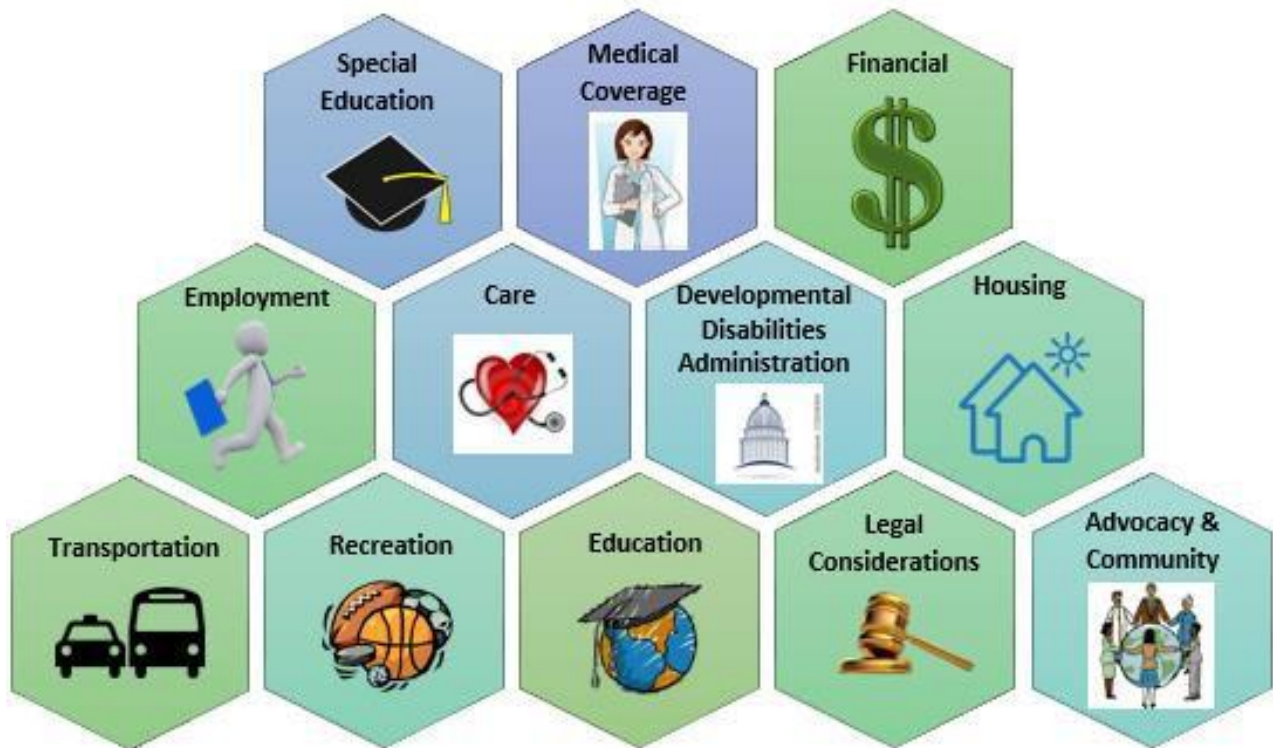


TRANSITION FROM SCHOOL TO ADULTHOOD

For people with intellectual & developmental disabilities

This document will familiarize you with some of the main considerations, public benefits, and resources that are relevant during transition for students with intellectual or developmental disabilities (I/DD) in King County. If you want to learn more, have questions, or want to talk about your situation please contact The Arc of King County.



For Questions, contact The Arc of King County
Phone: 206.829.7053 Email: ask@arcofkingcounty.org



Special Education

Transition Plans

All students with an IEP must have a Transition Plan included in the IEP starting at age 14-16 until the student exits school. The purpose of a Transition Plan is to coordinate learning opportunities and support to help facilitate the child's movement out of school into adult activities such as post-secondary education, employment, adult services, independent living, and community participation.

Graduation and Exiting School

The IEP should identify the circumstances in which the student will exit school. In all circumstances, there is no requirement that the student completes their IEP goals and objectives.

High School Graduation Requirements recently changed. Now, the student will receive the same diploma as their peers whether they receive special education services or not. Here are the general high school graduation requirements in Washington State. Note that each school district determines graduation requirements that must abide by state rules but could be ever more extensive.

- The High School and Beyond Plan (HSBP) is a process for students, parents, and teachers to guide students through high school and think about their future. Plans are personalized and designed to help students set, visualize, and work to achieve goals. A HSBP is one of the three components, along with Credit and Subject Area Requirements and Graduation Pathway Options (listed below), that Washington students must complete to achieve a high school diploma.
- Student must earn certain course requirements (24 credit framework) during high school years, including:
 - 4 English
 - 3 Math
 - 3 Science
 - 3 Social studies
 - 2 Arts
 - 2 World Language
 - 2 Health fitness
 - 1 Career and technical education
 - 4 Electives
 - Note: These are state requirements and individual School Districts may have more strict requirements
- There are many different pathways to graduation which include the following:
 - **State Assessment:** Meet or exceed the graduation scores in the Smarter Balanced Assessments (SBA) in English language arts (ELA) and mathematics or in WA-AIM (Washington Access to Instruction & Measurement).
 - **Smarter Balanced Assessment:** To meet this graduation pathway option, students need to earn at least the graduation score on the high school English Language Arts (ELA) of 2548 and math Smarter Balanced Assessment (SBA) of 2595.
 - **WA-AIM (Washington Access to Instruction & Measurement):** The WA-AIM is designed for student with significant cognitive challenges. If determined to be appropriate by their Individualized Education Program (IEP) team, students with an

IEP may meet this graduation pathway option with the WA-AIM state assessment.

The graduation scores identified by the State Board of Education (in August 2015) for the WA-AIM are ELA of 104 and math of 103.

- **Dual Credit:** Earn at least one high school credit in ELA and at least one high school credit in math in dual credit courses through Running Start, College in the High School, and/or Career and Technical Education dual credit courses.
- **AP/IB/Cambridge:** For both ELA and math, earn a 3 or higher on certain Advanced Placement (AP) exams or a 4 or higher on certain International Baccalaureate (IB) exams or an E on certain Cambridge International exams, or pass the course with at least a C+.
 - **AP courses that meet this option in English language arts are:** English Language and Composition, English Literature and Composition, Macroeconomics, Microeconomics, Psychology, United States History, World History, United States Government and Politics, Comparative Government and Politics, European history, Human geography, African American studies, Seminar, Research.
 - **AP courses that meet this option in math are:** Statistics, Computer Science A, Computer Science Principles, Precalculus, Calculus.
 - **IB courses that meet this option in English language arts are:** Individuals and societies courses, English language and literature courses.
 - **IB courses that meet this option in math are:** Mathematics, Computer science.
 - **Cambridge International courses that meet this option in English language arts are Cambridge Advanced or Cambridge Advanced Subsidiary courses in:** English language, Literature and English, English General Paper, Psychology, History, Sociology, Global Perspectives and Research, Law, Drama, Economics, Thinking Skills, Geography.
 - **Cambridge International courses that meet this option in math are Cambridge Advanced or Cambridge Advanced Subsidiary courses in:** Further mathematics, Computer science.
- **SAT/ACT:** Meet or exceed the graduation scores set by SBE in the math and English Language Arts (ELA) portions of the SAT or ACT. Minimum math scores are 430 for SAT, 16 for ACT with Writing, and 16 for ACT (no Writing). Minimum ELA scores are 410 for SAT, 14 for ACT with Writing, and N/A for ACT (no Writing).
- **Transition Course:** Pass a transition course in ELA and math (for example, a Bridge to College course) which allows a student to place directly into a credit-bearing college level course.
- **Performance-based:** The performance-based pathway allows students to show what they know and can do in real-world, hands-on ways that align with their individual goals for life after high school. This student-centered pathway is intended to be customizable, with the aim of being relevant and engaging to the student
- **Combination:** Meet any combination of at least one ELA and one math option of those options listed above including Smarter Balanced Assessment, WA-AIM, Dual Credit, Advanced Placement (AP), International Baccalaureate (IB), Cambridge, SAT, ACT, Transition Courses, Performance-based.
- **ASVAB:** Meet the minimum score of 31 on the Armed Forces Qualification Test (AFQT) to be

eligible to serve in a branch of the armed services at the time the student takes the test. The AFQT is a component of the ASVAB (not a separate test). Satisfying this graduation pathway option meets requirements in both English and math.

- **CTE Sequence:** Complete a sequence of Career and Technical Education (CTE) courses, which align with the student's High School and Beyond Plan. Satisfying this graduation pathway option meets requirements in both English and math. To meet this pathway students may either:
 - **Complete a Core Plus program in:** Aerospace, Maritime, Healthcare, Information Technology, Construction, Manufacturing; or
 - **Complete a 2-credit sequence of courses that meet the following minimum criteria:**
 - Lead to a state or nationally recognized certificate or credential, or allow students to earn dual credit through CTE Dual Credit, Advanced Placement, or other agreement or program.
 - Be comprised of a sequenced progression of multiple courses that are technically intensive and rigorous.
 - Lead to workforce entry, a state or nationally approved apprenticeship, or postsecondary education in a related field.
 - The sequence of courses may be in a single CTE program area, or in more than one program area.
- **Note:** Please visit this website for more information and annual updates on the graduation pathways - <https://sbe.wa.gov/our-work/graduation-requirements/graduation-pathway-options#Performance>
- For students with IEPs, the IEP team decides when requirements are met or if they have to modify the requirements for the student.

The student is eligible for the 18-22 year old program and continues in school until they “age out” at the end of the school year during which they turn 22. Students eligible for the 18-22 year old program are allowed to participate in high school graduation activities and ceremonies with their same-aged peers. They will not receive their high school diploma and will remain eligible to receive special education services. In this case, they have shared in the experience of graduation, but have not officially exited school.

18-22 year old Transition Program

Each school district provides special education services for students aged 18-22 years old differently. Common learning activities include job training including writing resumes, interview skills, and on-the-job training, life skills such as shopping, cooking, budgeting, and using public transportation. Talk to your school district to determine the services they provide and what will be appropriate for your student. We encourage students to take full advantage of the special education services and remain in school through age 22; school is an entitlement, adult day services are not.

School-To-Work Program

A program of King County Developmental Disabilities Division (KCDDD) designed to help students achieve employment in their final year of the Transition Program. Students must be clients of DDA and are encouraged to apply when they first start their high school transition program. Taking part in this program may help connect

students with adult waiver services. Talk to the teacher or go here for more information:

<https://kingcounty.gov/en/dept/dchs/human-social-services/developmental-disabilities/youth-adults/school-to-work-program>.



Medical Coverage & Services

Medical coverage is complex, below is a summary which addresses information relevant for DDA services. There are very specific eligibility requirements for medical coverage such as Medicaid including the individual's citizenship status. Please don't hesitate to contact The Arc of King County to discuss your situation.

- Services through DDA such as employment support services and Personal Care rely on Medicaid eligibility.
- It is important to keep to the resource limit (\$2,000) once you receive these services.
- The main ways that people are eligible for Medicaid (Classic) which ensures eligibility for DDA services are:
 - Receiving SSI
 - Healthcare for workers with Disabilities (HWD)
 - By qualifying based on income, resources, residency, and citizenship or immigration status



Social Security Administration (SSA) Cash Benefits

Social Security benefits require a certain level of citizenship status. For questions about this, please contact The Arc of King County.

Supplemental Security Income (SSI)

SSI is cash benefit for people with disabilities who also have a low income. There are three main eligibility criteria for SSI: income, resources and disability. When someone turns 18 they can qualify for SSI based on their own income and resources. You will want to set this up in the first month after the person with disabilities' 18th birthday. Prior to age 18 the parents' finances are taken into consideration. If the child is still living in the family home, you can set up a room and board agreement to receive the full amount of SSI. The Arc of King County has some resource that will help you set this rental agreement up.

Social Security Disability Income (SSDI)

If a parent has retired, passed away, or become disabled, their child with I/DD may be eligible for SSDI. That person will get benefits based on their parent's work history. Also known as Child Disability Benefits (CDB) or Social Security Disabled Adult Child (SSDAC).

How do I apply for benefits?

Begin the application process online at <https://secure.ssa.gov/iClaim/dib>. After SSA have reviewed this information they will contact you for more information. You can also call 1-800-772-1213 (TTY 1-800-325-0778) from 8 a.m. to 7 p.m., Monday through Friday to set up an appointment to apply by phone or in-person at your local Social Security

office. Application are regularly denied. If this happens follow the appeal process rather than applying again. If you are successful with your appeal you will receive back pay from the date of application.

Good to know:

- These benefits are often easier to obtain before beginning work.
- They can serve as a safety net should a work effort not be successful.
- Look at <https://community-minded.org/cme-plan-to-work/> to explore options to maintain Social Security while working.
- Keep copies of any documents you submit, and record your communications for future reference.



Employment Supports

For students still in school

- Ensure the student is enrolled in DDA so they can be in the School-to-Work program (S2W).
 - Note: Students must have a citizenship status that makes them eligible for Medicaid Waiver services to utilize the S2W program.
- Apply for S2W as early as possible, ideally when students start their high school transition program.
- Ensure the IEP includes goals that will support future job placements.

For those who have already exited school

- The Division of Vocational Rehabilitation (DVR) offer short term support for all people with disabilities looking for work. <https://www.dshs.wa.gov/dvr>
- If enrolled in DDA and interested in working, go to DVR to begin the process.
- Learn more about different employment support resources provided by DVR and DDA here: <https://www.dshs.wa.gov/sites/default/files/DDA/dda/documents/DVR-DDA%20Side%20by%20Side%20%28July%202024%29.pdf>

Short term support for finding work is available for all people with disabilities through Division of Vocational Rehabilitation (DVR). Your child's school should have an assigned DVR counselor. You might also be interested in finding your local DVR office and attending an orientation. <https://www.dshs.wa.gov/ra/dvr/find-an-office>

Long term employment support are only available through DDA or private pay. This involves a job coach who spends a certain number of hours on the job with the employee, providing the support they need. The level of support is determined by an assessment. People in transition should tell DDA if they are wanting to work and needing support.



Developmental Disability Administration (DDA) Services

What is DDA?

DDA (previously known as DDD) is the state level administration within the Department of Social and Health Services (DSHS) specifically for people who meet its criteria of developmental disability.

Why should I connect with DDA?

- To enroll in School-to-Work (see more information under Special Education).
- Services may include Personal Care (PC), respite, supported employment, residential services, emergency assistance, and more.
- Even if you don't need services now, it is best to enroll as early as possible. This way you will have quicker access to assistance should you need it. Eligibility determinations take several months.

How do I know if I am enrolled in DDA?

- Call your local DDA office with the name and birth date of the person who has a disability. You can find your local office at <http://www.dshs.wa.gov/office-locations>
- If you are not enrolled, then ask your local DDA office to mail you an application, or download the Intake Forms here: <https://www.dshs.wa.gov/dda/consumers-and-families/eligibility>

What DDA services are available?

DDA services are always changing. Contact The Arc of King County for information on current services and eligibility requirements. DDA has many services and each one has its own eligibility requirements which might include family or individual income, citizenship status, and level of support needs

How do I navigate the DDA system?

- If you are enrolled and are not getting services, you are on the 'No Paid Services' caseload. Call to request specific services for the county you live in or submit an online Service and Information Request here: <https://www.dshs.wa.gov/dda/service-and-information-request>
- If you have questions about the services you are getting or want to know more about services available, you can visit the DDA website, contact your DDA case manager, or contact The Arc of King County.

What if I'm not eligible for DDA?

Maybe you are eligible, but didn't provide the correct documentation to qualify. Contact The Arc of King County if you're not sure what you need. If your disability doesn't meet DDA criteria for I/DD see 'Home and Community Services' below.

More information about DDA: <https://www.dshs.wa.gov/dda>

What is King County Developmental Disabilities Division (KCDDD)?

KCDDD is the county level division that provides specific services to those who are already eligible or enrolled in

DDA. Specific for students in transition KCDDD overlooks

- Community Information, Outreach, and Referral programs:
<https://kingcounty.gov/en/dept/dchs/human-social-services/developmental-disabilities/youth-adults/community-information-outreach>
- Individual Employment and Community Inclusion services:
<https://kingcounty.gov/en/dept/dchs/human-social-services/developmental-disabilities/youth-adults/employment-community-inclusion>
- School-to-Work program: <https://kingcounty.gov/en/dept/dchs/human-social-services/developmental-disabilities/youth-adults/school-to-work-program>



Care & Respite

- Publicly funded care and respite can be obtained through either DDA, or Home and Community Services (HCS). The main type of care received is Personal Care (PC), which requires an annual assessment. Prepare ahead of time to ensure you have an accurate assessment. Contact us for [resources to help you prepare](#). Parents can be paid care provider for their children over the age of 18.
- DDA requires someone to be enrolled before they can request services. Possible services include Medicaid Personal Care Program (MPC), respite, or a DDA waiver such as Individual and Family Services (IFS), Basic Plus or Core. Caregivers can also request respite hours.
- To be eligible for HCS, you must generally meet the following criteria:
 - be aged 65 or older, blind, or disabled
 - require a nursing facility level of care (NFLOC)
 - and meet specific income and asset limits, which are assessed based on your county of residence and are typically verified through a Medicaid eligibility process
- Request sliding scale respite for unpaid caregivers of adults at <https://www.communitylivingconnections.org/wecanhelp/caregivers/>



Housing Options

It is important to note that housing options in King County are limited for people with developmental disabilities and can often take a long time to secure. Consider and plan for housing arrangements that will work for your family now and in the future.

- There are several different types of housing models including Adult Family Homes, Shared Living, and Supported Living. Learn more here: https://arcofkingcounty.org/file_download/c4027e53-4bd2-42ad-9b45-a671fcea4078

- Which independent living skills should be focused on for future housing possibilities?
- There are Section 8 vouchers and subsidized units available, through the King County Housing Authority for clients of DDA. You can ask your DDA Case Manager or contact Katherine Festa at 206-263-9053.
- If not in DDA and wanting to live in subsidized housing you will need to go through housing authorities and get on their waitlists; these are usually several years long.
- If not in DDA and wanting to live with support in an adult family home apply through Home and Community Services (HCS) or online at www.washingtonconnection.org



Self-Advocacy, Social, Recreational & Educational

Becoming an adult brings with it opportunities to advocate for yourself. Here are a couple of opportunities:

- The Arc of King County: Advocacy Program for People with Intellectual and Developmental Disabilities
 - Come to Olympia with The Arc during the legislative session to talk with your representative
- Self-Advocates in Leadership (SAIL): monthly meetings
- People First of Washington regional meetings

The transition away from school also means a transition away from a structured week and time with friends. Try to establish regular activities that will continue beyond school to allow some continuity of routine and social connections. It is always best to establish these activities before graduation! Explore The Arc of King County resource guide for places who facilitate activities or consider hobbies and interests (e.g. Going for a walk, go bowling, rent a movie, etc.). <https://arcofkingcounty.org/resource-guide/overview.html>

There are a number of resources supporting adults with I/DD to learn beyond school. Some provide support for college, and others build on life skills or skills needed for employment. Find options on The Arc of King County Resource Guide under “Special Education” then subcategory “Postsecondary Education.”



Transportation

King County Metro has a number of options to make transport more accessible for people with disabilities including reduced fares, shared rides through Access, reduced taxi rides, and training to learn how to use the bus.

<https://kingcounty.gov/en/dept/metro/travel-options/accessible-services>



Legal Considerations

Supported Decision Making, Power of Attorney, and Guardianship

What & Why: When a person turns 18 they are considered able to make their own decisions regardless of disability. For some adults with disabilities, additional support is necessary to protect their financial and personal wellbeing. Supported Decision Making and Power of Attorney are two popular ways to support people with disabilities in decision making without restricting their civil rights. Sometimes, guardianship is necessary when all

other options have been considered. Guardianship must be set up through the county court where the person with a disability lives. Some people establish guardianship themselves, others use an attorney. Contact The Arc of King County to learn more.

Special Needs Trusts

What & Why: A special needs trust allows someone to keep assets or financial resources without jeopardizing benefits which have resource limits such as Medicaid and SSI. Many people ensure their will so that any inheritance goes into a special needs trust and doesn't impact their loved ones benefits.

How: For folks enrolled in DDA, the Developmental Disabilities Endowment Trust Fund (<https://ddetf.wa.gov/>) is a lower cost option, or folks can also go through a private attorney. Contact The Arc of King County for more information.



Advocacy & Community

Make connections that might help your family during this transition. These may help you learn about resources and navigate the changes. Below are some programs within The Arc of King County. Other groups and organizations can be found on The Arc of King County resource guide.

- **King County Coalition for Developmental Disabilities:** monthly meetings and emails focusing on legislative topics
- **Parent to Parent (P2P):** community events, virtual support groups, Helping Parent matches, IEP support, and special education navigation
- **Multicultural Information and Family Support:** Our staff provide support in both English and Spanish as well as culturally specific support to Latino families.