



Transition from Special Education to Adult Services Checklist

Identification

_____ Adults should carry a form of identification with them at all times. CA Department of Motor Vehicles (DMV) issues identification (ID) cards to persons of any age. The ID card looks like a driver license, but is used for identification purposes only. A regular ID card is valid for six years. A person can make an appointment with DMV for applying for or renewing the ID card, or a person can go to DMV without an appointment.

Medical Insurance

_____ **Private insurance companies** have policies regarding covering children on parent's policies once the child has reached a specific age. Some policies say a child "ages out" at 18 while some carriers cover the consumer until older if the consumer is a full time student. Some policies have specific requirements when a person with disabilities reaches age 18. **Families wishing to have their adult child qualify as a dependant for private insurance should contact their insurance company prior to the child turning 18 to learn the company's policy regarding eligibility.** Some private insurance companies have forms that must be completed by the consumer's physician with information regarding the consumer's disability. Using the physician's information, some private insurance companies then allow the adult child to remain a dependent on the parent's policy.

California Children's Service (CCS)

_____ California Children's Service (CCS) is a statewide program that arranges, directs, and pays for medical care, equipment, and rehabilitation when these services are authorized by the program. Services can be authorized for children and young adults under 21 years of age who have eligible medical conditions and whose families are unable to pay for all or part of their care. CCS defines eligibility and selects the most qualified professionals to treat the CCS-eligible condition.

Prior to the student's 18th birthday, the family should speak with the student's Nurse Case manager to discuss how, if at all, reaching the age of majority might affect the student's CCS services.

CCS services end on the student's 21st birthday, which could be a year before Special Education services end. Therefore, **when the student is 20 years old** the IEP team should discuss how CCS services, if needed, will be provided to the student at age 21.

Social Security

_____ The Supplemental Security Income (SSI) program makes cash assistance payments to aged, blind, and disabled individuals who have limited income and resources. To apply for SSI the student, or someone acting on his/her behalf, will need to provide proof of the student's income and expenses, such as costs for housing, food, clothing, etc. For a person aged 18 and over, the Social Security Administration considers only the person's income for eligibility, not the parent's income. If found eligible for SSI, the person is automatically eligible for Medi-Cal.

Families wishing to know how employment might affect the consumer's Social Security benefits are encourage tocontact their local Disability Resources Agency for Independent Living (DRAIL) and ask to speak to a benefits counselor. Additionally, there is a website that can help with benefits information. Visit the disabilities benefits website at www.DB101.org.

Education after Special Education

_____ There are many ways to continue to be a life-long learner. Community Colleges such as San Joaquin Delta College, Modesto Junior College and Columbia College offer classes specifically geared to individuals with learning differences. These colleges also offer services to individuals with special needs to assist them in participating in classes with non-disabled students. The Disability Support Program and Services (DSPS) at community colleges have counselors who can work with students wishing to learn more about these educational services.

_____ Other learning opportunities are available through a variety of community agencies and business, such as adult education, Parks & Recreation, public libraries and many more. Your local newspaper can be a great source of information for these types of opportunities.

Selective Service

_____ All male U.S. citizens, and male aliens living in the U.S. who are 18 through 25 years of age, are required to register with Selective Service. This includes males with disabilities. Registration may be done online. For more information go to www.sss.gov.

Employment Opportunities

_____ Finding appropriate employment opportunities for individuals with special needs continues to be a challenge. Valley Mountain Regional Center (VMRC) consumers will want to contact their Service Coordinator to discuss employment options. Non VMRC consumers can contact Department of Rehabilitation (DOR) to see if they are eligible for DOR services.

During a student's high school years, the student's Individualized Education Program (IEP) team should include in the IEP goals to help prepare the student for future employment. Goals should be developed for all aspects of future employment, i.e. social skills, necessary academic skills, mobility (transportation) needs, etc. Parents of student's wishing to learn about different types of work experiences should talk with IEP team members about the availability of a Workability or work experience program facilitated through the education system. Remember that a student's volunteer work can help build skills that could lead to employment.

A new trend in employment is micro-enterprises. These are small business developed by consumers and other community partners. Typically the consumer/owner has family or agency support to learn how to run one's own business. Some examples of micro-enterprises include a woman with Down syndrome who is a puppeteer and performs at children's birthday parties and community events. Another consumer has created a business that provides flowers for table centerpieces at several restaurants. Families/consumers interested in learning more about micro-enterprises should contact VMRC or the Department of Rehabilitation for information.

Adult Day Programs

Adult Day Programs, also known as Day Programs, provide services to adults with developmental disabilities. Typically, these programs are funded by agencies such as Valley Mountain Regional Center. These programs have strict procedures that must be followed prior to a consumer receiving services. Some programs have waiting lists. Consumers and their families that are considering using adult day program services at the conclusion of the student's special education program, should begin investigating adult day programs at least 6 to 12 months prior to the student exiting special education.

Information on current day programs in Amador, Calaveras, San Joaquin, Stanislaus and Tuolumne Counties is available online at <http://www.areaboard6.ca.gov/DayProgram.htm>. If considering a day program for a student, the following items should be considered during the transition process:

Health Issues:

_____ All day programs require that the consumer have a **physical examination within one year of beginning the program.** Form F603 must be completed by the

consumer's physician. The form is available from VMRC, school districts, and adult programs.

_____ Day programs require that the consumer provide proof of having a current, negative **TB test**.

_____ Day programs do not have the same rules/responsibilities as education regarding services like personal aides, toileting assistance, etc. If your child requires **special accommodations or supports**, be sure to discuss those issues with any prospective day program well in advance of beginning services.

Psychological Testing

_____ All day programs require a **current IQ and current psychological report** for a consumer wishing to enter a day program. "Current" typically means that the **information is no more than 3 years old**. The student's IEP team should discuss what information agencies, such as adult day programs or the Department of Rehabilitation, will need in order to serve the student after transition.

Picking an Adult Day Program

_____ There are numerous programs to choose from. **Parents and the consumer should request a copy of VMRC's booklet that lists day programs in the area**. Parents and the consumer should visit a variety of programs prior to selecting a program. **It is suggested that the visits begin at least 6 to 12 months prior to exiting special education**. Remember that day programs provide services approximately 5 to 6 hours per day. If you want to see the program when consumers are present, you will need to visit during the program's hours of operation. Be sure to contact the day program in advance to arrange for visitation. Ask if the program currently has openings and if they anticipate having openings at the time your child exits from special education. Some programs may have waiting lists, while others may not. Parents and consumers are also encouraged to talk with other parents and consumers who are currently attending adult programs. Basic information on local programs can be found on the Area Board VI website, <http://www.areaboard6.ca.gov/DayProgram.htm>

Family Resource Network (FRN) has a checklist parents can use when visiting specific day programs. Contact FRN for details.

Supported Employment

_____ VMRC consumers interested in support employment need to contact their Service Coordinator so that necessary authorization forms for the Department of Rehabilitation (DOR) can be completed. A consumer does not have to go through VMRC to receive DOR services, but having VMRC coordinate the referral will expedite the process. DOR

has forms that need to be completed for its intake process and for DOR services. The forms are available through VMRC.

A meeting will be held between the consumer, VMRC Service Coordinator and a DOR counselor. Other interested parties, such as a parent may attend. The Department of Rehabilitation (DOR) will interview consumers to assess for eligibility for DOR services. If the consumer is a Supplemental Security Income (SSI) recipient or Social Security Disability Insurance (SSDI) beneficiary and the consumer want to work, they are presumed eligible for DOR services.

After being found eligible for DOR services the DOR works with the consumer to develop an Individualized Plan for Employment (IPE). This is the document that will be used to document employment services for the consumer. VMRC consumers will be asked which Supported Employment vendor they want to work with. **Prior to meeting with DOR, parents and consumers should discuss this issue with their VMRC Service Coordinator.**