## Developmental Disabilities Program

# Transition Resource Guide

A guide for parents and guardians of students with developmental disabilities to prepare them to transition from high school to pursue their goals, gain independence, and be safe and successful in the community.

SKAGIT COUNTY
PUBLIC HEALTH
WASHINGTON

# Welcome!

The Skagit County Developmental Disabilities Program Transition Resource Guide was designed to provide you with the information needed to navigate the phase of life called transition (ages 14-21).

Do you have a plan for when the school bus stops coming? Does your student want to pursue higher education? Do they have goals and dreams for their future? What kind of work would interest them? These are big questions in any student's life, but for individuals experiencing a developmental disability, it is crucial to begin planning next steps a little bit earlier to make this as smooth a transition as possible.

We hope this resource guide will offer you an overview of the transition process, specific resources related to transition, and an understanding of what services will look like for your adult student after they leave school. This information is general in nature and not legal advice. Because services and resources can change frequently, we recommend checking the listed sources to make sure information is current. Throughout this guide, there are resources associated with each topic to help you find information related to your situation and needs.

Because we could not fit every relevant resource into one guide, we would like to refer you to the following agencies for specific advice, information, and support:

**Partnerships for Action Voices for Empowerment (PAVE)**
wapave.org

**Office of Superintendent of Public Instruction (OSPI)**
www.k12.wa.us

**Informing Families**
informingfamilies.org

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# WHAT IS TRANSITION?

**Every parent has hopes and dreams** for their student to become a productive adult and valued member of the community. During their school years, children learn academic and social skills to help them build a satisfying and independent life. Youth with disabilities need additional planning and preparation for what their life will look like after graduation as they move into adulthood and work on meeting their employment, educational, or independent living goals. This process is often referred to as "transition."

**Transition is about planning** for what life will look like after graduation, because regardless of disability, there are opportunities and expectations for your student to work and participate fully in your community.

As students enter transition age, it is crucial to plan and prepare them for the world of employment, independent living, and self-advocacy. But 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.

Parent expectations for their student are a valuable tool in the transition process. Goals may need to be modified and things may look different than you had envisioned, but it is important to understand the critical influence of instilling high expectations in your student and advocating for those throughout the transition process. Research has shown that families of youth with disabilities who maintain higher expectations will see their student achieve greater academic success, which is directly connected with better outcomes in postsecondary education, employment, and financial self-sufficiency (Adapted from MN Secondary Transition Toolkit for Families).

## Checklist of Predictors of Post-school Success

- ☐ Inclusion in general education
- ☐ Exit exam requirements/ high school diploma status
- ☐ Student-focused planning and goal setting
- ☐ Transition programs with evidence-based practices
- ☐ Career awareness
- ☐ Vocational education/ occupational courses
- ☐ Community experiences
- ☐ Paid work experiences
- ☐ Self-care/ independent living skills
- ☐ Self-advocacy and self-determination skills
- ☐ Social skills
- ☐ Parental involvement and expectations
- ☐ Interagency collaboration
- ☐ Travel skills

Source: National Technical Assistance Center on Transition

# TRANSITION & THE LAW—IDEA

The Individuals with Disabilities Education Act (IDEA) is the most important Special Education law to understand if you are a parent or guardian of a student who needs special education services. The purpose of IDEA is **"to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living."**

| According to IDEA, "Transition Services" are a coordinated set of activities for a student with a disability that are: | |
|---|---|
| • Designed to be within a **results-oriented process** that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including:<br>☐ Post-secondary education<br>☐ Vocational education<br>☐ Integrated employment (including supported employment)<br>☐ Continuing and adult education<br>☐ Adult services<br>☐ Independent living<br>☐ Community participation | • Based on the individual student's **needs**, considering the student's strengths, preferences, and interests, including:<br>☐ Instruction<br>☐ Related services<br>☐ Community experiences<br>☐ Development of employment and other post-school adult living objectives<br>☐ If appropriate, acquisition of daily living skills and functional vocational evaluation |

**NOTE:** Transition services are part of, and **not separate from**, a school district's responsibility to provide a free and appropriate public education (FAPE) under IDEA.

**For more information about IDEA:**

sites.ed.gov/idea

**For more information about IDEA Transition Services:**

sites.ed.gov/idea/files/postsecondary-transition-guide-august-2020.pdf

# TRANSITION & THE IEP

### PLANNING FOR THE TRANSITON IEP

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 services the school will provide to help the student make education progress. **At age 16** (or earlier if the IEP team decides it is necessary)**, a student's IEP changes to include "Transition Planning," which focuses more intently on preparing a student for graduation from school and transition into the adult world.** This is required under IDEA to begin no later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate, and is updated annually thereafter.

The first transition plan for your student's IEP is an opportunity to do thoughtful planning about your student's goals and what it will take to achieve them, as well as determine the expected graduation date. Expected graduation date is based on the date a student enters ninth grade, however, students receiving special education services are entitled to stay in school until the end of the school year in which they turn 21. 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 IEP planning process brings together students, schools, families, and community agencies in a joint effort to plan a successful transition to life as an adult."

## Six Essential Steps to 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)

**2** **Develop appropriate and measurable post-secondary goals** based on transition assessments data related to:
- Education/training (required goals area)
- Employment (required goals area)
- Independent living (required if determined appropriate by IEP team)

**3** **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 school to support identified post-secondary goals. Multi-year planning may be necessary.

**4** **Identify individualized transition services** in the areas related to supporting your student's achievement of post-secondary goals and/or meeting graduation requirements.
Key areas to consider:
- Instruction
- Related services
- Community experiences
- Development of adult living objectives

**5** **Coordinate services with Adult Services agencies** that your student might utilize after they are no longer eligible for education services.

**6** **Write IEP goals** to support the post-secondary goals identified for your student.

## COMPONENTS OF THE TRANSITION PLAN IN THE IEP

THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) is a legal agreement between a parent/guardian and a student's school in which the school agrees to provide certain types of instruction, services, and/or accommodations for the student.

### According to the IDEA (2004), the IEP must include:

- A statement of the student's present level of educational and functional performance, including how the student's disability affects their involvement and progress in the general education curriculum.
- A statement of measurable annual goals including academic and functional goals designed to:
  - Meet the student's needs that result from their disability to enable them to be involved in and make progress in the general education curriculum.
  - Meet each of the student's other educational needs that result from the student's disability.

### The Transition IEP requirements must include:

- Appropriate measurable post-secondary goals based on age-appropriate transition assessments related to training, education, employment, and independent living skills (where appropriate)
- The transition services and courses of study needed to assist the student in reaching those goals (see the resources below for ideas on developing goals)

PLEASE NOTE: The information in the IEP sections of this guide gives you a general overview and does not fully cover the whole IEP process.

### For more information about Transition Services and the IEP, consider the following resources:



**OSPI**
www.k12.wa.us/student-success/special-education/family-engagement-and-guidance/transition-services-ages-16%E2%80%9321



**The Center for Change in Transition Services at Seattle University**
www.seattleu.edu/ccts



**PAVE**
wapave.org
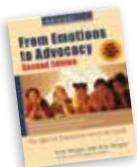


**From Emotions to Advocacy: The Special Education Survival Guide**
by Wrightslaw – Pam Wright and Pete Wright
www.wrightslaw.com/store/feta2.sm.store.html

## PERSON-CENTERED PLANNING

Person-centered planning is a structured process used to encourage creativity and to allow students with disabilities and their support networks, including school district staff, to talk through their dreams, goals, aptitudes, and challenges in working toward achieving their goals and creating a full life.

### PERSON-CENTERED PLANNING

- Focuses on strengths
- Discovers resources and assets
- Creates a team of support
- Envisions a positive future
- Structures action steps into the plans to create accountability

please note: The Skagit County Developmental Disabilities Bridges Program offers Person-Centered Planning as a **free** service for transition students.

**To inquire about the Bridges Program or about how to access services:**
360-416-1500
www.skagitcounty.net/Departments/HumanServices/DD/transition.htm

# TRANSITION & THE ROLES OF DVR, DDA, AND EMPLOYMENT SERVICES

As students prepare for transition, it can be confusing to understand what roles the Division of Vocational Rehabilitation (DVR) and the Developmental Disabilities Administration (DDA) play in getting and obtaining employment in high school and beyond. It is important to find out prior to exiting the school system how to apply for these services and if funding will be available.

## THE DIVISION OF VOCATIONAL REHABILITATION (DVR)

DVR provides *short-term* services to help adults with disabilities find and secure stable employment. Its 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).

**DVR Services may include:**

- Counseling and guidance
- Trial work experience
- Community-based assessments
- Benefits planning
- Assistive technology
- Job-related services (completing applications, developing a resume, practicing interview skills, conducting a job search, gaining job skills)
- Transition to DDA long-term supports

**For more information about DVR Services:**
www.dshs.wa.gov/dvr

**Did You Know?**

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).

**Washington State Department of Social & Health Services**

**DDA** Developmental Disabilities Administration

## THE DEVELOPMENTAL DISABILITIES ADMINISTRATION (DDA)

DDA provides *long-term* employment/day services to eligible individuals age 21 and over.

### DDA Services may include:

- Individual Supported Employment
  - Discovery (identifying interests, strengths, needs)
  - Assessment
  - Job preparation
  - Job placement & coaching

- Community Inclusion*
  - Participation in activities that promote individualized skill development
  - Independent living and community integration
  - Emphasizes relationship building in community

PLEASE NOTE: *Community Inclusion Services can only be accessed by individuals AFTER they have tried Individual Supported Employment for a minimum of nine months. The initial process and exploration activities for both services is the same.

> **Did You Know?**
>
> While employment services are not available until age 21, other home- and community-based services may be available beforehand, so early application to DDA is recommended.

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**For more information about DDA Services and Eligibility:**

www.dshs.wa.gov/dda/developmental-disabilities-administration-services-programs

www.dshs.wa.gov/dda/consumers-and-families/eligibility

# SELF-DETERMINATION & YOUR TRANSITION STUDENT



Self-determination is believing you can control the outcomes of your life. Self-determination is a combination of attitudes and abilities that lead people to take responsibility, make choices, and set goals for their lives.

Developing self-determination skills is an important process that begins in childhood and continues throughout a person's life. It is especially important, and often more difficult to learn, for young people with disabilities, so parents can help prepare their young adults with disabilities by giving them a growing number of opportunities to make their own decisions. Well-meaning individuals sometimes protect children with disabilities by making all their decisions or assuming they cannot think for themselves, but everyone—no matter their level of ability—is entitled to have a say in determining the course of their own life.

Self-determination skills are most effectively learned and developed by practicing them. Students with disabilities should be given ample opportunity in their home lives and in 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 communities.

(Adapted from *Oakland Schools Transition Planning* guide)

# Self-Determination Skills & Activities

### Choices & Decision Making
- **Allow your student to make choices/decisions, such as:**
  - ☐ What to wear to school (from among several choices)
  - ☐ Which of several entrees to have for dinner

### Problem-Solving
- **Discuss with your student:**
  - ☐ What to do when there is homework to do, but friends are asking them to play outside
  - ☐ How to deal with unhappiness about not getting as much playing time on the soccer team as they would like

### Goal Setting/Goal Attainment
- **Model these behaviors by:**
  - ☐ Posting a schedule of your daily chores and checking them off as you complete them
  - ☐ Involving your student in planning a family vacation

- **Provide your student with:**
  - ☐ Opportunities and time for independent self-care activities, such as filling the bathtub, washing their hair, making their bed, packing their own school lunch, etc.
  - ☐ Time to complete homework independently, even if they make errors
  - ☐ Time alone with safety guidelines in place

### Self-Observation/Self-Evaluation/Self-Reinforcement
- **Teach your student to:**
  - ☐ Ask for help before they get too confused or frustrated
  - ☐ Participate in extracurricular activities to promote their self-worth

### Self-Advocacy/Leadership
- **Encourage your student to:**
  - ☐ Order and pay for their own lunch at a restaurant
  - ☐ Organize a recreational activity for the family

### Self-Awareness/Self-Knowledge
- **Teach your student to:**
  - ☐ Identify their interests and strengths
  - ☐ Explain their disability and how they learn best
  - ☐ Recognize the challenges their disability presents

| Age | Service | |
|-----|---------|---|
| 15-16 | ☐ **Apply for a Washington State I.D. card.**<br>WHY: A photo ID will be needed to apply for many adult services.<br>1920 S 3rd Street, Mount Vernon, WA 98273 \| **(360) 416-7563** | WASHINGTON STATE DEPARTMENT OF LICENSING |
| 16 | ☐ **Apply with Developmental Disabilities Administration (DDA).**<br>WHY: Case management, family support, and other services to help your student maximize their independence. Long-term supports for employment after age 21. Applying early helps ensure funding availability. **(360) 429-3103** | Washington State Department of Social & Health Services  **DDA** Developmental Disabilites Administration |
| 17-17 ½ | ☐ **Consider if guardianship is necessary and determine type of guardianship.**<br>WHY: At age 18, your student becomes a legal adult and may need support making legal, medical, and vocational decisions. Consider alternatives to full guardianship. Contact Skagit County Public Health at **(360) 416-1500** for resources and planning assistance. | SKAGIT COUNTY PUBLIC HEALTH WASHINGTON |
| 17-19 | ☐ **Apply for low-income housing through the Housing Authority.**<br>WHY: The waitlist for housing can be long, so it's important to apply early. Learn about housing choice vouchers and project-based housing. Email **info@skagitcountyha.org** for more information. **(360) 428-1959** | DEPARTMENT OF HOUSING |
| 18 | ☐ **If your student does not receive Social Security (SS) Benefits, apply now!**<br>WHY: Your student is now an adult; parental income is no longer counted. Your student 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. Your student needs to pay rent to the family to maximize SS benefits. | SOCIAL SECURITY ADMINISTRATION USA |
| 18 | ☐ **Ask your student's DDA case manager about Personal Care funding.**<br>WHY: If your student needs help with bathing, grooming, dressing, laundry, etc., funding may be available for Personal Care. Support can be provided by either family members or a contracted provider. Contact your student's DDA case manager and ask about the Community First Choice (CFC) Program. Apply now to see how this, and other services, may benefit your family. **(360) 429-3103** | Washington State Department of Social & Health Services  **DDA** Developmental Disabilites Administration |
| Senior Year | ☐ **Fill out the Free Application for Federal Student Aid (FAFSA®).**<br>WHY: If seeking aid to attend college, this form must be filled out by March 1 of your student's senior year of high school for best consideration. **studentaid.gov** | **FAFSA®** Federal Student Aid |
| 18-20 | ☐ **Apply for services with the Division of Vocational Rehabilitation (DVR).**<br>WHY: This agency helps people with disabilities find and retain jobs and understand how employment affects benefits. **(360) 416-7201** | Washington State Department of Social & Health Services  **DVR** Division of Vocational Rehabilitation |
| 18-21 | ☐ **Apply to the Skagit County Bridges Program.**<br>WHY: Connects students in their last three years of school with adult vocational agencies to ensure an effective transition to work/adult life. Must be DDA eligible and enrolled with DVR. Call the Skagit County Transition Specialist, at **(360) 416-1500**, or talk with your student's DDA case manager or transition program. | SKAGIT COUNTY WASHINGTON |
| Anytime | ☐ **Ask about current programs for youth through WorkSource.**<br>WHY: This is a local program that can help self-directed job seekers find employment and develop work skills. **(360) 416-3600** | WORKSOURCE |
| Anytime | ☐ **Skagit Transit and Paratransit services.**<br>WHY: Learning to ride the bus helps your student to become more independent. They offer flexible alternative public transportation for people with disabilities. Ask about travel training and reduced fares. **(360) 757-4433** | SKAGIT TRANSIT |
| Anytime | ☐ **Connect with Parent to Parent.**<br>WHY: Assistance in connecting with resources and providing support to parents by other parents of individuals with disabilities. **(360) 416-7570 x401** | P2 Skagit County PARENT to PARENT |

# AGES 14-21: TRANSITION PLANNING CHECKLIST

USE THE CHECKLIST BELOW to help you with other adult considerations and responsibilities in your student's Transition Planning.

- **Independent Living** – Identify skills/abilities that will help your student gain independence, such as:
  - ☐ Money management & budgeting
  - ☐ Communication
  - ☐ Cooking
  - ☐ Self-advocacy
  - ☐ Decision-making
  - ☐ Shopping
  - ☐ Transportation training
  - ☐ Housekeeping

- **Social/Recreational**
  - ☐ Build friendships outside the family
  - ☐ Create a circle of support (family, friends, and neighbors)
  - ☐ Identify and connect with groups that share similar interests: athletic, faith-based, creative arts, humanitarian, civic, and cultural

- **Employment/Post-Secondary Education**
  - ☐ Identify interests, strengths, and needs; list the types of jobs that would be a good fit
  - ☐ Identify personal contacts useful in finding jobs
  - ☐ Research college courses and programs (integrated and/or specialized)
  - ☐ Learn and practice job skills
  - ☐ Apply for employment services from DVR and DDA
  - ☐ Obtain Assistive Technology and Training

- **Financial and Legal**
  - ☐ Apply for Supplemental Security Income (SSI)—www.ssa.gov/ssi
  - ☐ Arrange for a Representative Payee for SSI (benefits if money management is a concern)

- **Benefits Planning** – www.benefitu.org
  - ☐ Including Social Security Work Incentives, such as:
    Plan to Achieve Self-Support (PASS) www.ssa.gov/disabilityresearch/wi/pass.htm and Impairment-Related Work Expenses (IRWE) choosework.ssa.gov/library/2018-11-28-faq-impairment-related-work-expenses
  - ☐ Establish a Special Needs Trust
  - ☐ Seek Guardianship (if less restrictive alternatives are not appropriate)

- **Health and Safety** – Identify needed skills and/or resources to be healthy and safe:
  - ☐ Emergency recognition & response
  - ☐ Personal care/hygiene
  - ☐ Counseling
  - ☐ Physical/occupational therapy

- **Housing and In-Home Supports**
  - ☐ Apply for DDA in-home services/supports (e.g., Personal care, Respite, Supported living, Companion home, Adult family home). For a list of services and programs, visit: www.dshswa.gov/dda/developmental-disabilities-administration-services-programs
  - ☐ Apply for HUD federal housing assistance (contact your local Housing Authority to find out how long the waiting list is.) skagitcountyha.org
  - ☐ Research home ownership programs for adults with developmental disabilities www.hud.gov/states/washington/homeownership/buyingprgms

# TRANSITION TIPS FOR PARENTS & GUARDIANS

**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.

Be patient and persistent with the process.

## 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 your student's desires, goals, and interests are at the center of the educational plan and think of ways to ensure their voice is heard in the planning process.

**Other ways to include your student's voice:**

- Your student could present a "dream map" or other pictures that represent their goals
- Use technology to provide a video of skills, needs, and/or desires in employment
- Create a video resume that shows the types of jobs the student does around the house or neighborhood

## KEEP RECORDS

Tips on keeping accurate records:

- 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 student'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 meetings.

- **Keep a record** of your objections.

- **Voice concerns** that you have at the meetings **and make sure someone records those concerns.** If not, write an email or 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 do not agree.

### WORK COOPERATIVELY

Your student's well-being in 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 THE PARENT/GUARDIAN, ARE AN IMPORANT 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 intimidate you. As the parent or guardian, **you know your student better than anyone**, so you should always feel comfortable speaking up for your student. 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 their 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*)

**For more information about Transition planning:**
wapave.org/life-after-high-school-a-two-part-training-to-help-families-and-young-people-get-ready/

# TRANSITION TO ADULTHOOD

**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 them to work and fully participate in their community.

## ADULT SERVICES

Adult services follow the Washington State Working Age Adult Policy, which promotes gainful employment in integrated settings in the community as the preferred option for working age adults (age 21 through 61).

## SUPPORTED EMPLOYMENT

Supported employment occurs in a variety of typical, integrated business environments and includes assistance obtaining and maintaining a job, assistance with promotion and career development, and is legally mandated to be minimum wage pay or better. Support is provided to individuals, employers, and/or coworkers through activities, such as on-the-job training and support, job restructuring, and technical assistance to employers and coworkers.

**For more information** on Adult Services for individuals with disabilities:
(360) 416-1500
skagitddprogram@co.skagit.wa.us

**Washington State Working Age Adult Policy:**
www.dshs.wa.gov/sites/default/files/DDA/dda/documents/policy/policy4.11.pdf

**Skagit County DD Webpage:**
www.skagitcounty.net/Departments/HumanServices/DD/resources.htm

**Resource Guide:**
English www.skagitcounty.net/HumanServices/Documents/DD/DD_ResourceGuide.pdf
Spanish www.skagitcounty.net/HumanServices/Documents/DD/DD_ResourceGuideSP.pdf

# RESOURCE LIST

**Division of Vocational Rehabilitation (DVR)**
(360) 416-7201 | www.dshs.wa.gov/dvr

**Developmental Disabilities Administration (DDA)**
Services
www.dshs.wa.gov/dda/developmental-disabilities-administration-services-programs

Eligibility
(360) 429-3103 | www.dshs.wa.gov/dda/consumers-and-families/eligibility

**Center for Change in Transition Services at Seattle University** (CCTS)
(206) 296-6494 | www.seattleu.edu/ccts

**From Emotions to Advocacy: The Special Education Survival Guide**
by Wrightslaw
www.wrightslaw.com/store/feta2.sm.store.html

**Housing Authority**
(360) 428-1959 | skagitcountyha.org

**Housing and Urban Development** (HUD)
www.hud.gov/states/washington/homeownership/buyingprgms

**Impairment-Related Work Expenses** (IRWE)
choosework.ssa.gov/library/2018-11-28-faq-impairment-related-work-expenses

**Individual with Disabilities Education Act** (IDEA)
sites.ed.gov/idea/

Transition Services
sites.ed.gov/idea/files/postsecondary-transition-guide-august-2020.pdf

**Informing Families**
informingfamilies.org

**Office of Superintendent of Public Instruction** (OSPI)
(360) 725-6000 | www.k12.wa.us

Transition Services
www.k12.wa.us/student-success/special-education/family-engagement-and-guidance/transition-ser-vices-ages-16%E2%80%9321

**Partnerships for Action Voices for Empowerment** (PAVE)
(253) 565-2266 | wapave.org

PAVE Transition Planning Resource
wapave.org/life-after-high-school-a-two-part-training-to-help-families-and-young-people-get-ready/

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**Skagit County Developmental Disabilities Program**
(360) 416-1500 | www.skagitcounty.net/Departments/HumanServices/DD/main.htm

Transition
www.skagitcounty.net/Departments/HumanServices/DD/transition.htm

**Resource Guide**
English
www.skagitcounty.net/HumanServices/Documents/DD/DD_ResourceGuide.pdf

Spanish
www.skagitcounty.net/HumanServices/Documents/DD/DD_ResourceGuideSP.pdf

**DDA Services for Kids with Special Needs**
English
www.skagitcounty.net/HumanServices/Documents/DD/DDA%20Services%20for%20Kids%20with%20Special%20Needs%20flyer%20-%20approved.pdf

Spanish
www.skagitcounty.net/HumanServices/Documents/DD/DDA%20Services%20for%20Kids%20with%20Special%20Needs%20flyer%20-%20Spanish%20-%20approved.pdf

**Transition Checklist – School Years to Adulthood**
English
www.skagitcounty.net/HumanServices/Documents/DD/Transition%20Checklist%20-%20School%20Years%20into%20Adulthood%20-%20Final%202021.pdf

Spanish
https://www.skagitcounty.net/HumanServices/Documents/DD/Spanish%20Transition%20Checklist%20-%20School%20Years%20into%20Adulthood%20-%20Final%202021.pdf

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**Social Security Administration** (SSI)
(800) 772-1213 | www.ssa.gov/benefits/disability/

SSI - Plan to Achieve Self-Support (PASS)
www.ssa.gov/disabilityresearch/wi/pass.htm

# Notes

**REAL TALK**

"When you have the resources at hand, your future is going to be so bright!"

~ Staff member of an employment provider agency

# Developmental Disabilities Program