
Special Education Family Resource Handbook



Special Education Transition Services
2022-2023

PRIORITIES

North East ISD remains committed to helping students and families understand the transition process as a tool for preparing for post-school success through the following priorities:

1. Provide information and resources for interagency coordination to facilitate transition.
2. Provide support for families when the student is transitioning to adulthood.
3. Collaborate with stakeholders to ensure and increase effective transition services, activities, supports, and outcomes for individuals with disabilities and their families.

This handbook is a tool designed to assist families in planning for the successful transition of students with disabilities from school to adult life. Although the handbook was written for families/guardians of students with disabilities, other people involved in transition planning, such as students, teachers, or agency representatives, may also find this guide to be helpful.

This handbook can:

- be used to help your family plan transition services for your child starting from age 3, or earlier if needed, through adulthood.
- be used to create a timeline/checklist for your plan.
- assist you in prioritizing what's most important for your child.

It is never too early to plan for the transition to adult life. Preparing your child for the transition to adult life is a gradual process and starting early can have many benefits later on. There are many ways that parents can be involved in supporting their child's transition to adulthood. To learn more about your role in the transition process, access the links or QR codes below to learn more!

[How Can Parents Help with Transition? What is Transition Planning? How do transition services support my child's future? When should transition planning begin for my child?](#)

Scan the QR codes to learn more!



ASK YOURSELF - When my child leaves school ... will they have the following in place?

- A place to live where they feel safe and valued
- A place to go every day where they can be productive doing things they enjoy and do well in those endeavors
- A friend, family member or advocate who knows them well enough to protect their interests
- Opportunities to choose and participate in leisure activities they enjoy
- Enough income to maintain their chosen lifestyle
- Access to health and medical services
- A way to communicate their needs, choices, and opinions effectively to friends and strangers
- Opportunities to continue to learn and grow
- Skills they need to develop and maintain positive relationships with their friends and family and the people they meet and work with
- Opportunities to be an active member of their community
- Skills they need to access and use technology that will help improve their lifestyle
- Friends who understand them, share their interests and provide natural supports
- Skills they need to access and understand the information available through the media
- A packet of information including names and telephone numbers of the adult providers who can help them when they leave school
- A diploma that confirms that they have completed the requirements of their educational program

Source: 1994 Wildwood Programs, Inc.

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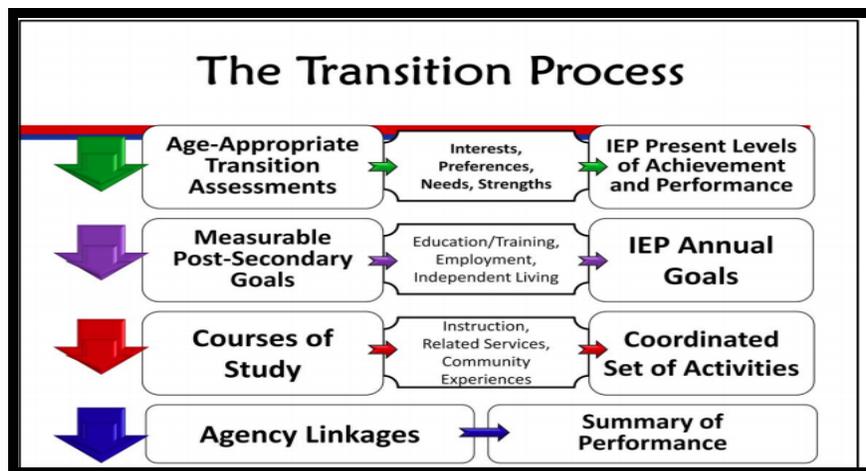
Foundational Understandings for Families: Transition Legislation

The value of family involvement in the transition planning process supports a successful outcome for your child! A firm foundation for strong family support begins with a thorough understanding of transition legislation.

The IEP must contain the services and supports needed to assist the student to gain the skills and experiences necessary to reach the student's desired post-school goals. In the first IEP to be in effect when the student turns 16, or younger, if determined appropriate by the IEP Team, and updated annually thereafter, the student's IEP must include:

- Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills;
- The transition services (including courses of study) needed to assist the student in reaching those goals; and
- Age-appropriate transition assessments based on the individual needs of the student to be used to determine appropriate measurable postsecondary goals.

IDEA Transition Requirements



What Are Transition Services and Why Are They So Important?

The purpose of transition planning is to provide your child with the appropriate services and supports needed to make a successful move into adult life. Transition services are documented in the individual educational plan (IEP). The IEP is a living document that changes and develops based on the needs of the student, and family as appropriate. It is like a roadmap that plots an educational journey guiding your child through high school and into one's desired post-school activities.

When your adult child graduates and exits the school system, special education supports and services will no longer be available. All parents want their children to have active and fulfilling adult lives. Transition services are an essential part of achieving this goal.

The transition process is a “big picture” concept, and, yet, it must unfold on a daily basis. Keeping the big picture in mind will help guide the everyday activities that will assist your child in achieving their transition goals.

Scan the QR code to learn more!



Transition Services

Preparing for the future is a part of everyone's education; we all want our students to be successful in school and in life. For students receiving special education services, the word "transition" means a set of activities intended to help them transition to life after high school. These activities take into consideration individual student needs, preferences, and interests. The student, parents, others that know the student well, and the school work together to build a roadmap to the student's future after he/she completes high school. Developing this roadmap is called transition planning. The student's future is the focus of transition planning.

Federal & State Guidelines

§ 300.43
Transition services.
§ 89.1055. Content of the Individualized Education Program (IEP).
The legal requirements and procedures for transition in Texas are aligned with the federal law, IDEA 2004. There are nine additional considerations outlined in Texas law regarding transition planning.

When Do Transition Services Begin?

LOCAL: Services can begin as soon as a student qualifies for Special Education services, prior to the State requirement age, and/or whose needs prevent themselves prior to the State requirement age.

STATE: Beginning not later than the first individualized education program (IEP) to be in effect when the child turns 14, or younger if determined appropriate by the admission, review, and dismissal (ARD) committee, and updated annually thereafter, the ARD committee must address transition services as part of the IEP.

FEDERAL: Beginning not later than the first individualized education program (IEP) to be in effect when the child turns 16, or younger if determined appropriate by the admission, review, and dismissal (ARD) committee, and updated annually.

Transition in the IEP



Figure 1. Three “big picture” questions that describe the transition process.



Preparing for the future is a part of everyone’s educational journey; we all want our students to be successful in school and in life. Early transition planning opens the door to opportunity, equity, and success. Transition planning is a process that is best done through collaboration. Parents, students, teachers, administrators, community agencies and service providers are essential members of the team that is essential to plan for the student's future.

The student's future is the focus of transition planning. For students receiving special education services, the word “transition” means a set of activities intended to help them transition to life after high school. These activities take into consideration individual student needs, preferences, and interests. The student, parents, others that know the student well, and the school work together to build a roadmap to the student's future after he/she completes high school.



Who can support me in accessing transition services and/or resources?

The NEISD Transition Team can support you and your child with “putting the pieces together” to plan for a successful outcome.

Who is the Transition Team?						
NEISD Itinerant Transition Teachers						
Erica Garza egarza3@neisd.net 210-356-0121	Abbie Lynn clynm@neisd.net 210-356-0871	Sonya Velonis svelon@neisd.net 210-356-0286	Yesenia Compean ycompe@neisd.net 210-356-7686	Ryan Markmann rmarkm@neisd.net 210-356-1512	Liz Harbord eharbo@neisd.net 210-356-1842	Jennifer Martinez jmart12@neisd.net 210-356-2552
						
Churchill HS & Cluster Campuses	LEE HS & Cluster Campuses	Johnson HS & Cluster Campuses	MacArthur HS & Cluster Campuses	Madison HS & Cluster Campuses	Reagan HS & Cluster Campuses	Roosevelt HS & Cluster Campuses
						

The Transition Specialist provides the student, family & campus with support regarding:

- Student Participation in the Transition Planning Process
- Texas Medicaid Waiver Programs (Long Term Supports & Services)
- Respite / Care-Provider Services
- Public Transportation Services
- Guardianship, Alternatives to Guardianship, and/or Supported Decision-Making Agreements (SDMA)
- Inter-Agency Connections to the Arc, AACOG, Autism Lifeline Links, Texas Workforce Commission, and more!
- Day Habilitation Program Opportunities & Tours
- Parent Workshops & Trainings

Why is it important for students with an IEP and their families to plan for the future NOW?



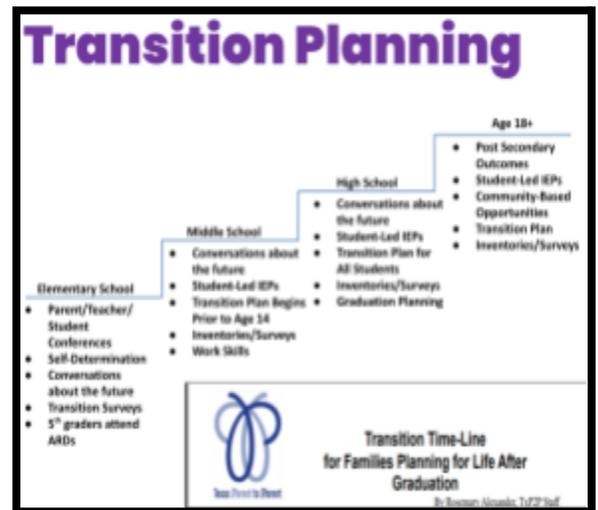
Scan the QR code to learn more!



Resources to Support the Transition Planning Process
Transition services help students prepare for post-school activities, such as:

- College or university programs
- Continuing and adult education
- Career and technical (vocational) training
- Employment
- Adult services from various agencies
- Independent living
- Community participation

Scan the QR code to learn more!



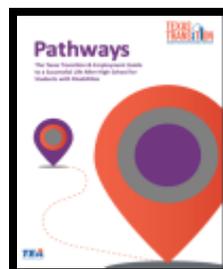
It is never too early to plan for transition to adult life. Preparing your child for transition to adult life is a gradual process and starting early can have many benefits later on.

- The first step is to identify the appropriate agencies that may be able to meet individual student needs. This includes:
 - Determining the necessary services and supports to make a smooth transition from school to adult life. These supports are not automatically provided, even if they were available through the school years.
 - Identifying and applying to the appropriate adult service agencies.
 - Gathering documents needed for future colleges, employers, or service providers.
- The second step is to coordinate interagency collaboration by:
 - Determining interagency responsibilities or any needed linkages.
 - Inviting agencies that may be responsible for providing or paying for services to attend the ARD meeting.
 - Taking necessary steps to ensure agency participation.
 - Complying with consent requirements for each ARD meeting.

It is a good idea to be prepared for the IEP meeting in advance to discuss transition services, to include goals and desires for the future. Your child may be prepared to lead parts of the IEP meeting. If your child is not actively participating during IEP meetings, consult with IEP team members to determine appropriate ways for your child to exercise leadership during the IEP meetings.

You may access the ***Pathways: Texas Transition & Employment Guide to a Successful Life After High School for Students with Disabilities*** under “Questions to ask your ARD Committee” for each section to assist you in collecting your ideas about your child’s strengths, needs, interests and other relevant information.

*Scan the QR code to
learn more!*



Transition Components of the IEP

You may already be familiar with the process of developing an IEP. Many elements will be the same, including the fact that it must be updated at least annually. However, the process of developing an IEP, which includes transition services, is a bit different because there are additional IEP requirements for students who are transition age (14 – 21).

Notice of the Meeting

The notice about the IEP meeting once your child reaches age 14 is different from the notice you received about IEP meetings when your child was younger. In addition to the information required for all IEP meeting notices, the written notices for the IEP to be in effect at ages 14 must state the following:

- The purpose of the meeting is to identify the transition services needs of your child.
- The purpose of the meeting will be consideration of postsecondary goals and transition services.
- Additional participating agencies that may be responsible for providing or paying for transition services will be invited with your consent.

All parental rights under IDEA transfer to the student when the student reaches the age of majority (18). When parental rights transfer to the adult student, he or she has the right to make educational decisions, although **NEISD must still provide the parent with notices of ARD committee meetings and prior written notices.**

This transfer of parental rights means that NEISD will be conducting business with the student, as he/she will now have the same rights to make educational decisions as a student who is non-disabled.

The parent, however, may not attend meetings unless specifically invited by the adult student or the school or unless the adult student gives the parent that right in a supported decision-making agreement.

Role of Public Agencies in Supporting the Transition Planning Process

IDEA states, “To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of paragraph (b)(1) of this section, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.”

The IEP must include a statement that addresses the student’s current and future need for another agency to provide, or pay, for services. Involvement of community agencies is an integral part of the student’s transition planning. The school’s responsibility is to ensure that students and parents are provided with information about appropriate and available agency services, and to facilitate connections between students, parents, and agencies. With consent from the parent or adult student, the appropriate adult agency is invited to attend the ARD meeting.

Parents often have questions about Social Security Income (SSI), Social Security Disability Insurance (SSDI), and/or Medicaid benefits and adult agency services. The school’s responsibility is to facilitate a referral(s) to a student or the student's parents to a governmental agency for services or public benefits, including a referral to a governmental agency to place the student on a waiting list for public benefits available to the student, such as a waiver program established under the Social Security Act (42 U.S.C. Section 1396n(c)), §1915(c).

The ARD Committee should create connections with agencies that can provide services for your child after they exit the school system. For IEPs developed to be in effect when your child turns age 16 or older, the IEP team will identify any community agencies that may provide services your child needs to achieve their measurable postsecondary goals. It is important that these agencies participate in the transition process. Agencies can only be invited with parental consent or the consent of your child who has reached the age of majority. ARD Committees (which include the parent) may choose to include agency personnel by conference call, web-based applications or other means if they cannot attend the meeting in person. Depending on your child’s needs, key agencies with which to connect may include:

- [Alamo Area Council of Governments \(AACOG\)](#)
- [The Arc of San Antonio](#)
- [Texas Workforce Solutions - Vocational Rehabilitation Services](#)
- [Post-secondary \(trade school, college, university\)](#)

- Leisure and recreation service providers
- Medical, health, or mental health service providers
- Other community-based organizations and providers of services to adults

These agencies are active participants in the transition process and may be invited to join the ARD meetings for the following purposes:

- Assist and provide services to your child during the secondary transition period.
- Assist with some of the measurable annual goals or short-term objectives.
- Purchase, maintain and/or provide training on assistive technology for your child.
- Provide support and services once your child has exited the school system.
- Share valuable information relevant to planning for your child's future.

Parents' role prior to student reaching age 18:

- Full participant in the decision-making process
- Advocate for their student
- Support their student's involvement
- Understand the connection between goals/objectives, strategies, and post-school outcomes
- Express student-centered concerns/requests in an objective manner
- Clearly identify responsibilities of each ARD team member, including parent

Parents' role at the student's age of majority (18):

- Understand what "Notice of ARD" means
- Support their student's right to become a full participant in the process
- Help their student express his/her desires clearly and in a mature fashion
- Stay involved, even after they are no longer the primary participant in the development of their student's IEP



If an agency invited to attend an IEP meeting is unable to participate in person, the school district may consider other options such as participating by conference call or conferences prior to the ARD meeting. If an agency agrees to provide services but does not do so, the IEP team will need to meet again to find other ways to meet your child's transition needs.

Overview of Differences in the IEP with Transition Components

Understanding the differences between an IEP and an IEP for a student who is transition age can be a challenge. Taking a “bird’s eye” overview of IEP components that are unique to students who are transition age (14 - 21) may be helpful at this stage. Table 1 provides a list of characteristics that are unique to the Transition Resource Page.

In addition, for a comprehensive checklist of transition services that provides more age-specific details, please see the *Pathways: Texas Transition & Employment Guide to a Successful Life After High School for Students with Disabilities* under “Next Steps.”

*Scan the QR code to
learn more!*

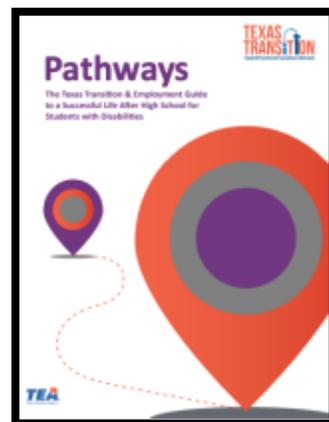


Table 1

Transition Plan		
	Overview	Considerations
Student Involvement	Transition planning must begin no later than age 14, but can begin earlier, if appropriate	<ul style="list-style-type: none"> ● How is the student involved in developing their transition plan: <ul style="list-style-type: none"> ○ Before the ARD? ○ During the ARD? ○ After the ARD? ● How can school staff help students better understand the role of transition assessments? ● How can school staff involve the student in developing steps to achieve their postsecondary goals? ● How can the student lead (some or all portions of) their ARD committee meeting? ● How can school staff engage the student in the development of their Individualized Education Program (IEP)?
	The student must be invited to all ARD committee meetings where the purpose of the meeting is to discuss transition.	
	The student must have an opportunity to be appropriately involved in their plan for transition to adult life.	
	Conversations must include age-appropriate transition assessments to help the student identify interests, preferences, needs, and strengths as they relate to the student's expectations for their postsecondary goals.	
Parent Involvement	When a student is younger than 18, the student's parent(s) and other people invited by the parent or school must have an opportunity to be appropriately involved.	<ul style="list-style-type: none"> ● How do parents provide input on their child's transition plan: <ul style="list-style-type: none"> ○ Before the ARD? ○ During the ARD? ○ After the ARD? ● How does the school provide opportunities for parents to learn more about the transition process? ● Are opportunities available for parents to learn about supporting their child's self-determination? ● Do parents know who to contact with questions about their child's transition plan?
	The student's parent(s) can be involved in transition planning by attending the ARD committee meeting and giving input on decisions about the future, such as assisting in the selection of an endorsement, appropriate classes, career-related training, self-determination resources, and opportunities for community participation.	
Adult Student Support	If a student is at least 18, people invited by the student or school to attend the ARD committee meeting should have an opportunity to be	<ul style="list-style-type: none"> ● When does a student learn about the transfer of rights process at the age of majority? ● How is information about

	<p>appropriately involved. The student may request parental involvement in making decisions about education or the student may request a supporter through a supported decision-making agreement.</p> <p>When a student reaches 18, the parent moves from primary decision-maker to a support system for the adult student, although the parent will continue to receive notice of ARD committee meetings.</p> <p>The student may request parental involvement in making decisions about education or the student may request a supporter through a supported decision-making agreement.</p>	<p>supported decision-making communicated to the student?</p> <ul style="list-style-type: none"> • How are students involved in the development of their summary of performance? • Be sure to provide necessary accommodations and modifications when informing students about their rights and responsibilities
Postsecondary Education	<p>Postsecondary education options are the educational opportunities that the student may choose to pursue after completing high school.</p> <p>The ARD committee must consider appropriate postsecondary education options for the student that should also include preparation for postsecondary-level coursework.</p> <p>Postsecondary goals for education and/or training should reflect the student's expectations for life after high school.</p> <p>The coordinated set of activities should document activities to support the student in achieving success with postsecondary-level coursework.</p>	<ul style="list-style-type: none"> • What transition assessments have been conducted to determine the student's preferences and interests related to postsecondary education, and what were the results? • What transition assessments have been conducted to determine the student's strengths and needs related to postsecondary education and postsecondary-level coursework? • How can a school address college readiness and skills for postsecondary-level coursework in the ARD committee meeting?
Functional Vocational Evaluation	<p>The ARD committee must consider an appropriate functional vocational evaluation (FVE) when more information is needed to help determine the student's postsecondary training and/or postsecondary employment goals.</p>	<ul style="list-style-type: none"> • An FVE may be considered when: <ul style="list-style-type: none"> ○ A student has difficulty communicating their career interests. ○ A student has completed training at multiple job

	<p>An FVE may be needed to help the ARD committee develop a comprehensive transition plan. This evaluation process should include information from multiple sources and include recommendations related to career interests, aptitudes, and skills.</p>	<p>sites, but there is not a clear direction for next steps.</p> <ul style="list-style-type: none"> ○ A transition assessment has not provided enough information to develop a comprehensive transition plan. <ul style="list-style-type: none"> ● How will the school gather information from the student and parent? ● What existing information can be used? ● What new information is needed? ● What do you need to know?
<p>Employment</p>	<p>Appropriate employment goals and objectives are the measurable steps that enable a student to achieve postsecondary employment.</p> <p>Discussing career education options may help the student identify a career choice and the essential skills necessary for employment.</p> <p>Employment goals should address skills for acquiring a job and maintaining competitive employment (full or part-time, at or above minimum wage), supported employment, or self-employment.</p> <p>Employment skills should focus on successful completion of school-based career exploration and work experiences.</p>	<ul style="list-style-type: none"> ● How does the ARD committee determine which employability skills the student needs to learn? ● How can Career and Technical Education (CTE) courses support the student with employability skills? ● What opportunities does the school provide to students with disabilities for career exploration? ● What options does the school provide to students with disabilities for paid or unpaid job training? ● Does the school have training for special education school staff to learn more about work-based learning?
<p>Age-Appropriate Instructional Environments</p>	<p>When a student reaches 18, age-appropriate instructional environments should continue to be available.</p> <p>These environments include community settings or those that prepare the student for postsecondary</p>	<ul style="list-style-type: none"> ● Has the student completed all credit requirements and state assessments necessary for graduation? ● Courses taken with modified curriculum may impact a student's graduation option.

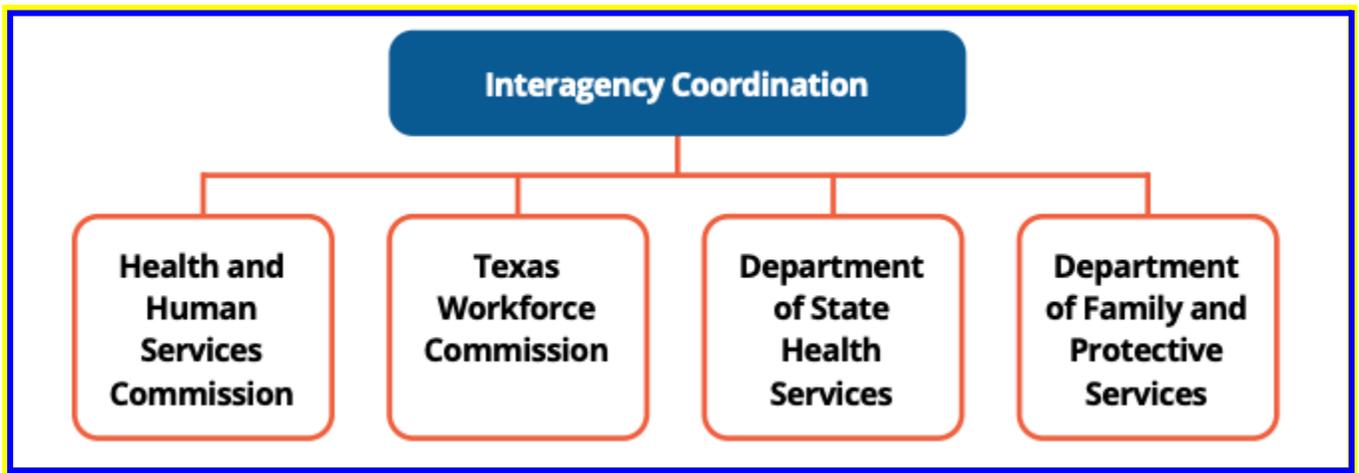
	<p>education, training, competitive integrated employment, or independent living in coordination with the student’s postsecondary goals.</p> <p>The student should receive instruction individualized for each environment, and instruction may include vocational training, community service, and volunteer opportunities.</p>	<ul style="list-style-type: none"> • Has the student obtained full-time employment and mastered sufficient self-help skills to enable the student to maintain the employment without direct and ongoing support from the school? • Has the student mastered specific employability skills, including general skills necessary to obtain or retain employment? • Does the student have access to services for employment or education options outside of public school?
Independent Living	<p>The ARD committee should consider, at least annually, whether the student has needs related to independent living that should be addressed through specially designed instruction.</p> <p>Independent living goals and objectives are steps to enable the student to achieve postsecondary independent living skills (where appropriate), daily living skills, and community living skills. These goals may address the expected skills and desired independence level that a student should demonstrate after the completion of high school.</p>	<ul style="list-style-type: none"> • What areas of independent living have been addressed through transition assessments? • Are there any independent living skills the student will need to learn in order to achieve his or her postsecondary goals in the areas of education, training, or employment? For example, will the student need to maintain employment and master a daily living routine independently? • What functional needs have been identified through the Present Levels of Academic Achievement and Functional Performance (PLAAFP) or the annual IEP goals?
Referral to State Agency Services	<p>The ARD committee should consider appropriate circumstances for facilitating a referral to government agency services or public benefits. This includes a referral to place the student on a waiting list for public benefits available to the student, such</p>	<ul style="list-style-type: none"> • What support(s) is the student receiving from state agencies? • What additional assistance does the student currently need from agencies that support students with disabilities? • What continued supports will

	<p>as the waiver program established under the Social Security Act.</p> <p>The ARD committee determines if there is a need for additional outside assistance by an agency for services based on the individual needs of the student.</p> <p>With the written and signed consent of the parent or adult student, any agency responsible for providing transition services may be invited to the ARD.</p>	<p>the student need as an adult after high school?</p> <ul style="list-style-type: none"> ● What new supports will the student need as an adult after high school? ● Has the student been referred or placed on the Medicaid Waiver Interest List?
<p>Self-Determination and Supported Decision-Making Agreements</p>	<p>The ARD committee should consider the use and availability of supplementary aids, services, curricula, and other opportunities to assist the student in developing decision-making skills, and supports and services to foster the student’s independence and self-determination, including a supported decision-making agreement.</p> <p>Schools must provide and document information about guardianship and the alternatives to guardianship when a student or parent asks for information about guardianship or the alternatives.</p>	<ul style="list-style-type: none"> ● How can decision-making skills be assessed to determine competencies for each student? ● Where are skills for self-determination taught within the school day? ● How are self-determination skills documented within the IEP? ● Where do school staff learn about guardianship and the alternatives to guardianship, including supported decision-making agreements? ● When do Early Childhood Special Education (ECSE) and elementary staff receive training about self-determination and alternatives to guardianship?

Source: Transition & Employment Designee Guidelines

Responsibilities and Linkages

The ARD Committee should create connections with agencies that can provide services for your child after they exit the school system. For IEPs developed to be in effect when your child turns age 16 or older, the IEP team will identify any community agencies that may provide services your child needs to achieve his measurable postsecondary goals. It is important that these agencies participate in the transition planning process.



Interagency Collaborations

Connecting with different agencies in your community is a great way to create a network of support. Some of the most helpful in the San Antonio area include:

- [Texas Health And Human Services](#)
- [Alamo Area Council of Governments \(AACOG\)](#)
- [The Arc of San Antonio](#)
- [disABILITYsa](#)
- [Texas Parent 2 Parent](#)
- [Autism Lifeline Links](#)
- [Navigate Life Texas](#)
- [Texas Workforce Vocational Rehabilitation](#)

Contact information for all of these agencies is located in the *Parent Resources for Transition Planning* section.

Schools can help students with disabilities and assist their families by making connections with the agencies that can support them in adulthood. The following resources provided by Region 13 can assist.

AGENCIES & ADULT SUPPORTS *for students with disabilities*

TRANSITION
PLANNING
AT-A-GLANCE SERIES

Transition planning includes “agency linkage,” requiring ARD committees to consider the needs the student will have in adulthood and recommend steps the student/family can take to establish services for a smooth transition from school to adult life.

Agency linkage in the law

TAC 89.1055 (h) (9) Appropriate circumstances for referring a student or the student's parents to a governmental agency for services.

TAC 89.1050 (c)(1)(H) ARD committees must include the following: to the extent appropriate, with the consent of the parents or a student who has reached the age of majority, a representative of any participating agency that is likely to be responsible for providing or paying for transition services

TEC 29.011 (b) The commissioner shall require each school district or shared services arrangement to designate at least one employee to serve as the [district's](#) or shared services arrangement's designee on transition and employment services for students enrolled in special education programs. An individual designated under this subsection must provide information and resources about effective transition planning and services and interagency coordination to ensure that local school staff communicate and collaborate with [students, families, agencies]

TEC 29.0112 Transition and Employment Guide

See the Texas Register for the most recent version of the rules: www.sos.texas.gov/texreg/

Educators cannot define eligibility or provision of agency services. However, they can offer students and families a framework for accessing information as it applies to their unique situations. The questions below are starting points that can be shared as appropriate. What else would you like students/families to think about as they explore their options?

Key Questions for Meeting with Agencies

- What supports do you offer adults with disabilities?
- What documentation is required to access services?
- Is family or individual income a consideration for eligibility?
- At what age can you start providing services to me/my child?
- Is there a waiting list to receive your services?





Remember: Agencies can only be invited with parental consent or the consent of your child who has reached the age of majority. If an agency invited to attend an IEP meeting is unable to participate in person, the school district may consider other options such as participating by conference call or conferences prior to the ARD meeting. If an agency agrees to provide services but does not do so, the IEP team will need to meet again to find other ways to meet your child’s transition needs.

Who can support me in accessing transition services and/or resources for agency referrals?

The NEISD Transition Team can support you and your student with “putting the pieces together” to plan for a successful outcome.

Who is the Transition Team?

NEISD Itinerant Transition Teachers

 Erica Garza egarza@neisd.net 210-356-0121	 Alicia Lynn alyynn@neisd.net 210-356-0871	 Sonya Tolomis stolomis@neisd.net 210-356-0586	 Yasemin Compton ycompton@neisd.net 210-356-7686	 Ryan Markmann rmark@neisd.net 210-356-1512	 Lisa Harbord lharbord@neisd.net 210-356-1842	 Jennifer Martinez jmart12@neisd.net 210-356-2532
						

Transportation Options

For most individuals, with or without disabilities, the ability to travel is a key factor in becoming an independent adult. Students will need to access various resources, services, and activities in their community. It is important to provide students with IEPs training and options for transportation while they are in school so that they are prepared to travel to and from college and/or work, as well as access their community. Parents and students can work with the teacher and the ARD Committee to ensure that transportation services and training is included in transition planning and the IEP.

Who can support me in accessing transition services and/or resources for transportation options?

The NEISD Transition Team can support you and your student with “putting the pieces together” to plan for a successful outcome.

Who is the Transition Team?						
NEISD Itinerant Transition Teachers						
Brica Garza bgarza@neisd.net 210-356-0121	Abbie Lynn abynn@neisd.net 210-356-0871	Sonya Yelonis svelon@neisd.net 210-356-0586	Yesenia Compean ycompe@neisd.net 210-356-7686	Ryan Markemann rmarkm@neisd.net 210-356-1512	Le Harbord charho@neisd.net 210-356-1842	Jennifer Martinez jmart12@neisd.net 210-356-2552

Self-Determination and Self-Advocacy

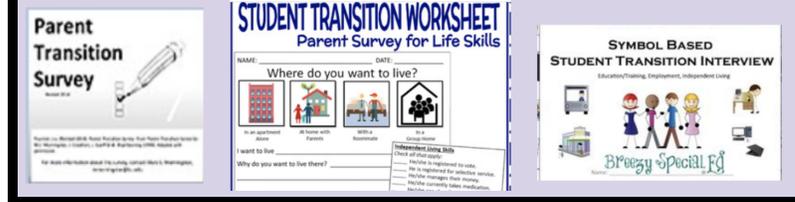
Self-determination empowers the student to take an active role in directing their future plans for success and provides students with:

- Self-Awareness
- Ability to find their voice
- Goal setting
- Implementing a plan
- Self-monitoring
- Ownership of their learning process

Planning for the student to participate in and begin to lead their ARD takes sensitivity and preparation! This is a big step! The Case Manager will take the time to prepare and inform the student well in advance with the plan to introduce them to the student-led ARD process. In addition, parents/families will be informed of the benefits of the child sharing and voicing their strengths, needs, preferences, interests, and post-school plans. Learning to speak up and take an active role in one’s learning and education leads to better academic outcomes, while increasing the student’s self-determination skills.

How can students participate in their ARD Meeting?

- Your student can begin attending their ARD meeting in 5th grade, or sooner, if appropriate
- Your student will continue attending their ARD meeting through 12th grade to support self-advocacy skills
- Your student and his/her Case Manager discusses information about the future and completes transition surveys/inventories that will indicate their strengths, areas of need, preferences, and interests.



How can I build self-determination in my child?

The Elements of *I'm Determined* comprises the essential skills necessary for increasing self-determination skills. This poster is a simple reminder of the Elements and their definitions.

<p>CHOICE MAKING</p> <p>The skill of selecting a path forward between two known options</p> <p>Cm</p>	<p>DECISION MAKING</p> <p>The skill of selecting a path forward based on various solutions that have each been thoughtfully considered</p> <p>Dm</p>	<p>PROBLEM SOLVING</p> <p>The skill of finding solutions to difficult or complex issues</p> <p>Ps</p>
<p>GOAL SETTING & ATTAINMENT</p> <p>The ability to develop a goal, plan for implementation, and measure success</p> <p>Gs</p>	<p>SELF-REGULATION</p> <p>The ability to monitor and control one's own behaviors, actions, and skills in various situations</p> <p>Re</p>	<p>SELF-ADVOCACY</p> <p>The skills necessary to speak up and/or defend a cause or a person</p> <p>Ad</p>
<p>INTERNAL LOCUS OF CONTROL</p> <p>The belief that one has control over outcomes that are important to his or her own life</p> <p>Lc</p>	<p>SELF-EFFICACY</p> <p>Belief in one's own ability to succeed in specific situations or accomplish specific tasks</p> <p>Ef</p>	<p>SELF-AWARENESS</p> <p>Basic understanding of one's own strengths, needs, and abilities</p> <p>Aw</p>

Scan the QR code to learn more!



These tools were designed by Sam Houston State University's Garrett Center to provide information to parents about teaching their child life skills and supporting their child's education. The information ranges from strategies that can be used to prepare for a child's IEP meeting to activities on how to play learning games. This parent/family website page is designed to provide information for all ages of children with disabilities, elementary through secondary.

Scan the QR code to learn more!



Parents Tools	
	Building Self-Determination: For Parents of Young Adults with Learning Differences
	Building Self-determination in my Child
	Parent/Child Planning Guide for the ARD/IEP Meeting
	Family Role in Systems and Instructional Support
	Level of Support T-Chart for Parents and an Example En Español
	Postsecondary Education: Advice for Middle School Parents
	Middle School: Preparing for High School and Post-High School Life
	Parent and Child Self-Determination Activity
	Parent, Student, Special Education Roles in IEP En Español
	Parent/Child Planning Guide for the IEP Meeting
	Post-secondary Education: What students with disabilities and Their Parents/Guardians Need to Know
	Self-Determination Ideas for Parents: Teaching Your Children to Help Themselves
	Self-Determination T-Chart for Children: Learning to Help Myself
	Self-Determination T-Chart for Parents: Reducing How Much Support My Child Needs
	Texas Transition and Employment Guide
	Texas Transition and Employment Guide - Spanish
	Ways Parents Can Help with Student-Led IEP Meetings

Transition Services = A Coordinated Effort



The success of transition planning depends on each member of the team helping the student reach their postsecondary goals. The following are ways parents/families can be prepared when meeting with the ARD Committee:

- Request information about the appropriate circumstances for facilitating a referral of a student or their parents to a governmental agency for services or public benefits.
- Request information about how to sign up for the Medicaid waiver interest lists.
- Request information on how to identify local or regional offices for Texas Workforce Commission (TWC), Health and Human Services Commission (HHSC), Department of State and Human Services (DSHS), and Department of Family and Protective Services (DFPS).
- Request information and resources about effective transition planning and services with agency contacts to facilitate better transition planning between agencies and the LEA.

In addition, the guiding questions below can assist parents/families in facilitating support:

1. What support(s) is the student receiving from state agencies?
2. What additional assistance does the student currently need from agencies that support students with disabilities?

3. What continued support will the student need as an adult after high school?
4. What new support will the student need as an adult after high school?
5. Has the student been referred or placed on the Medicaid Waiver Interest List?

What services are available to support my family's immediate and/or long-term needs?

If services from state agencies are desired, you may sign up on the “interest list” at www.yourtexasbenefits.com. This is supposed to be a “one stop” enrollment site for most programs. However, it is recommended that all programs of interest are contacted individually. Contact information for all of these agencies is located in the *Parent Resources for Transition Planning* section.



Important Note: Some agencies have very long waiting lists for certain services. This is currently the case for the Medicaid waiver, which is available through the Alamo Area Council of Governments (AACOG). Even if your child will not need the full array of services while they are young, as they prepare for their transition to adulthood there may be a need for services such as Supported Living or Supported Employment. Getting on the waitlist while your children are in elementary school will increase their chances of receiving these services by the time they exit high school.

Medicaid Waivers

A student’s ARD committee must consider, and if appropriate, address the following issues in the student’s individual education program (IEP):

(9) appropriate circumstances for facilitating a referral of a student or the student’s parents to a governmental agency for services or public benefits, including a referral to a governmental agency to place the student on a waiting list for public benefits available to the student, such as a waiver program established under Section 1915(c), Social Security Act (42 U.S.C. Section 1396n(c))

AACOG is the local intellectual and developmental disability authority (LIDDA) that provides service coordination and assistance in applying for Medicaid waiver services, such as: Youth Empowerment Services (YES), Home and Community Based Services (HCS), Texas Home Living Waiver (TxHmLiving), and Community Living Assistance and Support Services (CLASS). Some waivers, such as CLASS, let states use Medicaid funds for long-term home and community-based services for people with disabilities or special health care needs in order to help them live in the community.

Texas Medicaid Waivers

Texas Medicaid Waiver Program Comparison Chart, provided by www.disabilityrightstx.org

CLICK HERE → **Texas Long-Term Service and Supports (LTSS) Waiver Programs**
(Revised 8/1/2018)

	State of Texas Access Reform (STAR)+PLUS Home and Community Based Services (HCBS)	Youth Empowerment Services (Yes)	STAR Kids Medically Dependent Children Program (MDCP)	Community Living Assistance and Support Services (CLASS)	Deaf Blind with Multiple Disabilities (DBMD)	Home and Community-based Services (HCS)	Texas Home Living (TxHML)
Waives off	Nursing facility (NF)	Institution for Mental Diseases (IMD)	NF	Intermediate care facility for individuals with an intellectual disability or related conditions (ICF/IID)	ICF/IID	ICF/IID	ICF/IID
Waives off Medicaid eligibility requirements so that one may access:							
Year initiated	1998	2009	1984	1991	1995	1985	2004
Ages served	Age 21 and older	3-18	Age 0 – 20	All ages	All ages	All ages	All ages

12 – 16 year waitlist

Texas has 7 long-term waivers to support individuals with I/DD! However there is a 12-16 year waitlist. Help your loved one by getting on a waitlist now!

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TEXAS
Health and Human
Services

Intellectual and Developmental Disability Services

- Program enrollment
 - Nursing facilities
 - Intermediate Care Facilities (ICF/ID)
 - State Supported Living Center
 - Community First Choice
 - General Revenue
 - Texas Home Living (TxHML)
 - Home and Community Based Services (HCS)
- Service Coordination (Targeted Case Management)
 - Community First Choice
 - General Revenue Funded Safety Net Services
 - Continuity of Services
 - Forensic Services
 - Pre-admission Screening and Resident Review
 - Texas Home Living (TxHML)
 - Home and Community-Based Services (HCS)
- Determination of an Intellectual Disability
 - Psychological Evaluation and Testing
 - Clients Rights Officer
 - Consumer Benefits
 - Medicaid Waiver program Interest Lists
 - Community Living Options Information Process
 - Permanency Planning (<23 yrs.)
 - Enhanced Community Coordination
 - Crisis Intervention & Respite



Safety Net Services (GR) Limits

The adult personal budget or IPC is capped at **\$3,500/FY**
The child (school age) budget/IPC is capped at **\$2,000/FY**

General Revenue Funded Services

- **Service Coordination** - linking consumer and/or family to needed resources and authorizing services and supports chosen by the consumer.
- **Community Support** - provides one-on-one skills development training for consumers in a community setting.
- **Respite** - providing a temporary break for caregivers and the consumer. (*Use Home, Out-of-Home*)
- **Employment Services** - providing supports and training to find a job in the community.
- **Day Habilitation** - provides skills development training in a group setting.
- **Behavioral Support** - provides specialized interventions by professionals with required credentials to assist a consumer to increase adaptive behaviors and to replace or modify maladaptive behavior.
- **Specialized Therapies** - provides assessment and treatment by licensed or certified professionals. (Speech, ABA)



Waiver Program: Home & Community-based Services (HCS)

Home and Community-based Services (HCS) Waiver

The HCS program provides individualized services and supports to persons with intellectual and developmental disabilities who are living with their family, in their own home or in other community settings, such as small group homes or in a foster care setting.

The Individual Plan of Care (IPC) for HCS, averages approximately \$83,000 per year.

Services offered through HCS

- Service Coordination
- Adaptive aids
- Dental treatment
- Minor home modifications
- Specialized therapies
 - Audiology;
 - Cognitive rehabilitation therapy;
 - Dietary;
 - Occupational therapy;
 - Physical therapy;
 - Social work; and,
 - Speech/language Pathology.
- Nursing
- Respite
- Behavioral Supports
- Day habilitation
- Employment Assistance
- Supported Employment
- Residential assistance
 - Supported home living;
 - Foster care;
 - Supervised living; and,
 - Residential support.

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Waiver Program: Texas Home Living (TxHML)

Texas Home Living(TxHmL) Waiver

The Texas Home Living program provides essential services and supports to people with intellectual and developmental disabilities who live in their family homes or their own homes.

The Individual Plan of Care (IPC) cap is \$17,000 per year



Services Offered through TxHmL

- Service Coordination
- Respite
- Community support
- Day habilitation
- Behavioral support
- Employment assistance
- Supported employment
- Nursing
- Adaptive aids
- Minor home modifications
- Dental treatment
- Specialized therapies
 - Audiology;
 - Dietary
 - Speech/language Pathology;
 - Occupational Therapy (OT); and,
 - Physical Therapy (PT).

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Community Living Assistance and Support Services (CLASS)

Who can get CLASS?

CLASS services are available to Texas residents not living in an institutional setting who:

- Have been diagnosed with a related condition prior to age 22 as described in the Texas Approved Diagnostic Codes for Persons with Related Conditions.
- Have a qualifying adaptive behavior level.
- Meet the level-of-care criteria for placement in an ICF/IID.
- Do not exceed specified income and resource limits.
- Are not enrolled in any other Medicaid waiver program.
- Demonstrate need for one or more services monthly.

Interested in receiving CLASS services?

Those interested in receiving CLASS are placed on an interest list by calling 877-438-5658 and asking for the CLASS Waiver Program. The person will be contacted when funding becomes available. An offer of the CLASS Program depends on individual need and one's date of placement on the interest list. **Current contact information is required for each person on the CLASS interest list, and HHSC must be notified of any changes to address or telephone number.**

For more information please contact CLASSPolicy@HHSC.state.tx.us

What services can CLASS provide?

Services are determined based on the individual's specific needs and how the needs relate to the individual's diagnosis. Services must be cost effective and not available through another program or resource.

These needs may include:

- Adaptive Aids
- Auditory Integration / Auditory Enhancement Training
- Behavioral Support
- Case Management
- Cognitive Rehabilitation Therapy
- Continued Family Services
- Dental Treatment
- Dietary
- Employment Assistance
- Transportation-Habilitation
- Minor Home Modifications
- Nursing
- Occupational Therapy
- Physical Therapy
- Prevocational Services
- Community First Choice (CFC)
- Supported Employment
- Specialized Therapies
- Personal Assistance Services (PAS/HAB)
- Respite (in-home and out-of-home)
- Speech and Language Pathology
- Support Family Services
- Transition Assistance Services

CLASS can also provide personal assistance services, habilitation and emergency response services through the CFC Program to individuals who live in their own home or family home. Individuals can also receive unlimited prescriptions through the managed care organization providing acute care services.

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Respite Care Services

Multiple site-based and residential supports have been developed to provide temporary care for children with special needs, offering parents a break to spend time within their marriage, with other children within the family unit, and for themselves.

Respite Care Services

Respite Care provides temporary care for children with special needs, offering parents a break to spend time within their marriage, with other children within the family unit and for themselves.

Respite also provides residential care for children with developmental disabilities and/or complex medical diagnoses who have been taken into protective custody.

DEVELOPMENTAL DAYCARE

Call 210.737.1212 to determine eligibility and to register

Monday thru Friday from 7:30am to 6:00pm

Non-disabled siblings may attend with their sibling

Nursing available for complex medical needs

303 W. French Place
San Antonio, TX 78212

Email Alma at alvarado@respitecare.org



Guardia de Desarrollo e Intelectual

Llamamos a 210.737.1212 para determinar elegibilidad y para registrarse

Lunes a Viernes de 7:30am a 6:00pm

Hermanos de discapacidades pueden asistir con sus hermanos que cualifican

Enfermeria disponible para necesidades medicas complejas

303 W. French Place
San Antonio, TX 78212

Enviar email a Alma alvarado@respitecare.org



Crisis Respite: Crisis respite is short-term (up to 14 calendar days) respite for individuals with IDD that includes:

- **Out-of-Home Crisis Respite:** Provides therapeutic support in a safe and secure environment with staff on-site providing 24-hour supervision to individuals in crisis that cannot be stabilized in a less intensive setting. Out-of-home crisis respite is provided in settings overseen by the state such as an intermediate care facility for individuals with an intellectual disability or related condition (ICF/IID), an HCS group home, or a Department of State Health Services-authorized crisis respite facility or crisis residential facility; and
- **In-Home Crisis Respite:** Provides therapeutic support to individuals in crisis in their home when it is deemed clinically appropriate for the individual to remain in their natural environment and it is anticipated the crisis can be stabilized within a 72-hour period.

Day Habilitation

Day habilitation programs help people work on their own goals. These programs happen during weekdays, usually for 5 or 6 hours a day at a place in the community. They might also be called adult day care or day services. Participants do activities to learn important skills:

- Daily living skills such as cooking, cleaning, money management, communication and safety
- Personal care
- Social skills and relationships
- Job skills and work practice, sometimes called “readiness for employment skills”
- Creative and artistic skills
- Independence and personal choice

Each day's habilitation program is different. They often focus on connecting participants to the community and to jobs or job skills.

Day/DAHS Program Information & Tours

- **Health & Human Services Info on DAHS programs**

**The Arc of San Antonio's Compilation of DAY
& DAHS Programs in San Antonio**

The Arc of San Antonio
2018 Resource Guide
Day Habilitation Programs

Name	Address	City	State	Zip Code	Phone
1. Ability Home	4127 F. Southcross	San Antonio	Texas	78222	210-777-0351
2. Anchor of Hope	7909 W. Military Dr.	San Antonio	Texas	78227	210-595-1137
3. Angel Care Center	4138 Center City	San Antonio	Texas	78217	210-546-6306
4. Arc of San Antonio	13450 West Ave.	San Antonio	Texas	78216	210-696-4300
5. Arc of San Antonio	6539 Wardbush	San Antonio	Texas	78249	210-662-5200
6. Aspire Health	3823 Trade Way	San Antonio	Texas	78217	210-475-0174
7. Bread House Arts	114 N. Ellison #103	San Antonio	Texas	78251	210-691-9233
8. The Backyard	9511 Pennington Dr.	San Antonio	Texas	78239	210-688-4281
9. CALAR Activity Center	6737 Deer Bend	San Antonio	Texas	78238	210-509-2222
10. Caladad	527-W. Duvall	San Antonio	Texas	78210	210-261-3330
11. Calaveras Community Living	1700 Balgarnia Lane	San Antonio	Texas	78219	210-679-7099
12. Canfield Mill, Inc.	1387 E. Southcross, Ste. 165	San Antonio	Texas	78222	210-375-6111
13. Canine Health	5084 Dr. Zarzola Rd.	San Antonio	Texas	78249	210-699-7321
14. Canine Life & Community Services	2401 Wilson	San Antonio	Texas	78228	210-736-3334
15. Canine Living	7271 Wardbush Ste. 149	San Antonio	Texas	78249	210-736-3324
16. Canine Living	6426 N. Loop West #10	San Antonio	Texas	78247	210-651-0279
17. Canine Road Devel. Center	4706 Mission Road	San Antonio	Texas	78214	210-624-9265
18. Canine Transition Program	6532 NW Loop 119	San Antonio	Texas	78238	210-697-1935
19. CAK Career Devel. Opportunities	4709 Baha Lane	San Antonio	Texas	78217	210-653-7297
20. CBM	3900 Starcrest	San Antonio	Texas	78217	210-656-6674
21. CAPRE	11111 Jon	San Antonio	Texas	78217	210-726-7662
22. CARL Academy	722 Ashlandwood Place	San Antonio	Texas	78209	210-362-1247
23. Caring Steps	7980 Mansfield	San Antonio	Texas	78250	210-688-6768
24. Texas Foundation of Hope	26351 Theinard Oaks Dr.	San Antonio	Texas	78232	210-265-3351
25. Success Center	6630 Harlowe Blvd.	San Antonio	Texas	78229	210-737-3355
26. Yi Lin	10807 Parris Blvd, Ste. 110	San Antonio	Texas	78217	210-646-0019

DAY ACTIVITY AND HEALTH SERVICES (DAHS)
*The Arc of San Antonio is a member of the Arc of Texas, the national organization of state chapters of The Arc in the United States. © The Arc of Texas, 2018.

ACTS Adult Day and Activity Center
320 W. Hayfield
SAT 79221
(210) 932-2287

Alamo Adult Day Activity Center
1200 Olive Avenue
SAT 78201
(210) 435-7800

Caladad
227 W. Duvall
SAT 78210
(210) 261-3330

Canine Living
7271 Wardbush Rd. #106
SAT 78229
(210) 679-7255
www.caninelivingdaycenter.com

Canine de Amistad
1933 Fredericksburg Rd., Ste. 101
SAT 78201
(210) 737-6955

Estrella de Mar, Inc.
2857 E. Southcross Ste. 145
SAT 78222
210-337-4411

Heavenly Hands
8001 Midcrown Ste. 104-106
SAT 78218
(210) 337-8640

Heavenly Hands
2034 Austin Highway
SAT 78218
(210) 644-0407

Milagra Discovery
6910 Bandera St., Suite 1
SAT 78238
(210) 815-1385

New Dawn Adult Day Care
10300 Heritage
SAT 78216
(210) 263-9393
www.newdawnadultdaycare.com

Mission Road Development Center
8706 Mission Road
SAT 78214
(210) 924-9265
www.missionroadministries.org

Mother Earth
844 E. Barry Dr.
SAT 78240
(210) 691-1779
www.motherearthdc.com

Our Place
3415 Martin Luther King
SAT 78220
(210) 623-1141

Seniors 2000
4396 Callaghan Rd.
SAT 78220
(210) 435-1800

2348 E. Southcross Blvd.
SAT 78223
(210) 521-9500
www.seniors-2000.com

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Interagency Collaborations

Connecting with different agencies in your community is a great way to create a network of support. Some of the most helpful in the San Antonio area include:

- [Texas Health And Human Services](#)
- [Alamo Area Council of Governments \(AACOG\)](#)
- [The Arc of San Antonio](#)
- [disABILITYsa](#)
- [Texas Parent 2 Parent](#)
- [Autism Lifeline Links](#)
- [Navigate Life Texas](#)
- [Texas Workforce Vocational Rehabilitation](#)

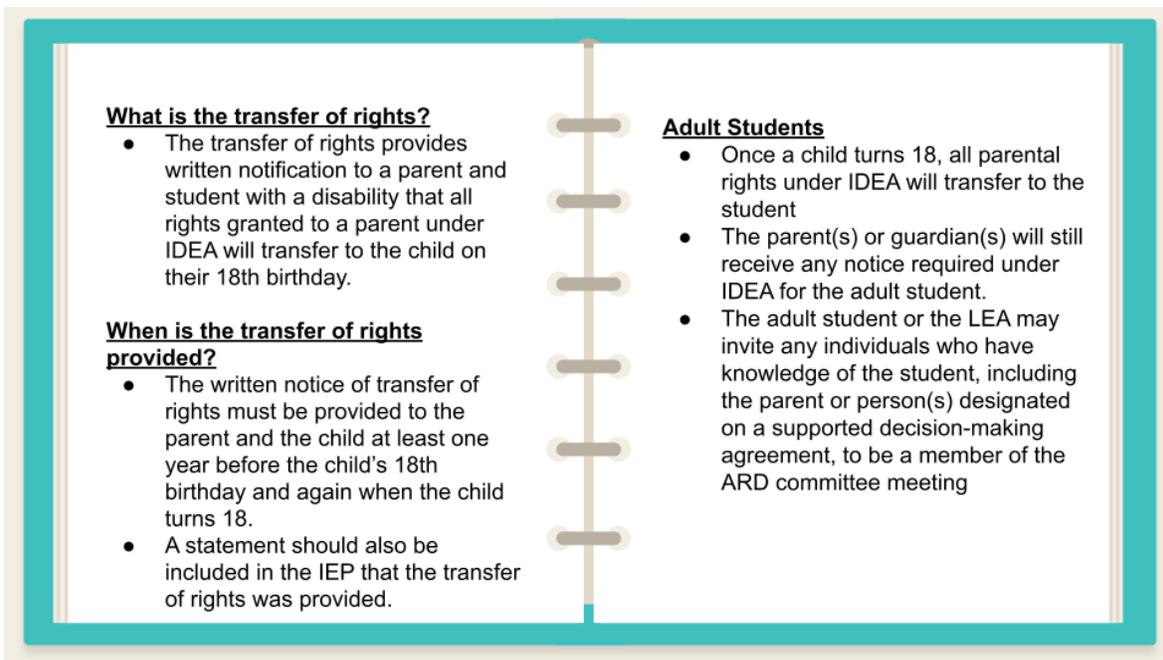
Contact information for all of these agencies is located in the *Parent Resources for Transition Planning* section.

Age of Majority

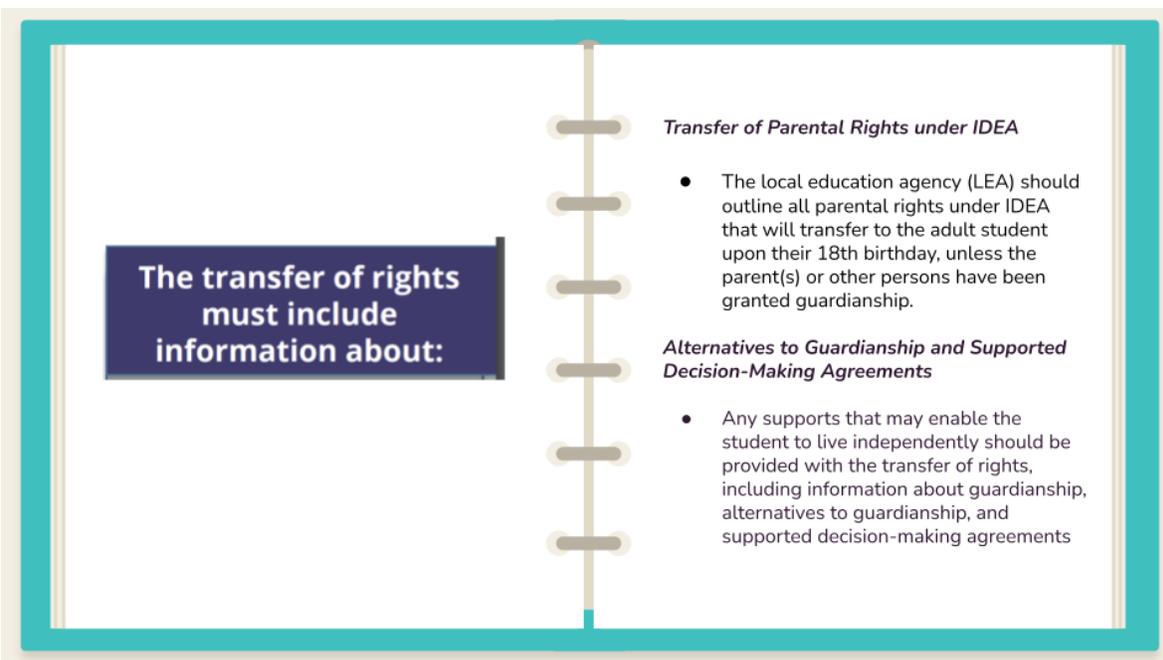
Between Birth and Retirement we face many transitions. There are transitions that affect all students in each of the areas of education and beyond into adult life. This transition phase, which needs a great deal of planning, is the transition from school into adult living, mainly because this is a huge change in a student's life and a transfer or move between two laws.

During childhood, students learn and practice skills for self-determination, including decision-making and opportunities to increase independence and may attend their ARD meetings and contribute to discussion. However, parents hold the rights to make final decisions about their education.

When a student reaches 18, the parent moves from primary decision-maker to a support system for the adult student, although the parent will continue to receive notice of ARD committee meetings.



At age 18, parents will receive notice of the Adult Student's ARD meetings. This is not the same as an invitation. All legal rights and responsibilities shift to the adult student: education, medical, financial, and other. The adult student's family and others can help them make decisions, if allowed. The school will continue to share information with the adult student's parents, as well as notify the student and parents that rights have transferred. Information will also be shared about guardianship and alternatives.



It is imperative that parents understand the transfer of rights process, including how parents can continue to be involved and provide meaningful input about their child’s transition services within the IEP once their child turns 18.

 **Supported Decision-Making Agreements**

A student's ARD committee must consider, and if appropriate, address the following issues in the student's individual education program (IEP):

Self-Determination and Supported Decision-Making
(10) the use and availability of appropriate: (A) supplementary aids, services, curricula, and other opportunities to assist the student in developing decision-making skills; and (B) supports and services to foster the student's independence and self determination, including a supported decision-making agreement under Chapter 1357, Estates Code

ALTERNATIVES TO GUARDIANSHIP

In Texas, all legal rights transfer to the individual at age 18. Financial, medical, educational, and other decisions are up to the individual who has reached the "age of majority."

Schools can help prepare students for adulthood by providing instruction in

- ❖ self-determination skills, and
- ❖ options for support to make legal decisions:
 - o supported decision-making agreement
 - o power of attorney
 - o guardianship

Supported decision-making is "A process of supporting and accommodating an adult with a disability to enable the adult to make life decisions, including decisions related to where the adult wants to live, the services, supports, and medical care the adult wants to receive, whom the adult wants to live with, and where the adult wants to work, without impeding the self-determination of the adult." Texas Estates Code § 1357.002(3)

What Changes When A Person With a Disability Becomes an Adult?

Preparing the student and family for the transition to adulthood can be incorporated into an activity that can be done during a parent/student conference or during the ARD meeting when Transfer of Rights at Age of Majority is addressed.

Step 1: Discuss, *What Changes When a Person with a Disability Becomes an Adult?*

Transfer of Rights at Age of Majority:
What Changes When A Person With a Disability Becomes an Adult?

North East ISD

During Childhood: Learn and practice skills for self-determination, including decision-making and opportunities to increase independence. Attend your ARD meetings and contribute to discussion. Your parents hold the rights to make final decisions about your education.

Age 14: Begin the transition planning process by age 14.

Age 17: Receive written notice regarding the transfer of rights.

Age 18: Receive written notice that all rights have transferred.

Adulthood: Use self-determination skills, requesting help as needed.

One Year Before You Turn 18 (Age of Majority in Texas): The school will also provide information and resources regarding guardianship and alternatives to guardianship, including supported decision-making agreements and other supports to enable you to live independently as an adult. Your IEP will include a statement about this notification.

Legal Framework for the Transfer of Rights:
TAC 258.817 Transfer of Rights at Age of Majority
TAC 89.1581 Parent Rights Regarding Adult Students
CERES 2012, Division of Professional Education Programs
See the [Legal Resources for the Child-Centered Special Education Process](#), which lists interpretations of the Notice of Procedural Safeguards, Parent's Guide to the ARD Process, and other records of communication.

The Texas Transition and Employment Guide provides secondary transition resources to facilitate a young person's progress towards post-secondary goals in education, employment, and community living. This resource is available online in English and Spanish: www.transitiontexas.org

For more information about the transfer of rights, the transition planning process in North East ISD, or to request information about guardianship and alternatives or a printed copy of the Texas Transition & Employment Guide, contact the Transition & Employment Services Designee (TED) for North East ISD:
Name: Lorena Gonzalez
Phone: 210-407-0267
Email: lgonza5@neisd.net

Form template available at www.ncsl.org/transition

Transferecia de derechos a la mayoría de edad:
¿Qué cambia cuando una persona con discapacidad se convierte en adulto?

Desde la infancia aprenda y practique habilidades para la autodeterminación, incluida la toma de decisiones y las oportunidades para aumentar la independencia. Asista a sus reuniones de ARD y contribuya a la discusión. Sus padres tienen el derecho de tomar decisiones finales sobre su educación.

Edad 14: Comience el proceso de planificación de la transición a los 14 años.

17 Años: Recibir notificación por escrito sobre la transferencia de derechos.

18 Años: Recibir un aviso por escrito de que se han transferido todos los derechos.

Edad Adulta: Usar habilidades de autodeterminación y solicitar ayuda según sea necesario.

Un año antes de cumplir 18 años (Mayoría de edad en Texas): La escuela también proporcionará información y recursos sobre la tutela y las alternativas a la tutela, incluidos los acuerdos de toma de decisiones de apoyo y otros apoyos que le permitan vivir de forma independiente como adulto. Incluya en su IEP una declaración sobre esta notificación.

Marco legal para la transferencia de derechos:
TAC 258.817 Transferecia de los derechos de los padres a la mayoría de edad
TAC 89.1581 Derechos de los padres con respecto a los estudiantes adultos
CER 2012 (División de programas de educación individualizada)
Consulte el [Marco legal para el proceso de transición](#), que incluye el estado de derecho para obtener copias de impresos del Aviso de Procedimientos, la Guía para padres del proceso ARD y otros recursos: www.ncsl.org/transition

No reciba información sobre: Transferecia de derechos a la mayoría de edad Guía de transición y empleo de Texas
 Tutela y alternativas, incluido los acuerdos de toma de decisiones reguladas
 Servicios de apoyo, en su idioma nativo o otro modo de comunicación

Fecha: Guía de transición y empleo de Texas
 Tutela y alternativas, incluido los acuerdos de toma de decisiones reguladas
 Servicios de apoyo, en su idioma nativo o otro modo de comunicación

Estado: _____
País: _____

Para obtener más información sobre la transferencia de derechos, el proceso de planificación de la transición en North East ISD, o para solicitar información sobre la tutela y alternativas o una copia impresa de la Guía de transición y empleo de Texas, comuníquese con el designado de servicios de transición y empleo (TED) para North East ISD:
Nombre: Lorena Gonzalez
Teléfono: 210-356-7820
Correo electrónico: lgonza5@neisd.net

Plantilla de formulario disponible en www.ncsl.org/transition

Scan the QR code to learn more!



Scan the QR code to learn more!



- o Instruct students that by age 17 the school provides a statement that the student has been informed of his/her rights under the Individuals with Disabilities Education Act, if any, that will transfer to him/her on reaching the age of majority (18).
- o Student and family may pursue alternatives to guardianship, such as supported decision-making and power of attorney, or guardianship, as desired.

Step 2: Explain the Transfer of Rights at Age of Majority.

- o Explain that the transfer of rights provides written notification to a parent and student with a disability that all rights granted to a parent under IDEA will transfer to the child on their 18th birthday.
- o The written notice of transfer of rights must be provided to the parent and the child at least one year before the child's 18th birthday and again when the child turns 18.

- The Transfer of Rights form is signed at the ARD just prior to turning 18.
- Any supports that may enable the student to live independently should be provided with the transfer of rights, including information about guardianship, alternatives to guardianship, and supported decision-making agreements Alternatives to Guardianship and Supported Decision-Making Agreements.

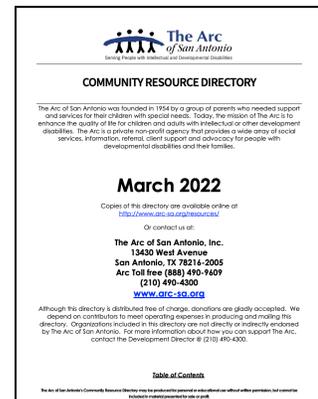
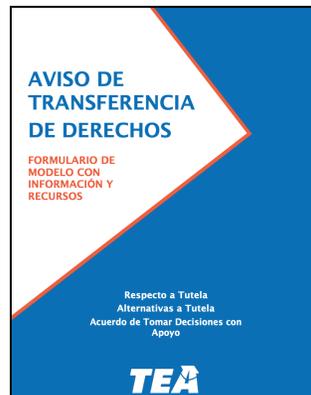
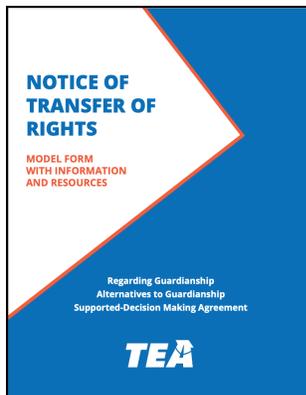
Step 3: Explain the role of the Adult Student at the student’s age of majority (18).

- Once a child turns 18, all parental rights under IDEA will transfer to the student.
- The parent(s) or guardian(s) will still receive any notice required under IDEA for the adult student.
- The adult student or the LEA may invite any individuals who have knowledge of the student, including the parent or person(s) designated on a supported decision-making agreement, to be a member of the ARD committee meeting

Step 4: Explain the Parents’ role at the student’s age of majority (18).

- Understand what “Notice of ARD” means.
- Support their student’s right to become a full participant in the process.
- Help their student express his/her desires clearly and in a mature fashion.
- Stay involved, even after they are no longer the primary participant in the development of their student’s IEP.

Step 5: Review and share the following resources with student/parent:



Scan the QR code to learn more!



Scan the QR code to learn more!



Scan the QR code to learn more!



Guardianship, Alternatives to Guardianship, and/or Supported Decision-Making Agreements

In Texas, all legal rights transfer to the individual at age 18. Financial, medical, educational, and other decisions are up to the individual who has reached the “age of majority.”

Schools can help prepare students for adulthood by providing instruction in

- ❖ self-determination skills, and
- ❖ options for support to make legal decisions:
 - supported decision-making agreement
 - power of attorney
 - guardianship

Guardianship, Alternatives to Guardianship, and/or Supported Decision-Making Agreements (SDMA)



SLIDESMANIA.COM

What Are Alternatives to Guardianship?

This is a list of just **SOME** of the many ways to support people with disabilities to make decisions without taking away their rights through a guardianship.

- Supported decision-making
- Medical power of attorney
- Durable power of attorney
- Use of a representative payee
- Establishing a joint bank account
- Management trust
- Special needs trust
- Advanced medical directives
- Medicaid services such as CFC, HCS, CLASS, etc.
- Money management programs



Things to consider:

- The law presumes all adults have the capacity for decision-making. This applies to everyone, including people with disabilities.
- Decision-making is a learned skill – people with disabilities need opportunity, experience, and support to learn to make well informed decisions.
- The right to make decisions should not be dependent on the quality of any decision made.
- If you feel that your child needs practice or experience making decisions, work with the school to work this into IEP.

Scan the QR code to learn more!

[Legal Requirements for the Transfer of Rights and Alternatives to Guardianship](#)

[TEA Notice of Transfer of Rights and Model Form](#)

[Alternatives to Guardianship Fact Sheets from the ARC of Texas](#)

[Supported Decision-making Toolkit from Disability Rights Texas](#)

Who can support me in accessing services and/or resources for guardianship, alternatives to guardianship, and/or supported decision-making?

The NEISD Transition Team can support you and your student with “putting the pieces together” to plan for a successful outcome.

NEISD Itinerant Transition Teachers						
Erica Garza egarza@neisd.net 210-356-0121	Abbie Lynn ablyn@neisd.net 210-356-0871	Sonya Velonis svelonis@neisd.net 210-356-0586	Yesenia Compton ycompton@neisd.net 210-356-7686	Ryan Markmann rmarkm@neisd.net 210-356-1512	Liz Harberill lharberill@neisd.net 210-356-1842	Jennifer Martinez jmartinez@neisd.net 210-356-2352

Parent Resources for Transition Planning

Virtual ARD Room



Scan the QR code to access all the amazing resources!



Family Engagement Resources & Workshops

Please join our Remind app as a means to connect our district families with various community agency providers who present valuable information and resources in support of any current and/or long-term needs for your child.

Want more information on RESOURCES?
Join our Remind Group
Scan the QR code above or text @feresource to 81010

¿Quieres más información sobre RECURSOS?
Únase a nuestro grupo de recordatorio
Escanee el código QR de arriba o envíe un mensaje de texto con @feresource al 81010

What Parents/Caregivers Need to Know

<p>Initial Resources for Parents</p> <p>REQUIRED: TX Transition and Employment Guide <u>must</u> be sent, or instructions given to access online, to the parent prior to the first annual IEP in which transition is discussed. This occurs in 6th grade or any initial IEP after 6th grade.</p>	<p>Pathways Flyer(Texas Transition & Employment Guide)</p> <ul style="list-style-type: none"> o Pathways Flyer (Texas Transition & Employment Guide) o Pathways Flyer (Spanish) 	<p>Mapping Dreams: The Transition to Adulthood</p>	<p>Find Your Family Specialist</p> <p>Find your family specialist and learn more about what services they provide.</p>
<p>NEISD Forms</p>	<p>Request for District-Level Staff to Provide Special Education Family Engagement Sessions</p>	<p>What Changes When a Person with a Disability Becomes an Adult?</p>	<p>Transition Services: Family/Agency Collaboration Form</p>
	<p>Transition Agency Invitation to ARD</p>	<p>18+ Transition Services Planning Form</p>	<p>Agency Information and Connection Request(English)</p> <p>Español</p>
<p>REQUIRED: 8th graders and older (14 yrs old prior to the NEXT annual)</p>	<p>NOTE: If sent electronically, parents can open on a smart phone (not desktop), click the pencil icon, sign with a stylus or finger, and send back.</p>		
<p>Additional Resources</p>	<p>SpedTex Special Education Information Center</p> <p>Texas Parent to Parent</p> <p>Texas Project FIRST</p>	<p>Supplemental Security Income (SSI)</p> <p>Must have limited income/assets– benefit is approximately \$794 per month.</p>	<p>Child Disability Starter Kits Factsheet</p>
	<p>Parent Companion (Birth to 5)</p> <p>Partners Resource Network</p> <p>NEISD Community Resource Guide</p>	<p>2-1-1 Texas</p> <p>Help with housing, food, clothing, medical/dental/counseling care and other services.</p>	<p>2-1-1 Texas Dial 2-1-1 ppt: 2-1-1 Explained</p>

	NEISD Transition Resources for Families of Students Identified with Disabilities		
Advocacy, Legal and Financial Questions regarding life planning, trusts or guardianship issues.	Disability Rights Texas Online Intake: Intake.dr.tx.org Statewide Intake Line: (800) 252-9108 Sign Language Video Phone Line: (866) 362-2851 Purple 2 Video Phone Line: (512) 271-9391 South Texas Regional Office: 6800 Park Ten Blvd., Suite 208-N San Antonio, 78213 210-737-0499 The Arc of San Antonio 210-490-4300 Navigate Life Texas PRN Brochure [Español]	San Antonio Bar Association 210-227-8822 San Antonio Legal Services Association (SALSA) San Antonio Lawyer Referral Service (210) 227-1853 Texas Legal Services Center 800-622-2520 (Statewide) Lone Star Legal Aid 1-800-733-8394 713-652-0077 State Bar of Texas Lawyer Referral System 1-800-252-9690 1-877-9TEXBAR National Academy of Elder Law Attorneys	Packard Law Firm Allison Packard 210-960-8762 Consolidated Planning Group Allison Schaberg 713-360-9155 Brandon Wong and Associates 210-201-3832 Walsh Gallegos Law Firm (512) 454-6864 Weisinger Law Firm 210-201-1314 Michael Archer - San Antonio Disability Lawyer (210) 699-4640 Social Security Disability Catholic Charities Caritas Legal Services/Guardianship Program (210) 433-3256
Graduation to Adulthood Tools to help parents plan for graduation and beyond.	Graduation Toolkit [Español]	Alternatives to Guardianship Tutela y sus Alternativas Texas Project FIRST	College Preparation Checklist
Transportation	VIAtrans Paratransit VIA Link TWC/VRS (to job interviews and appointments thru their agency) contact a VR representative	Specialized Transportation for Bexar County Alamo Area Resource Center (AARC) 210-625-7222 Alamo Regional Transit (ART)	Taxi San Antonio 210-303-8877 Uber (private car/driver) Must be over 18 to ride unaccompanied

		<p>Through AACOG. Transportation for seniors 60+and people with disabilities. 210-970-9736 1-(866)-889-7433</p> <p>Medicaid Transportation 1-855-687-4786</p> <p>Medical Transportation (877)-633-8747 For medical or dental appointments. (210) 276-0852 Medicaid or CSHCN eligibility required</p>	
<p>Additional Employment Services for Adults with Developmental Disabilities</p>	<p>Care Warriors - Life Skills Carewarrirosinc.org (830) 225-1622</p> <p>ResCare (AKA: Educare) 73700 Belgium Lane 78219 https://rescarecommunityliving.com (210) 979-7009</p> <p>Endeavors Unlimited Endeavors.org (210) 523-0377</p>	<p>18+ /Adult Programs Focused on Resources for Persons with Autism Spectrum Disorders</p>	<p>San Antonio Area Adults Autism Support Group www.meetup.com/san-antonio-area-adults-with-asperger-syndrome</p> <p>The Autism Treatment Center 15911 Nacogdoches, Building 2 San Antonio, TX 78247 Phone: (210) 590-2107</p>
<p>Technical Post-Secondary Programs</p> <p>Not specialized for persons with disabilities but modifications may be available.</p>	<p>Southwest School of Art 300 Augusta San Antonio TX 78205 Information 210-458-4011</p>	<p>San Antonio Area Apprenticeship Programs (210) 226-1244 (210) 226-2596 Fax</p> <p>Find a Cosmetology School in Texas</p>	<p>Aveda Arts and Sciences Institute 21003 Encino Commons, Suite 121 San Antonio, TX 78259</p> <p>Milan Institute Career Training Programs 1-888-207-9460</p>

<p>Area Community Colleges for Post-Secondary Education/Training</p> <p>May offer a 2-year Associate’s Degree, Work Certificate programs, and/or non-credit “leisure learning’ opportunities.</p> <p>Check with each campus individually for eligibility for appropriate programs.</p>	<p>Northwest Vista College Disability Support Services 210-486-4466</p> <p>Palo Alto College Disability Support Services 210-486-3027</p>	<p>St. Philip's College Disability Support Service 210-486-2295</p> <p>San Antonio College Disability Support Service 210-486-0025</p> <p>Northeast Lakeview Disability Support Service 210-486-5487 Higher Education Office of Disability Supports</p>	<p>University of Texas at San Antonio (UTSA)210-458-4157</p> <p>Texas A&M San Antonio-210-784-1340</p> <p>University of Incarnate Word 210-829-3997</p> <p>ST. Mary's University 210-436-6706</p>
<p>Specialized Post-Secondary Programs for students with IDD and/or Autism</p>	<p>Alvin Community College – STRIVE - Mary Vlahovich 281-756-5714 <i>Duration: 2 years</i> A college experience and vocational training for adults with intellectual disabilities. Individuals will work on resume building skills, interview skills, life skills for independence, involvement in local communities, and job skills.</p> <p>Austin Community College – STEPS – Christine Price512-223-7856 <i>Duration: 2 years</i> A program for adults with intellectual and developmental disabilities interested in gaining skills to enter the workforce or continue to develop their education. STEPS provides a wealth of support to help adults achieve their individualized goals. Working together with agencies and schools, we provide comprehensive supports through their entire two years leading towards increased independence and employ-ability. STEPS offers many levels of support, choices and plans for students.</p> <p>El Paso Community College – Project HIGHER Alejandra Mendoza 915-702-1567 <i>Duration: 1-2 years</i> Project HIGHER is an innovative program that assists individuals with intellectual and developmental disabilities (ages 18-25) in El Paso County to complete a level-one certificate at EPCC and find employment in their area of study. Project HIGHER is a unique supported educational model based upon supported employment models to help participants succeed in post-secondary education and ultimately achieve employment. The program utilizes an Educational Coach who works one-on-one with the student in and out of the classroom and gradually reduces the time spent with the student as he/she becomes better adjusted and more independent.</p>		

[Houston Community College – VAST Academy](#) – Alysa Gurka 713-718-8448

Duration: 2 years

VAST Academy provides post-secondary transition programs and comprehensive support services, which lead to meaningful credentials, employment and independence for individuals with intellectual and developmental disabilities (IDDs). Opportunities include vocational certificates, pre-college and freshman success bridge courses, career readiness credentials, internships and employment assistance offered through an inclusive, relevant and affordable avenue.

[Lone Star College – LifePATH](#)- Anne Ginnett 281-655-3630 (Tomball Campus)

Montisha Hines-Goosby 936-271-6148 (Montgomery Campus)

Duration: 4 years

Lone Star College lifePATH® is a four-year comprehensive model of post-secondary educational opportunities for students who have disabilities that affect executive functioning. lifePATH focuses on academic readiness, social expectations, and career exploration. Students are selected as a cohort, taking classes together on the foundation path. After two years, students may exit the cohort and pursue other certificate or degree programs at LSC with wrap-around supports. Students remaining in the cohort will spend the last two years earning the Occupational and Life Skills Associate degree (OLSA) and the Business Operations Certificate. The OLSA degree addresses executive functioning challenges experienced by people with neurodevelopmental disabilities. Degree requirements provide opportunities for direct instruction in the academic, workforce, intrapersonal, and interpersonal behavioral expectations necessary for success in the college classroom, workforce, and personal interactions.

[Palo Alto College - Project Access](#)– Cindy Morgan 210-486-3027

Duration: 3 semesters

Students earn a General Office Level 1 Certificate. After completion of the initial certificate, students have the opportunity to continue seeking additional certificates: Data Entry Technician Level 1 Certificate and Bill and Account Collector Level 1 Certificate.

[Tarrant County College System Northeast Campus – STEPS](#)– Debra Sykes West 817-515-6500

Duration: 1 year

Courses for individuals with IDD. To enhance academic, employability, social and self-sufficiency skills for meeting life's goals.

[Texas A&M, College Station – PATHS Program \(Post-Sec Access & Training in Human Services\)](#)

Duration: 2 years

Direct Support Professionals certification (to work with persons with disabilities)

Tracy Glass, Program Coordinator tglass@tamu.edu

Jessica Dees, Program Manager jdees@tamu.edu

This certificate program prepares graduates for employment in a career serving people with disabilities or working with children.

[Texas Tech. Lubbock - CASE Program](#) Taylor Fidler 806-742-4561

Duration: Varies

The CASE program assists students with Autism and other developmental disabilities to navigate college and empower them to reach their postsecondary academic goals and to find competitive employment after graduation. The CASE program offers an innovative college support program for students, diagnosed with Autism and other developmental disabilities pursuing an academic degree at Texas Tech University or South Plains College in West Texas. With the support of the Burkhardt Center for Autism Education and Research, the CASE program provides research-based, customized supports for students to facilitate their successful transition to college and the entrance into competitive employment after graduation. Each student in CASE works with a Learning Specialist who assists and guides the student through his or her academic career. Learning Specialists create personalized plans to identify each student's needs and build skills for independent living, social connections, and employment.

[University of Texas at Austin - E4 Program](#) Nina Zuna 512-232-0758

Duration: 3 semesters

E4Texas is for people who are 18 years and older and have graduated from high school, or have a GED, and want to be a Personal Care Attendant. The E4Texas experience combines classroom instruction with practical career building experiences in addition to independent living skills and self-determination. Students will obtain a Certificate as a Personal Care Attendant, CPR, and First Aid. Students with and without Intellectual and Developmental Disabilities take classes to develop many work-related skills.

E4Texas has three goals. 1. Empower Texans to become self-determined & independent. 2. Educate Texans to gain employment skills, as well as professional and independent living skills. 3. Employ Texans in the area of Personal Care Attendants and related fields, and who will Excel in life! E4Texas is a tuition based program. Students who are current customers with the Texas Workforce Commission (TWC) may qualify for assistance with tuition.

[University of Texas at Austin - Longhorn TIES Program](#) Director: 512-471-3304

Duration: Varies

Launched in 2019, the Longhorn TIES initiative seeks to enhance the college experience for students who identify as being on the autism spectrum or neurodiverse through advocacy, connections and training starting with the new student orientation process and continuing throughout the student's academic career. We provide individualized coaching services, academic support, social and career-related supports, social events and much more.

For additional programs across the United States, visit the following site:

[Think College Search: Programs for Students with developmental and intellectual disabilities](#)

<p>Privately Funded Work/Living Communities for Persons with Significant Cognitive Disabilities</p>	<p>Brookwood Community Near Katy, Tx 281-375-2100</p> <p>Down Home Ranch Near Austin,Tx 888-926-2253</p> <p>Homeplace of Texas Near Spring,Tx 281-257-1004</p>	<p>Independence Village Texas City, Tx 409-935-4335</p> <p>Julian's House 16834 House & Hahl Road Cypress,Tx 281-746-2900</p> <p>Marbridge Ranch Near Austin,Tx 512-282-1144</p>	<p>New Danville Near Willis,Tx 936-344-6200</p> <p>REACH Unlimited Near Cypress, Tx 281-469-8058</p> <p>Willow River Farms Brookshire,Tx 979-885-4121 713-525-8400</p>
<p>Texas Workforce Commission (800) 939-6631</p> <p>This agency begins classes, camps, training, and vocational experiences with students as early as:</p> <ul style="list-style-type: none"> - 10 years old for students with deafness, blindness, or visual impairment - 12 years old for students with Autism - 14 years old for all other students with disabilities needing pre-employment transition services (getting ready for work) - 16 years old for all other students with disabilities seeking summer work experiences and employment training 	<p>TWS-VRS: What Comes After High School?</p> <p>TWS-VRS: Creating Opportunities for Your Abilities (Spanish)</p> <p>TWS-VRS: Creating Opportunities for Your Abilities (English)</p> <p>Texas Workforce Brochure [Español]</p> <p>Start My VR</p>	<p>Alamo Area Council of Governments - AACOG (210) 832-5020</p> <p>Provides long-term services and supports for people with disabilities through Waiver Programs:</p> <ul style="list-style-type: none"> - HCS - TX Home Living <p>AACOG also provides non-waiver support.</p> <p>Crisis Line: Mental Health Emergency: (210) 223-7233 S.M.A.R.T. for Mental Health</p> <p>If you or someone else needs mental health services contact (210) 261-1250 for an appointment at the center for health care services.</p>	<p>AACOG - IDDS Brochure [Español] Crisis Flyer</p>
<p>Health and Human Services Commission (TxHHSC) (888) 902-9990</p>	<p>TxHHSC</p> <p>SNAP Eligibility</p>	<p>Department of State Health Services (TxDSHS)</p>	<p>www.dshs.state.tx.us/</p>

<p>Oversees all of the following services:</p> <ul style="list-style-type: none"> - HHSC - DSHS with programs <ul style="list-style-type: none"> - STAR Kids (managed health care) - Supplemental Nutrition Assistance Program (SNAP) <p>Provides long-term services and supports for people with disabilities through Waiver Programs:</p> <ul style="list-style-type: none"> - CLASS - MDCP - DBMD 	<p>Navigating the Texas Waiver Programs</p> <p>Waiver Program Comparisons</p>	<p>Improves health and wellbeing through programs like Children with Special Health Care Needs (CSHCN)</p>	
		<p>University Health Center</p> <p>A fully integrated healthcare system that cares for all residents of Bexar County.</p>	<p>https://www.universityhealthsystem.com/</p>

NOTE: This is not a comprehensive list nor a recommendation of any of the service providers included; it is intended to serve only as a resource.

Directory of San Antonio Family Resources Centers

Agency/ Organization	Purpose	Resources	Contact Info
2-1-1	2-1-1 Texas, a program of the Texas Health and Human Services Commission, is committed to helping Texas citizens connect with the services they need. Whether by phone or internet, our goal is to present accurate, well-organized and easy-to-find information from state and local health and human services programs. We accomplish this through the work of our 25 Area Information Centers (AICs) across the state. 2-1-1 Texas is a free, anonymous social service hotline available 24 hours a day, 7 days a week, 365 days a year.	2-1-1 offers the following resources: <ul style="list-style-type: none"> ● Housing/Shelter ● Employment ● Food/Nutrition ● Veterans ● Crisis/Emergency ● Income/Expense ● Legal Aid/Victims ● Criminal Justice ● Aging/Disability ● Health/Medical ● Mental Health/Substance Use ● Childcare/Education 	<p><u>Call Us:</u> 2-1-1</p> <p>(877) 541-7905</p> <p><u>Website:</u> https://www.211texas.org/</p>
Alamo Area Council of Governments - AACOG	The mission of the IDD Services department is to ensure individuals with intellectual and developmental disabilities who live in Bexar County receive necessary quality services. Our core values include individual worth, quality, integrity, dedication, innovation, teamwork, education, and family.	AACOG offers the following resources: <ul style="list-style-type: none"> ● Eligibility Determination ● Consumer Benefits Screening ● Service Coordination ● Medicaid Waiver Programs such as Home and Community-Based Services (HCS) or Texas Home Living (TxHmL) ● Safety Net funded services ● Assisted Residential Living ● Present Community Options <p>*Because some services are not immediately available, your name may be placed on the interest list for that service. Then on a biennial basis, you will be contacted regarding your status on the interest list.</p>	<p><u>Location:</u> 2700 NE Loop 410, Suite 101 San Antonio, TX 78217</p> <p><u>Call Us:</u> (210) 362 - 5200</p> <p><u>Website:</u> https://www.aacog.com/IDDServices</p>

<p>Anchor of Hope</p>	<p>Anchor of Hope is an Adult Day Hab Center that provides services to individuals with intellectual disabilities.</p>	<p>Anchor of Hope offers the following resources:</p> <ul style="list-style-type: none"> • Life Skills Classes taught Monday - Friday 	<p><u>Location:</u> 235 W. Sunset San Antonio, Texas 78209</p> <p><u>Call Us:</u> (210) 595-1137</p> <p><u>Website:</u> https://anchor-of-hope-day-hab-llc.business.site/</p>
<p>Any Baby Can</p>	<p>The mission of Any Baby Can is to serve families with children and youth facing serious health or developmental challenges.</p>	<p>Any Baby Can offers the following resources:</p> <ul style="list-style-type: none"> • Autism Services • Case Management • Loss & Grief • Prescription Assistance • Sibling Support • Local Resources 	<p><u>Location:</u> 217 Howard, San Antonio, Texas 78212</p> <p><u>Call Us:</u> 210-227-0170</p> <p><u>Website:</u> https://www.anybabycansa.org/</p>
<p>Autism Lifeline Links</p>	<p>The Texas A&M – San Antonio Autism Lifeline Links Program (ALL) is working to increase service capacity and eliminate wait times and barriers for individuals on the autism spectrum throughout their life. ALL will do this by working collaboratively and transparently to create a comprehensive person-centered system of awareness, early diagnosis, treatment and services to improve the opportunities and outcomes for individuals with autism and their families.</p>	<p>Autism Lifeline Links offers the following resources:</p> <ul style="list-style-type: none"> • Community Resource Guides • Family/Parent Workshops • A single point of entry into a system of services and care. • Start receiving help by connecting with people and resources who can help you find solutions and provide assistance and needed support. 	<p><u>Location:</u> Texas A&M San Antonio</p> <p>One University Way, San Antonio, TX 78224</p> <p><u>Call Us:</u> (210) 960-9106</p> <p><u>Website:</u> https://autismlifelinelinks.org/</p>
<p>Autism Treatment Center</p>	<p>The mission of the Autism Treatment Center (ATC) is to assist people with autism and related disorders throughout their lives as they learn, play, work and live in the community. ATC is a private, nonprofit, 501(c)(3) corporation providing its services 24 hours a day, 365 days a year. Services include residential, educational, therapeutic, adult programs and research.</p>	<p>ATC offers the following resources:</p> <ul style="list-style-type: none"> • Education • Residential facilities • Adult Services • Therapy Services • Applied Behavior Analysis (ABA) • Occupational Therapy • Speech Therapy • Diagnostic Services 	<p><u>Locations:</u> Main Campus/Therapy Clinic</p> <p>15911 Nacogdoches Building 2 San Antonio, TX 78247</p> <p>ABA Clinic at Children's Hospital</p> <p>333 N. Santa Rosa St San</p>

			<p>Antonio, TX 78207</p> <p>Call Us: Main Campus</p> <p>(210) 590-2107</p> <p>Therapy Clinic</p> <p>(210) 599-7733</p> <p>Website: https://www.atcoftexas.org/</p>
Brighton Center	<p>- The mission of Brighton Center is to provide the right help at the right time to children of all abilities, empowering them to discover new possibilities.</p> <p>-</p> <p>- Theory of Impact: (We achieve our Mission by) Providing a holistic and integrated set of developmental and educational services individualized for each client, ensuring the child and the family are equipped with the resources and tools they need to succeed now and into the future.</p> <p>-</p> <p>- Vision Statement: By investing in our people , strengthening our programs, and our long-term viability, we will expand our reach to provide more services to children with disabilities and delays in a more robust, diverse and holistic way than ever before.</p>	<p>Brighton Center provides the following resources:</p> <ul style="list-style-type: none"> ● Pediatric Therapy (0-2) ● ECI Pre-Enrollment ● ECI Enrollment ● Teletherapy Services ● Speech Therapy ● Physical Therapy Occupational Therapy ● Pediatric Therapy (3-5) ● Speech Therapy ● Physical Therapy ● Occupational Therapy ● Preschool Centers ● Special Education Advocates ● Special Education Workshops 	<p>Location: 14207 Higgins Rd. San Antonio, Texas 78217</p> <p>Call Us: (210) 826-4492</p> <p>Website: https://www.brightonsa.org/</p>
C.A.M.P Camp (Children's Association for Maximum Potential)	<p>CAMP's vision for all programs is that "CAMP is for the Camper." This means regardless of the ability or disability, all campers will be respected, encouraged, inspired, and celebrated during their participation in our programs. This vision filters down into everything we do – from activities, to training, to our daily culture.</p>	<p>C.A.M.P Camp offers the following resources:</p> <ul style="list-style-type: none"> ● Summer Camp ● School Year Programs: ● Family Weekend Retreats ● Camp Common Ground ● Parents Night Out ● Respite Camps ● Teen & Adult Day Adventure 	<p>Location: CAMP's San Antonio facility is located on Lackland Airforce Base</p> <p>C.A.M.P. Camp</p> <p>515 Skyline Drive Center Point, Texas 78010</p>

			Call Us: (210) 671-5411
Cafe College	<p>Cafe College’s Mission is to: Increasing awareness of higher education opportunities and assisting with college entry and enrollment.</p> <p>Increase awareness of career opportunities and assisting with the planning of career paths, to include increasing student knowledge and awareness of STEM fields for career opportunities in San Antonio.</p> <p>Increasing awareness by providing information on financial aid resources and literacy, and assisting with applying for financial aid.</p> <p>Providing guidance and coaching as students transition from high school to college with confidence and success, as well as opportunities for character development, including the essential skills needed to become an effective leader.</p> <p>Helping students set and keep short-and long-term academic and career goals by building a college-going culture.</p>	<p>Cafe College offers the following resources:</p> <ul style="list-style-type: none"> • Scholarships • Financial Aid • Military Services • College Research • Graduation Checklists 	<p><u>Location:</u> 131 El Paso Street San Antonio, TX 78204</p> <p><u>Call Us:</u> (210)-207-4528</p> <p><u>Website:</u> https://cafecollege.org</p>
Children’s Bereavement Center of South Texas	<p>Children’s Bereavement Center of South Texas is so much more than a place where grieving children come to heal. Recognizing the permanent impact loss can have on young people, the Center was established to help children and families grieving the death of a loved one. In a culture that does not talk about grief and bereavement, and in a world that doesn’t “get it,” we do. Their mission is to foster healing for grieving children and youth, their families and the community.</p>	<p>Children’s Bereavement Center of South Texas offers the following resources:</p> <ul style="list-style-type: none"> • Grief Support Groups & Counseling • Grief Camps • Crisis Response Services • School-Based Support Groups 	<p><u>Location:</u> San Antonio Location</p> <p>205 West Olmos Drive, San Antonio, TX, 78212</p> <p><u>Harlingen Location:</u> 2302 S. 77 Sunshine Strip, Suite 202 Harlingen, TX 78550</p> <p><u>Edinburg Location:</u></p>

			<p>2808 Fountain Plaza Blvd. Edinburg, TX 78539</p> <p>Call Us: San Antonio:</p> <p>(210) 736-4847</p> <p>Rio Grande Valley:</p> <p>(956) 368-4065</p> <p>Website: https://cbcst.org/</p>
Department of State Health Services (DSHS)	<p>The DSHS offers 2 programs specifically for families of children with disabilities or special health care needs. The DSHS also oversees other programs, including disease prevention, Emergency Medical Services (EMS) certification, health care professional licensing, and birth and death certificates.</p> <p>Children with Special Health Care Needs (CSHCN) Services helps children under the age of 21 with special health care needs. The child must have a medical problem that has physical symptoms (this means the program does not cover clients with solely a mental, behavioral, or emotional condition or a delay in development).</p>	<p>Mental Health Services are provided by 37 local mental health authorities across the state. These include:</p> <ul style="list-style-type: none"> • Crisis Services • Adult Mental Health • Children’s Mental Health • Adult Substance Abuse • Youth Substance Abuse 	<p>Locations: Call us: 512-776-2150 or 1-888-963-7111, ext. 2150; TDD: 1-800-735-2989</p> <p>Website: https://www.dshs.texas.gov/</p>
Disability Rights of Texas	<p>The mission of Disability Rights of Texas is to help people with disabilities understand and exercise their rights under the law, ensuring their full and equal participation in society.</p> <p>Their vision is a society where all people are treated with dignity because each human being has worth.</p>	<p>Disability Rights of Texas offers the following resources:</p> <ul style="list-style-type: none"> • Accessibility • Community Living • Disaster Prep & Recovery • Education • Employment & VR Services • Health Care • Housing • Institutional Rights & Civil Liberties • Supported Decision Making • Transportation • Voting 	<p>Location: 2222 W Braker Ln Austin, TX 78758</p> <p>Call Us: (512) 454-4816</p> <p>Website: https://www.disabilityrightstx.org/en/home/</p>

<p>disABILITYsa</p>	<p>The mission of disABILITYsa is to educate, advance, and engage individuals with disabilities by building connections, exchanging information, creating opportunities, and strengthening our disability community in the greater San Antonio area. disABILITYsa connects people with all types of disabilities and their families to information about local resources, programs and opportunities that promote independence and inclusion where they live, work and play.</p>	<p>disABILITYsa offers the following resources:</p> <ul style="list-style-type: none"> - Referral Network - Reframing Disability - Voter Information - Emergency Management - Resource Directories - Resource Guides - Variety of Programs 	<p><u>Location:</u> <u>Mailing Address:</u> <u>P.O. Box 28243 San Antonio, Texas 78228</u> <u>Physical Address:</u> <u>5727 IH 10 West San Antonio, Texas 78201</u> <u>Call Us:</u> <u>(210) 704-7262</u> <u>Website:</u> <u>https://www.disabilitysa.org/</u></p>
<p>Down Syndrome Association of South Texas</p>	<p>Down Syndrome Association of South Texas mission is to empower and support individuals with Down syndrome and their families to access resources, engage with their community, and progress toward self-actualization.</p>	<p>DSASTX offers support for families through the following groups:</p> <ul style="list-style-type: none"> - New and Expectant Parents - MOMS - DADS - Siblings - Spanish Support - Parent Education 	<p><u>Location:</u> <u>1127 Patricia San Antonio, TX 78213</u> <u>Call Us:</u> <u>(210) 349-4372</u> <u>Website: https://dsastx.org/</u></p>
<p>Eva's Heroes</p>	<p>Eva's Heroes is a nonprofit organization dedicated to enriching the lives of individuals with intellectual special needs by providing an inclusive setting built on four tenets: interact, grow, learn, and love. Based in San Antonio, the organization helps teens and young adults 14 and older, who have intellectual special needs, integrate and flourish in society.</p>	<p>Eva's Heroes offers the following resources:</p> <ul style="list-style-type: none"> - Community Activities - Virtual Interactive Program - Summer Enrichment Program - Coffee Spot - Family Activities 	<p><u>Location:</u> <u>11120 Wurzbach Road, Suite 300 San Antonio, Texas 78230</u> <u>Call Us:</u> <u>(210) 694-9090</u> <u>Website:</u> <u>https://evasheroes.org/</u></p>
<p>FACT Institute</p>	<p>FACT Institute, Inc. (Functional Academics, Communication, and Transition), purpose is to provide an equal opportunity for students with special abilities to enjoy all of life's experiences. The FACT Institute, Inc. strives to provide those opportunities to students with special abilities aged 12 and up with highly skilled educators specializing in educating individuals with special needs</p>	<p>FACT Institute offers the following resources:</p> <ul style="list-style-type: none"> - Prepare individuals with the tools necessary to function as productive members in the community. - Provide multipurpose experiences that enhance both the educational and vocational skills of our participants. - Utilize research-based methods in 	<p><u>Location:</u> <u>13032 Nacogdoches #207, San Antonio, TX 78217</u> <u>Call Us:</u> <u>(210) 267-9134</u> <u>Website:</u> <u>http://www.factinstituteinc.co</u></p>

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<p>Health and Human Services Commission (HHSC)</p>	<p>HHSC manages programs that help families with food, health care, safety, and disaster services including disability services, Women, Infants, and Children (WIC), Children’s Medicaid, and the Supplemental Nutrition Assistance Program (SNAP).</p> <p>These programs include case management and service coordination, services specifically designed to assist a person to obtain and maintain employment, and other services that can assist a person in meeting their goals.</p>	<p>Key Services for Students with Disabilities</p> <ul style="list-style-type: none"> - Health care, such as Texas Medicaid and the Children’s Health Insurance Program (CHIP) - Supplemental Nutrition Assistance Program (SNAP) Food Benefits - Temporary Assistance for Needy Families (TANF) Cash Help - Community programs like Community Attendant Services (CAS) and Health Coordination and Consumer Services - Intellectual or Developmental Disabilities (IDD) Long-term Care Services - 2-1-1 Texas program, which is a 1-stop shop to connect Texans with the services and programs in the community <p>HHSC programs that include employment services are:</p> <ul style="list-style-type: none"> - Intermediate Care Facilities for Individuals with Intellectual Disabilities or Related Conditions (ICF/IID) - Medicaid waivers: <ul style="list-style-type: none"> - Home and Community-based Services (HCS) - Texas Home Living (TxHmL) - Community Living Assistance and Support Services (CLASS) - Deaf-Blind with Multiple Disabilities (DBMD) - Medically Dependent Children Program (MDCP) 	<p>Locations:</p> <p>Call us:</p> <p>Website:</p> <p>https://www.hhs.texas.gov/</p>

<p>Helping Hands at UUMC</p>	<p>Helping Hands mission is to provide opportunities that bring purpose and dignity to youth and adults who have intellectual and developmental challenges. These opportunities encompass spiritual growth, education, fellowship, service to God and our community.</p>	<p>Helping Hands @ UUMC offers the following resources:</p> <ul style="list-style-type: none"> - Pre-Vocational Day Habilitation Program - Helping Hands offers various task focused “jobs” combined with fun activities to provide a well-rounded experience for all of our adult team members. 	<p><u>Location:</u> <u>San Antonio Location:</u> <u>@ University United Methodist Church</u> <u>5084 De Zavala Rd, San Antonio, TX 78249</u> <u>Boerne Location:</u> <u>@ First United Methodist Church</u> <u>205 James St. Boerne, TX 78006</u> <u>Call Us:</u> <u>(210) 696-1033</u> <u>Website:</u> <u>https://www.universitiesatx.org/helpinghands/</u></p>
<p>Kinetic Kids</p>	<p>Kinetic Kids mission is to enrich the lives of children with special needs and their families through sports, fine arts and educational programs to foster the development of courage, confidence, fitness, pride, joy and community. They envision Kinetic Kids as the premier and recognized leader for adaptive sports, fine arts and educational programming, serving children with intellectual and physical challenges, in our community and beyond, so that all children can achieve new possibilities previously unimaginable.</p>	<p>Kinetic Kids offers the following resources:</p> <ul style="list-style-type: none"> - Recreational Sports Programs: Baseball, Basketball, Bike Camp, Cheerleading, CrossFit, Dance, Flag Football, Golf, Gymnastics, Martial Arts, Outdoor Explorer, Pickleball, Skateboarding, Snow Skiing, Soccer, Swimming, Tennis, Volleyball, & Yoga. - Recreational Fine Arts Programs: Art For All, Dance, Drumming Around, Gingerbread Workshop, Music, & Musical Theatre. - Competitive SA Premier: Baseball, Basketball, Cheerleading, Crossfit, Dance, Diving, Gymnastics, Soccer, & Swimming. - Competitive SA Xtreme: AgilityFit+, Archery, Boccia, Goal Ball, Swimming, Tennis, Track & Field, & 	<p><u>Location:</u> <u>PO Box 690993 San Antonio, TX 78269</u> <u>Call Us:</u> <u>(210) 748-5860</u> <u>Website:</u> <u>https://kinetickidstx.org/</u></p>

		<p>Wheelchair Basketball</p> <ul style="list-style-type: none"> - Virtual Programs: Stay Strong Home, Art, Baseball, Basketball, Cheer, CrossFit, Dance, Football, Gymnastics, Music, Soccer, Taekwondo, & Volleyball. - Educational Programs EXPO - Free Resource Fair, Discovering Disabilities Day, & Robotics. 	
Lifetime Living	<p>The mission of Lifetime Living, Inc. is to provide the BEST quality of services and “raise the bar” in the industry. They pride themselves on believing that you come first and will advocate on your behalf in order to better serve you with your needs.</p>	<p>Lifetime Living offers the following resources:</p> <ul style="list-style-type: none"> - Respite Care - Day Habilitation - Supported Employment - Supervised Living 	<p><u>Locations:</u> 7172 Wurzbach #140 San Antonio, TX 78240 2804 Thousands Oak San Antonio, TX 78232 4407 E. US HWY 90 UVALDE, TX 78801 <u>Call Us:</u> (210) 239-5752 (956) 683-1085 <u>Website:</u> http://lifetimelivinginc.com/</p>
Lighthouse for the Blind	<p>The San Antonio Lighthouse for the Blind & Vision Impaired’s mission is empowering the lives of the blind and visually-impaired. We accomplish this through employment in our manufacturing plant and military stores and our programs/services. These opportunities allow people to live productive lives with dignity...turning dis-ABILITY into ABILITY.</p>	<p>Lighthouse for the Blind offers the following resources:</p> <ul style="list-style-type: none"> - Rehabilitation - Assistive Technology - Low Vision Store - Children’s Program - Senior’s Program - Low Vision Clinic - School of Business - Career Guidance - Vocational Support - Emma Freeman College Scholarship - Job Readiness/Placement 	<p><u>Location:</u> 2305 Roosevelt Ave. San Antonio, TX 78210 <u>Call Us:</u> (210) 533-5195 <u>Website:</u> https://www.salighthouse.org/</p>

<p>Mission Road</p>	<p>The mission of Mission Road Ministry is identifying and responding to the needs of the developmentally disabled whom are often forgotten or rejected because they are identifiably different and have special needs.</p> <p>Affirming the dignity, value, and contribution which all persons have and can make as children of God.</p> <p>Promoting an environment of Christian community modeled on the Gospel imperative to love God with all of our heart, and mind, and soul, and strength, and to love our neighbor as ourselves. This is lived out in servant leadership, compassionate honesty, affirmation of the whole person, responsible stewardship and self-giving care for one another.</p>	<p>Mission Road Ministries offers the following resources:</p> <ul style="list-style-type: none"> - Children's Program - Boarding School - Custodial Residential - Mom's Morning Out - S.O.A.R Summer Camp - Adult Programs - Apartments - Host Companion Care - Non-Residential Services - Residential Services - Free to be Day Activity Program - Vocational - Unicorn Center 	<p><u>Location:</u> 8706 Mission Road San Antonio Texas 78214</p> <p><u>Call Us:</u> (210) 924-9265</p> <p><u>Website:</u> https://www.missionroadministries.org/</p>
<p>Morgan's Wonderland</p>	<p>The mission of Morgan's Wonderland is to provide a fun, clean, and beautiful environment free of physical and economic barriers that all individuals can come to and enjoy regardless of age or ability.</p> <p>Their vision is to provide an extraordinary place where smiles and laughter lead to wonderful memories with family members, friends, and caregivers. We want Morgan's Wonderland to be a place where the common element of play creates an atmosphere of inclusion for those with and without disabilities while encouraging everyone to gain a greater understanding of one another.</p>	<p>Morgan's Wonderland offers the following resources:</p> <ul style="list-style-type: none"> - Morgan's Wonderland - Morgan's Inspiration Island - Morgan's Wonderland Camp 	<p><u>Locations:</u> Morgan's Wonderland and Inspiration Island</p> <p>5223 David Edwards Drive San Antonio, TX 78233</p> <p>Morgan's Wonderland Camp</p> <p>23400 Cibolo Vista San Antonio, TX 78261</p> <p><u>Call Us:</u> Morgan's Wonderland 210-495-5888</p> <p>Morgan's Wonderland Camp 210-866-4200</p> <p><u>Website:</u> https://morganswonderland.com/</p>

<p>NAMI (National Alliance on Mental Illness)</p>	<p>NAMI, the National Alliance on Mental Illness, is the nation’s largest grassroots mental health organization dedicated to building better lives for the millions of Americans affected by mental illness. Their mission is to provide advocacy, education, support, and public awareness so that all individuals and families affected by mental illness can build better lives. Their vision is a world where all people affected by mental illness live healthy, fulfilling lives supported by a community that cares.</p>	<p>NAMI offers the following resources:</p> <ul style="list-style-type: none"> - Crisis support - Peer Connection - Family Support - Educational Opportunities 	<p><u>Location:</u> NAMI San Antonio 6800 Park Ten Blvd Ste 248-E San Antonio, TX 78213 <u>Call Us:</u> (210) 734-3349 NAMI Helpline 1-800-950-NAMI <u>Website:</u> https://campcamp.org/</p>
<p>Parent Companion</p>	<p>Parent Companion is a guide for Texas parents and caregivers of children with diagnosed or suspected disabilities from birth through 5 years of age. You are not alone. We can help.</p>	<p>Parent Companion offers the following resources:</p> <ul style="list-style-type: none"> - First Steps when you learn your child has a disability - Agencies you can turn to for help - Help navigating Services and Transitions - Family Life & Support - Diagnosis and Disability Information - Tips & Strategies every caregiver needs to know - Developmental Milestones - Inspirational videos from parents who’ve been there 	<p><u>Call Us:</u> 1-866-896-6001 <u>Website:</u> https://www.parentcompanion.org/</p>
<p>Respite Care of SA</p>	<p>Respite Care of San Antonio’s (RCSA) mission is to protect, love, build trust and nurture growth of children with special needs and complex medical conditions while strengthening the families caring for them.</p> <p>RCSA’s vision is for children with special needs and their families to be empowered to reach their maximum potential.</p>	<p>RCSA offers the following resources:</p> <ul style="list-style-type: none"> - Developmental Childcare Programs - Residential Children’s Homes - Community Respite Programs 	<p><u>Location:</u> 605 Belknap Place San Antonio, TX 78212 <u>Call Us:</u> (210) 737-1212 <u>Website:</u> https://www.respitecaresa.org/</p>

<p>SA Fire</p>	<p>SA Fire’s mission is to provide individuals with intellectual disabilities an environment in which to physically, socially, and independently grow beyond expectations.</p>	<p>SA Fire offers the following resources:</p> <ul style="list-style-type: none"> - Fitness and Nutrition - Full gym with a variety of cardio machines, along with free weights. Group games, Sports, Recreational Activities. - Pre-Vocational - Continue focusing on skills: following directions, staying on task, developing social skills for employment. Resume building and job searches - Continuing Education - Practical money skills, reading, and writing. Independent and group learning. - Community Outings - Attending hockey games, bowling, baseball games, Zoo, volunteering, Walmart, and the mall all while practicing the appropriate skills learned at SAFIRE. 	<p><u>Location:</u> San Antonio Fitness, Independent & Recreational Environment 11111 Iota Dr San Antonio, TX 78217 <u>Call Us:</u> (210) 236-7662 <u>Website:</u> https://safiretx.org/</p>
<p>SA Life Academy</p>	<p>The mission of SA Life Academy is to provide exceptional learning opportunities to help individuals with Intellectual and Developmental Disabilities live full and active lives. SA Life Academy affords adults with IDD the opportunity to further their personal development goals in a social setting. Our adults have friends to “Do Life Together With” and participate in daily stimulating programming that helps them discover who they want to be outside of the program.</p>	<p>SA Life Academy offers the following resources:</p> <ul style="list-style-type: none"> - Student Volunteering - Meals on Wheels - Children’s Hunger Fund - Baking for Police & Fire Depts - Pet’s Alive - Student Community Activities - Swimming at AH Pool - Magik Theatre - Morgan’s Wonderland - Jazzercise - Witte Museum - Grocery Shopping at HEB - & much more 	<p><u>Location:</u> @ St. Andrews Church and School 722 Robinhood Place San Antonio, Texas 78209 <u>Call Us:</u> (210) 382-1247 <u>Website:</u> https://www.salifeacademy.org/</p>

<p>SAILS (San Antonio Independent Living Services)</p>	<p>SAILS mission is to advocate for the rights and empowerment of the people with disABILITIES and to provide needed services to people with disABILITIES in order to increase their self-determination and independence</p> <p>Their philosophy is that people with disABILITIES have the right to be treated with dignity and respect; the right to live and receive services in their own homes, and to decide for themselves what is best for them.</p> <p>SAILS Vision Statement is to empower individuals with significant disabilities through advocacy to advance their opportunities to succeed and be more independent in their daily lives.</p>	<p>SAILS offers the following resources:</p> <ul style="list-style-type: none"> - Programs: - Advocacy - Information & Referral - Independent Living Skills - Peer Support <p>Services:</p> <ul style="list-style-type: none"> - Benefits Assistance - Deaf Support Service, Telecommunications - Relocation Services - Recreation, Social Events 	<p><u>Location:</u> 11306 Sir Winston St. Bldg F San Antonio, TX 78216</p> <p><u>Call Us:</u> (210) 281-1878</p> <p><u>Website:</u> https://sailstx.org/</p>
<p>Special Reach</p>	<p>The mission of Special Reach is to provide dynamic enrichment programs for children with developmental delays and respite for their families.</p>	<p>Special Reach offers the following resources:</p> <ul style="list-style-type: none"> - Party Nights - Day Programs - Summer Programs 	<p><u>Location:</u> 6851 Citizens Pkwy Suite #220 San Antonio, TX 78229</p> <p><u>Call Us:</u> (210) 784-7478</p> <p><u>Website:</u> https://www.specialreach.com/home</p>
<p>Starfish Social Club</p>	<p>The mission of Starfish Social Club is to help neurodivergent kids and teens become socially competent, confident, and connected.</p>	<p>Starfish Social Club offers the following resources:</p> <ul style="list-style-type: none"> - Virtual support - Podcasts - Social Interactions 	<p><u>Location:</u> 13300 Old Blanco Rd, San Antonio, TX 78216</p> <p><u>Call Us:</u> (210) 303-4433</p> <p><u>Website:</u> https://www.starfishsocialclub.org/</p>

<p>Texas Foundation of Hope</p>	<p>Texas Foundation of Hope's purpose is to help build a self-sufficient community of individuals with developmental disabilities that maximizes their life-long potential. Their mission is to strive to provide individuals with developmental disabilities the highest quality of services that address employment skills, education, socialization and athletic participation.</p>	<p>Texas Foundation of Hope offers the following resources:</p> <ul style="list-style-type: none"> - Sports Activities - Football - Basketball - Fitness Program - Collection of an array of artistic jewelry and gift items made by our Special Needs members. 	<p><u>Location:</u> 2845 Thousand Oaks Dr. San Antonio, TX 78232</p> <p><u>Call Us:</u> (210) 265-3351</p> <p><u>Website:</u> https://www.texasfoundationofhope.org/</p>
<p>Texas Parent to Parent</p>	<p>Texas Parent to Parent (TxP2P) is committed to improving the lives of Texas children and adults with disabilities, chronic and mental health conditions and other health care needs. TxP2P empowers families to be strong advocates through parent-to-parent support, resource referral, and education. In addition, TxP2P educates professionals about the unique needs of our children with the goal of improving care and opportunities for our children. Lastly, TxP2P is dedicated to championing the efforts of a diverse set of parent support groups and advocacy on behalf of our children's well-being.</p>	<p>Texas Parent to Parent offers the following resources:</p> <ul style="list-style-type: none"> - Transition Resources - Advocacy - Parent Support - Medical Needs - Conferences - Trainings 	<p><u>Location:</u> 1805 Rutherford Lane Suite 201 Austin, TX 78754</p> <p><u>Call Us:</u> (737) 484-9044</p> <p><u>Website:</u> https://www.txp2p.org/</p>
<p>Texas Workforce Commission Vocational Rehabilitation Services (TWC-VR)</p>	<p>TWC is the state agency charged with overseeing and providing workforce development services to employers and job seekers of Texas. Texas Workforce Solutions-Vocational Rehabilitation Services (TWS-VRS) operates under TWC and TWS to support youth and adults with disabilities. TWS-VRS is the state agency whose primary focus is to assist people with disabilities in obtaining integrated, competitive employment.</p> <p>Key Services for Students with Disabilities TWS-VRS services may include vocational counseling, evaluation and assessment, guidance and assistance with job placement, time-limited job coaching,</p>	<p>Pre-Employment Transition Services (Pre-ETS)</p> <ul style="list-style-type: none"> - Vocational counseling, including counseling in job exploration and postsecondary training opportunities - Counseling on opportunities for postsecondary education such as college, vocational schools, etc. - Work-based learning experiences, including internships and on-the-job training - Training in workplace and employer expectations - Training in self-advocacy and social skills 	<p><u>Locations:</u> TWC Locations</p> <p><u>Call us:</u> (800) 939-6631</p> <p><u>Website:</u> https://www.twc.state.tx.us/</p>

	training programs, technology services, and vehicle and home modifications.	<p>Other services</p> <ul style="list-style-type: none"> - Medical, psychological, and vocational assessments - Assistive technologies, including screen reader software, computer equipment, and other items - Job matching and placement services - Transportation assistance to and from a job, college, or certification program - Referral to other state, federal, and community agencies and organizations 	
The Arc of San Antonio	<p>Our Mission: To enhance the lives of children and adults with intellectual and developmental disabilities (IDD) and their families.</p> <p>Our Vision: To provide quality, innovative services and assistance to all individuals with IDD and their families during all phases of life in San Antonio, Bexar County, and the surrounding counties.</p>	<p>- The Arc of San Antonio offers the following resources:</p> <ul style="list-style-type: none"> - Employment help - Future Planning - Government Benefits - Guardianship & Alternatives - Housing help - Post-High School Options - Public Policy - Special Education - Medical - Recreation/Socialization 	<p><u>Locations:</u> 13430 West Avenue San Antonio, TX 78216</p> <p>6530 Wurzbach San Antonio, TX 78240</p> <p><u>Call Us:</u> (210) 490-4300</p> <p><u>Website:</u> https://arc-sa.org/</p>
Unicorn Centers	Unicorn Centers provides vocational and life skills training programs, as well as, our Day Activity program for adults diagnosed with IDD. We are located near the medical center in Northwest San Antonio. As a program of Mission Road Developmental Center, Unicorn Center provides appropriate vocational and social activities to both residents of Mission Road community homes and those living elsewhere.	<p>Unicorn Centers provides the following resources:</p> <ul style="list-style-type: none"> - Community Employment & Job Coaching - Job & Life Skills Training - Day Activity Center 	<p><u>Location:</u> 4630 Hamilton Wolfe Road San Antonio Texas 78229</p> <p><u>Call Us:</u> (210) 737-3355</p> <p><u>Website:</u> https://www.missionroadministries.org/programs/unicorncenters/</p>

<p>VIA</p>	<p>VIA buses operate seven days a week from 4 a.m. to 1 a.m. There are 6,851 bus stops along 96 bus lines.</p> <p>VIATrans is a transportation service option for customers who cannot utilize regular bus service because of a disability. It is a shared-ride, curb-to-curb service that offers independence through mobility and expands access to opportunity via transit - must apply to determine eligibility</p> <p>VIA Link is a new on-demand ride-sharing program that offers affordable public transit options to neighborhoods and cities in the VIA service area where traditional bus routes are not feasible. Similar to Uber or Lyft ridesharing services, available for the Northeast, Northwest, and Sandy Oaks Zones.</p>	<p>VIA offers the following resources:</p> <ul style="list-style-type: none"> - VIA Bus - VIATrans - VIA Link 	<p>Customer Service (210) 362-2020</p> <p>VIATrans Eligibility (210) 362-2140</p> <p>VIATrans (reservations, cancellations, where's my ride?) (210) 362-5050</p> <p>Routing & Scheduling (210) 362-2020</p> <p>Website: https://www.viainfo.net/</p>
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