

# THE ROADMAP TO MEANINGFUL EMPLOYMENT AND INDEPENDENT LIVING

A GUIDE FOR CAREGIVERS AND STUDENTS

## Ages 11-14

Learn about health needs  
Learn self-advocacy skills  
Participate in IEP meetings

## Ages 15-17

Talk with guidance counselor  
Begin thinking about college  
Gain work experience

## Ages 17-18

Apply for Medicaid/SSI  
Explore guardianship options  
Register to vote

## Ages 19 and up

Transition to adult health care  
Plan for meaningful employment  
Explore housing options

*The Innovative Approaches Initiative is supported through the NC Division of Public Health, Children & Youth Branch and facilitated by the Cabarrus Health Alliance*





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# The Roadmap to Meaningful Employment and Independent Living

*A Project through the Innovative Approaches Initiative*

## **Innovative Approaches Desired Result:**

**All children and youth with special health care needs grow up to be healthy, safe, connected and productive in their community.**

## **How To Use This Roadmap**

The purpose of this guide is to help caregivers (*which include parents, grandparents, guardians, etc.*) and students with special healthcare needs or disabilities to identify and navigate key transition points from ages 11 years old through adulthood. Teachers and others in the educational field, providers, parents and other caregivers helped develop this guide. This is not a comprehensive guide, inclusive of all available programs and supports for students; however, it may be used as a starting point to help you prepare for the journey into adulthood.

While it may be hard for caregivers to think about transitions related to adulthood when their child is only 11 years old, it is never too early to begin planning the journey ahead when a student has a special healthcare need or disability. The road to meaningful employment and independent living begins long before graduation, even as early as Kindergarten. The key to success is to keep in mind both the short and long-term goals for the student's future and to keep informed along the journey.

You will find the information in this guide is divided by age groups of the student with lists of items for the caregiver and/or students to do or take into consideration at that particular time.

This guide is designed to be accessible online and through community partners such as the school and other programs that support children and youth with special health care needs. It is designed to be easily updated with most recent resources.

*The Innovative Approaches Initiative is working to improve the service systems for children and youth with special health care needs from birth to 21. Cabarrus Health Alliance is partnering with Family Support Network of Southern Piedmont to lead this initiative in our community. This system improvement work is being carried out in Cabarrus, Gaston, Rowan and Union counties by working in partnership with medical providers, community agencies and most importantly, parents of children and youth with special health care needs. This initiative is supported through the NC Division of Public Health, Children and Youth Branch. [www.resourcecafe.org](http://www.resourcecafe.org)*

# Important Information to Know

As you begin going through this guide, there is information that you will want to know.

## **LEGAL**

**Individuals with Disabilities Education Act (IDEA)** - IDEA is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children. One of the main purposes 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**. See more on IDEA here: <https://sites.ed.gov/idea/>

**Americans with Disabilities Act (ADA)** - The ADA prohibits discrimination against people with disabilities in several areas, including employment, transportation, public accommodations, communications and access to state and local government programs and services. See more on ADA here: <https://www.ada.gov/>

**Age of Majority** - Once a youth turns 18, they are granted certain legal rights such as the right to vote, marry, obtain a credit card, consent to medical treatment and special education rights.

**Guardianship** - Guardianship is a legal relationship in which a person or agency is appointed by the court to make decisions on behalf of a person who does not have the adequate capacity to make decisions involving management of personal affairs, property, or both. While some youth and young adults may need a guardian, there are less restrictive alternatives to guardianship such as Health Care Power of Attorney, Limited Guardianship, Supported Decision Making, or Social Security Representative Payee that parents should consider first. See more on guardianship options here:

<https://www.nccourts.gov/help-topics/guardianship/guardianship>

<https://rethinkingguardianshipnc.org/>

## **EDUCATION**

**High School Diploma Pathways vs Certificate Pathway** - Most students with an Individual Education Program (IEP) graduate with a high school diploma. However some students may not meet all the requirements for graduation and will receive a high school certificate indicating they have completed high school. Diplomas and Certificates are very different and can impact the student's future in different ways.

Students receiving Special Education Services have an IEP. The IEP includes several components, including the following: a statement of the child's present level of academic and functional performance, including involvement and progress in the general curriculum; a statement of annual goals designed to meet the needs of the child to make progress in the general curriculum and meet other educational needs resulting from the disability; a description of how progress on these goals will be measured; a statement of the special education and related services to be provided; an explanation of the extent to which the student would not participate in the regular classroom; a statement explaining the student's participation in State and districtwide assessments; the projected date for the beginning, frequency, location and duration of these services; and **a statement of transition services including course of study (at least by age 14) and transition goals and services (at least by age 16)**



## Pathways to a North Carolina High School Diploma or Certificate

**Future Ready Course of Study Diploma Pathway** - Future Ready Course of Study matches with students' skills, knowledge and goals for post-secondary education, employment and independent living.

**Occupational Course of Study (OCS) Diploma Pathway** - Designed for students to embark on a different route to earning a North Carolina High School Diploma while still ensuring that these students graduate Future Ready. Courses are designed to be immediately relevant to employment and independent living after high school. In addition, there are extensive employment training and experience requirements that must be fulfilled and prepare these students for successful competitive employment upon graduation.

**Extended Content Standards Certificate Pathway** - Some students with disabilities are taught content linked to the general curriculum, known as the Extended Content Standards. The extended content standards also address other educational needs to prepare them for real-life areas such as employment, independent living and recreation/leisure. These students can earn a Graduation Certificate if they successfully complete 21 course credits in high school and pass all requirements of their Individualized Education Program (IEP). See more on graduation requirements here: <https://files.nc.gov/dpi/documents/gradrequirements/resources/faq/ec.pdf>

## College Programs

Various community colleges and universities provide programs specifically designed for students with disabilities. Below is a list of just a few of those programs found within the NC community college and university systems.

**RCCC Skills, Opportunity, Awareness, Readiness (SOAR) Program** - A community college program designed specifically for adults with intellectual disabilities. The focus of the program is on helping the individual become more independent and self-directing by acquiring basic literacy and life skills needed to function successfully in daily living.

[SOAR Program | College & Career Readiness](#)

**RCCC Adult Education** - Adult Education is aimed at supporting students who are seeking education in basic skills, such as reading and math, and help preparing for the HSE tests that are needed to obtain a North Carolina equivalency diploma.

[College & Career Readiness | Rowan-Cabarrus](#)

**RCCC TRIO Student Support Services** - The goal of the TRIO Student Support Services program is to increase the college retention and graduation rates of its participants. Eligible students include low-income, first generation and/or students with a documented disability.

[TRIO](#)

**Virtual College Fair** - Short videos describing multiple NC college programs

[North Carolina Inclusive Virtual College Fair 2020](#)

**Appalachian State University - Scholars with Diverse Abilities Program**

[Scholars with Diverse Abilities](#)

## Western Carolina University - University Participant (UP) Program

[Western Carolina's University Participant \(UP\) Program](#)

## Guilford Technical Community College - Providing Opportunities for Workforce training and Education Review (POWER) Program

[POWER](#)

## Wake Tech - Pathfinder Career Exploration Program

[Pathfinder Career Exploration Program \(Formerly ABE TOPS\)](#)

## **EMPLOYMENT**

The Division of Vocational Rehabilitation Services helps people with disabilities achieve their goals for employment and independence. If you have a disability that prevents you from achieving career success or independence in the community, DVRS can connect you to services and resources to help you meet your goals.

Vocational Rehabilitation (VR) empowers young people with disabilities to explore career options, set goals for their future and overcome challenges they may face along the way. VR's Transition Services may be provided at no cost for students or youth who:

- are between ages 14 – 24
- have a disability that results in barriers to preparing for, finding, keeping or advancing in employment
- require the help of VR to achieve an employment goal
- have applied and been determined eligible

In partnership with educators and community organizations, VR also offers pre-employment transition services to meet the needs of students who are considering employment in their future. VR's pre-employment transition services are available at no cost for students who:

- are between ages 14 - 21
- are eligible for special education-related services under IDEA or considered an individual with a disability under Section 504
- are enrolled in traditional/alternative secondary or post-secondary program
- have a school referral and signed consent form

See more about the Division of Vocational Rehabilitation Services here:

- [VR Employment Services for High School Student](#)
- [Vocational Rehabilitation Services - NC DHHS](#)

## **FINANCIAL**

**NC Innovations Waiver** - The NC Innovations waiver allows children and adults with intellectual and/or developmental disabilities (IDD) to get extended coverage through Medicaid. Parents' income is waived so only the child or adult with IDD's income is counted. For information or to apply, please contact your Local Management Entity (LME) - Managed Care Organization (MCO) found at: <https://www.ncdhhs.gov/providers/lme-mco-directory>

**Innovative Approaches "[A Guide for Health Care Financing Resources](#)"** – The Financing Guide can help find information on financial resources for families of children with special healthcare needs or disabilities.

## Timelines by Age

The next few pages are timelines of when you should begin working with youth on age appropriate transitions. They are grouped by ages:

- 11-14 years old
- 15-17 years old
- 17- 18 years old
- 19 and up

Under each age group, you will find the “Action for Youth and Parents” column divided into 3 categories that are essential for planning and preparing for the transition to adulthood and are included in the transition component of the youth’s IEP:

- **Education/Training** - for youth planning on postsecondary education
- **Employment** - for youth considering employment
- **Independent Living/Health** - for youth planning to live as independently as possible.

The “Factors that Increase Success” column indicates what has been proven to help youth be successful in Education/Training, Employment, and Independent Living/Health. The “Resource” column lists links for websites that can be helpful. If your child is already in one of the older age groups, be sure to review the younger groups to ensure that no key activities have been overlooked. **It is important to note that not everyone will qualify for all services listed in this guide.**





# Building Early Transition Skills: Ages 11-14

Actions for Youth and Parents	Factors that Increase Success	Resources
<p><b><u>Education/Training</u></b></p> <ul style="list-style-type: none"> <li>□ Find out about graduation requirements and career pathway options available</li> <li>□ Attend your youth’s IEP meetings and monitor progress toward annual goals by talking with team members and your youth</li> <li>□ Include goals related to transition, social, and community skills in the IEP</li> <li>□ Help your youth learn IEP organizational skills. Teach them how to use a calendar or schedule, take notes, and speak up for themselves</li> <li>□ Remember that postsecondary transition planning is included in the IEP not later than age 14</li> <li>□ Encourage youth participation in IEP meeting (e.g. introduce people at the meeting, answer questions regarding what they want on the IEP, draft Vision Statement prior to the meeting)</li> <li>□ Encourage youth’s awareness and involvement in the development of Health Care Plan, 504, or IEPs</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion in General Education</li> <li>• Interagency Collaboration</li> <li>• Parent Expectations</li> <li>• Self Advocacy/ Self Determination</li> <li>• Social Skills</li> <li>• Circle of Support</li> </ul>	<ul style="list-style-type: none"> <li>• The Resource CAFÉ webpage at Cabarrus Health Alliance has links for transition points from NICU through High School and Beyond <a href="#">Preparing for Transitions</a></li> <li>• <a href="#">NC Graduation Requirements</a></li> <li>• <a href="#">North Carolina Department of Public Instruction High School Graduation Requirements   NC DPI</a></li> <li>• <a href="#">Individuals with Disabilities Education Act (IDEA) website</a></li> <li>• <a href="#">Circle of Support - Action Step #1</a></li> <li>• <a href="#">Inviting Community Partners to Your IEP Meeting</a></li> </ul>
<p><b><u>Employment</u></b></p> <ul style="list-style-type: none"> <li>□ Encourage your youth to talk about what he or she would like to do as an adult</li> <li>□ Explore opportunities for your youth to volunteer in the community</li> <li>□ Ask school staff about eligibility for referral to the Division of Vocational Rehabilitation at age 14</li> <li>□ Investigate what options are available to teach your youth about pre-employment skills</li> <li>□ Consider any assessments that may be needed (e.g. curriculum-based, transitional skills inventories, learning style assessments, work samples, interest inventories)</li> </ul>	<ul style="list-style-type: none"> <li>• Career Awareness</li> <li>• Inclusion in General Education</li> <li>• Interagency Collaboration</li> <li>• Parent Expectations</li> <li>• Self Advocacy/ Self Determination</li> <li>• Social Skills</li> <li>• Circle of Support</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Vocational Rehabilitation Services (VR)</a></li> <li>• <a href="#">Vocational Rehabilitation – Youth &amp; Student Services</a></li> <li>• <a href="#">Vision-Statement Worksheet</a></li> </ul>

# Building Early Transition Skills: Ages 11-14

Actions for Youth and Parents	Factors that Increase Success	Resources
<p><b><u>Independent Living/Health</u></b></p> <ul style="list-style-type: none"> <li>❑ Consider Health Care transitions for youth. (e.g. pediatric to adolescent; adolescent to adult health needs; related service providers within the community)</li> <li>❑ Support youth in participating in the health care transition process (e.g. learn about their health condition, medications, allergies, take part in making their appointment)</li> <li>❑ Encourage youth to the best of their ability to talk with their health care provider alone for at least part of their appointment</li> <li>❑ Encourage your youth to strive for early independence</li> <li>❑ Explore community programs available for your youth to be involved in, such as Scouts, sports, summer camps, dance or Special Olympics</li> <li>❑ Encourage hobbies and leisure activities that involve youth participation in the community</li> <li>❑ Find out about NC ABLE for tax-advantaged savings for individuals with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion in General Education</li> <li>• Parents Expectation</li> <li>• Self-care/Independent Living</li> <li>• Circle of Support</li> </ul>	<ul style="list-style-type: none"> <li>• On-line lessons and resources to teach students about medication labels <a href="#">LINCS Medication Lessons</a></li> <li>• For information on <a href="#">NC ABLE Accounts</a></li> <li>• <a href="#">Health Care Transition Checklist</a></li> </ul>

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## Building Early Transition Skills: Ages 15-17

Actions for Youth and Parents	Factors that Increase Success	Resources
<p><b><u>Education/Training</u></b></p> <ul style="list-style-type: none"> <li>□ Encourage youth’s awareness and involvement in the development of Health Care Plan, 504, or IEPs</li> <li>□ Make decisions about future plans for work, school, and where you will live (youth)</li> <li>□ Consider any assessments that may be needed (e. g. curriculum-based, transitional skill inventories, learning style assessments, work samples, interest inventories)</li> <li>□ Talk with the guidance counselor about Career Technical Education (CTE) options that are available</li> <li>□ Ask school staff about a referral to the Division of Vocational Rehabilitation if eligible</li> <li>□ Explore options for Drivers’ Education at age 15 if youth wishes to obtain a driver’s license at age 16</li> <li>□ Explore postsecondary options with considerations for accommodations that may be needed</li> <li>□ Review legal changes that occur at the Age of Majority when youth turns 18</li> </ul>	<ul style="list-style-type: none"> <li>• Career Awareness</li> <li>• Goal-setting</li> <li>• Inclusion in General Education</li> <li>• Interagency Collaboration</li> <li>• Occupational Courses</li> <li>• Paid Employment/ Work Experience</li> <li>• Parent Expectations</li> <li>• Self Advocacy/ Self Determination</li> <li>• Self-Care/Independent Living</li> <li>• Social Skills</li> <li>• Circle of Support</li> <li>• Transition Program</li> <li>• Vocational Education</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Post Secondary Goal Worksheet</a></li> <li>• The Resource CAFÉ webpage at Cabarrus Health Alliance has links for transition points from NICU through High School and Beyond</li> <li>• <a href="#">Preparing for Transitions</a></li> <li>• Resources for individuals with intellectual disabilities who are considering college</li> <li>• <a href="#">Think College</a></li> <li>• <a href="#">NC Council on Developmental Disabilities information on</a></li> <li>• <a href="#">Education &amp; Transition Programs</a></li> <li>• <a href="#">Vocational Rehabilitation Services (VR)</a></li> <li>• <a href="#">Vocational Rehabilitation – Youth &amp; Student Services</a></li> </ul>

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## Building Early Transition Skills: Ages 15-17

Actions for Youth and Parents	Factors that Increase Success	Resources
<p><b><u>Employment</u></b></p> <ul style="list-style-type: none"> <li>❑ Encourage your youth to participate in work experience through volunteering, job shadowing, or part-time employment</li> <li>❑ Assist youth with obtaining documentation needed for state ID or driver's license</li> <li>❑ Contact school guidance counselor regarding how to obtain worker's permit for youth under age 16</li> <li>❑ Work with youth on learning how to complete a job application and social skills needed for job interview</li> <li>❑ Encourage financial literacy and money management skills</li> </ul>	<ul style="list-style-type: none"> <li>• Career Awareness</li> <li>• Community Experiences</li> <li>• Exit Exam Requirements/High School Diploma Status</li> <li>• Goal-Setting</li> <li>• Inclusion in General Education</li> <li>• Interagency Collaboration</li> <li>• Occupational Courses</li> <li>• Paid Employment/Work Experience</li> <li>• Parents Expectations</li> <li>• Parental Involvement</li> <li>• Program of Study</li> <li>• Self-Advocacy/ Self-Determination</li> <li>• Self-Care/Independent Living</li> <li>• Social Skills</li> <li>• Circle of Support</li> <li>• Transition Program</li> <li>• Vocational Education</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Vocational Rehabilitation Services (VR)</a></li> <li>• <a href="#">Vocational Rehabilitation – Youth &amp; Student Services</a></li> <li>• <a href="#">Vision-Statement Worksheet</a></li> </ul>

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## Building Early Transition Skills: Ages 15-17

Actions for Youth and Parents	Factors that Increase Success	Resources
<p><b><u>Independent Living/Health</u></b></p> <ul style="list-style-type: none"> <li>❑ Encourage youth to develop self-advocacy skills and to increase independence</li> <li>❑ Consider Health Care transitions for youth. (e.g. pediatric to adolescent; adolescent to adult health needs; related service providers within the community)</li> <li>❑ Assist youth with thinking about how and when they will transition from pediatric to adult health care</li> <li>❑ Support youth in participating in the health care transition process (e.g. learn about their health condition, medications, allergies, take part in making their appointment)</li> <li>❑ Encourage youth to the best of their ability to talk with their health care provider alone for at least part of their appointment</li> <li>❑ Encourage youth to start taking care of their health by asking questions at their doctor appointments</li> <li>❑ Consider any evaluations that may be needed to determine eligibility for services and programs</li> <li>❑ Think about applying for Medicaid and SSI as an adult as they turn age 18</li> <li>❑ Apply for an identification card through the NC Division of Motor Vehicles before age 18 if not getting a driver's license</li> <li>❑ Explore guardianship and alternatives to guardianship (e.g. power of attorney, limited guardianship, conservatorship). Parents may apply for guardianship when youth is 17 years 9 months</li> <li>❑ Prepare documents related to guardianship or alternatives</li> <li>❑ Identify people in your life who can help you make major life decisions (youth)</li> <li>❑ Register for Selective Service (male youth)</li> <li>❑ Understand your legal rights and responsibilities (youth)</li> <li>❑ Register to vote at age 17 (youth)</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion in General Education</li> <li>• Paid Employment/ Work Experience</li> <li>• Parent Expectations</li> <li>• Self-Care/Independent Living</li> <li>• Circle of Support</li> </ul>	<ul style="list-style-type: none"> <li>• North Carolina Centers for Independent Living <a href="#">North Carolina Centers for Independent Living</a></li> <li>• Apply for Adult Medicaid <a href="#">NC Medicaid</a></li> <li>• Learn more about guardianship and alternatives to guardianship <a href="#">Rethinking Guardianship</a></li> <li>• NC Department of Health and Human Services Independent Living Rehabilitation Program <a href="#">Independent Living for People with Disabilities - NC DHHS</a></li> <li>• Register for Selective Service <a href="#">Selective Service System</a></li> <li>• NC Division of Motor Vehicles- State IDs <a href="#">NC DMV: State ID</a></li> </ul>

## Building Early Transition Skills: Ages 17-18

Actions for Youth and Parents	Factors that Increase Success	Resources
<p><b><u>Education/Training</u></b></p> <ul style="list-style-type: none"> <li>□ Consider youth’s “Vision” or goals for themselves after completion of school, for work, education and living situation</li> <li>□ Include goals related to transition, social, and community skills in the IEP</li> <li>□ Confirm that youth has met all graduation requirements</li> <li>□ Determine what accommodations may be needed if youth is going to college</li> <li>□ Include Vocational Rehabilitation and Job Coaches in IEP meetings to assist with successful transition into meaningful work</li> </ul>	<ul style="list-style-type: none"> <li>• Career Awareness</li> <li>• Goal-setting</li> <li>• Inclusion in General Education</li> <li>• Interagency Collaboration</li> <li>• Occupational Courses</li> <li>• Paid Employment/ Work Experience</li> <li>• Parent Expectations</li> <li>• Self Advocacy/ Self Determination</li> <li>• Self-Care/Independent Living</li> <li>• Social Skills</li> <li>• Circle of Support</li> <li>• Transition Program</li> <li>• Vocational Education</li> </ul>	<ul style="list-style-type: none"> <li>• The Resource CAFÉ webpage at Cabarrus Health Alliance has links for transition points from NICU through High School and Beyond <a href="#">Preparing for Transitions</a></li> <li>• <a href="#">NC Council on Developmental Disabilities information on Education &amp; Transition Programs</a></li> </ul>
<p><b><u>Employment</u></b></p> <ul style="list-style-type: none"> <li>□ Continue to work with youth on pre-employment skills</li> <li>□ Find out about accommodations that youth may need when working</li> <li>□ Learn about ADA and Disability Rights for employment</li> <li>□ Explore available job coaching services and on-the-job training through community service providers such as Vocational Rehabilitation</li> <li>□ Consult with benefits counselor on Social Security work incentives if your youth receives SSI or SSDI (<i>Reapply after 18<sup>th</sup> birthday if previously denied benefits</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Career Awareness</li> <li>• Community Experiences</li> <li>• Exit Exam Requirements/</li> <li>• High School Diploma Status</li> <li>• Goal-Setting</li> <li>• Inclusion in General Education</li> <li>• Interagency Collaboration</li> <li>• Occupational Courses</li> <li>• Paid Employment/ Work Experience</li> <li>• Parents Expectations</li> <li>• Parental Involvement</li> <li>• Program of Study</li> <li>• Self-Advocacy/ Self-Determination</li> <li>• Self-Care/Independent Living</li> <li>• Social Skills</li> <li>• Circle of Support</li> <li>• Transition Program</li> <li>• Vocational Education</li> </ul>	<ul style="list-style-type: none"> <li>• Information on applying for SSI benefits <a href="#">Supplemental Security Income (SSI) Benefits   SSA</a></li> </ul>

## Building Early Transition Skills: Ages 17-18

Actions for Youth and Parents	Factors that Increase Success	Resources
<p><b><u>Independent Living/Health</u></b></p> <ul style="list-style-type: none"> <li>❑ Consider that youth will have the right to make their own decisions about health after their 18<sup>th</sup> birthday. <i>(If needed, youth may want to have someone else help them make big decisions)</i></li> <li>❑ Explore guardianship and alternatives to guardianship (e.g. power of attorney, limited guardianship, conservatorship). Parents may apply for guardianship when youth is 17 years 9 months</li> <li>❑ Learn about transportation options available in the community such as community navigation providers or natural supports such as family, friends, and neighbors</li> <li>❑ Explore living options available, considering whether your youth will live at home, in an apartment or have a roommate</li> <li>❑ Explore the Affordable Health Care Act and health insurance coverage if not on parents health insurance or Medicaid (youth)</li> <li>❑ Find out about Special Needs Trusts if needed for your youth</li> <li>❑ Learn about local agencies that support and help advocate for individuals with special health care needs or disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion in General Education</li> <li>• Paid Employment/ Work Experience</li> <li>• Parent Expectations</li> <li>• Self-Care/Independent Living</li> <li>• Circle of Support</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Guardianship and Alternatives</a></li> <li>• Learn more about guardianship and alternatives to guardianship <a href="#">Rethinking Guardianship</a></li> <li>• NC Department of Health and Human Services Independent Living Rehabilitation Program</li> <li>• <a href="#">Independent Living for People with Disabilities - NC DHHS</a></li> <li>• Learn more about Special Needs Trusts and ABLE Account <a href="#">A Special Needs Plan - A Special Needs Plan</a></li> <li>• For information on <a href="#">NC ABLE Accounts</a></li> </ul>

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# Building Early Transition Skills: Ages 19 and up

Actions for Youth and Parents	Factors that Increase Success	Resources
<p><b><u>Education/Training</u></b></p> <ul style="list-style-type: none"> <li>□ Review plan of completion for high school</li> <li>□ Contact student support services at college/university for guidance on admissions and accommodations</li> <li>□ Investigate advocacy and leadership opportunities in the community</li> <li>□ Explore postsecondary options with considerations for accommodations that may be needed</li> </ul>	<ul style="list-style-type: none"> <li>• Career Awareness</li> <li>• Goal-setting</li> <li>• Inclusion in General Education</li> <li>• Interagency Collaboration</li> <li>• Occupational Courses</li> <li>• Paid Employment/Work Experience</li> <li>• Parent Expectations</li> <li>• Self Advocacy/ Self Determination</li> <li>• Self-Care/Independent Living</li> <li>• Social Skills</li> <li>• Circle of Support</li> <li>• Transition Program</li> <li>• Vocational Education</li> </ul>	<ul style="list-style-type: none"> <li>• The Resource CAFÉ webpage at Cabarrus Health Alliance has links for transition points from NICU through High School and Beyond <a href="#">Preparing for Transitions</a></li> <li>• <a href="#">NC Council on Developmental Disabilities information on Education &amp; Transition Programs</a></li> </ul>
<p><b><u>Employment</u></b></p> <ul style="list-style-type: none"> <li>□ Learn about ADA/Disability Rights and accommodations in the workplace</li> <li>□ Consider Division of Vocational Rehabilitation to assist with employment resources</li> </ul>	<ul style="list-style-type: none"> <li>• Career Awareness</li> <li>• Community Experiences</li> <li>• Exit Exam Requirements/</li> <li>• High School Diploma Status</li> <li>• Goal-Setting</li> <li>• Inclusion in General Education</li> <li>• Interagency Collaboration</li> <li>• Occupational Courses</li> <li>• Paid Employment/Work Experience</li> <li>• Parents Expectations</li> <li>• Parental Involvement</li> <li>• Program of Study</li> <li>• Self-Advocacy/ Self-Determination</li> <li>• Self-Care/Independent Living</li> <li>• Social Skills</li> <li>• Circle of Support</li> <li>• Transition Program</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Vocational Rehabilitation Services (VR)</a></li> <li>• <a href="#">Division of Vocational Rehabilitation – Youth &amp; Student Services</a></li> </ul>



## Building Early Transition Skills: Ages 19 and up

Actions for Youth and Parents	Factors that	Resources
<p><b><u>Independent Living/Health</u></b></p> <ul style="list-style-type: none"> <li>❑ Complete the transition to adult health care providers</li> <li>❑ Review the Affordable Health Care Act and health insurance coverage if not on parents' health insurance or Medicaid</li> <li>❑ Learn about local agencies that support and help advocate for individuals with special health care needs</li> <li>❑ Explore housing options (e.g. supported living, group home)</li> <li>❑ Participate in leisure activities in the community (e.g. social groups, athletics)</li> <li>❑ Consult Social Security office regarding SSI or SSDI adult benefits (<i>Reapply after 18<sup>th</sup> birthday if previously denied benefits</i>)</li> <li>❑ Learn about ABLE Account and Special Needs Trusts</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion in General Education</li> <li>• Paid Employment/ Work Experience</li> <li>• Parent Expectations</li> <li>• Self-Care/Independent Living</li> <li>• Circle of Support</li> </ul>	<ul style="list-style-type: none"> <li>• NC Department of Health and Human Services Independent Living Rehabilitation Program <a href="#">Independent Living for People with Disabilities - NC DHHS</a></li> <li>• North Carolina Centers for Independent Living <a href="#">North Carolina Centers for Independent Living</a></li> <li>• In North Carolina, a young adult may stay on their parents' or guardians' health insurance plan until they turn 26 years old. If the parent or guardian is getting insurance through the Marketplace, the young adult can remain covered through December 31 of the year they turn 26. Once a young adult is no longer covered by their parent's insurance, if they do not qualify for Medicaid based on their income, and they can't get coverage through their job, they may need to purchase health insurance through the Marketplace at <a href="#">Healthcare Marketplace   Affordable Care Act</a></li> <li>• Learn more about Special Needs Trusts and ABLE Account <a href="#">A Special Needs Plan - A Special Needs Plan</a></li> <li>• For information on <a href="#">NC ABLE Accounts</a></li> </ul>

**Notes:**

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# Factors That Increase Success

*(Educational, Employment & Independent Living Outcomes)*

**Career Awareness** - Learning about opportunities, education, and skills needed in various occupational pathways to choose a career that matches one's strengths and interests.

**Circle of Support** - A network of people (e.g., family, friends, educators and adult service providers) who provide services and resources in multiple environments to prepare students to obtain their annual transition and post-secondary goals aligned with their preferences, interests, and needs.

**Community Experience** - Activities occurring outside of the school setting, supported with in-class instruction, where students apply academic, social, and/or general work behaviors and skills.

**Course of Study** - An individualized set of courses, experiences, and curriculum designed to develop students' academic and functional achievement to support the attainment of students' desired post-school goals.

**Exit Exam Requirement/High School Diploma Status** - Diploma status is achieved by completing the requirements of the state awarding the diploma including the completion of necessary core curriculum credits. Exit exams are standardized state tests, assessing single content areas (e.g. math, English) or multiple skill areas, with specified levels of proficiency that students must pass in order to obtain a high school diploma.

**Inclusion in General Education** - Requires students with disabilities to have access to general education curriculum and be engaged in regular education classes with peers without disabilities.

**Interagency Collaboration** - A clear, purposeful, and carefully designed process that promotes cross agency, cross program, and cross disciplinary collaborative efforts leading to tangible transition outcomes for youth.

**Paid Employment/Work Experience** - Any activity that places the student in an authentic workplace, and could include work sampling, job shadowing, internships, apprenticeships, and paid employment. Paid employment can include existing standard jobs in a company or organization or customized work assignments negotiated with the employer, but these activities always feature competitive pay (e.g., minimum wage) paid directly to the student by the employer.

**Parent Expectations** - Parents having positive expectations for their child in postsecondary education/training, employment and independent living.

**Parent/Family Involvement** - Parents/Guardians/Families are active and knowledgeable participants in all aspects of transition planning (e.g., decision making, providing support, attending meetings, and advocating for their child).

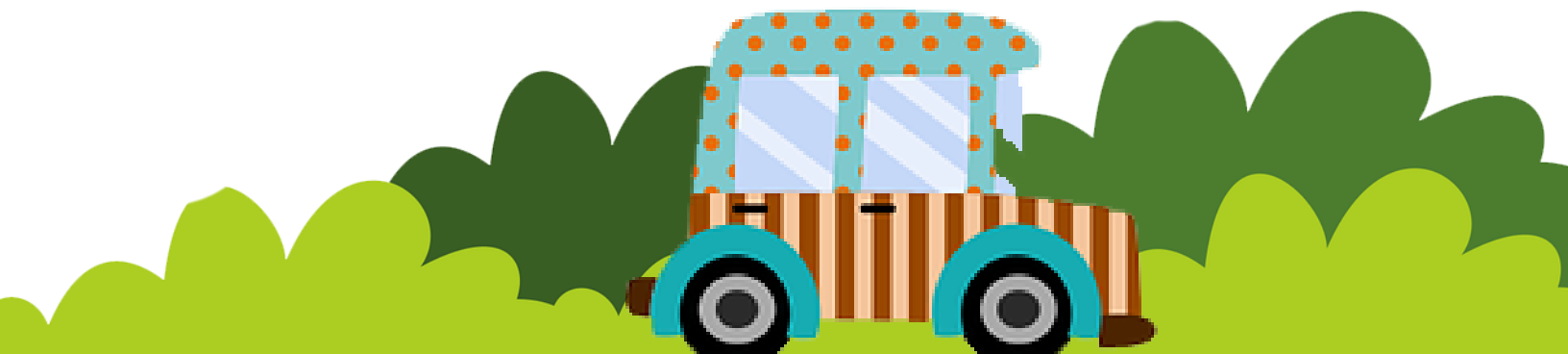


# Resource Links with QR Codes










The next pages can be used to access the resource links by using the barcode scanner app on your telephone. This is especially helpful if you have a hard copy of this guide.

<p><a href="#"><u>A Special Needs Plan</u></a></p> 	<p><a href="#"><u>Americans with Disabilities Act (ADA)</u></a></p> 	<p><a href="#"><u>Career Technical Education</u></a></p> 	<p><a href="#"><u>Circle of Support - Action Step #1</u></a></p> 	<p><a href="#"><u>Disability Benefits Disability Determination Services</u></a></p> 
<p><a href="#"><u>Disability Rights Laws - A Guide</u></a></p> 	<p><a href="#"><u>Disability Rights North Carolina</u></a></p> 	<p><a href="#"><u>ECAC's IEP Roadmap for Families</u></a></p> 	<p><a href="#"><u>Employment Services for People with Disabilities</u></a></p> 	<p><a href="#"><u>Exceptional Children's Assistance Center (ECAC)</u></a></p> 
<p><a href="#"><u>Guardianship and Alternatives</u></a></p> 	<p><a href="#"><u>Guide Book for Transitioning into Adulthood</u></a></p> 	<p><a href="#"><u>Health Care Transition Checklist</u></a></p> 	<p><a href="#"><u>Healthcare Marketplace   Affordable Care Act</u></a></p> 	<p><a href="#"><u>High School Graduation Requirements</u></a></p> 
<p><a href="#"><u>Independent Living for People with Disabilities</u></a></p> 	<p><a href="#"><u>Individuals with Disabilities Education Act (IDEA) website</u></a></p> 	<p><a href="#"><u>Inviting Community Partners to Your IEP Meeting</u></a></p> 	<p><a href="#"><u>Jobs and Employment Services for People with Disabilities</u></a></p> 	<p><a href="#"><u>LINCS Medication Lessons</u></a></p> 
<p><a href="#"><u>National resource center on health care transition (HCT)</u></a></p> 	<p><a href="#"><u>NC ABLE Accounts</u></a></p> 	<p><a href="#"><u>NC Council on Developmental Disabilities information Education &amp; Transition Programs</u></a></p> 	<p><a href="#"><u>NC DMV- State ID</u></a></p> 	<p><a href="#"><u>NC Innovations Waiver - NC Medicaid</u></a></p> 

<p><a href="#"><u>NC Medicaid</u></a></p> 	<p><a href="#"><u>North Carolina Centers for Independent Living</u></a></p> 	<p><a href="#"><u>North Carolina Department of Public Instruction</u></a></p> 	<p><a href="#"><u>Post Secondary Goal Worksheet</u></a></p> 	<p><a href="#"><u>Preparing for Transitions</u></a></p> 
<p><a href="#"><u>Public Transportation Cabarrus County</u></a></p> 	<p><a href="#"><u>Public Transportation Gaston County</u></a></p> 	<p><a href="#"><u>Public Transportation Rowan County</u></a></p> 	<p><a href="#"><u>Rethinking Guardianship</u></a></p> 	<p><a href="#"><u>Selective Service System</u></a></p> 
<p><a href="#"><u>Supplemental Security Income (SSI) Benefits I SSA</u></a></p> 	<p><a href="#"><u>Think College</u></a></p> 	<p><a href="#"><u>Transition from Pediatric to Adult Health Care</u></a></p> 	<p><a href="#"><u>Transition Guide for Post Secondary Education and Employment for Students and Youth with Disabilities</u></a></p> 	<p><a href="#"><u>Vision-Statement Worksheet</u></a></p> 
<p><a href="#"><u>Vocational Rehabilitation Services - NC DHHS</u></a></p> 	<p><a href="#"><u>Vocational Rehabilitation – Youth &amp; Student Services</u></a></p> 	<p><a href="#"><u>Wrightslaw Special Education Law and Advocacy</u></a></p> 		



## College/University Programs

<p><a href="#"><u>Appalachian State University - Scholars with Diverse Abilities Program</u></a></p> 	<p><a href="#"><u>Guilford Technical Community College - (POWER) Program</u></a></p> 	<p><a href="#"><u>RCCC Adult Education -College &amp; Career Readiness   Rowan-Cabarrus</u></a></p> 	<p><a href="#"><u>RCCC- SOAR Program</u></a></p> 	<p><a href="#"><u>RCCC - TRIO Student Support Services</u></a></p> 
<p><a href="#"><u>University of North Carolina at Greensboro - Beyond Academics Program</u></a></p> 	<p><a href="#"><u>Wake Tech - Pathfinder Career Exploration Program</u></a></p> 	<p><a href="#"><u>Virtual College Fair</u></a></p> 	<p><a href="#"><u>Western Carolina's University Participant (UP) Program</u></a></p> 	

## Notes:

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