

Sunman-Dearborn Community School Corporation



Transition Manual

Table of Contents

Transition Definition	2
Diploma Types	3
Transition Planning	10
Transfer of Rights	12
Resources	13
Daily Living	14
Employment	15
Post-Secondary Education	20
Mental Health	27
Benefits and Waivers	28
Finances	32
Health and Wellness	33
Future Planning	34

Transition:

When a student who receives special education services exits school and enters adult life. This is a gradual process that takes teamwork and planning over time.

Article 7 Legal Definition:

511 IAC 7-32-100 "Transition Services" defined

- (a) "Transition services" means a coordinated set of activities for a student with a disability that:
 - (i) 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;
 - (ii) Are incorporated into the student's transition IEP in accordance with 511 IAC 7-43-4; and
 - (iii) Facilitate movement from school to post school activities, including, but not limited to:
 - (1) Postsecondary education
 - (2) Vocational education or training, or both
 - (3) Integrated employment, including supported employment
 - (4) Continuing and adult education
 - (5) Adult services
 - (6) Independent living; or
 - (7) Community participation
- (b) The coordinated set of activities described in subsection (a) must be based on the individual student's needs, taking into account the student's strengths, preferences, and interests, and include the following:
 - (i) Instruction
 - (ii) Related services
 - (iii) Community experiences
 - (iv) The development of employment and other post school adult living objectives.
 - (v) If appropriate:
 - (1) Acquisition of daily living skills; and
 - (2) Provision of functional vocational evaluation.
 - (vi) Transition services for students with disabilities may be:
 - (1) Special education, if provided as specially designed instruction; or
 - (2) A related service, if required to assist a student with a disability to benefit from special education.

Contact:

Contact Trisha Goldsmith, Special Education Consultant, for more information regarding transitions.

tsgoldsmith@sunmandearborn.k12.in.us

812-623-2291 ext. 13904

Indiana Diploma Types

The Indiana State Board of Education adopts course and credit requirements for earning a high school diploma. Current course and credit requirements went into effect for students who entered high school in the fall of 2012 (Class of 2016). Students have the option of earning an Indiana Diploma with the following designation(s):

- General;
- Core 40;
- Core 40 with Academic Honors (AHD); or
- Core 40 with Technical Honors (THD).

To earn an Indiana Diploma, students in the graduating classes of 2019 – 2022 must:

- Meet course and credit requirements; and
- Pass the Graduation Qualifying Exam (GQE)/qualify for a GQE waiver; or complete the Graduation Pathways (if offered by the school).

[Graduation Pathways](#) will be required starting with the class of 2023

Indiana General High School Diploma

To graduate with less than Core 40, the following formal opt-out process must be completed:

- The student, the student's parent/guardian, and the student's counselor (or another staff member who assists students in course selection) must meet to discuss the student's progress.
- The student's Graduation Plan (including four year course place) is reviewed.
- The student's parent/guardian determines whether the student will achieve greater educational benefits by completed the general curriculum or the Core 40 curriculum.
- If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined.

Course and Credit Requirements (Class of 2016 & Beyond)

English/Language Arts	<u>8 credits</u>
<p align="center">Mathematics</p> <p>General diploma students are required to earn 2 credits in a Math course or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count towards math credits.</p>	<p><u>4 credits (in grades 9-12)</u> 2 credits: Algebra I or Integrated Mathematics I 2 credits: Any math course</p>
<p align="center">Science</p> <p>At least one credit must be from a Physical Science or Earth and Space Science course</p>	<p><u>4 credits</u> 2 credits: Biology I 2 credits: Any science course</p>
Social Studies	<p><u>4 credits</u> 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Any social studies course</p>
Physical Education	<u>2 credits</u>
Health and Wellness	<u>1 credit</u>
College and Career Pathway Courses	<u>6 credits</u>
Flex Credit	<p align="center"><u>5 credits</u></p> <p>Flex credits must come from one of the following;</p> <ul style="list-style-type: none"> • Additional elective courses in a College and Career Pathway <ul style="list-style-type: none"> • Courses involving workplace learning such as Cooperative Education or Internship courses <ul style="list-style-type: none"> • High School/college dual credit courses • Additional courses in Language Arts, Social Studies, Mathematics, Science, World Language, or Fine Arts
Electives	<p><u>6 credits</u></p> <p>Specifies the minimum number of electives required by the state. High school schedules provide time for many more elective credits during the high school year</p>

40 Total State Credits Required

Core 40 Diploma	
English/Language Arts	<u>8 credits</u>
Mathematics	<u>6 credits (in grades 9-12)</u> 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II
Science	<u>6 credits</u> 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 Science course
Social Studies	<u>6 credits</u> 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	<u>5 credits</u> World Languages Fire Arts Career and Technical Education
Physical Education	<u>2 credits</u>
Health and Wellness	<u>1 credit</u>
Electives	<u>6 credits</u>
40 Total State Credits Required	

CORE 40 with Academic Honors
(minimum 47 credits)

- Complete all requirements for Core 40
- Earn 2 additional Core 40 math credits
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages)
- Earn 2 Core 40 fine arts credits
- Earn a grade of “C” or better in courses that will count towards the diploma.
- Have a grade point average of a “B” or better
- Complete one of the following:
 - Earn 4 credits in 2 or more AP courses and take corresponding AP exams
 - Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list
 - Earn two of the following:
 - A minimum of 3 verifiable transcribed college credits from the approved dual credit list
 - 2 credits in AP courses and corresponding AP exams
 - 2 credits in IB standard level courses and corresponding IB exams
 - Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
 - Earn an ACT Composite score of 26 or higher and complete written section
 - Earn 4 credits in IB courses and take corresponding IB exams

CORE 40 with Technical Honors
(minimum 47 credits)

- Complete all requirements for Core 40
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 - State approved industry recognized certification or credential, or
 - Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits
- Earn a grade of “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better
- Complete one of the following,
 - Any of the options (A-F) of the Core 40 with Academic Honors
 - Earn the following scores or high on WorkKeys; Reading for Information-Level 6, Applied Mathematics-Level 6, and Locating Information-Level 5.
 - Earn the following minimum scores(s) on Accuplacer: Writing 80, Reading 90, Math 75.
 - Earn the following minimum score(s) on Compass; Algebra 66, Writing 70, Reading 80

Certificate of Completion

<https://www.doe.in.gov/sites/default/files/specialed/2017-9-7-final-certificate-completion-course-study.pdf>

Indiana Certificate of Completion Course of Study

Effective with the students who enter high school in 2018-19 school year (Class of 2022)

The Course of Study for the Certificate of Completion is a framework for aligning curriculum to grade level standards while meeting the individual goals and transition needs stated in the student’s Individual Education Plan (IEP).

Minimum total 40 credits/applied units: It is expected that these requirements are met through enrollment in a combination of general education courses for credit, modified general education courses in which non-credit applied units are earned and special education courses in which non-credit applied units are earned.	
English/Language Arts	8 credits/applied units Including a balance of literature, composition, vocabulary, speech/communication
Mathematics	4 credits/applied units Including a balance of number sense, expressions, computation, data analysis, statistics, probability, equations and inequalities and personal finance. Student must take a math or applied math course each year in high school.
Science	4 credits/applied units Including a balance of physical, earth/nature, life, engineering and technology
Social Studies	4 credits/applied units Including a balance of history, civics and government, geography, economics
Physical Education	2 credits/applied units
Health & Wellness	1 credit/applied unit
Employability	10 credits/applied units Job exploration, work- or project-based learning experiences, employability skills (mindsets, self-management, learning strategies, social, workplace), portfolio creation, introduction to post-secondary options Investigation into opportunities for enrollment in postsecondary programs, work place readiness training to develop employability and independent living skills and instruction in self-advocacy
Electives	7 credits/applied units
Certificate of Completion Transition Portfolio	
<p>Students earning a certificate of completion fulfill <u>at least one</u> of the following (aligned with transition goals):</p> <ol style="list-style-type: none"> 1. Career Credential: Complete an industry-recognized certification, one-year certificate or state-approved alternative 2. Career Experience: Complete project- or work-based learning experience or part time employment 3. Work Ethic Certificate: Earn a Work Ethic Certificate (criteria to be locally determined) 4. Other Work Related Activities: As determined by the case conference committee 	

Assumptions:

- 1) High Expectations for all students is a shared responsibility.
- 2) General Education courses are accessed whenever appropriate to fulfill the Certificate of Completion course of study.
- 3) Students’ IEP goals are aligned with grade level standards/content connectors that drive curriculum and instruction.
- 4) Communication skills, reading skills, and problem solving skills are integrated into all courses.
- 5) Courses can be repeated with new goals if appropriate; more than four years may be needed for completion.
- 6) All courses are driven by the Transition IEP and individual goals of each student.

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Frequently Asked Questions:

<p>What is the link to the Certificate of Completion?</p>	<p>Link to the Certificate of Completion Resources webpage (DOE) https://www.doe.in.gov/student-services/student-assistance/coc</p>
<p>What will happen if a student is unable to complete the required 40 credits/units?</p>	<p>The Certificate of Completion is designed so that each and every student is able to meet the requirements. The Course of Study allows flexibility in earning applied units because the content, instruction and assessment may be modified to meet the individual needs of the student, providing the highest level of access as possible.</p>
<p>If a student graduates with a General Diploma or a Certificate of Completion, can they attend college in Indiana?</p>	<p>Indiana's public four-year colleges and universities now require that students have at least a Core 40 Diploma. Ivy Tech Community College and some private colleges in the state accept student applicants who have graduated with a General Diploma. These community colleges may have additional requirements such as remedial coursework or additional placement exams. Students who do not have a diploma will not qualify for state or federal financial aid. Contact the college admission's office and talk to them about their requirements and entrance criteria. You may also want to talk with the college's office of disability services.</p>
<p>If a student receives a Certificate of Completion, can he/she return to high school and earn a diploma?</p>	<p>Students with IEPs can attend high school until they turn 22 years of age or have earned a high school diploma, whichever occurs first. Students who receive a Certificate of Completion may later decide to return to high school and earn a diploma. Case conference teams would need to consider the number of credits previously earned toward a diploma. For instance, if a 21-year-old student only has 10 credits toward a diploma, it would be extremely difficult for he/she to complete the remaining, required 30 credits in time to earn a General Diploma.</p>

Transition Planning Checklist

The following is a checklist of transition activities that students and parents/guardians should complete and discuss with the Case Conference Committee/IEP team. The student's skills, interests and needs will determine which items on the checklist are relevant.

Upon Qualifying for Special Education Support Services:

- Maintain organized records, including copies of:
 - Birth Certificate
 - Social Security Card & Documents
 - State ID Card or Driver's License
 - Medical Records
 - School Records
 - Completed Applications (e.g. waiver, Voc. Rehab. IPE, etc.)
- Apply for funding services that may benefit student
 - Supplemental Security Income [SSI]
 - Contact BDDS to apply for a Home & Community Based Medicaid Waiver [Family Supports Waiver (FSW)].
 - If student is on waiver wait list, call BDDS to confirm that information is accurate or check web portal.

<u>BDDS District 8 Office</u> 1452 Vaxter Avenue Clarksville, IN 47129-7721 Phone: 812-283-1040 Toll Free: 877-218-3529 (V/VRS/711) Toll Free Fax: 855-525-9376 Counties: Bartholomew, Brown, Clark, Crawford, Dearborn, Decatur, Floyd, Harrison, Jackson, Jefferson, Jennings, Lawrence, Ohio, Orange, Ripley, Scott, Switzerland & Washington.	<u>BDDS District 6 Office</u> 201 E. Charles Street, Suite 130 Muncie, IN 47305-2434 Phone: 765-288-6516 Toll Free: 877-218-3531 (V/VRS/711) Toll Free Fax: 855-525-9372 Counties: Blackford, Delaware, Fayette, Franklin, Grant, Henry, Jay, Madison, Randolph, Rush, Union & Wayne
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Freshman/Sophomore Year:

- Create and constantly update a vision for life after high school. Consider and explore options regarding jobs/careers, continuing education, recreation, and independent living.
- Determine a graduation status (Diploma Type and Date of Completion) and develop a plan to obtain this goal.
- Create a course of study based on the above goal (academic or vocational).
- Attend transition fairs and information meetings regarding services that exist after student exits school.
- If you plan to go to school after graduation, begin to check into schools and take the SAT, ACT, or Accuplacer if those schools require an admissions test.

- Ask about Pre-Employment Transition Services (Pre-ETS) through Vocational Rehabilitation (VR).
- Apply for Vocational Rehabilitation (VR) services (after age 14 or 9th grade) for assistance with employment.

Junior Year:

- Obtain Indiana State ID card or Driver's License (age 16) at local Bureau of Motor Vehicles (BMV) branch.
- Investigate guardianship or power of attorney options and procedures. Upon the 18th birthday, the student is an emancipated adult, unless guardianship/parental rights have been established through the court of law.
- Begin job training classes or vocational programs if course of study is vocational.
- Schedule to take SAT, ACT, and/or Accuplacer if preferred post-secondary schools require an admissions test.

Senior Year:

- Review course of study/graduation status to ensure you're still on track and adjust as needed.
- Develop a resume and/or portfolio to show your work experience and work skills.
- Connect with VR to develop an employment plan and choose a service provider.
- Follow-up on school and financial aid applications (FAFSA).
- Obtain information on adult service agencies for individuals with disabilities
- Request copy of IEP upon exiting school to keep for records

18th Birthday:

- Automatic transfer of rights to the student takes place on 18th birthday.
- Re-apply with the Social Security Administration for benefits
- Contact BDDS in the fall to begin the process to access ("be targeted for") the Medicaid waiver upon school completion.
- Review health insurance coverage
- Register to vote (at Bureau of Motor Vehicles or other government locations)
- Within 30 days, register with Selective Service
-

Transfer of Rights

When a student turns 18 years of age, all the student's special education rights given to the parent(s) under federal and state special education laws transfer to the student unless a court of law has appointed a guardian for the student or the school has appointed an educational representative. If neither a guardian or educational representative has been appointed, the rights are transferred and the student is entitled to make the decisions about his/her education such as consenting to evaluations, requesting and attending CCC meetings, inviting others to attend a CCC meeting, taking action if he/she disagrees with the school's proposed IEP, and requesting mediation or a due process hearing.

Guardian and Educational Representatives

There are two ways that the parent(s) can continue to make the educational decisions for a student who is 18 years of age or older.

1. By having a court of law appoint the parent(s) as the guardian of the student, or
2. Asking the school to appoint an educational representative

A guardian is a person appointed by a court of law to make decisions for and/or manage the affairs of an individual who cannot make decisions or take care of his/her affairs because of a disability or other reasons. A guardian may be able to make more than just educational decisions for the student, depending on the type of guardianship the court orders.

Becoming a Guardian:

1. Retain an attorney to help with the paperwork and guide you through the process.
2. Have a thorough understanding of the protected person's health and finances.
3. If the person is incapacitated by health conditions, obtain a Physician's Report or letter from the person's physician verifying that he or she cannot manage finances or make other personal decisions.
4. File a Petition for Guardianship with a court with probate jurisdiction and notify the allegedly incapacitated person, all close family members, and any person or institution having care or custody of the allegedly incapacitated person during the 60 days preceding filing of guardianship petition.
5. Pay the filing fee.
6. If the allegedly incapacitated person consents to the petition, or is unable to respond to inquiries due to disability, the court will hold a hearing at which witnesses will provide sworn testimony to support the allegations in the petition. If the evidentiary basis is deemed sufficient, the guardian will be appointed.
7. If a guardian is appointed, the judge will issue the guardian legal documents (often called "letters of guardianship") permitting the guardian to act on behalf of the legally incapacitated person. (IC 29-3-7- 3)

If a guardian has not been appointed, the school may appoint an educational representative if:

- The student makes a written request for a representative to be appointed, or
- Two qualified individuals examine or interview the student and decide that the student is not able to give informed consent on his/her own behalf

If the student requests an educational representative, the student may ask that the educational representative be removed or replaced at any time. The student's request to no longer have an educational representative must be made in writing to the school.

Resources

<p><u>Ivy Tech Disability Services Ann Stenger</u></p> <p>Lawrenceburg Campus 50 Walnut Street Lawrenceburg, IN 47025 812-537-4010 ext. 5284</p> <p>Batesville Campus 1 Ivy Tech Drive Batesville, IN 47006 812-934-3954 astenger2@ivytech.edu</p>	<p><u>The ARC of Indiana</u></p> <p>107 N. Pennsylvania Street Suite 800 Indianapolis, IN 46204 317-977-2375 800-382-9100 www.arciad.org</p> <p><i>Promotes and improves supports and services for all people with disabilities by providing information and advocacy.</i></p>	<p><u>Lifetime Resources Inc.</u></p> <p>13091 Benedict Drive Dillsboro, IN 47018 812-432-5215 800-742-5001 www.lifetime-resources.org</p> <p><i>Assisting families in identifying services and resources in the community</i></p>
<p><u>Bureau of Development Disability Services</u></p> <p>1452 Vaxter Avenue Clarksville, IN 47129 812-283-1040 877-218-3529</p> <p><i>Assists individuals in receiving community supports and residential services.</i></p>	<p><u>Community Mental Health Center</u></p> <p>285 Bielby Road Lawrenceburg, IN 47025 812-537-1302 www.cmhcinc.org</p> <p><i>Offers full continuum of care to individuals and families of all ages.</i></p>	<p><u>Center for Disability Information and Referral: Indiana Institute on Disability and Community</u></p> <p>1905 North Range Road Bloomington, IN 47048 812-855-6508 Email: iidc@indiana.edu www.idc.indiana.edu/cedir</p> <p><i>Address issues across the lifespan and major life areas.</i></p>
<p><u>Department of Health and Human Services Social Security Administration</u></p> <p>150 Demaree Drive Madison, IN 47250 877-692-3144 Easter Seals Crossroads 4740 Kingsway Drive Indianapolis, IN 46205 317-466-1000 www.eastersealscrossroads.org</p>	<p><u>Dearborn County Division of Family and Children</u></p> <p>230 Mary Avenue, Suite 150 Lawrenceburg, IN 47025 812-537-5131 800-800-5556</p>	<p><u>Developmental Services, Inc.</u></p> <p>2920 Tenth Street Columbus, IN 47201 800-745-7686 www.dsiservices.org</p>
<p><u>Indiana Disability Rights</u></p> <p>4701 N. Keystone Avenue Suite 222 Indianapolis, IN 46205 800-622-4845 www.in.gov/id</p>	<p><u>Indiana Department of Workforce Development: WorkOne</u></p> <p>Lawrenceburg Ivy Tech Lakefront Campus 500 Industrial Drive Lawrenceburg, IN 47025 812-537-1117 www.in.gov/dwd/WorkOne/</p>	<p><u>Epilepsy Foundation of Greater Cincinnati</u></p> <p>895 Central Ave. #550 Cincinnati, OH 45202 513-721-2905 Epilepsy-ohio.org</p>

Daily Living

Independent Living:

The Indiana Independent Living Services Program encompasses two partnership areas: the Centers for Independent Living, also known as CILs, and the Indiana Statewide Independent Living Council known as INSILC. Independent living philosophy emphasizes consumer control, the idea that people with disabilities are the best experts on their own needs, having crucial and valuable perspective to contribute and deserving of equal opportunity to decide how to live, work and take part in their communities, particularly in reference to services that powerfully affect their day-to-day lives and access to independence.

<https://www.in.gov/fssa/ddrs/rehabilitation-employment/independent-living-services-program-centers-and-statewide-council/>

Center for Independent Living:

Centers for Independent Living (CILs) are consumer-controlled, cross-disability, nonresidential, private, nonprofit agencies that are designed and operated within local communities by individuals with disabilities. They promote the independent living philosophy to empower all people with disabilities. Each center is unique but operate under the same five core services. These CIL core services include:

- Peer counseling;
- Information and referral;
- Individual and systems advocacy;
- Independent living skills training; and
- Services that facilitate transition from nursing homes and other institutions to the community, provide assistance to those at risk of entering institutions and facilitate transition of youth to postsecondary life.

The Independent Living Center of Eastern Indiana 1818 W. Main Street Richmond, IN 47374 765-939-9226 www.ilcein.org	Southeastern Indiana Independent Living Center 114 W. Main Street Vevay, IN 47043 812-427-3333 www.siilc.org
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https://www.in.gov/fssa/ddrs/files/Independent_Living_Centers_in_Indiana.pdf

New Ideas for Online Experiences

The Division on Career Development and Transition (DCDT) has compiled a trove of resources for working online with students in a LiveBinder created by AI Daviso. If you have oodles of time, you can explore all of the many tabs here if you'd like.

We've clicked and peeked for you, though, so here are a few of our favorites. Some are free, but some are fee-based or available for a subscription. (Don't you hate it when they don't list the prices?)

- Nepris—live chats with industry experts, career pathways tied to CTE clusters, industry videos.

- Virtual Concerts, Plays, Museums, and Other Culture—links, courtesy of CNN Style, to a long list of virtual experiences ranging from Alvin Ailey Dance Theater to the Sistine Chapel. You can even watch the live stream of the African penguins at Atlanta’s Georgia Aquarium.
- Virtual Job Shadow—hundreds of real-life job videos and career advice from employees. Includes lesson plan builders and career assessment tools.
- Functional Skills System—peer modeling videos of independent living skills. Health, life, social skills, and other categories of videos are available in three skill levels: signs and words, how-to series, and learning activities series.
- School of Strength from Special Olympics—warm-up, endurance, strength, and balance videos as well as several extra-credit, 30-minute workouts with a trainer. You can also download a fitness tracker.

Employment

Vocational Rehabilitation (VR): Vocational Rehabilitation helps eligible individuals with disabilities to achieve their employment goals. We are taking steps to help current VR participants, new VR applicants, VR staff, and VR providers to remain safe and healthy during the current public health situation. This includes providing services in different ways, but please be assured that VR services are still available during this time.

<https://www.in.gov/fssa/ddrs/rehabilitation-employment/vocational-rehabilitation-employment/>

Areas 22 & 24 Vocational Rehabilitation Services
1248 Washington St. Columbus, IN 47201-5722
Phone: 812-376-9935
Toll-Free: 877-396-3271 (V/VRS/711)
Toll-Free Fax: 855-455-4261
Counties: Bartholomew, Brown, Dearborn, Decatur,
Franklin, Jackson, Jennings, Johnson, Ohio,
Ripley, Shelby & Switzerland

Anatomy of a VR Pick List

One of the first steps for young adults eligible to receive employment services through Indiana Vocational Rehabilitation (VR) is to choose a community employment provider. VR and employment providers work with job seekers to identify their Individual Path for Employment. But how does a transitioning student choose an employment provider? With the assistance of the VR Pick List.

Once VR determines that a young adult is eligible for VR services, the VR counselor or intake staff member will share a VR Pick List with the job seeker and their family. (Note: Individuals working with area community rehabilitation providers will also receive a pick list through their case manager. This one's different!)

The VR Pick List is available on the Indiana VR website for each county in the state. Job seekers and families are encouraged to look through the services offered by the employment providers in their area. Some providers specialize in providing services and supports to job seekers who are blind or vision impaired. Others offer benefits counseling or behavioral skills intervention. It's important for job seekers and families to contact and interview providers to find the right match.

Review the [VR Pick List for your county](#)

Blind and Visually Impaired:

<https://www.in.gov/fssa/ddrs/rehabilitation-employment/blind-and-visually-impaired/>

Deaf and Hard of Hearing:

<https://www.in.gov/fssa/ddrs/rehabilitation-employment/deaf-and-hard-of-hearing/>

Project Search Internship

Project SEARCH is a worksite-based school-to-work program that provides employment and education opportunities for students with disabilities transitioning from high school. The program benefits employers by increasing workforce diversity and reducing recruitment and training costs. Many employers experience improved job retention, enhanced community image and increased customer satisfaction.

Project SEARCH originated at the Cincinnati Children's Medical Center and in Indiana is administered by FSSA's Division of Disability and Rehabilitative Services under Vocational Rehabilitation Services. Each Project Search site partners with Indiana Institute on Disability and Community, a host business, the affiliated school district(s) and a community service provider.

Contact Information:

Project Search Statewide Coordinator
Indiana University
Indiana Institute on Disability and Community
Center on Community Living and Careers
2853 E. 10th St.
Bloomington, IN 47408
Tel: 812-855-0741 / Fax: 812-855-9630
<https://www.iidc.indiana.edu/>



Current Project Search Sites in Indiana

- **Community Hospital East, Indianapolis**
Contact: Bruce Schnaith
Email: bschnaith@eastersealscrossroads.org
- **Community Hospital North, Indianapolis**
Contact: Bruce Schnaith
Email: bschnaith@eastersealscrossroads.org
- **Cook-Ivy Tech Young Adult Program, Bloomington**
Contact: Bitta DeWees
Email: bdeweese@stonebelt.org
- **Deaconess Gateway Hospital, Newburgh**
Contact: Carolyn Miller
Email: Carolyn.miller@sirs.org
- **Gibson General Hospital, Princeton**
Contact: Stan Keepes
Email: stan.keepes@gcarc.org
- **Indiana Government Center North and South and the Statehouse, Indianapolis**
Contact: Patti Sebanc
Email: pssebanc@sycamoreservices.com
 - On-site Lead Coordinator: Melisa Hardesty
Email: mmhardesty@sycamoreservices.com
 - Project SEARCH Instructor: Bill Murray

Email: bill.murray@wayne.k12.in.us

- State Business Liaison: Ted Williams
Email: ted.williams@fssa.IN.gov

■ **IU Health, LaPorte**

Contact: Kim Latchford

Email: latchford@michianaresources.org

■ **Memorial Hospital, South Bend**

Primary contact: Erica Rarick

Email: raricke@adecinc.com

Secondary contact: Sara Howard

Email: howards@adecinc.com

■ **St. Vincent Carmel Hospital, Carmel**

Contact: Deb Okotie

Email: deb.okotie@nobleofindiana.org

■ **Union Hospital, Terre Haute**

Contact: Nichelle Washington

Email: NWASHINGTON@hamiltoncenter.org

Ticket to Work (TTW)

The goal of the Ticket to Work Program is to help Social Security beneficiaries' with disabilities transition to financial independence through employment, while maintaining health coverage. Jobseekers can "assign their tickets" to a designated Employment Network in their area for assistance and support. For more information, visit <https://yourtickettowork.ssa.gov/> or call the Ticket Call Center at 1-866-968-7842 and 1-866-833-2967 (TTY/TDD).

Read the Abilities Fund's "Home-Based, Not Home Bound". Working from home is ideal for many people with disabilities, making it easier to work around the effects of a disability. Transportation barriers, for example, disappear when the commute is across the hall rather than across town. A home-based entrepreneur also has added flexibility to manage medical routines and coordinate personal attendant care services.
<https://www.medicareinteractive.org/get-answers/medicare-covered-services/home-health-services/the-homebound-requirement>

Job Banks:

These websites, sometimes called "job boards", let you search for and apply for job openings online. Here are a few different types of job banks:

- Indiana Job Bank: These sites have lists of regularly updated job openings in individual states
- <https://www.indianacareerconnect.com/vosnet/Default.aspx>

Goodwill Industries: Many Goodwill Centers offer employment services that enable people with disabilities to find jobs in their communities. Employment specialists offer training for jobs in healthcare, IT, retail sales and management, food services, banking, manufacturing and more

SSI & Work:

With SSI, recipients continue to receive benefits while working until their pay and any other income exceed the income limits for SSI. In Indiana, this is \$2,000 per month for an individual or

\$3,000 a month for a couple. Even if your SSI payments stop, your Medicaid can stay in place if you are eligible for Medicaid under a waiver plan. If your only income is from SSI and a job, SSI won't count your first \$85 of work income. After that, your SSI benefit will drop 50 cents for every dollar you make over \$85 a month. (For instance, if you make \$185 in a month, your benefit will drop \$50—half the amount of income after \$85.) If you lose a job or earn less than normal in any month, be sure to let the Social Security Administration know so your benefits can be restored.

What are my Legal Rights as an Employee or Jobseeker with a Disability?

[Title 1](#) of the Americans with Disabilities Act (ADA) prohibits private employers, state and local governments, employment agencies and labor unions from discriminating against qualified job applicants or employees with disabilities. It covers areas such as job application procedures, hiring and firing, promotions, wages and compensation and job training. The ADA also covers things like what questions employers can ask about your disability or medical condition during an interview and what pre-employment medical tests they can require you to take.

One of the key aspects of Title I is the legal requirement to provide reasonable accommodations for employees and jobseekers with disabilities. Accommodations make it possible for a person with a disability to perform their job, but they must not create an “undue hardship” for the employer, in other words cause too much difficulty or expense to implement. What are some examples of reasonable accommodations that may be needed during the hiring process? They can take many forms, including providing written materials in accessible formats, such as large print, Braille or audiotope and providing readers or sign language interpreters.

Resumes:

For help writing your resume, visit the [CareerOneStop Website](#) to find templates and tips on writing cover letters.

Interviews:

Many people with disabilities are not sure how much to say about their disability during a job interview. Whether to disclose your disability or not is a personal choice. [Interview Tips](#)

Job Accommodation Network (JAN)

Offers free, confidential and practical solutions that help people with disabilities enhance their employability. Bolstered by tips from JAN, you and your students can show employers how they can benefit from the talents of your students with disabilities. [Job Accommodation Network](#) JAN's [Searchable Online Accommodation Resource](#) (SOAR) allows you and your students to explore various accommodation options in work and educational settings.

Another great feature on the JAN website is the [A to Z listings of disabilities and accommodations](#). You can search by disability, limitation, work-related function, topic, and accommodation. JAN's A to Z may not address every situation, but as you explore the site, you will find it very beneficial to your students as they plan for employment.

Have a question about JAN? Review [JAN's Frequently Asked Questions](#).

Post-Secondary Education

<https://learnmoreindiana.org/scholars/> 21st Century Scholarship guarantees up to four years of undergraduate tuition at a public college or university in the State of Indiana. In order to access this valuable scholarship, students must complete three college preparatory activities each year of high school. These activities must be logged in a ScholarTrack Account.

College/University

College and Post-Secondary Services for Persons with Disabilities in Indiana

- Directory and Descriptions of Support Services offered at Indiana Colleges and Universities: <http://insource.org/files/pages/0086-2018-2019%20College%20listing.pdf>
- Special College Programs o University of Indianapolis BUILD - <http://www.uindy.edu/ssd/build> (Baccalaureate for University of Indianapolis Learning Disabled) o Vincennes University STEP - <https://my.vinu.edu/step> (Student Transition into Educational Programs)

Short-Term Training

Short-term training includes any class or program that lasts less than two years. All short-term training can help you find a job, get a promotion, or earn more money. Many programs lead to a certificate, which can give you a helpful edge in the job market.

Certifications

A certification is a credential that you earn to show that you have specific skills or knowledge. They are usually tied to an occupation, technology, or industry. Certifications are usually offered by a professional organization or a company that specializes in a particular field or technology.

Certification Finder: <https://www.careeronestop.org/Toolkit/Training/find-certifications.aspx>

Internships

An internship is a short-term job, often unpaid, that gives students and other adults hands-on work experience. Internships are available in a wide variety of fields in government, private business and non-profit organizations. In general, an internship:

- Is an agreement between a student (high school, college, or graduate) or adult and an organization or business.
- Allows a student or emerging professional to gain skills and experience in a short-term, real-world work environment.
- Can be paid or unpaid.
- Has to follow certain regulations of the Fair Labor Standards Act. Internship Finder: <https://www.careeronestop.org/FindTraining/Types/internships.aspx>

Apprenticeship

Apprenticeships are a great way to enter a number of well-paying occupations in the manufacturing, construction, health care and transportation industries, among others. An apprentice gains hands-on work experience in an occupation, while also taking classroom instruction. Apprenticeship programs are sponsored by employers, labor unions and

associations. Programs last between one and six years and provide wage increases as you gain work experience. Minimum qualifications must be met to apply.

Apprenticeship Finder: <https://www.careeronestop.org/Toolkit/Training/find-apprenticeships.aspx>

IN Training Finder – <https://webapps.dwd.in.gov/INTraining/search-flow.htm?execution=e2s1>

Statewide Options & Information:

- ABC Indy – Associated Builders and Contractors of Indiana/Kentucky has an apprenticeship program with training centers in Indianapolis, Muncie, Fort Wayne, Elkhart, Lafayette, Logansport and Columbus in Indiana. Training is available in carpentry, construction craft labor, concrete finishing, electrical, electronic systems technician, HVAC, insulation, heavy equipment operation, painting, pipefitting, plumbing, roofing and sheet metal. ABC partners with Vincennes University to offer an Associate Degree as part of the apprenticeship program.
- Indiana Construction Association - A list of union apprenticeship programs across the state.
- Indiana Plan –Indiana Plan training starts in high school with summer camps and pre-apprenticeship training. Apprentices include boilermakers, bricklayers, carpenters, electricians, elevator constructors and sheet metal workers. Located in Gary and Indianapolis.
- Top Notch – Learn how to enter the union construction trades, from boilermakers to sheet metal workers. Contact information for programs across the state is included.
- Electrical Training Institute - The Electrical Training Institute offers apprenticeships and the opportunity to earn an Associate's degree from Ivy Tech Community College.
- Ivy Tech Community College currently has partnering agreements in place with the U.S. Department of Labor, Office of Apprenticeship and JATCs in the State of Indiana.

Erskine Green Training Institute (EGTI)

Located in Muncie, IN, EGTI's primary goal is to provide postsecondary vocational training opportunities that successfully prepares individuals with disabilities for employment in the hospitality, food service and healthcare support industries.

EGTI's programming is designed for individuals whose academic, social, communication and adaptive skills are affected due to a disability. Most applicants would have received special education services in the K-12 setting and exited their secondary school with a diploma, GED or certificate of completion. EGTI is a certificate program (not an accredited college degree program). Participants may also earn additional industry recognized certifications depending upon the program selected.

Website: <https://www.erskingreeninstitute.org/>

Video: <https://vimeo.com/185577546>

Think College

Think College is a national organization dedicated to developing, expanding, and improving inclusive higher education options for people with intellectual disability. With a commitment to equity and excellence, Think College supports evidence-based and student-centered research

and practice by generating and sharing knowledge, guiding institutional change, informing public policy, and engaging with students, professionals and families.

ThinkCollege National Program Finder: <https://thinkcollege.net/college-search>

- Indiana Programs IUPUI SITE (Skills for Independence, Transition and Employment)
<http://www.thinkcollege.net/component/programsdatabase/program/220>
 - Huntington University ABLE (Achieving Balance in Life through Education)
<http://www.thinkcollege.net/component/programsdatabase/program/543>
 - Franklin College INSPIRE
<http://www.thinkcollege.net/component/programsdatabase/program/540>
 - Vincennes University AIM (Advocacy, Independence, Mastery)
<http://www.thinkcollege.net/component/programsdatabase/program/542>
 - Indiana Wesleyan University GWA (Giant Wildcat Academy)
<http://www.thinkcollege.net/component/programsdatabase/program/541>
-
- [Postsecondary Education in Indiana](#) —a page of the Center on Community Living and Careers (CCLC) website offering resources and information about support programs for degree-seeking students with disabilities on several Indiana college and university campuses. The webpage also has information about the six Indiana colleges and universities offering college experience programs to interested students in their last year of school prior to exiting with a Certificate of Completion. (Note that eligible students must live in the districts collaborating with one of the six programs.)
 - [Is College for You?: Setting Goals and Taking Action](#) and [¿Es la Universidad para ti?](#)—a publication of the Center on Community Living and Careers.
 - [The Postsecondary Education Resource Collection](#)—featured on the INSTRC website.
 - [What's Next?, Issues No. 5 and 6](#)—a newsletter for students with disabilities who've recently exited school, What's Next? provides information and resources on a variety of transition topics. Issue No. 5 focuses on planning for college. Issue No. 6, due out next week, focuses on the importance of filling out the FAFSA.*

On the [Resource Search page](#) just check the “Postsecondary Education & Training” box. On the [Transition Assessment Matrix search page](#) check the “Education/Training” box and scroll through to find related assessments, several of which are also available in Spanish and Burmese.

- The College Planning Worksheet
- College Campus Visit Reflection
- College Preparation Checklist
- College Technical School Initial Review
- Postsecondary College School Comparison

Options for Supporting Choice A look into supporting decision-making in adulthood, transfer of rights, and other important topics for young adults with disabilities [Indiana Options for Supporting Choice](#)

Filing the FAFSA

Families and students with disabilities interested in attending college need to understand that the [Free Application for Federal Student Aid](#) (FAFSA) could assist them with federal and state grants and/or loans and scholarships.

That part is pretty standard. What students may not realize is that VR postsecondary education assistance—possible tutoring, assistive tech, and other supports—also depend on students first completing and submitting their FAFSA. To be eligible for state aid, Indiana residents must submit their FAFSA form so that the federal processor receives it.

Filling out the FAFSA form—especially for first-time filers—can be complicated. Encourage students and families to participate in **College Goal Sunday**, which provides free FAFSA filing assistance to Hoosier families.

COLLEGE AND POST-SECONDARY SERVICES FOR PERSONS WITH DISABILITIES IN INDIANA

2020-2021 EDITION

Revised for:

Indiana Department of Education

by:

IN*SOURCE

(Indiana Resource Center for Families with Special Needs)

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[IN*SOURCE 2020-2021](#)

Indiana College Map



HANDSmade Program

The HANDSmade™ program is an initiative within the HANDS in Autism® Center that provides a structured work environment for individuals on the autism spectrum or with other social, communication, or behavioral challenges. Opportunities within the HANDSmade™ program not only provide assessment, teaching, and monitoring of outcomes related to employment and training, community participation, and living skills but also creates an environment for occupational growth, skill acquirement, and support leading to higher quality of life for participants as measure through individualized transition goals and outcomes. HANDSmade™ participants work independently and alongside or with the support of HANDS in Autism® staff on a wide variety of projects ranging from hospitality to data entry, filing, material assembly, and more.

Individuals can benefit from services through Vocational Rehabilitation, Pre-Employment Transition Services (Pre-ETS), scholarships, or private pay.

Located on IUPUI's campus in collaboration with Riley Hospital for Children at Indiana University Health Fesler Hall (IUPUI Campus) 1130 W. Michigan St., Ste. 302 Indianapolis, IN 46202 Website: <https://handsinautism.iupui.edu/handsMade.html>
Application: <https://www.surveygizmo.com/s3/1709581/HANDSmade-Application>



Mental Health

The Mental Health and Developmental Disabilities (MHDD) National Training Center is a clearinghouse of information providing information and resources about “evidence-based, trauma-informed, and culturally responsive” practices that address the needs of individuals with developmental disabilities. MHDD is a collaboration among University Centers of Excellence on Developmental Disabilities (UCEDDs) at the University of Kentucky, the University of Alaska Anchorage, and Utah State University. (Just FYI, Indiana’s UCEDD is the Indiana Institute on Disability and Community, the home of the Indiana Secondary Transition Resource Center.)

Among the resources on the MHDD website, you’ll find fact sheets like:

“Dual Diagnosis 101;”

a toolkit on mental health, stabilization, and wellness for individuals and families;

the link to a youth suicide and prevention plan;

videos from students and experts in the field;

and training webinars.

Note that MHDD also includes resources in Spanish and plain language.

<https://www.mhddcenter.org/>

Benefits and Waivers

Social Security Disability Benefits

Before you Apply

- Use SSA's *Benefits Eligibility Screening Tool (BEST)* to find out if you may be eligible for Security benefits. <https://ssabest.benefits.gov/benefit-finder/>
- Read the *Child Disability Starter Kit*. This kit answers common questions about applying for Supplemental Security Income (SSI) benefits for children, and includes a worksheet that will help you gather the information you need. https://www.ssa.gov/disability/disability_starter_kits_child_eng.htm
- Read the *Adult Disability Starter Kit* fact sheet to learn about the application process and what you need to know before you apply for Social Security disability benefits. https://www.ssa.gov/disability/disability_starter_kits_adult_eng.htm

When you Apply

- If the results from BEST show that you may be eligible for Social Security benefits, you can apply online. <https://www.ssa.gov/benefits/disability/>
- You will need to fill out the *Disability Benefit Application* <https://www.ssa.gov/applyfordisability/> and *Adult Disability Report* <https://www.ssa.gov/forms/ssa-3368-bk.pdf>. Then complete the *Authorization to disclose Information Form (SSA-827)*. <https://www.ssa.gov/forms/ssa-827.pdf>
- If you don't want to apply online or if you have questions about the process, call SSA at **1-800-772-1213**, Monday through Friday from 7 a.m./-7 p.m.

Where does the money go? If a child under age 18 is awarded SSI, his parent or legal guardian will be responsible for receiving the money as a "representative payee," and using the money only for the child's needs. If an adult age 18 or over is awarded SSI, the money will go to the adult unless the adult designates someone else as his or her "representative payee," or unless he or she has a legal guardian who takes on the role of "representative payee." (Parents who wish to be their adult child's guardian must go through a legal process. See FVI fact sheets on Guardianship and Guardianship Alternatives.) Just as with children, an adult or his/her representative payee must make sure the money is used for the recipient's needs, and should keep detailed records of the expenses for which the money is used. These records must be turned in regularly.

How to handle the money? It's recommended to keep the recipient's money in a separate bank account so as not to confuse the funds with other household money. That account must include the recipient's name (and the representative payee's) and must hold no more than \$2,000. Amounts over \$2,000 in the recipient's bank account will disqualify him or her from SSI and other government benefits such as Medicaid, which is not available to adults with disabilities who have a bank account with a balance more than \$2,000. Food and shelter (such as rent) must be paid first from the monthly SSI stipend, then other medical and personal needs of the recipient may be paid. Any money that would put the recipient in jeopardy of having more than \$2,000 in their account must either be spent or placed in a special needs trust that will not count as a resource for the recipient.

A special needs trust should be set up with the advice of an attorney familiar with estate, elder and family law to be sure it will protect an individual receiving SSI and/or Medicaid from losing his or her benefits. Special needs trusts are available from The Arc of Indiana, MetLife, and other financial organizations. Able accounts, made possible through the 2014 Able Act, would allow individuals with disabilities to keep a much larger amount of funds available without fear of losing benefits.

Record keeping As your own or your adult child's representative payee, you'll be required to maintain detailed records of how SSI money is spent, and provide this to the Social Security Administration (SSA) regularly. Records may include: Receipts Bank statements Leases (rental agreements) Cancelled checks (including electronic versions) Bills Invoices Statements signed by the claimant confirming receipt of funds for personal use NOTE: A payee must save records for at least two years and make them available to SSA upon request.

Home and Community-Based Medicaid Waivers

Community Integration and Habilitation Waiver (CIHW): This waiver provides Medicaid Home and Community-Based Services (HCBS) to participants in a range of community settings as an alternative to care in an intermediate care facility for individuals with developmental disabilities(ICF/IDD) or related conditions. The waiver serves persons with a developmental disability, intellectual disability or autism and who have substantial functional limitations, as defined under the paragraph for "Persons with related conditions" in 42 CFR 435.1010. Participants may choose to live in their own home, family home, or community setting appropriate to their needs. Participants develop an Individualized Support Plan (ISP) using a person centered planning process guided by an Individualized Support Team (IST). The goal of the CIH Waiver is to provide access to meaningful and necessary home and community-based services and supports, seeks to implement services and supports in a manner that respects the participant's personal beliefs and customs, ensures that services are cost-effective, facilitates the participant's involvement in the community where he/she lives and works, facilitates the participant's development of social relationships in his/her home and work communities, and facilitates the participants independent living. <https://www.in.gov/medicaid/members/206.htm>

Family Supports Waiver (FSW): This waiver provides Medicaid HCBS waiver services to participants in a range of community settings as an alternative to care in an intermediate care facility individuals with developmental disabilities(ICF/IDD) or related conditions. The waiver serves persons with a developmental disability, intellectual disability or autism and who have substantial functional limitations, as defined under "Persons with related conditions" in 42 CFR 435.1010. Participants may choose to live in their own home, family home, or community setting appropriate to their needs. Participants develop an Individualized Support Plan (ISP) using a person centered planning process guided by an Individual Support Team (IST). The IST includes the participant, their case manager and anyone else of the participant's choosing but typically family and/or friends. The participant, with the Team selects services, identifies service providers of their choice and develops a plan of care and is subject to an annual waiver services cap of \$16,545. The FSW provides access to meaningful and necessary home and community-based services and supports, implements services and supports in a manner that

respects the participant's personal beliefs and customs, ensures that services are cost-effective, facilitates the participant's involvement in the community where he/she lives and works, facilitates the participant's development of social relationships in his/her home and work communities, and facilitates the participant's independent living.

<https://www.in.gov/medicaid/members/202.htm>

Below are all services that are approved under Indiana's Family Supports Waiver (July 2015):

<ul style="list-style-type: none"> ● Adult Day Services ● Behavioral Support Services ● Case Management ● Community-Based Habilitation-Group and Individual ● Extended Services (ongoing employment support services) ● Facility-Based Support Services ● Family and Caregiver Training ● Intensive Behavioral Intervention ● Music Therapy ● Occupational Therapy 	<ul style="list-style-type: none"> ● Participant Assistance and Care (Group and Individual) • ● Personal Emergency Response System ● Physical Therapy ● Prevocational Services • ● Psychological Therapy ● Recreational Therapy (Group and Individual) • ● Respite ● Specialized Medical Equipment and Supplies ● Speech/Language Therapy ● Transportation ● Workplace Assistance
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BDDS Waiver Journey-<http://www.in.gov/fssa/ddrs/4307.htm>

- How to get started
- What happens after an application is submitted
- When waiver services will begin

Medicaid Application Checklist

This checklist may be used as a tool to assist an individual applying to be placed on the Medicaid Waiver waiting list.

1. See instructions, attached complete Application for Developmental Disability Services form
2. To be filled out for the individual seeking Medicaid Waiver services Have a physician sign the Confirmation of Diagnosis form complete Authorization for Disclosure of Personal & Health Information form
3. Fill out completely; parent/guardian signature required if individual is a minor gather Supporting Documents
4. Include copies of information that explains/substantiates an individual's limitations due to their disability diagnosis (ex. psychological evaluations, school IEP, case conference notes, physician reports, other professional reports)
 - a. Keep copies of paperwork for your records
 - b. Mail completed & signed paperwork, along with any supporting documents, to the individual's local BDDS office.

Finances

ABLE to Save

Saving for the future is now doable thanks to ABLE accounts. Sometimes parents of adult children with disabilities who are receiving Social Security or Medicaid may be concerned about employment for their child. They've heard that benefits could be lost if their child earns above a certain threshold. What are ABLE accounts, why would someone want to have one, and how do they work? All good questions!

ABLE, which stands for Achieving a Better Life Experience, is a savings and investment program created by the U.S. Congress for people diagnosed with a disability before age 26. ABLE account owners can save up to \$15,000 per year from their own earnings or from benefits payments, inheritance, or from friends and relatives who may want to contribute to the account. The great thing is that an account holder can save up to \$100,000 in an account without losing their Medicaid or other benefits. Account holders who work can save even more money per year.

Many states now offer ABLE account programs. Individuals and families exploring the ABLE possibilities can even compare and contrast different state program advantages, like debit card options, investment plans, and tax advantages before they enroll.

ABLE plans also work well with existing future-planning arrangements. For instance, many families set up special needs trusts for long-term supports and an ABLE account for shorter-term savings and spending on things like housing down payments or new technology. Families who originally set up a 529 plan for college savings can also roll over those funds into an ABLE account.

Refer families who have questions to:

- [ABLE National Resource Center](#)
- [INvestABLE](#) (Indiana's ABLE program)
- [ABLE Accounts](#) (a fact sheet from Indiana's Center on Community Living and Careers)

Choose Work Webinar

Free, monthly webinars provide information you can use on your path to financial independence through work. Discover programs, resources and information while learning about how Social Security's Ticket to Work Program can help.

<https://choosework.ssa.gov/webinars-tutorials/webinar-archives/index.html>

Health and Wellness

<p>Medicaid www.in.gov/fssa/2408.htm 800-457-8283</p>	<p>Children’s Special Health Care Services (CSHCS) www.in.gov/isdh/19613.htm</p>	<p>CHOICE/State funded home and community based supports www.in.gov/fssa/da/3508.htm 888-673-0002</p>
<p>Healthy Indiana Plan www.in.gov/fssa/hip</p>	<p>Indiana Comprehensive Health Insurance Association (ICHIA) www.onlinehealthplan.com 800-552-7921</p>	<p>Indiana Women, Infants, and Children Program (WIC) www.in.gov/isdh/19691.htm 800-522-0874</p>

Whether you already have health insurance or are in the process of applying for it, finding quality, affordable health care is not always easy. In addition to a network of community health centers around the country that provide free or low-cost care, there are also a number of online tools you can use to find and compare doctors, hospitals, home health care and other health care services. Visit your state Department of Health’s website and Disability.gov’s section on Finding Health Care to begin your search for health care near you.

- Health Care:** When young people graduate from high school, they often move from being covered by their parents’ health insurance to needing coverage of their own. Although the Affordable Care Act (ACA) now requires health insurance companies that offer dependent coverage to make that coverage available until an adult child reaches the age of 26, there are still many issues to consider about health care when making the move from school to higher education or the workforce.

Future Planning

[Five Transition Resource Sites for Families](#)

Transition planning can be a frustrating and daunting task for parents. The learning curve is steep (employment, benefits, supported decision-making/guardianship, housing, day-to-day supports), and the pressures on families can be intense. It is important that we, as teachers, share resources with parents that can help them navigate their transition journey.

Here are five trusted websites, geared toward parents and families, which offer good information, guidance, and tools for transition.

- The [National Parent Center on Transition and Employment](#), from the Pacer Center, features videos on a variety of transition topics. The Center also provides downloadable guides and handouts, and parents can sign up for the e-newsletter “Inspiring Possibilities.”
- [Got Transition](#) is a national resource center on health care transition and a program of [The National Alliance to Advance Adolescent Health](#).
- [Arc of Indiana’s transition-from-school webpage](#) offers fact sheets and links to Charting the LifeCourse, postsecondary options, and more.
- [INSOURCE](#), Indiana’s Parent Training and Information Center, also provides links and fact sheets on housing, postsecondary education, home modifications, Indiana Vocational Rehabilitation, and others.
- Our own Indiana Secondary Transition Resource Center includes a page of [collected resources for families](#). Among those are “Indiana Diploma Decisions,” the “Working with Indiana VR” video, Is College for You?, and several transition-related benefits fact sheets.

