

TRANSITION RESOURCES

State Agencies

Each Agency website offers information about the programs and services offered by the agency, as well as the eligibility process in order to obtain services.

Massachusetts Department of Elementary and Secondary Education
(DESE)

www.mass.gov/DESE

Massachusetts Office on Disability

www.mass.gov/eohhs/consumer/disability-services

Massachusetts Commission for the Deaf and Hard of Hearing
(MCDHH)

www.mass.gov/eohhs/gov/department/mcdhh

Massachusetts Commission for the Blind
(MCB)

www.mass.gov/eohhs/gov/department/mcb

Massachusetts Rehabilitation Commission
(MRC)

www.mass.gov/eohhs/department/mrc

Massachusetts Department of Public Health
(DPH)

www.mass.gov/eohhs/gov/department/dph

Massachusetts Department of Mental Health
(DMH)

www.mass.gov/eohhs/gov/department/dmh

Massachusetts Department of Developmental Services
(DDS)

www.mass.gov/eohhs/gov/department/dds

TRANSITION RESOURCES

National Educational Resources

**Council for Exceptional Children (CEC)
Division on Career Development and Transition (DCDT)**
www.dcdt.org www.cec.sped.org/

National Center on Secondary Education and Transition
www.ncset.org www.ncwd-youth.info

National Organization on Disability
www.nod.org

By raising disability awareness through programs and information, expands the participation and contribution of America's men, women, and children with disabilities in all aspects of life.

National Secondary Transition Technical Assistance Center
www.nsttac.org

Assists states to build capacity to support and improve transitional planning, services, and outcomes for youth with disabilities.

National Alliance for Secondary Education and Transition
www.nasetalliance.org

A national coalition of more than 40 organizations and advocacy groups representing special education, general education, career and technical education, youth development.

PACER Center
www.pacer.org/tatra

The Parent Advocacy Coalition for Educational Rights (PACER) expands opportunities to enhance the quality of life of children and young adults with disabilities and their families, based on the concept of parents helping parents.

Think College
www.thinkcollege.net

Transition Coalition
www.transitioncoalition.org

Federation for Children with Special Needs (FCSN)
www.fcsn.org

A parent/guardian advocacy organization.

TRANSITION RESOURCES

Community Living Options *Agencies that support housing to independent living*

How to obtain Housing Assistance in Massachusetts

<http://www.mass.gov/hed/economic/eohed/dhcd/how-to-obtain-housing-assistance.html>

Other Housing Resources

Housing for Individuals who have a Mobility or Sensory Disability

The Massachusetts Rehabilitation Commission (MRC) provides assistance and services to persons of all ages living with all types of mobility and sensory disabilities to live and work independently. www.mass.gov/mrc

The **Adult Supportive Living Program** provides case coordination services to the individual with a physical disability and an additional secondary disability to assist him/her in managing and organizing aspects of day-to-day life.

The **Home Modification Loan Program** is a program established by the legislature to provide loans for modifications to the primary, permanent residence of elders, adults with disabilities, and children with disabilities.

The **Home Care Assistance Program** provides homemaker services to eligible adults with disabilities who are functionally limited in meeting their own nutritional and environment needs.

The **Mass Access Housing Registry** is a free program that helps people with disabilities find rental housing in Massachusetts, primarily accessible and barrier-free housing.

TRANSITION RESOURCES

Employment Support
Working while Disabled

Social Security Administration

www.ssa.gov

Social Security Administration Publications

www.ssa.gov/pubs

Social Security Work Resources

www.ssa.gov/work

Social Security Helpful Resources

www.ssa.gov/pubs10095.html

Institute for Community Inclusion

www.communityinclusion.org

Red Book on Employment Support – Social Security Benefits

www.ssa.gov/redbook/index.html

TRANSITION RESOURCES

Healthcare Options

Resources that support healthcare management for students with disabilities

Medicaid/MassHealth

Health coverage for people with disabilities and others

Medicare

Medicare is a Federal program that provides health coverage to individuals who receive SSDI and other Social Security benefits (not including SSI). At age 18, the Social Security Administration re-evaluates a young person's eligibility for SSI under new medical standards designed for adults. Young adults need to be determined eligible again within 12 months of their 18th birthday.

Social Security Administration

Supplemental Security Income (SSI) Eligibility

Phone: 800-772-1213

TTY: 800-325-0778

Envisioning My Future

A Young Person's Guide to Health Care Transition

Children's Medical Services, Florida Department of Health

www.cms-kids.com

Healthy, Ready to Work

Headquartered and supported by the Maine Support Network's Center for Self-Determination, Health and Policy.

www.hrtw.org

TRANSITION RESOURCES

Transportation Resources *Options for eligible persons with disabilities*

Association of Travel Instruction
www.travelinstruction.org/travel-training

Committed to the development of competent travel skills for people with disabilities so they can establish the independence to freely elect to use all modes of public transportation.

THE RIDE
www.mbta.com

The Massachusetts Bay Transportation Authority (MBTA) provides advanced notice, shared-ride, door-to-door transportation programs for persons with disabilities.

Driver's Education/Support
Mark or Tricia Whitehouse
508-626-6568

*This Driver's Education Program provides an **adaptive** driving program for eligible persons with disabilities.*

Good News Garage
Bobbi Hognlund
781-895-1100

The Good News Garage provides vehicles to purchase at cost significantly below their value (\$1000 to \$1500 on average). Massachusetts residents should contact the Access to Job Program which is administered by Trans/Action Associates.

TRANSITION TERMS

Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act ensures a free and appropriate public education for all children with disabilities. This Act includes transition requirements for students receiving special education.

- Age 14 – IDEA requires that students begin no later than age 14 to attend their IEP and transition meetings.
- Age 14 – The transition form must be completed on an annual basis. The IEP must include a statement of needed transition services. Course of study to be determined.
- Age 17 – the student will be notified of transfer of rights at the age of majority (age 18).

Individualized Education Program (IEP)

A written education plan developed by a school-based team in accordance with Federal and State special education laws.

Transition Planning Form (TPF)

A State (Massachusetts) mandated form to be completed by school staff to document transition planning for students receiving special education starting at age 14 and continuing on an annual basis until graduation/turning 22.

Age of Majority

Age of Majority is the age at which the student, regardless of disability, is considered to be an adult competent to make his/her own decisions. In Massachusetts, this age is 18. Unless there is a court-appointed guardian or the student chooses to share decision-making with parents, the student has the right to make key decisions about school services, and must sign all consent forms. The school district will inform the student at age 17 about the “transfer of rights” and will ask the student to decide upon one of the following choices:

- I will make all decisions related to my special education program and services.
- My parent/guardian has received guardianship from me and/or the court and will make all decisions related to special education programs and for me.
- I have decided to share decision-making authority with my parent/guardian.

Chapter 688

Chapter 688 is a Massachusetts Transition Planning law, enacted in 1984. **The law creates a single point of entry into the adult Human Services System** and provides a two-year transition planning process for students with several disabilities who will lose their entitlements to special education upon graduation or at age 22, whichever comes first. **The “Turning 22 Law” is NOT a continuation of IDEA, nor is it an entitlement guaranteeing service after age 22.** An Individual Transition Plan (ITP) is developed for every person who is found eligible, however, services are not guaranteed.

Individual Transition Plan (ITP)

A written transition plan for Chapter 688-eligible students developed by the adult human service agency designated as the “Lead 688 Transitional Agency”.

Guardianship

This requires a court action in which an individual is appointed by probate court to make decisions for another individual.

American with Disabilities Act of 1990 (ADA)

The Americans with Disabilities Act (ADA) prohibits “discrimination against qualified persons with a disability because of the disability of such individual in regard to job application procedures, the hiring, advancement, or discharge of employees, employee compensation, job training, and other terms, conditions and privileges of employment” Section 102 (a). Reasonable accommodations must be provided in the workplace for an individual with a disability to perform his/her job.

Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act of 1973 is civil rights legislation that prohibits agencies of organizations that receive federal funds from discriminating against qualified individuals solely on the basis of disability. It requires any agency, school or institution receiving federal financial assistance to provide a person with disabilities appropriate accommodations to the greatest extent possible.

Ticket to Work and Work Incentives Improvement Act of 1999

This Act is designed to ensure that individuals with disabilities who receive Social Security benefits can keep those benefits after they obtain paid employment.

Workforce Investment Act of 1998 (WIA) and One-Stop Workforce

This Act allows easier access to services through the U.S. job-training system for youth and adults with disabilities and was the first major reform of the nation’s job training system since 1982. The One-Stop Workforce centers are designed to provide job training, education, and employment services at a neighborhood location.

Workforce Innovation and Opportunities Act of 2014 (WIOA)

This Act is designed to ensure that students with disabilities are receiving minimum wage.

TRANSITION TIMELINE AND STEPS

Age 14

- Beginning at age 14, a student should attend his/her IEP meeting. If the student does not attend, his/her interests must still be included in the development of the IEP.
- The Transition Planning Form (TPF) must be completed on an annual basis, usually completed during an annual IEP meeting.
- The student's vision and a statement of needed transition services must be included in the IEP.
- A Course of Study is determined that must be in alignment with the student's vision.

Age 16-20

- If a student will need adult services, provided by a human service agency, a 688 referral will be completed by school staff two years before a student will graduate or by the age of 20 (two years prior to a student's 22nd birthday).

Age 17

- The student will be notified of "transfer of rights" at the Age of Majority (age 18 in Massachusetts).
- Parents/guardians should consider the need for guardianship at this time.

Age 18

- Age of Majority
- Student makes educational decisions unless he/she has selected to share decision-making with parent/guardian or parent/guardian has guardianship.
- Supplemental Security Income (SSI) and Medicaid eligibility will be determined (not by the school).

Age 21

- An Individual Transition Planning (ITP) meeting will be coordinated by the Chapter 688 Liaison for the lead human service agency (not by the school).
- The 688 Liaison is responsible for writing the ITP and submitting it to a Transitional Advisory Committee (TAC). TAC approves, modifies, or rejects the proposed ITP. A TAC decision can be appealed by the student/parent/guardian.

Age 22

- Special education services and transition from school to adult services should be completed.

TRANSITION PLANNING FORM

**The Massachusetts Department of Elementary and Secondary Education (DESE),
Transition Planning Form (TPF) states:**

- Massachusetts requires that beginning when the eligible student is 14, the school district must plan for the student's need for transition services. The school district must document this discussion annually, usually at the annual IEP meeting.
- A post-secondary Vision statement should include the student's preferences and interests, and the desired outcomes for post-secondary education/training, employment, and adult living.
- Disability Related Needs list the skills (disability related) necessary for the student to achieve his/her post-secondary vision.
- The Action Plan should outline how the student can develop self-determination skills and be prepared both academically and functionally to transition to post-school activities in order to achieve his/her post secondary vision. Steps should be included in the Action Plan that include course of study needed, employment opportunities, and/or specific skills, as well as types of community and/or adult living experiences that will help the student reach his/her post-secondary vision.

TRANSITION PLANNING - 688 REFERRAL

A 688 Referral is filed to determine eligibility for adult services. A referral for adult services would be completed two years before the student plans to graduate or leaves school at age 22.

The 688 Referral Form is attached to the student's current IEP and assessments are sent to a specific human service agency or directly to the Bureau of Transitional Services.

Services are determined by that agency and are tied to state legislation and appropriated funds. Only one 688 Referral can be submitted.

Eligibility

- Student receives services in accordance with an IEP
- Student receives SSI/SSDI
- Student is on registry at Massachusetts Commission for the Blind
- Student is unable to work more than 20 hours/week in a competitive, non-sheltered work, non-supported employment at the time they are ready to leave school
- Students on IEPs who receive service from the Department of Youth Services (DYS), or the Department of Children and Families (DCF) **and** receive services through an IEP or 504 Plan.