to become employed. The Federal Rehabilitation Act, as amended in 2014, prohibits DVR from providing or paying for any transition services that are considered to be special education or related services that schools are required to provide. The goal of both schools and DVR is to work together to make sure students are able to become employed after graduation. Schools and DVR negotiate how these services are provided. Students and youth who are interested in post-school employment, and who need specific services to meet their goals are able to apply for DVR services while still in school. If a student or youth has a DVR Individualized Plan for Employment (IPE), these services can continue after graduation until the IPE goals are met.

Collaboration with the Developmental Disabilities Administration DVR works closely with schools, the Developmental Disabilities Administration (DDA), and County Developmental Disabilities Programs to support eligible students and youth with significant cognitive, physical and neurological impairments in making the most of their school years and achieving their employment goals. In order to receive employment support services as adults (after age 21) from the DDA, students need to have their eligibility determined for these services. If a student is found eligible, each DDA client's service needs are determined through an assessment process and services are authorized based on identified needs. If found eligible and services are authorized, DDA employment services begin after the student has exited school and is age 21. Some counties in Washington State have collaborative agreements with school districts, employment agencies and DVR to help students and youth with developmental disabilities get head starts on their careers. More information can be found by contacting the county DD Programs.

Department of Vocational Rehabilitation (DVR)

OH Office (360)240-4736 Mt. Vernon (360) 429-3097 Everett (425) 339-4880

Island County School Transition Coordinator (564)900-0407

DIVISION OF VOCATIONAL REHABILITATION (DVR)

DVR IS A DIVISION OF THE WASHINGTON STATE DEPARTMENT OF SOCIAL AND HEALTH SERVICES

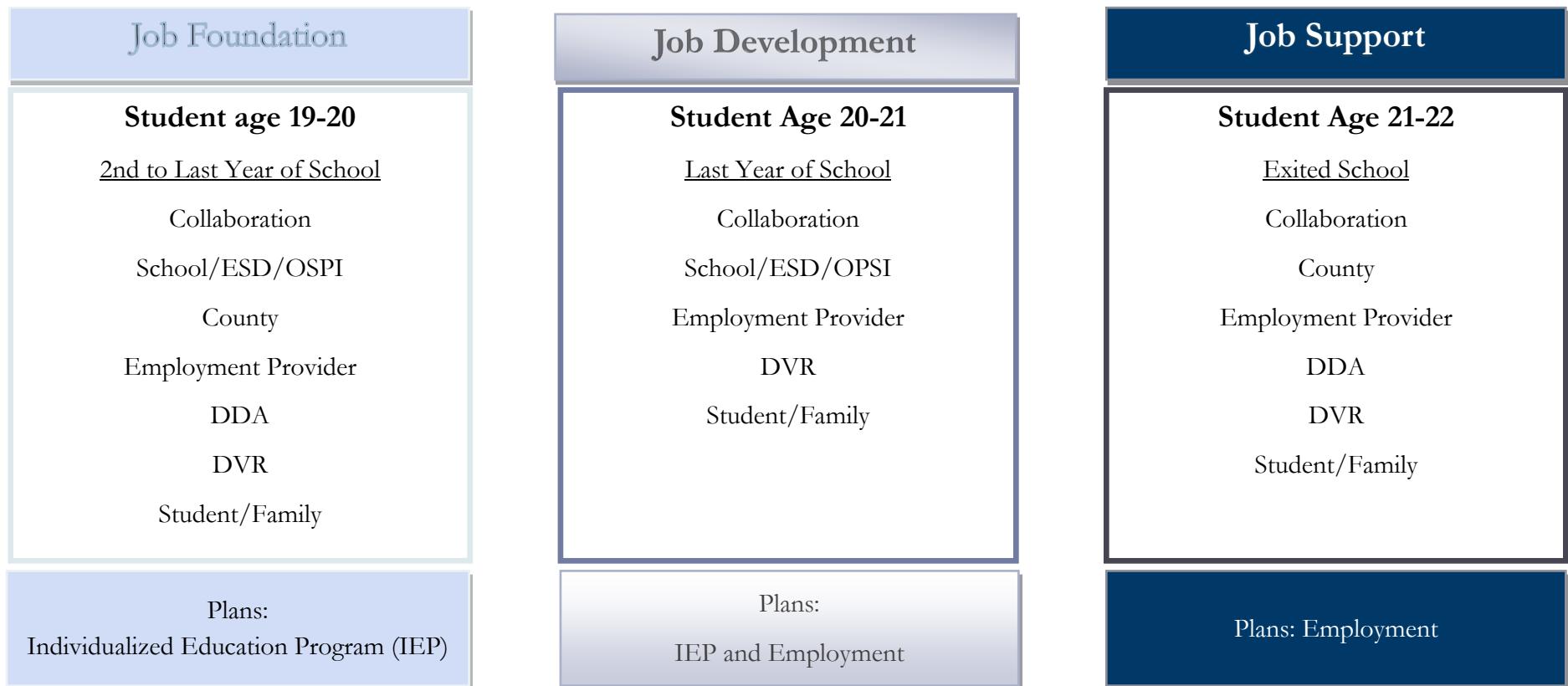
DVR PROVIDES EMPLOYMENT SERVICES AND COUNSELING TO INDIVIDUALS WITH DISABILITIES WHO WANT TO WORK BUT EXPERIENCE BARRIERS TO WORK BECAUSE OF A PHYSICAL, SENSORY, AND/OR MENTAL DISABILITY.



JOB FOUNDATIONS: WASHINGTON STATE PROGRAM

- Partners: DDA and DVR, OSPI, counties, employment providers, ESDs, schools, families, and students.
- Purpose: Engage students who are DDA eligible, ages 19 to 20, in targeted employment planning and connections;
- Increase partnerships between employment providers and school staff to complete a student-centered Job Foundation Report that includes actionable next steps for employment; and
- Increase the number of students exiting the school system with a job or a connection to post-secondary education

<https://www.dshs.wa.gov/sites/default/files/DDA/dda/documents/Job%20Foundation%20Info%20for%20Schools.pdf>



JOB FOUNDATION TIMELINES AND ACTIVITIES



Student Age	Time-line	Focus of Collaborative Efforts with Schools
Up to Age 18	At annual IEP meetings	<ul style="list-style-type: none"> Learn about the Job Foundations Project Share info about applying for DDA and Social Security
Age 18-19	At Annual IEP meeting	<ul style="list-style-type: none"> Learn how to apply for Job Foundations Project
Age 19-20	Summer/Fall	<ul style="list-style-type: none"> Job Foundation Application/Enrollment DVR Application/Eligibility Student selects a qualified employment provider
	Fall, into Spring	<ul style="list-style-type: none"> Job Foundations activities, discussions, sharing student specific information Pending release authorizations, school shares student information/records with provider Provider develops the Job Foundations Report and share with student/family and school

Job Foundation	School to Work
<p>What is the purpose of Job Foundation? <i>Engage, connect and plan earlier for students in their second to last year of school through discovery and the completion of the Job Foundation report that includes actionable next steps for employment.</i></p>	<p>What is the purpose of School to Work? <i>To increase the number of students with developmental disabilities who will leave school with paid employment and provide a smooth transition to adult services and community life.</i></p>
<p>What is it?</p> <ul style="list-style-type: none"> A pilot project through OSPI, DDA, DVR and Snohomish County Gives employment providers increased discovery time with second-year transition students to prepare for employment A bridge to School to Work 	<p>What is it?</p> <ul style="list-style-type: none"> A job placement program Occurs over the course of a transition student's third/final year The goal is paid employment when the student leaves school
<p>Who is it for?</p> <ul style="list-style-type: none"> Students who are DDA eligible Students who will apply for Social Security/SSI Students in their second year of Transition, ages 19-20 years old 	<p>Who is it for?</p> <ul style="list-style-type: none"> Students who are DDA and DVR eligible Students who have applied for Social Security/SSI Students in their third/final year of Transition, ages 20-21 years old Students who have a completed Job Foundation report by the end of their second year
<p>When is it available?</p> <ul style="list-style-type: none"> Student's second year of Transition 	<p>When is it available?</p> <ul style="list-style-type: none"> Student's third/final year of Transition
<p>Who is involved? Who are the partners?</p> <ul style="list-style-type: none"> Student/Family (team) Schools/Educational Service Districts (ESD)/Office of Superintendent of Public Instruction (OSPI) County Employment Providers State Agencies (DDA and DVR) 	<p>Who is involved? Who are the partners?</p> <ul style="list-style-type: none"> Student/Family (team) Schools County Employment Providers State Agencies (DDA and DVR)
<p>In summary...</p> <ul style="list-style-type: none"> A report is completed by an employment provider working with the student and the school The county approves the report and it is shared with DDA and DVR The report is a guide for further supports as needed and to transition to School to Work in the student's third/final year 	<p>In summary...</p> <ul style="list-style-type: none"> Student works with their employment team (employment provider, teacher, DDA case manager, DVR counselor and County, etc.) to set and create future employment goals Job Foundation report will be used along with planning, discovery and assessments as needed Job development occurs Preferably, student will be employed by June when they exit school Student will transition to ongoing career path services through DDA

SCHOOL to WORK PROGRAM



About School-to-Work

School-to-Work takes a team approach. You work with a job coach, your school, your parents, the Washington State Division of Vocational Rehabilitation (DVR) and others to help you find a job before you leave school.

School-to-Work also gives you and your family information on other services and how to plan for your future.

Before applying for School-to-Work, make sure that:

- You want to work and have a job! And that you'll be 21 years old in your last year of school.
- If you do want to work, get connected with the following agencies:
[WA State Developmental Disabilities Administration \(DDA\)](#) -
[WA State Division of Vocational Rehabilitation \(DVR\)](#)
- Your school district in Island County

When To Apply

You should apply no later than Spring before your Transition Exit Year of school.

How to Apply To apply, choose one:

1. Ask your teacher for help; or Apply at an annual Transition Resource Fair. Island County's Fair is yearly, usually in October. Contact Parent to Parent for upcoming event **(360)632-7539** t.wheeler-thompson@islandcountywa.gov
2. Read the information below. Complete the application. Hand the application to your teacher or mail it to King County:

What to Do After Applying

- Apply to DVR as soon as possible and before starting services with your School-to-Work provider. To apply, call **(800)622-1375**; or Oak Harbor Office **(360)240-4736**
- Attend a Transition Resource Fair: Island County's Transition Resource Fair annually. Follow Parent to Parent for more details. Meet with job support agencies, Learn about community resources, Attend workshops, Talk with other students and families.
- Choose a Job Support Agency: A job support agency will help you find a job. With some schools, you choose your job support agency. With others, the school has pre-selected the agency. Ask your teacher if the school already pre-selected a job support agency, or if you need to choose one. If you are choosing your agency: Interview at least three agencies, **Choose one no later than June before your last year of school**

What to Expect:

You will meet with your team regularly to build good communication and understand each other's responsibilities. Your team might include: Your parent(s)/guardian(s), Teacher(s), Employment specialist, DVR counselor, Other people you wish to include.

You will work closely with an employment specialist. An employment specialist will help you learn about places where you would like to work, jobs you are interested in, your hobbies and interests, things you dislike or prefer not to do, skills you feel are your strongest, and areas you feel you need some help.

Your employment specialist will work with you to complete a Community Based Assessment. This is simply a way for your employment specialist to learn about how to help you find the job right for you, and assist you in developing a clear job goal.

You will prepare for getting that job by preparing a resume, making sure you know what to wear for your interview, practicing your interviewing skills, and even helping you practice taking the bus to and from work.

Your employment specialist will be working hard to market your skills to different employers, will set up interview opportunities for you, and provide you with the interview support you need.

Your employment specialist will provide you and your team with monthly reports which provide information about the progress you are making towards achieving your job goal.



When you Begin Working:

Stay in school, even if you start working. Sometimes students lose their first jobs.

If you stay in school, you will have a safety net of services through school while looking for another job. If you leave school early, you may not be able to return.

Benefits Planning Many students and families are confused about how wages will affect their Social Security and Medicaid benefits. Benefits planning services can help you understand how to report wages to Social Security. These services can also help you understand how to manage your benefits. Meet with a benefits planner within a month of starting to work to understand the rules and your responsibilities. Plan to Work offers benefit coordinating support free of charge. Ongoing job support Job support agencies will help you become as independent as possible on the job. Still, you may need ongoing job support when changes occur. For example, ongoing support can help you learn new work duties, or to deal with a change in your work schedule.

Employment as a goal The goal of S2W is for students to leave school with a job. Despite the best efforts of the team, some students do not find jobs. Even if you are not employed at the end of school, you will have taken important first steps toward employment, including connecting with adult agencies and services. Most students continue seeking employment with their provider.

After S2W Ends Funding Once school ends, funding for ongoing support is not guaranteed. However, students who are working are well positioned to receive funding for ongoing support.

It is important that you and your family learn about the funding options for ongoing support. Talk with your Developmental Disabilities Administration case manager and S2W staff for more information.

Essential Elements of High-Quality High School and Beyond Plans



Source: The Washington State Board of Education, [High School and Beyond Plan](#)

LOCAL POST SECONDARY/AFTER HIGH SCHOOL EDUCATION

Skagit Valley College (360)416-7623 Campuses in Island and Skagit Counties. Offers 2 year Associate Degree, professional certificates, basic education and continuing education. They offer the INVEST program. INVEST Fast Track Employability Certificate: The INVEST program is designed to address the unique academic and employment needs of post-secondary students with intellectual disabilities. INVEST students may earn a 1 or 2 year local employability certificate. INVEST courses focus on academic enrichment, inclusive socialization and recreation, assistive technology, self-advocacy, independent living skill development, career exploration and integrated work experiences. Contact the Director of Disability Services for more info (360)416-7969. "Individualized Next Step Vocational Education and Social Skills Training" (INVEST)

Washington Vocational Services ATTIC Program: The ATTIC Transition Program is for students with disabilities aged 18-21 located at our Skagit County/ Burlington location to provide training to develop work skills and increase the student's ability to live and work independently, making contributions in their community. , Burlington, (360) 419-0910 www.wvs.org/attictransition

Washington State University College of Education has launched a new on-campus program in Pullman, aimed at providing educational opportunities and a college experience to young adults from around the country with intellectual or developmental disabilities. The two-year post-secondary program is called **ROAR** (Responsibility, Opportunity, Advocacy, and Re-spect) and its co-founders say it closely follows WSU's land-grant mission of access, engagement, and service to the community. Brenda L. Barrio – Assistant Professor of Special Education (509)335-2525 – brenda.barrio@wsu.edu www.education.wsu.edu/WSUROAR

Highline College is committed to delivering one of the core values of our institution – access. In an effort to provide education to all those who seek it, Access Services at Highline College supports and assists students with disabilities with campus and classroom accommodations. In addition, Access Services and Highline Human Resources collaborate to provide reasonable accommodations for employees and applicants.

Bellevue College: Neurodiversity Navigators: As an educational program of the Center for Career Connections as part of the R.I.S.E. Learning Institute, the Neurodiversity Navigators (formerly Autism Spectrum Navigators) program offers educational opportunities along with individualized advocacy and access services for Neurodivergent Bellevue College students. Students who have met the College admission requirements must fill out an application form and follow the steps on the Next Steps flyer by the deadlines listed. Go to our Future Students page for more information. <https://www.bellevuecollege.edu/autismspectrumnavigators/>

University of Washington Access Program guides faculty, technology, service providers, veterans units, employers, and students in promoting the success of all students, including those with disabilities, in postsecondary studies and careers. It promotes the application of universal design and effective accommodations to physical spaces, instruction, services, and technology in technical schools, colleges, universities and (2) the development of self-determination, technology, and academic skills for students with disabilities. <https://www.washington.edu/doit/programs/accesscollege>

College Consensus: THE COMPLETE GUIDE TO COLLEGE FOR STUDENTS WITH DISABILITIES Making the transition from high school to college is a huge rite of passage for any student. It can be an especially steep slope to climb for college students who have learning differences or disabilities. But yes, students with disabilities can go to college and even make it to the top of their class.

<https://www.collegeconsensus.com/resources/college-life/guide-for-students-with-disabilities/>

All colleges and universities have developed some means by which students can request and receive specific disability-related accommodations. The goal of these accommodations is to level the playing field so that students with disabilities can have equal access to the programs and activities offered in their college environment. Examples of such accommodations may include: Extended time and a distraction-reduced environment for exams, Note-takers for lectures, Access to certain assistive technology, Housing accommodations

Very helpful Toolkit, with or without Autism, regarding college/university/secondary education:

<https://www.autismspeaks.org/tool-kit/postsecondary-educational-opportunities-guide>

Military Family Resources for Youth and Young Adults Transitioning from High School

- University Centers for Excellence in Developmental Disabilities (UCEDDs)
- Employment Center at your installation (check out the installation website-under Morale, Welfare and Recreation)
- List of Vocational Rehabilitation agencies by State
<https://askjan.org/concerns/State-Vocational-Rehabilitation-Agencies.cfm>
- US Department of Labor <https://www.careeronestop.org/> Office Finder, and the Native American Program Finder. Employment and training helpline at careeronestop: **(877)US2-JOBS (877)872-5627 TTY: (877)889-5627** <https://www.careeronestop.org/LocalHelp/EmploymentAndTraining/find-native-american-programs.aspx>
- US Department of Labor College Education Center at your installation (check out the installation website-under Morale, Welfare and Recreation)
- Youth Councils and Workforce Development Boards (also known as Workforce Investment Boards) which have listings for both local and State-level employment programs for youth and young adults under the Workforce Investment Opportunity Act (WIOA). Under WIOA, all funded programs must be fully accessible to individuals with disabilities and such individuals are entitled to reasonable accommodations and modifications to allow such individuals to fully participate in such programs CITE. <https://esd.wa.gov/newsroom/WIOA> Training programs eligible under WIOA, which includes Vocational Rehabilitation state grant programs that assist individuals with disabilities in finding employment
- American Job Centers (over 2,000 of them!) <https://www.careeronestop.org/LocalHelp/AmericanJobCenters/find-american-job-centers.aspx>

For more information on Military resources, check out WA PAVE's website
<https://wapave.org/military-family-resources-for-youth-and-young-adults-transitioning-from-high-school/>

Informing Families Building Trust

A Partnership for Better Communication
On Developmental Disability Issues in Washington State

Preparing for Life After High School

The Long and Short of Employment Services

DVR

The Division of Vocational Rehabilitation (DVR) helps adults with disabilities find and secure stable employment. *DVR services are not long-term*. Their purpose is to provide the necessary tools and assistance for initial job placement and (if needed) to aid transition to long-term supports outside DVR (such as DDA).

Services may include: counseling & guidance; trial work experience; community-based assessment; benefits planning; assistive technology; job-related services such as completing applications, developing a resume, practicing interview skills, conducting a job search, gaining job skills; and transition to DDA long-term supports.

The Role of DVR in High School Transition

DVR partners with school districts to help students receiving high school transition services prepare for and find employment. This typically happens during the final year of school (age 20-21).

For more information, or to find the DVR Transition Liaison in your school, visit: dshs.wa.gov/dvr and click on the quick link for School Transition; or call: 1-800-637-5627.



DDA

The Developmental Disabilities Administration (DDA) provides long-term employment services to eligible individuals age 21 and over.

Services may include:

- *Individual Supported Employment*
Individualized services necessary to help persons with I/DD obtain and continue integrated employment at or above the state's minimum wage in the general workforce. Includes intake, discovery, assessment, job preparation, job marketing, job supports, record keeping and support to maintain a job..

- *Group Supported Employment*
Supervised employment for groups of no more than 8 workers with disabilities in the same setting.

It's important to find out, prior to exiting the school system, how to apply for these services (and if funding will be available).

Although DDA does not provide employment services until age 21, other home & community-based services may be available. Visit dshs.wa.gov/ddd for a full list of services.



High school transition programs (for students age 18-21) vary from county to county. Some county DD programs partner with the school district, DVR, and others with the goal of helping students to leave school with a job and make a seamless transition into adult life. Some counties, however, do not have alternative sources of funding to provide this type of wraparound service (beyond what DVR offers). Ask your school district what kinds of activities and support its transition program offers. Contact Parent-to-Parent (arcwa.org/getsupport) or PAVE (wapave.org) for support to help get your child's transition needs met.

SUPPORTED EMPLOYMENT

A unique employment service model for individuals with disabilities who require continuous, ongoing support to succeed in competitive employment.

In some settings a potential employee may need additional support to be successful on the job. This support may be in the form of a job coach who works with persons with disabilities by providing on-site job training assistance and long term support to the employer and employee. The job coach will help the employee learn good work habits and job skills. During this process, businesses gain reliable, dependable and hardworking employees with a better than average chance of success. Supported employment services are provided to individuals during all or part of their shifts to help them accomplish tasks and navigate typical workplace scenarios. <https://www.dshs.wa.gov/dvr/supported-employment>

Adults who are eligible for Developmental Disabilities Administration (DDA) services may qualify to receive long-term employment support. Island County has three contracted providers who can provide individualized support for job preparation, job development, and job coaching through their supported employment programs.

Want to find out more?

Contact the Developmental Disabilities Program Mike Etzell at **(360) 678-7883** or email mikeet@islandcountywa.gov



LOCAL EMPLOYMENT PROVIDERS

Division of Vocational Rehabilitation (DVR)

(800)637-5627

Helps individuals with disabilities participate fully in their communities and become employed. Provides individualized employment services and counseling to people with disabilities. Also provides technical assistance and training to employers about the employment of people with disabilities.

Service Alternatives (800)292-6697

Community & Employment Services (CES), a division of Service Alternatives, Inc., provides a multitude of services designed to support people finding and keeping meaningful employment in their communities.

Washington Vocational Services (WVS) (360)419-0910

Burlington **(425)774-3338**—Everett Provides employment services to persons with a variety of disabilities while specializing in services to person who are deaf or hard of hearing and person with disabilities who desire customized employment services.

Sherwood Community Services (425)334-4071

Sherwood never stops believing in the abilities and potential of people.

Pathways to Employment www.pathways.dshs.wa.gov

Helps people with a disability make informed decisions about going to work.

WorkSource Whidbey (360)675-5966

Provides employment and training services to the public through partnership of government, non-profit and community service organizations. Dedicated to meeting the needs of our local business by building a skilled workforce and contributing to our region's economic growth.

TRIBAL VOCATIONAL REHABILITATION PROGRAM

Samish Vocational Rehabilitation Program

Serving Island, San Juan, Skagit, Snohomish and Whatcom Counties

Donna Adamson, Director

dadamson@samishtribe.nsn.us Phone: **(360) 726-3647**

Native American Program Finder. Employment and training helpline at Career One Stop: 1-877-US2-JOBS (1-877-872-5627) TTY: 1-877-889-5627 <https://www.careeronestop.org/LocalHelp/EmploymentAndTraining/find-native-american-programs.aspx>



Disability Employment Services & Supports

Ages
14-21

High School Transition Plan

High school transition planning officially begins at age 16, but you can start as early as age 14. Be sure to include employment-related goals in the student's IEP, such as: identifying career interests and abilities; learning self-advocacy and social skills; riding the bus; improving communication; and using technology.

Pre-employment services, offered by the Division of Vocational Rehabilitation (DVR), provide job exploration and work readiness for competitive, integrated employment after high school for students with IEPs and 504 plans ages 16-21 (or as young as 14 if included in the IEP). Talk to your IEP team or contact DVR to learn more: dshs.wa.gov/dvr.

Ages
18-21

DVR Transition Liaison

Division of Vocational Rehabilitation (DVR) Transition Liaisons partner with school districts to help students enrolled in High School Transition programs prepare for and find employment. Be sure to include the school's DVR Transition Liaison/Counselor as part of the student's IEP team. For more information, visit: dshs.wa.gov/dvr and click on the link for School Transition, or call 1-800-637-5627.

Ages
21+

Adult Services

DVR provides short-term employment services to assess, train and find job placements for eligible adults with disabilities. Contact DVR for an application and a determination of eligibility. For a listing of local DVR offices, visit: dshs.wa.gov/dvr.

In addition to DVR, most individuals with I/DD will need DDA long term supported employment services, which are provided to DDA eligible individuals age 21 and older who are enrolled in the Basic Plus, Core, or Community Protection waivers. Enrollment is limited to available funding. To learn more and/or request services, visit: dshs.wa.gov/dda.



Ages 18-21: High School Transition Programs

When a student turns 18, they have the option to graduate OR walk the stage with their peers and continue on to a transition program until age 21.

Remaining in school until age 21 offers the benefit of a guided transition to adult life, a bridge to adult services, and the development of independent living skills.

Transition programs vary by location. For example, through *School to Work*, some school districts partner with county DD programs, DVR and others, with the goal of helping students to leave school with a job and make a seamless transition into adult life.

Not all counties have funding to provide this type of wraparound service (beyond what DVR offers in schools), so it's important to ask your school what kinds of activities and support its transition program offers. Some schools may even have more than one program to consider.

WASHINGTON STATE PROGRAMS

Developmental Disabilities Administration (DDA)

A division of DSHS. Assists individuals with developmental disabilities and their families to obtain services and supports based on individual preference, capabilities and needs. Services are based on DDA guidelines and available funding.

Island County - Region 2 (360)544-6543

Island County Region 2 (800) 788-2053 DDA2IETEAM@dshs.wa.gov
DSHS Statewide Disability Support www.dshs.wa.gov/disability-support
www.dshs.wa.gov/dda (800)491-5266

Island County Region 2: Eligibility and Intake: (425)977-6520

General Questions for Region 2 (360)544-6539

To request a DDA Application Packet in English or Spanish, contact Island County Parent to Parent (360)632-7539 call/text t.wheeler-thompson@islandcountywa.gov

Division of Vocational Rehabilitation (DVR)

(800)637-5627 Helps individuals with disabilities participate fully in their communities and become employed. Provides individualized employment services and counseling to people with disabilities. Also provides technical assistance and training to employers about the employment of people with disabilities.

COUNTY PROGRAMS

Island County Developmental Disabilities

Coordinates, funds, and manages local services for children from birth to three and for adults 21 and over who have developmental disabilities. We work actively with families, schools, the business community, as well as local, state, and federal governments to facilitate full contribution for all citizens who experience developmental disabilities. Our underlying belief is that all individuals with developmental disabilities have the skills, interests, and talents to enhance their community and have a responsibility to do so. We also know that employment is a powerful way to contribute both to the larger community as well as to continue to grow and learn. To contact the coordinator for Island County Developmental Disabilities please call or e-mail Mike Etzell at (360) 678-7883 or MikeEt@islandcountywa.gov

QUICK NOTE ABOUT ENTITLEMENT VS ELIGIBILITY

It's important to understand the difference between entitlement and eligibility for services for individuals with disabilities, especially during the transition years for students preparing for the Adult Services world.

IDEA is considered an “entitlement” because the law states that all children that receive special education services are entitled to a Free and Appropriate Public Education (FAPE) until age 21 or graduation (whichever comes first).

When your child turns 18, he or she has the option to:

- Graduate and continue in the school district's high school transition program until age 21. Remaining in high school transition program until age 21 offers the benefit of a guided transition to adult life, a bridge to adult services, and the development of independent living skills.
- Graduate and exit the K-12 system. Often, individuals who leave high school at age 18 have been discouraged from staying due to level of disability and/or lack of support. Some students choose to seek post-secondary or vocational training independently (or with help from family). However, it is important to note that long-term adult services through DDA do not start until age 21.

All other service systems, including Adult/Community Programs through DDA, operate under the condition of eligibility. Individuals will have to provide documentation or proof that they meet certain requirements in order to be eligible for services like long-term supports and employment. For example, an individual can meet the program requirements and be deemed “eligible” or “qualified”, but that does not mean he/she is *entitled* to services of the program.

It's also important to keep in mind that some programs may have waiting lists which can delay services. Budget cuts and funding limitability may also affect services and may vary from year to year. Look closely at the support available before your student leaves school.

WHAT ARE ELIGIBILITY-BASED SERVICES?

Eligibility-based services are services that you need to apply and qualify for in order to receive the services. Many eligibility-based services for adults with disabilities are available from federal government (e.g. Social Security Administration), or State's different departments under the Department of Social and Health Services (DSHS) in Washington State. Each adult service agencies have its own application and eligibility requirements.

Federal Government

Social Security Administration (**SSA**)

SSI Supplemental Security Income

SSDI Social Security Disability Insurance

Washington State

Department of Social And Health Services (**DSHS**)

DDA
Developmental Disabilities Administration

DVR
Division of Vocational Rehabilitation

DBS
Department of Services of the Blind

COS
Community Services Office

HCS
Home & Community Services

SUPPLEMENTAL SECURITY INCOME (SSI) VS SOCIAL SECURITY DISABILITY INSURANCE (SSDI)

SSDI vs. SSI

Social Security Disability Insurance	Supplemental Security Income
Payments come from the Social Security trust funds and are based on a person's earnings.	Payments come from the general treasury fund, NOT the Social Security trust funds. SSI payments are not based on a person's earnings.
An insurance that workers earn by paying Social Security taxes on their wages.	A needs-based public assistance program that does not require a person to have work history.
Pays benefits to disabled individuals who are unable to work, regardless of their income and resources.	Pays disabled individuals who are unable to work AND have limited income and resources.
Benefits for workers and for adults disabled since childhood. Must meet insured status requirements.	Benefits for children and adults in financial need. Must have limited income and limited resources.



SocialSecurity.gov

The SSDI program pays benefits to you and certain family members if you are "insured." This means that you worked long enough – and recently enough - and paid Social Security taxes on your earnings. The Supplemental Security Income (SSI) program pays benefits to adults and children with disabilities who have limited income and resources.

While these two programs are different, the medical requirements are the same. If you meet the non-medical requirements, monthly benefits are paid if you have a medical condition expected to last at least one year or result in death.

Supplemental Security Income (SSI) (800)772-1213 <https://www.ssa.gov/ssi/>

It is designed to help aged, blind, and disabled people, who have little or no income; and it provides cash to meet basic needs for food, clothing, & shelter. Just a side note, phone wait times can be quite long. Try not to call at the beginning of the month. <https://www.ssa.gov/ssi/> (800)772-1213 Supplemental Security Income (SSI), a program administered by the Social Security Administration (SSA), pays benefits to disabled adults and children who have limited income and resources. A child younger than age 18 can qualify if his or her family's income and resources

fall within the eligibility limits and he or she meets SSA's definition of disability for children. For some conditions, if the child is eligible based on the family's income and resources, SSI payments are granted right away, while the agency decides whether he/she meets the disability definition. If the agency decides that the child's disability is not severe enough for SSI, the family will not have to pay back the SSI payments that the child received. SSA: Eligibility Determination Services Office Locations Mount Vernon Office serves North Whidbey Island 710 E College Way, Mt. Vernon 98275 Everett Office serves South Whidbey

3809 Broadway, Everett 98201 *** Hold times can be very long, up to 2 hours. For shorter hold times, do not call the first week of the month. That seems to help.

Social Security Disability Insurance (SSDI) (800)772-1213 <https://www.ssa.gov/benefits/disability/>

Social Security program that pays monthly benefits to you if you become disabled before you reach retirement age and aren't able to work. Some people know it as "workers disability." SSDI is Social Security Disability Insurance. The money comes from all workers' federal salary deductions. In addition to being a disabled worker, some people receive SSDI through programs called Social Security Disabled Adult Child (SSDAC), Social Security Childhood Disability Benefit (SSCDB), and /or Social Security Disabled Widows Benefit (SSDWB). <https://www.ssa.gov/planners/disability/index.html>

Why it may be beneficial for students to apply for adult Social Security Disability benefits (SSI or SSDI) before their 18th birthdays: When students or youth apply for DVR services, the income of their whole family will be considered when determining any financial contribution for DVR services. If students or youth are receiving SSI or SSDI as adults, only their income is considered. Recipients of SSI/SSDI are presumed eligible for VR services and not required to financially contribute to the VR services they receive. When students or youth become adults, they will need to prove their eligibility for services. They are not automatically entitled to services as may have been true while they were in high school. Other benefits for people who receive SSI/SSDI may be work incentives such as a Plan to Achieve Self Sufficiency (PASS) or an Impairment Related Work Expense (IRWE) plan. Developing an applicable plan is another way people can pay for their own long term job coaching needs when other extended supports are not available. If a student or youth decides to apply for adult disability benefits, the Social Security Administration (SSA) recommends beginning the SSI/SSDI application process six months before their 18th birthday. Since family income and resources are considered before an SSA applicant turns 18, some benefits planners recommend beginning the application process from two months prior to their 18th birthday to the first full month after they are 18 years old.

BENEFITS PLANNING

What is benefits planning? Benefits planning helps you to be more informed about, and better prepared for, the potential impact work has on your benefits, including benefits like cash, medical, housing, personal-care services, and food benefits. A benefit specialist can help you explore and leverage work incentives and also help you develop a plan to ease your transition to work.

Why is benefits planning important? Benefits planning: Educates you about how work can impact benefits;

Reduces your uncertainty; Empowers you to work to your potential, instead of limiting your earnings in order to keep benefits; Informs you about Social Security work incentives and other programs that can help pay for items and services you need to maintain employment; and Helps you explore healthcare options How do I connect with a benefit specialist in my area?

As a customer of Division of Vocational Rehabilitation, services you receive from DVR include benefits planning. Use the benefit calculators to estimate how wages from a job would impact your Supplemental Security Income (SSI). Some county Developmental Disabilities programs also offer benefits planning. Ask your Case Manager at the DSHS Developmental Disabilities Administration to find out if these services are available in your area.

WASHINGTON STATE TRUST SAVINGS PLANS

ABLE Savings <https://www.washingtonstateable.com/> (844)600-2253

A Washington State ABLE Savings Plan allows people with eligible disabilities to save for their everyday needs, invest in a tax-free account and prepare for the future without losing their state or federal benefits. Washington State ABLE Savings Plans are easy to open and simple to manage. Individuals can make direct contributions and can also make payroll contributions through the ABLE to Work program. Friends and family members can also easily contribute to ABLE accounts. Washington State ABLE empowers individuals with disabilities to save for qualified expenses and invest in their future.

Washington State Developmental Disabilities Endowment Trust Fund

<https://dddef.wa.gov/> (888)754-8798 ext. 1 Making an informed decision about any kind of financial planning is good for everyone, but when it comes to individuals with intellectual/developmental disabilities who receive government benefits, it's even more important to understand how to invest in the future while ensuring eligibility for vital services and benefits. The information in this overview answers the most commonly asked questions about the Trust program. If there is a particular question you have that's not addressed, feel free to contact us.



2638 State Ave NE - Olympia, WA 98506 · (360) 357-5596



Washington State DD Endowment Trust Fund RCW 43.330.431	Washington State ABLE Savings Plan ABLE Act - Federal Law PL 113-295
Who is it for? <ul style="list-style-type: none">• A person with a developmental disability, under age 65, who has been determined eligible for state DDA services• The condition happened at the age 18 or before• Lives in the state of Washington at the time of enrollment	Who is it for? <ul style="list-style-type: none">• A Washington resident eligible for SSI benefits or the Social Security Disability, Retirement, and Survivor's program or who submits certification that meets the criteria for a disability certification• Condition happened before age 26
What is it? <ul style="list-style-type: none">• Special Needs Trust• Trust 1 Third Party Trust• Trust 2 Self-Settled Trust	What is it? <ul style="list-style-type: none">• A savings plan• A form of 529 Account Tax Favored Qualified ABLE program in IRS code
Are there limits in contributions and spending? <ul style="list-style-type: none">• No limits on contributions• No limits on spending, except room and board for those on SSI• Does not affect SSI or Medicaid eligibility	Are there limits in contributions and spending? <ul style="list-style-type: none">• \$15,000 a year• \$500,000 overall limit• Spending is approved for qualified disability related expenses• First \$ 100,000 does not affect SSI eligibility
Are taxes involved? <ul style="list-style-type: none">• Earnings from investments are taxed when spent, if the person has taxable income• Qualified Disability Trust	Are taxes involved? <ul style="list-style-type: none">• ABLE earnings and withdrawals are not taxed• Distributions not used for qualified disability expenses must pay federal taxes and a 10% tax penalty
What occurs if the beneficiary passes away? <ul style="list-style-type: none">• Trust 1 Third Party: no pay back required; Distributed according to Trust documents• Trust 2 Self-Settled: Medicaid/Medical Assistance Recovery before distribution according to trust documents	What occurs if the beneficiary passes away? <ul style="list-style-type: none">• Assets transferred to beneficiary's estate and can pay off ABLE expenses• Medicaid/Medical Assistance Recovery (regardless of contributor) before distribution of assets to remainder beneficiaries
What does it cost? <ul style="list-style-type: none">• Enrollment fee of \$600; minimum annual management fee \$75.00; and a \$75 tax prep fee. Fees are offset by a state match	What does it cost? <ul style="list-style-type: none">• Annual fee of \$35.00• Annual investment fee of 0.30-0.38 % depending on the investment portfolio
When is it available? <ul style="list-style-type: none">• Individuals can enroll now	When is it available? <ul style="list-style-type: none">• Individuals can enroll now

For questions regarding Washington ABLE, contact the call center at 844-600-2253 or use the chat function available at <https://www.washingtonstateable.com/>.



Revised November 16, 2018

GUARDIANSHIP & ALTERNATIVES

At age 18, be aware of transfer of rights. You are a legally responsible for your actions. Parents: When your son/daughter reaches age 18, you are not longer their legal representative unless you follow the procedure to become a court appointed guardian.

WHAT IS GUARDIANSHIP?

Guardianship, also, referred to as conservatorship, is a legal process, utilized when a person can no longer make or communicate safe or sound decisions about his/her person and/or property or has become susceptible to fraud or undue influence. Because establishing a guardianship may remove considerable rights from an individual, it should only be considered after alternatives to guardianship have proven ineffective or are unavailable.

What types of guardianships are there?

- Guardianship of Estate: responsible for financial and estate matters only.
- Guardianship of Person: responsible for non-financial decision making.
- Guardianship of Person and Estate: a full guardianship of person and estate.



Questions: What are alternatives to guardianship? What is a guardian? Who may serve as a guardian? Who needs a guardian? What does a guardian do? How is a guardian appointed? Answer to these questions and more are available at the Island County Transition Fair every year and Island County Parent to Parent offers Guardianship workshops every year. Email to get on their distribution list for these events: t.wheeler-thompson@islandcountywa.gov



Ready, Set, KNOW...

Supported Decision-Making

Understanding choices, and making decisions for yourself with the support you need.

What is Supported Decision-Making (SDM)?

SDM is an alternative to guardianship. It allows people with disabilities to choose persons close to them to help them gather and understand information, make decisions, and communicate those decisions to others. It ensures a person's right to make their own important life decisions and to have their decisions respected with the support of people they choose.

How Does It Work in Washington State?

In 2020, our state passed a law that formalizes Supported Decision-Making as an alternative to guardianship. The law gives adults with disabilities the right to enter into a Supported Decision-Making Agreement with another adult(s) of their choice* who will provide the person with the support they want.

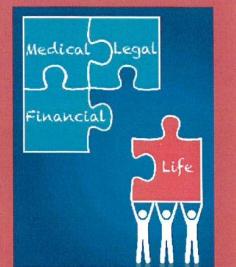
The law does not become effective until January 2022, but anyone can create a Supported Decision-Making agreement right now.

What Does an Agreement Include?

- **The names of the adult** who will be supported and the person(s) who will support them.* Both the adult with a disability and their supporter(s) must sign the agreement in front of two witnesses and/or a notary public.
- **The kind of decisions the adult wants help with**, including decisions about where they live, where they work, how they spend their time, or how they manage their health care and finances.
- **The kind of help the adult wants when making a decision**, including help with gathering information, understanding options, or communicating their own choices.
- **(Optional) Limited decision-making power** to their supporter by using other guardianship alternatives in addition to a supportive decision-making agreement, including a Power of Attorney for health care and/or financial decisions, as well as Representative Payee to manage Social Security benefits.

A Supported Decision-Making Agreement can be changed or ended by the adult with a disability at any time.

*In order to act as a supporter, people chosen must not fall into a category listed in [RCW 11.130.730](#).



STEP BY STEP

CHOOSE the supporter(s) you want to help you make decisions.

MEET to talk about the kinds of decisions and help you want and need.

MAKE AN AGREEMENT that spells out how you will be supported. Be sure to sign release of information if you want your supporter(s) to communicate with others on your behalf.

SIGN THE SDM AGREEMENT. The agreement must be signed by both you and your supporter(s) in front of two witnesses and/or a notary public. The agreement can be changed or ended by you or your supporter(s) at any time.

Additional Resources

National Resource Center for Supported Decision-Making: supporteddecisionmaking.org
Northwest Justice Project: nwjustice.org
Washington Law Help: WashingtonLawHelp.org

Prepared by Informing Families, a resource of the DD Council, and the Northwest Justice Project. For more information, visit: www.informingfamilies.org 4/21



Ready, Set, KNOW...

Guardianship Overview

This information is intended to give an overview of guardianship in Washington State. It is for educational purposes only and is not a substitute for legal advice. For advice on making legal decisions, please talk to an attorney. The law will change in 2022. This information is current through 2021 only.

Many people think that guardianship is the best way to help adults with intellectual and/or developmental disabilities make important decisions. The truth is, guardianship is often not necessary. In fact, Washington state's guardianship law requires considering alternatives first. Consider these situations:

- ▶ A child with a disability who is turning 18
- ▶ A person who is being abused, neglected or exploited
- ▶ A person who has dementia and can't live independently
- ▶ A person who cannot manage his money to meet his needs
- ▶ A person who cannot make health care decisions



In and of themselves, such situations are not reasons for guardianship. State law requires considering alternatives to guardianship first. If problems arise, respectful interventions by friends and family are often enough to help the individual solve many issues that pose a risk to health, safety, and financial stability.

When petitioning the court to become a guardian, the category and scope of guardianship must be identified.

Categories of Guardianship

- \$_ Guardian of the Estate
- \$_ Guardian of the Person
- \$_ Guardian of the Person and Estate

Guardian of the Estate Responsibilities

Keep detailed records of the person's property and finances. Record everything the person owns, pays for and receives. The guardian must file an inventory with the court of all the person's possessions and assets within three months of appointment, and an annual accounting of income and expenses. These accountings must balance. They must be supported by records and receipts.

Guardian of the Person Responsibilities

Make sure the person's physical, mental and emotional needs, and any need for assistance in activities of daily living, are being assessed and addressed. A Guardian of the Person is responsible for putting a plan in place to meet these needs, and must file that care plan (identifying needs and explaining how they will be met) with the court within three months of being appointed. Additional reports are required annually.

Scope of Guardianship

Limited

Grants the authority to make specific decisions identified in a court order and may be time-limited. Guardianships are supposed to be no broader than necessary to meet the needs resulting from a person's incapacity. Courts can appoint limited guardians for people who are capable of caring for themselves, or arranging for their care in some ways but not in others.

[Note: Incapacitation is not a statement about the individual's full range of abilities. For example, a person may not be able to manage his money, but he may have the ability to understand what a Power of Attorney is and, therefore, avoid guardianship by signing a Power of Attorney.]

Full

Grants the authority to make all decisions provided under the law. Full guardianship denies a person significant rights, which may include the right to vote, marry, get a driver's license, enter into contracts, or decide who will provide care. It should be entered into only if alternatives to guardianship, or limited guardianship, are not sufficient.



Ready, Set, KNOW...

Guardianship Process

This information is intended to give an overview of guardianship in Washington State. It is for educational purposes only and is not a substitute for legal advice. For advice on making legal decisions, please talk to an attorney. The law will change in 2022. This information is current through 2021 only.

Steps to Guardianship

1. Training for Non-Professional (Lay) Guardians

Before a family member or other non-professional can petition (file court papers to ask) the court to be a guardian, s/he must complete a free online training. It covers guardianship duties and responsibilities, forms and timelines. The training is easy. You can do it in one sitting (in about two hours) or in several sessions, moving at your own pace. If you choose to petition for guardianship after doing the training, keep the declaration of completion you got from the training to show the court.



2. Petitioning the Court

Anyone seeking guardianship must file a petition with the Superior Court. The petition asks the court to determine that the person identified in the petition is incapacitated, determine what type of guardianship is needed and appropriate, and appoint an appropriate guardian. You must give notice of the guardianship petition to the person identified in the petition and other interested parties. You can get the forms for petitioning for guardianship online at https://www.courts.wa.gov/forms/?fa=forms_static&staticID=14.

3. The Court Appoints a Guardian Ad Litem

Once a petition to court is made, the court appoints a guardian ad litem to investigate. The guardian ad litem must recommend to the court if guardianship is appropriate, who should be guardian, or if other less restrictive alternatives are available.

4. The Court Holds a Hearing

At this hearing, a family member or others may contest (fight) the request for guardianship. If the court appoints the petitioner as guardian, the petitioner gets letters of guardianship.

5. Letters of Guardianship

This is the formal document allowing the guardian to act on behalf of the person. It also details any restrictions placed on the guardianship.

Reporting Requirements

Serving as a guardian of the person and/or the estate is a lot of work. You must keep thorough records to support everything you do on behalf of the person with receipts or other records. Reports are due at the following times:

- ▶ Within 90 days of being appointed as guardian
- ▶ Each year at least one month before your Letters of Guardianship will expire
- ▶ Within 30 days of certain events happening



It is important to file your reports on time. If you do not file your reports on time, you could face court fines, you might need to appear at a hearing, and the court may remove you as guardian. Reporting procedures vary by county. Some courts may require you to appear at a review hearing. Be sure you find out your county's specific reporting requirements.

APPLE HEALTH: HEALTH INSURANCE

Washington Health Plan Finder

https://www.wahealthplanfinder.org/_content/Homepage.html

(855)-923-4633; TTY (855)627-9604

WAHealthPlanFinder.org is the official insurance exchange for Washington State. Use this site to apply for Apple Health for Kids, Medicaid, and Affordable Care Act (ACA) health plans.

Health Care Authority/Apple Health/Medicaid

<http://www.hca.wa.gov/> (800)562-3022

Medicaid and Chip in Washington State

<https://www.medicaid.gov/> (877)267-2323

Email: Medicaid.gov@cms.hhs.gov



Managed Care Health Plans offered by Apple Health

Amerigroup (800)600-4441

Community Health Plan of WA (800)440-1561

Coordinated Care Corp (877)644-4613

Molina Healthcare of WA (800) 869-7165

United Healthcare Community Plan (877)542-8997

*Many Apple Health recipients may qualify for a free cell phone with minutes/data. Call your Apple Health provider for more details.

WHAT IS HEALTH CARE TRANSITION?

Health care transition, or HCT, is the process of getting your youth ready for health care as an adult. During childhood, you usually help with health and health care needs—calling to set up appointments, filling out forms, and keeping track of medications. As your youth gets older, managing those needs becomes their own responsibility. Achieving this independence requires an organized transition process or them to gain independent health care skills, prepare for an adult model of care, and transfer to new clinicians.

Youth, young adults, and families:

Do you want to learn about transitioning to adult health care?

These tools can help you learn about moving from pediatric to adult health care.

Are you ready to transition to adult health care?



What transition topics should you think about each year?



Is your health information on your smartphone?



What changes for your health care when you turn 18?



What are the differences between pediatric and adult health care?



Do you know how to find an adult doctor?



Do you have an Individualized Education Plan (IEP)?



Are there assessments to check your readiness for transition?



For more information, visit GotTransition.org.

Got Transition® is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number, U17MC31756. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by HRSA, HHS, or the U.S. Government.



Don't forget about Healthcare Transition: Pediatric Care to Adult Care



Health Care Transition Timeline for Parents/Caregivers



- Help your teen learn about their own health condition, medications, and allergies.
- Encourage your teen to ask their doctor questions about their own health.
- Ask your teen's doctor if and at what age they no longer care for young adults.

- Learn what your teen knows about their own health, health care, and family medical history. Both you and your teen can take Got Transition's Transition Readiness Assessments* and discuss this together and with the doctor.
- Have your teen carry their own health insurance card.
- Help your teen learn more about their own health and what to do in case of an emergency.
- Help your teen practice making a doctor's appointment and ordering prescription refills (either by phone, online, or through an app).
- Encourage your teen to see the doctor alone for part of the doctor's visit to help gain independence in managing their own health and health care.

- Encourage your teen to make doctor's appointments, see the doctor alone, ask the doctor questions they may have, and refill medications.
- Ask the doctor to talk with your teen about their privacy rights when they turn 18.
- Work with your teen and the doctor to make and share a medical summary.
- Before your teen turns 18 and becomes a legal adult, figure out if they will need help making health care decisions. If so, ask your Family Voices chapter for local resources.
- Talk with your teen about the age they want to transfer to a new doctor for adult care.

- At age 18, your child is a legal adult and legally responsible for their care. You cannot access their medical information or be in the doctor's visit unless your young adult agrees or certain legal forms have been completed.
- If you need local resources on supported decision-making, ask your Family Voices chapter.
- Learn if there are additional changes at 18 that affect your young adult (e.g., health insurance, Social Security Income).
- Encourage your young adult to ask their current doctor to find a new adult doctor. Make sure that the new doctor accepts your young adult's health insurance, and help them learn if there are any charges at the visit.
- Encourage your young adult to keep a copy of their medical summary and always carry their health insurance information with them.

- Encourage your young adult to get care from their adult doctor, learn to manage their own health and health care, and update their medical summary.
- Encourage your young adult to stay insured. If they change health insurance, encourage them to make sure their doctor takes their insurance and learn if there are any charges at the visit.

*For a Transition Readiness Assessment for youth, visit <https://gottransition.org/6ce/leaving-readiness-assessment-youth> and for a version for parents/caregivers, visit <https://gottransition.org/6ce/leaving-readiness-assessment-parent>.

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SYSTEM DIFFERENCES BETWEEN PEDIATRIC AND ADULT HEALTH CARE

System Characteristics	Pediatric	Adult
Orientation to Care	Growth and development	Maintenance of well-being with aging
Practice Approach	Family-centered; shared decision-making with parents	Patient-centered; shared decision-making with young adult
Primary Care Practice	Majority of patients do not have chronic conditions	Majority of patients have chronic conditions
Patient Population	Most pediatric specialty clinics located in children's hospitals	Most adult specialty practices located in private office-based settings
Specialty Clinic Affiliation/Location	Most pediatric specialty clinics are co-located with other specialists and can offer ancillary therapies	Most adult specialty clinics are not co-located with other specialists and need to refer out to other specialists and ancillary therapists
Multidisciplinary Staffing		
Availability of Care Coordination	Most pediatric subspecialty clinics and many pediatric primary care practices have care coordination services. Several public care coordination programs (e.g., State Title V program) are available for youth with specific chronic conditions	Few adult specialty clinics and even fewer adult primary care practices have the availability of care coordination services. Few public care coordination programs are available for adults with chronic conditions
Length of Appointment	Longer time	Shorter time
Time Alone	Sometimes for part of visit	Legally required for confidentiality over age 18, unless young adult gives permission for others to be present
Patient Role as Self Advocate	Less, given parental support/presence during visit	Essential
Patient Role in Making Appointments and Medication Refills	Parent handles	Patient handles
Adherence to Care	Offer more reminders and work arounds (e.g., using shots or intravenous medications); provider has legal option of contacting protective services if needed	Expectation of adherence; up to patient to follow treatment/medication recommendations; provider has no legal options
Medication Dosage	Depends on weight	Commonly one adult dose, but occasionally related to weight
Use of Pain Medications	More liberal availability	More restrictive availability
Time in Care System	Usually about 20-25 years	Average 50+ years

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RECREATION/SELF ADVOCACY

Special Olympics of Washington <http://specialolympicswashington.org/>

Special Olympics programs for children ages 8 and up through adulthood with intellectual disabilities who love sports and want the challenge of competing with their peers. The programs run year round offering competition in several sports. The goal is to provide a physical fitness with an emphasis on sportsmanship, friendships, and FUN!

South Whidbey Coordinator –Dave Lenox lenoxhouse@verizon.net and Mike Etzell **(360)678-7883** mikeet@islandcountywa.gov

North Whidbey Coordinator – Chris Becker **(360)320-2549** wispecialolympics@gmail.com (Bowling, Basketball, Track, Cycling, Bocce Ball, Soccer Skills)

Island Senior Services **(360)387-0222** **OH** **(360)279-4580** **South Whidbey** **(360)321-1600**

People First of Island County Chapter Self-advocacy chapter provides opportunities for individuals to connect with each other and learn valuable self-advocacy skills. For more information contact Diane **(360)914-1494**

Art as a Way Carol Way carol@artsaway.org **(360)730-1135** Teaching life skills through art. DDA respite funds accepted.

Camano Center **(360)387-0222** Offers support, resources and a variety of classes and events throughout the year. Camano



DISCOUNTED DISABILITY PASSES

Washington State Park Discover Pass <http://www.discoverpass.wa.gov/131/Exemptions>

Disability placards or license plates- The Department of Licensing issues Washington state disability permits and license plates, and holders of these are exempt from needing the Discover Pass on State Parks lands. Holders of these permits and plates will need the Discover Pass to access lands managed by WDFW and DNR. Free WA State Park Days offered throughout the year.

Fishing Licenses www.fishhunt.dfw.wa.gov/wdfw/disability_apps.html

The following are eligible for a combination fishing license (fresh water, salt water, and shellfish) and/or hunting license at a discounted rate. Resident who permanently uses a wheelchair as certified by the doctor, blind or visually impaired, developmental disability as determined by DSHS authority or physicians signature.

National Parks and Federal Recreational Lands Pass www.nps.gov/findapark/passes.html

Access Pass for free admission to National Parks and Federal Recreational Lands for U. S. Citizens or permanent residents with permanent disabilities The pass may be obtained in person at a federal recreation site or through the mail using the application form on the website.

Washington State Ferries <https://wsdot.wa.gov/travel/washington-state-ferries/rider-information/riders-disabilities>

Riders with disabilities Learn about how we're providing equal access to our riders with disabilities, including information about discounted fares, service animals and more. WSF ADA Accessibility coordinator: **206-515-3437**

Step by Step Guide

Just a couple of quick steps to think about

Step One:

Apply for Services with Developmental Disabilities Administration (**DDA**)

DDA (formally DDD) serves individuals of all ages. It is important to get connected early. The case manager can help you get connected to resources and support through your life.

To Apply: <https://www.dshs.wa.gov/dda> (800)788-2053

Planning is available to help DD eligible participants who are interested in pursuing employment and need assistance to brainstorm and develop employment goals and next steps. Contact your DD case manager for a referral.

Step Two:

If eligible for Developmental Disabilities contact the Island County Transition Coordinator Mike Etzell **(360)678-7883**. Once you are determined DD eligible, the Island County Transition Coordinator can help you navigate the adult service system, connect with community and employment services.

Island County Transition Council: A network of schools, providers and professionals invested in the transition process for ages 18-21 and offers an [Annual Transition Resource Fair](#).

Step Three:

Develop an Employment Plan: Island County School To Work Program - Mike Etzell **(360)678-7883** A partnership between schools, DDA, Division of Vocational Rehabilitation (DVR) and local employment vendors to assist students in being gainfully employed and have supports in place before they leave school.

Division of Vocational Rehabilitation (**DVR**) provides services and support to help you reach your employment goals. Apply for services during your last year at school. **(360)240-4732** (Oak Harbor)

- Be eligible for DDA Services
- Be 18-21 years of age
- Be committed to Working
- Have Reliable Transportation
- Apply for DVR
- Choose an Employment Provider
- Apply for Social Security Benefits (**SSI**)
- Be eligible for Medicaid
- WA State ID Card

Step Four:

Chose an Employment Agency and have Reliable Transportation Employment Agencies for Island County (as of 2022)

- Sherwood Community Services
- Washington Vocational Services (WVS)
- Service Alternatives (SA)



Social Security Benefits Planner: if you are DD eligible and live in Island County, the Benefits Planner can help you navigate social security system and answer questions about how working may affect your benefits. Contact your DD case manager for referral.

Transportation: Transportation is critical for getting a job and connecting to the community. Island Transit/Paratransit **(360)678-7771**
www.islandtransit.org

Step Five: Participate in your community

- Self Advocacy: People First of Island County pmmdfm@cablespeed.com
- Recreation and Leisure:

Special Olympics ages 8 &up wispecialolympics@gamil.com
(360)320-2549 Several different sports all year long

Heritage Adventures for 18 and over **(360)221-5748**

Transition Tips for Parents & Guardians

A graduating student is someone who has met all graduation requirements, whereas “walking” means a student who is participating in ceremonies but is not graduating yet. Your kiddo can walk with their peers even if they are not graduating.

(from one parent to another)

If at any time you start to feel overwhelmed, remember that transition is a process – it doesn’t happen from one day to the next or even month to month, it happens over years. Here are some general pieces of advice that might help you and your student. Keep the focus on your student. The special education and transition process is about meeting the unique goals and needs of your student. IDEA mandates that youth be invited to their IEP meetings each time transition services are discussed. Make sure that his or her desires, goals, and interests are at the center of the educational plan and think of ways to ensure your student’s voice is heard in the planning process in a way most appropriate for you and your family. What might be other ways to include your student’s voice? Your student could present a “dream map” or other pictures that represent his or her goals; you could use technology to produce a video of skills, needs, and/or desires in employment; or a video resume format could show the types of jobs that the student does around the house or neighborhood. Use your student’s individual communication skills to present his or her ideas.

Develop self-determination with your student. Under WA law, your student is eligible for transition services beginning at the age of 16 at the latest. Before your student reaches this age, you can begin to ask questions about what your student wants to do after high school and what skills he or she may need to become more independent. Developing self-determination is about helping your student be in charge of his or her own life. The basic questions to ask are: What is my dream career? What do I need to learn in high school to find a job in this field? What other skills do I need and how do I get them? There is often a limited amount of time for your student to receive certain services, so the earlier you start the better.



Keep Records. You will have many conversations with many different people during the transition planning process. Be sure that you take notes on any conversations you have with your student’s teachers and school administrators and keep a written record of phone calls, requests, etc. Create a binder notebook and keep copies of any documents about your student to help you stay organized and on top of your student’s plan.

Put all requests, concerns, and objections in writing and promptly communicate concerns to your child’s school in writing as well. Review all notes from meetings and correct any inaccuracies or the failure to include important points raised at the

meeting. Keep record of your objections. Voice concerns that you have at the meeting and make sure someone records those concerns. If not, write a letter after the meeting and follow up about what was agreed upon and why you disagree. This will help you later if you want to challenge portions of the IEP with which you disagree.

Do your Homework: Always know what you are signing. During IEP meetings you will need to sign a document stating your attendance, but if you disagree with a decision made by the team you can note on the form when you sign that you don’t agree.

Work cooperatively. Your student’s well-being is extremely important. There may be times when you feel the school is not doing enough for your student. The best way to advocate for your student is to be cooperative while voicing your concerns in a respectful manner. Collaboration is critical.

Remember that you, as a parent, are an important part of the process. The transition planning process can seem overwhelming. There is a lot of information you need to know and many people you will talk to but do not let the process

Tips for Parents continued.....

intimidate you. Keep in mind that you are an expert. As the parent or guardian, you know your student better than anyone, so you should always feel comfortable speaking up for your son or daughter. Do not be afraid to ask questions if you don't understand something.

Voice your needs. Transition services should be tailored to your student and driven by his or her interests, preferences and needs. Your thoughts are important, too. You are an equal and invaluable member of the IEP Team. Keep in mind that voicing your concerns and requesting a meeting to discuss the issue with the other members may be all that you need to resolve any issues. (Adapted from the Massachusetts Disability Law Center) Additional Tips A student's IEP is a written contract between you and the school district. You should never feel pressured to sign an IEP without having carefully considered it. Regularly review your child's progress and identify areas where he is excelling and/or struggling. Don't just accept IEPs in full from year to year without paying attention to changes (or lack thereof) in goals, objectives, and measures of demonstrated effective progress. The law does not mandate a perfect IEP. Current law is clear that an IEP need not provide maximum benefit to the student. It need only provide some benefit to the student. A FAPE is intended to require Special Education services that provide a 'basic floor of opportunity' to allow the student meaningful access to public education. Be open to change and help your transition team to see the transition plan as a document for growth and development. Your student's interests, dreams and plans can change over time like all students, and though the idea is to begin to design a career path, it is not etched in stone.



What does everyday life look like after we finish school? As we get older, our daily activities change.

Work: What support is available for youths with disabilities?

Education: How is postsecondary different from high school?

Other: Volunteering, recreational activities, adult day services and more.

SELF-DETERMINATION

Self-determination is believing you can control the outcomes of your life. Self-determination is a combination of attitudes and abilities, such as self awareness, problem solving and self-advocacy skills, that leads to people to set goals for themselves and take the action to reach these goals. It is about being in charge, but not necessarily the same thing as self-sufficiency or independence. It means making your own choices, leaning to effectively solve problems, and taking control and responsibility for one's life.



Developing self-determination skills is a process that begins in childhood and continues throughout one's life. Parents can help prepare their young adults with disabilities by giving them a growing number of opportunities to make their own decisions. Self-determination is important for all people, but it is especially important, and often difficult to learn, for young people with disabilities. Well meaning individuals sometimes "protect" children with disabilities by making all their own decisions for them. Also, sometimes people assume that people with disabilities can't think for themselves.

Since self-determination skills are most effectively learned and developed by practicing them, students with disabilities should be given ample opportunity in their home life and school to use their self-advocacy, decision-making and socialization skills well before they leave high school to prepare themselves for working and living in their community.

IDENTIFICATION CARD/DRIVER'S LICENSE

Washington State Department of Licensing (360)675-6466 656 SE Bayshore OH <https://www.dol.wa.gov/driverslicense/gettingidcard.html> **Things to know** A standard ID card costs \$54, an enhanced ID (EID) card \$78. You'll need to renew it every 6 years. Replacing a lost or stolen ID card costs \$20. You can get an ID/EID card at any age at any of our driver licensing office locations. Parents/guardians - you can get an ID/EID card for your children. Your child must be with you at the office to get it. All costs mentioned are fees in 2021. Beginning Jan. 1, 2022 Washingtonians can choose to add one or more symbols to their ID showing they have a medical condition, developmental disability or are deaf or hard of hearing.

REGISTER TO VOTE

<https://www.sos.wa.gov/elections/register.aspx> **Mental competency and voting rights** Only a Superior Court can declare a person unable to vote due to mental incompetency and therefore unable to vote. Do not assume that a person under a guardianship due to their mental capacity is ineligible to vote. A guardian may not vote on behalf of a person under guardianship. Power of attorney does not extend to voting. Whether a person under guardianship may vote depends on when the guardianship was imposed and whether the guardianship is full or partial. **Voters with Disabilities** As a voter with a disability, you can request a reasonable accommodation or assistance to vote. The Office of the Secretary of State is committed to ensuring accessibility at voting centers, and that you have the opportunity to vote privately and independently. Voting centers must meet all of the Americans with Disabilities Act (ADA) requirements. To request a reasonable accommodation or assistance, contact your county elections department.

TRANSPORTATION

Island Transit offers Travel Training or apply for Paratransit services. Travel Training is a free training for people who want to learn to be more independent on the bus for people with disabilities and the elderly. One on one training how to read the schedule, which routes get you to where you want to go and more.

Who is Eligible for ADA Paratransit Service? Under the Americans with Disabilities Act, transit providers have the responsibility to make their services accessible for, and usable by individuals with disabilities. The expectation of the ADA is that most transit services provided for individuals with disabilities will be provided by the regular fixed route bus service. ADA Paratransit service is considered a “safety net” for those individuals with disabilities whose disability still prevent them – not merely makes use more difficult – from using the fixed route system, even when it is fully accessible. <https://www.islandtransit.org/> (360)678-7771

Medicaid Transportation—NW Regional Council (800)860-6812 <https://www.nwrcwa.org/medicaid-transportation/>

Washington State Ferry <https://wsdot.wa.gov/travel/washington-state-ferries/rider-information/riders-disabilities> Riders with disabilities Learn about how we're providing equal access to our riders with disabilities, including information about discounted fares, service animals and more. WSF ADA Accessibility coordinator: (206)515-3437

HOUSING

Island County Housing Support Center (360)678-8284 Are you homeless or at risk of becoming homeless? We offer assessments & referrals to housing programs. Housing interest and light case management.

Opportunity Council (360)679-6577 (800)317-5427 Connects people with community resources to help meet basic needs such as food and housing, rental assistance, emergency shelter, problem solving with landlord/tenant issues. <https://www.oppco.org/>

Community Homes (425)233-6930 Provides, promotes and sustains exceptional community based housing for adults with intellectual and developmental disabilities. <https://www.community-homes.org/>

Washington State Independent Living Council WASILC's Purpose Washington State Independent Living Council (WASILC) is a Governor appointed Council that works to empower disability communities through advocacy, education, planning and collaboration. WASILC strives to achieve positive and effective solutions by promoting the Independent Living Philosophy. <https://www.wasilc.org/> (800)624-4105 wasilc@dshs.wa.gov

What to do and when to do it — for students with a developmental disability

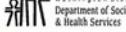
AGE	If my child has a developmental disability, here are some timelines of activities to do.
15-16	<p>Apply for a Washington State I.D. card. WHY: It will be needed to apply for adult services.</p> <p> • Get an I.D. card at your local Department of Licensing</p>
16	<p>Apply to become a client of the Developmental Disabilities Administration (DDA). WHY: You may want these service options when your son/daughter turns 21. Long term job coaching support is based on availability of funding.</p> <p> • www.dshs.wa.gov/ddd/</p>
17-17½	<p>Consider if guardianship is necessary and determine the type of guardianship. WHY: Age 18 is the age of majority (becoming a legal adult) and your son/daughter may need support making legal, medical and vocational decisions.</p> <p></p>
17-19	<p>Apply for HUD Housing. WHY: The wait list for housing can be very long, so it is important to apply early.</p> <p></p>
18	<p>If your child does not receive Social Security Benefits – apply now! WHY: He or she is now an adult and parents' income is not counted. He/she may be eligible for cash and medical benefits. There are many provisions available, called WORK INCENTIVES, that allow people with disabilities to keep benefits, including Medicare/Medicaid, while working. <i>He or she needs to pay rent to the family in order to maximize all benefits.</i></p> <p></p>
18	<p>Ask your DDA case manager about Medicaid Personal Care funding if your son or daughter is a client of DDA and the family provides personal care (help with bathing, grooming, dressing, laundry, etc.).</p> <p></p>
Young Men 18	<p>Register for Selective Services. WHY: It's the law. Also, if planning to apply for financial aid to attend college, applying for Selective Service is required.</p> <ul style="list-style-type: none"> • Apply on line at: http://www.sss.gov • Get a form from your local post office. • Return the form that comes in the mail.
Senior Year	<p>Fill out the Free Application for Federal Student Aid (FAFSA). WHY: If seeking aid to attend college, this form must be filled out by March 1 of Senior year for best consideration.</p> <p> • www.fafsa.ed.gov</p>
19-21 or last year of school	<p>Apply for services with the Division of Vocational Rehabilitation (DVR). WHY: This agency helps people with disabilities become employed and understands how working will affect people's benefits.</p> <p> • www.dshs.wa.gov/dvr/</p>
Anytime	<p>Apply for job search assistance with WorkSource Youth Services. WHY: This is the local program that can help self-directed job seekers find part time and/or summer employment to help develop work skills.</p> <p> • www.go2worksource.com</p>
Anytime	<p>Call for local transit system bus Travel Training and Paratransit services. WHY: This is free training for people who want to learn to be independent on the bus and flexible alternative public transportation for people with disabilities and the elderly.</p> <p></p>
Anytime	<p>Apply for services at a local Center for Independent Living (CIL). The State Independent Living Council (SILC) can help you find local resources. WHY: These organizations provide support for independent living skills development, advocacy, and benefits planning.</p> <p> • www.wasilc.org</p>

Table of Contents

Education	8-17
Employment	18-20
Military Transition	18
Tribal Vocational Rehab	19
WA State & County Assistance	20-21
Entitlement vs Eligibility	
Financial	22-23
Legal	24-25
Health	26-27
Recreation & Leisure	28
Family Support	29-31 & 35
Advocacy	31
Housing & Transportation	32
License and Right to Vote	32
Resources and Timeline	33

RESOURCES

Informing Families

Is a resource provided by the Washington State Developmental Disabilities Council, in partnership with the Developmental Disabilities Administration. We offer trusted news and information to individuals and families that empowers them to be active participants in planning and building a network of support and opportunities. The issues we follow are relevant to the needs and interests of individuals and families—not just today, but into tomorrow, by offering tools and tips on planning for the future. Regardless of disability, there are opportunities and expectations for your child to work and participate fully in your community. Your own advocacy, as well as your child's self-advocacy, will be essential to maximizing and developing these and other resources. <https://informingfamilies.org/>

Transition Toolkit *** HIGHLY RECOMMENDED THAT YOU LOOK AT THIS TOOLKIT AND WEBSITE***

When does high school transition begin? What do goals look like and what do parents need to think about? When it comes to planning for life after high school, there's a lot to think about: Independent Living, Employment and Post-Secondary Education Health & Safety, Social, Financial, Legal, Housing and In-Home Supports.

Four-page Transition Toolkit provides:

- ◆ A Star Form to help identify supports to reach a student's transition goals.
- ◆ Tips for transition planning and goal setting.
- ◆ Transition timeline of things to do from age 14-21.
- ◆ Transition checklist of skills, activities, and services when creating your child's high school transition plan for his/her IEP.
- ◆ Ways to gain job skills during high school.

Resources for post-secondary education. Order or download Transition Toolkit (in English and Spanish) <https://informingfamilies.org/transition-toolkit/>

Got Transition <https://www.gottransition.org/>

Got Transition® is the federally funded national resource center on health care transition (HCT). Its aim is to improve the transition from pediatric to adult health care through the use of evidence-driven strategies for clinicians and other health care professionals; public health programs; payers and plans; youth and young adults; and parents and caregivers.

DSHS Student and Youth Transition Handbook

Who is this handbook intended for? The information provided in this handbook is intended for students and youth with disabilities, their families, staff from the Division of Vocational Rehabilitation (DVR), teachers, school counselors, school administrators, school district personnel, and other agencies supporting students and youth with disabilities who want to participate in secondary transition planning and services.

<https://www.dshs.wa.gov/sites/default/files/dvr/documents/YouthTransitionHandbook.pdf>

Resources Continued

Supplemental Security Income (SSI) (800)772-1213

Developmental Disabilities Administration (DDA):

Island County Region 2 (800) 788-2053 DDA2IETEAM@dshs.wa.gov

Department of Vocational Rehabilitation (DVR) OH Office (360)240-4736

Mt. Vernon (360) 429-3097 Everett (425) 339-4880

School Transition Coordinator/DVR: Island County (564)900-0407

Tribal Vocational Rehabilitation Program— Island County

Donna Adamson, Director dadamson@samishtribe.nsn.us (360) 726-3647

Military Family Resources for Youth and Young Adults Transitioning from High School Employment Center at your installation (check installation website)

Service Alternatives (800)292-6697

Washington Vocational Services (WVS)

(360)419-0910—Burlington (425)774-3338—Everett

Sherwood Community Services (425)334-4071

Pathways to Employment www.pathways.dshs.wa.gov

Developmental Disabilities County (DD) Mike Etzell (360)678-7883

Island County Parent to Parent (360)632-7539

Island Transit/Paratransit (360)678-7771 www.islandtransit.org

Health Care Authority/Apple Health/Medicaid <http://www.hca.wa.gov/>
(800)562-3022

Informing Families <https://informingfamilies.org/>

Got Transition <https://www.gottransition.org/>

Arc of King County Transition to Adulthood <https://arcofkingcounty.org/resource-guide/transition-into-adulthood/transition-into-adulthood-overview.html>

Skagit County Public Health & Developmental Disabilities Transition

Resource Guide A guide for students with disabilities transitioning from high school to post-secondary opportunities. <https://www.skagitcounty.net/HumanServices/Documents/DD/Transition%20Guide%202014-21.pdf>

Department of Education A Transition Guide: To Postsecondary Education and Employment for Students and Youth with Disabilities.

<https://www2.ed.gov/about/offices/list/osers/transition/products/postsecondary-transition-guide-august-2020.pdf>

Center for Change in Transition Services

<https://www.seattleu.edu/ccts/> (206)296-6494

Office of Disability Employment

<https://www.dol.gov/agencies/odep/topics> (866)487-2365

Office of Superintendent of Public Instruction

<https://www.k12.wa.us/> (360)725-6000

US Department of Education, Office of Civil Rights

<https://www2.ed.gov/about/offices/list/ocr/index.html> (800)872-5327
Office of Civil Rights Hotline (800)421-3481

FAMILY SUPPORT AND RESOURCES

Parent to Parent of Island County (P2P) (360)632-7539 Call/text <https://www.islandcountywa.gov/198/Parent-to-Parent>

Emotional support and information to families of children with developmental disabilities, delays, and ongoing health care needs. Trained Helping Parents who parenting experiences match yours as closely as possible.



- Emotional support for parents of children with disabilities and chronic illnesses
- Information and referrals to community resources.
- Trained Helping Parents whose parenting experiences match yours as closely as possible.
- Social and recreational events.
- Current information on disabilities, medical conditions and community resources.

"A Hero is an ordinary individual who finds the strength to persevere and endure in spite of overwhelming obstacles"

Mission

We walk alongside those parenting children with developmental disabilities and/or special health care needs, connecting them with peer support and information so they can take the next step.

Vision

All families of children with developmental disabilities and/or special health care needs deserve encouragement, inclusion and meaningful connections that support family well-being.

Parent to Parent No Cost Services

- Support
- Resources
- Newsletters
- Support Meetings
- Educational Workshops
- Social/Recreational Events
- Presentations in our Community



How Can Parent to Parent Help You?

Parent to Parent offers community resources, support in a variety of different ways, help navigating systems and connections with other families with special needs. All ages, and stages. From learning your child has a disability through the adult years, the journey takes many different turns and twists. Parent to Parent is a nationwide organization that began here in WA State. Parents have many questions and concerns in coping with their child's needs and their own feelings.

This resource guide is presented by Island County Parent to Parent, Island County Developmental Disabilities and Island County Human Services. This and other resource guides are available on our website: <https://www.islandcountywa.gov/198/Parent-to-Parent>

*Island County Disability Resource Guide

*Island County Autism Spectrum Disorder Resource Guide

*Island County Behavioral Health Resource Directory

*Island County Transition Services: School Age to Adulthood Quick Guide & Ind- Depth versions

Island County Autism Resources for Families Website <https://www.pilotace.org/>

Call/Text Tiffany (360)632-7539 Email: t.wheeler-thompson@islandcountywa.gov

Updated July 2023