

September 2025



Transition Trove

A Quarterly Newsletter Packed with Resources to Prepare Youth with Disabilities for Life Beyond High School.

**Don't Miss our FREE In-Person Transition to Adulthood Event!
When the School Bus Stops Coming**

Time is Running Out!



REGISTER TODAY!

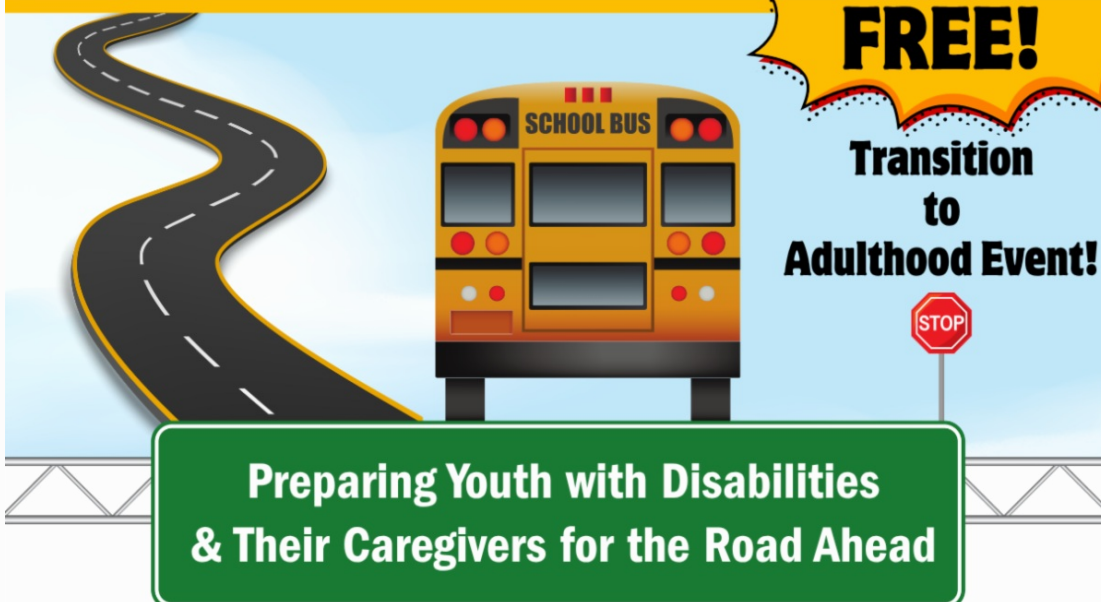
**Saturday, September 27th
9:00 am to 4:30 pm**

**Pine Lake Prep
104 Yellow Wood Circle, Mooresville, NC
28115**

When the School Bus Stops Coming

FREE!

**Transition
to
Adulthood Event!**



Join us for a powerful day of learning, connection, and empowerment

designed specifically for NC high school students with disabilities and their parents or caregivers. As youth prepare to transition from school to adulthood, this event offers essential tools, resources, and information to support a successful journey into post-secondary life.

Meals and Materials will be provided!

Through interactive workshops, engaging speakers, resource exhibits, and networking opportunities, participants will explore topics such as:

- Transition Planning & Self-Advocacy
- Employment and Job Readiness
- Post-Secondary Education Options
- Independent Living Skills
- Financial Planning & Benefits Navigation

Participants will attend both large group and separate parent/youth breakout sessions.

Everyone will also have the opportunity to visit with a variety of disability related exhibitors. This event will empower attendees to better prepare for life after high school.

[CLICK HERE TO REGISTER!](#)

Inclusion Works



[Inclusion Works](#) is an NCDHHS Initiative to promote competitive integrated employment (CIE) for Individuals with Intellectual or Developmental Disabilities (I/DD). Everyone has a right to work in an integrated setting for fair pay if that is their choice. Inclusion Works offers services and support to help individuals with I/DD find and maintain jobs in the community at competitive wages.

Inclusion Works is a collaboration between the Division of Mental Health, Developmental Disabilities, and Substance Use Services (DMHDDSUS), the Division of Health Benefits (DHB) and the Division of Employment and Independence for People with Disabilities (EIPD).

Here's what Inclusion Works is all about:

- **Choice and Information**
People with IDD (and the people who support them) deserve clear, real information about job options—so they can make informed decisions about what kind of work fits *them* best.
- **Fair Pay and Equal Opportunity**
Everyone deserves to work in a place where they're respected, supported, and paid fairly—no exceptions.
- **Support that Actually Supports**
From job coaches to transportation to help connecting with services like vocational rehab—we want to make sure people have what they need to get and keep jobs that matter to them.
- **Shifting How We Support Employment**
We're working with providers to rethink how employment supports are offered—so things like job readiness training and coaching are person-centered, meaningful, and effective.

[CLICK HERE to Learn About Inclusion Works Strategic](#)



Competitive Integrated Employment

Check out NCDDHHS's [video](#) on Competitive Integrated Employment. NCDHHS has programs to support people with disabilities secure and maintain jobs in the community alongside their peers without disabilities.

TRANSITION RESOURCES

(CLICK ON DOCUMENT IMAGES BELOW TO DOWNLOAD)

Big dreams? Need support?
We help students with disabilities make a successful transition from high school to college, career and adult life.

Pre-Employment Transition Services
Pre-ETS is the earliest set of services available to help students with disabilities explore career interests. Other programs are also available for more individualized support with achieving your career goals.

Is Pre-ETS right for me?

- Have a documented disability
- Enrolled in a high school, college or education program
- Ages 14 – 22
- Parent/guardian permission required

For more information about Pre-Employment Transition Services contact your Transition Counselor:

Learn more:
ncdhhhs.gov/eipd

NCDDHHS is an equal opportunity employer and provider. 12/24

EIPD Pre-Employment Transition Services (Pre-ETS) Overview

Big Dreams? Need Support? The NC Division of Employment and Independence for people with Disabilities (EIPD) help students with disabilities make a successful transition from high school to college, career and adult life. Pre-Employment Transition Services is the earliest set of services available to help students with disabilities explore career interests. This [overview](#) provides information about the supports and programs available to students.

NC DEPARTMENT OF HEALTH AND HUMAN SERVICES
Division of Employment and Independence for People with Disabilities

JOBSEEKER SERVICES
We help people overcome barriers to getting a job, keeping a job, and advancing professionally.

APPLY FOR SERVICES
If you have a disability or chronic condition that prevents you from achieving success on the job, we can help! Click here to find your local EIPD office and schedule an intake appointment to apply for services.

ELIGIBILITY
Once you apply, we determine if you are eligible for services. It can take 60 days or more to review your educational, work, and disability records. If you receive Social Security benefits, you are presumed eligible.

BENEFITS COUNSELING
Expert counselors will provide guidance to help you understand how earned income from working will impact your benefits. They will also explain the resources available to help protect your benefits while you pursue your path to employment.

INDIVIDUALIZED PLANNING
In partnership with a vocational rehabilitation counselor, you'll identify an employment goal and create a customized plan of services and supports you need to reach your goal.

PARTICIPATE IN SERVICES
Services may include counseling, treatment, training, education, job placement, assistive technology, internships, and more, depending what you need to reach your goal.

ACHIEVE YOUR GOAL
When you're ready, we help you find jobs that match your goal. We'll help you with applications, resumes, and interview prep. After you're hired, we'll work with the employer to provide accommodations or additional services as needed.

ONGOING SUPPORT
We'll follow your progress for 90 days after you get hired to make sure the job remains a good fit for you and the employer.

LONG-TERM SERVICES
We partner with other service providers to ensure that jobseekers who need longer-term supports keep receiving those services to stay employed after EIPD closes your case.

Learn more:
ncdhhhs.gov/eipd

NCDDHHS is an equal opportunity employer and provider. 10/24

EIPD Job Seeker Services Overview

This [overview](#) from the NC Division of Employment and Independence for people with Disabilities (EIPD) details how they supports job seekers whose disability or chronic condition is a barrier to success on the job. They can help job seekers chart their path to a career with a future by providing counseling, training, job placement assistance, assistive technology and many other services, depending on what each individual client needs to meet their goal for competitive integrated employment.

College Readiness Toolkit

College is an exciting time for young adults, but it presents many challenges — especially for students with mental health or learning disorders. Child Mind Institutes [College Readiness Toolkit](#) has guidance for teens (along with a section for parents) on how to get a good start in college and deal with some of these challenges during this critical period

Disability Inclusion Resource Guides



Partners for Youth
with Disabilities

Check out what a group of disabled college students, selected as Dinah F.B. Cohen Fellows, created! As part of the Spring 2025 fellowship, they developed a series of Disability Inclusion Guides on education, health and wellness, activism, and peer relationships.

Learn more about the Dinah F.B. Cohen Fellowship and its hosting organization, the [Partnership for Youth with Disabilities](#), and explore the fellows' guides here: [Disability Inclusion Guides](#).

CLICK ON BOXES BELOW TO ACCESS GUIDES

Student Clubs
& Organizations

Romantic
Relationships

Community
Education

Group Exercise
Studios Guide

Mental Health
Guide

Sexual Health
Providers Guide

CLICK HERE TO LEARN
MORE

Discover ECAC's ACHIEVE Pre-ETS Program!

Discover the ECAC ACHIEVE Pre-ETS Program

EMPOWERING YOUTH THROUGH ESSENTIAL CAREER SKILLS

ACHIEVE is a virtual Pre-Employment Transition Services (Pre-ETS) program provided by the Exceptional Children's Assistance Center (ECAC). It supports high school students with disabilities as they prepare for employment, further education, and independent living.

Who We Serve:

- High school students with a documented disability (IEP, 504, or medical diagnosis)
- Ages 14-21
- Public, charter, private, and homeschool settings

Delivery Format:

- Weekly virtual sessions via Zoom (1 hour)
- Group instruction
- Classes offered during the day and evening to accommodate various schedules
- Semester-long courses designed to align with school calendars
- Virtual format designed to feel like a class with structure and expectations

Why ACHIEVE Works:

- Designed by educators and parents who understand disabilities
- Fully virtual with interactive content
- Supports EIPD goals for preparing students for adult life

UNLOCK YOUR POTENTIAL WITH ENGAGING ACTIVITIES

Participants will experience learning opportunities in job exploration, self advocacy and, workplace readiness which includes resume building, and interview preparation, ensuring they are well-prepared for the workforce and future success.

Contact and Referrals:

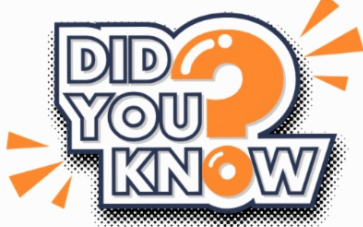
Beth Voll, Pre-ETS Program Manager
Email: bvoll@ecacmail.org
Website: www.ecac-parentcenter.org



Download the two forms below and email completed forms to:
Beth Voll, bvoll@ecacmail.org

ACHIEVE Pre-ETS
Consent to Participate
Form

ACHIEVE Pre-ETS
School Information
and Verification Form



Age 18 is the age of majority in the State of North Carolina and the right to make educational decisions and procedural safeguards transfer to the student at this time. Unless a guardian has been appointed to represent the student, the student represents him or herself.



What does the NC Policies Governing Services for Children with Disabilities state about the Transfer of Parental Rights at Age of Majority?

NC 1504-1.21 Transfer of Parental Rights at Age of Majority

(a) General. When a child with a disability reaches the age of 18 (except for a child with a disability who has been determined to be incompetent under State law) --

- (1) (i) The LEA must provide any notice required by these Policies to both the individual and the parents; and (ii) All other rights accorded to parents under Part B of the IDEA transfer to the child.
- (2) All rights accorded to parents under Part B of the IDEA transfer to children who are incarcerated in an adult or juvenile, State or local correctional institution; and
- (3) The LEA must notify the individual and the parents of the transfer of rights.

(b) Special rule.

- (1) When a child with a disability is determined not to have the ability to exercise his/her rights under these Policies, the LEA must provide the parent notice of options listed in sub-section (b)(2)(i-iii) of this section.
- (2) A student who has reached the age of 18 shall be presumed to be a competent adult unless one of the following actions has been taken:

- (i) The adult student is declared legally incompetent or legally incapacitated by a court of competent jurisdiction and a representative has been appointed by the court to make decisions for the student;
- (ii) The adult student designates, in writing, by power of attorney or similar legal document, another competent adult to be the student's agent to receive notices and to participate in meetings and all other procedures related to the student's educational program. A local education agency shall rely on such designation until notified that the authority to act under the designation is revoked, terminated, or superseded by court order or by the adult student;
- (iii) The adult student is certified, according to the following procedures, as unable to provide informed consent. Any adult student who is eligible for special education under this section and does not have a representative appointed to make decisions on the adult student's behalf by a court of competent jurisdiction may have an educational representative appointed to act on the adult student's behalf. An educational representative may be appointed based on the following conditions and procedures:

(A) Two professionals (one from list one and one from list two, as set forth in the following descriptions) shall, based on a personal examination or interview, certify in writing that the adult student is incapable of providing informed consent and that the student has been informed of this decision:

a. List one includes:

1. a medical doctor licensed in the state where the doctor practices medicine;
2. physician's assistant whose certification is countersigned by a supervising physician; or
3. a certified nurse practitioner.

b. List two includes:

1. a medical doctor licensed in the state where the doctor practices

- medicine;
- 2. a licensed clinical psychologist;
- 3. a licensed clinical social worker;
- 4. an attorney who is qualified to serve as guardian ad litem for adults under NC law; or
- 5. a court-appointed special advocate for the adult student.

(B) The individuals who provide the certification in (iii)(A) of this section may not be employees of the local education agency currently serving the adult student or related by blood or marriage to the adult student.

(C) If an adult student has been determined to be incompetent through any of the procedures described in this section, the parent shall be appointed to act as the educational representative for the adult student. If the parent is not available, an adult family member with whom the adult student resides may be appointed. If the adult student does not reside with an adult family member, a person trained as a surrogate parent shall be appointed to serve as the educational representative for the adult student.

(iv) Incapable of providing informed consent, as used in this section, means that the adult student is unable to:

(A) Understand the nature, extent and probable consequences of a proposed educational program or option on a continuing or consistent basis;

(B) Make a rational evaluation of the benefits or disadvantages of a proposed educational decision or program as compared with the benefits or disadvantages of another proposed educational decision or program on a continuing or consistent basis; or

(C) Communicate such understanding in any meaningful way.

(v) The certification that an adult student is incapable of providing informed consent may be made as early as 60 calendar days prior to the student's eighteenth birthday.

(vi) The certification shall state when and how often a review of the adult student's ability to provide informed consent shall be made and why that time period was chosen.

(vii) The adult student's ability to provide informed consent must be recertified at any time that the previous certification is challenged. Challenges can be made by the adult student or by anyone with a bona fide interest in and knowledge of the adult student, except that challenges cannot be made by employees of the LEA. Upon receipt of a written challenge, the LEA may not rely on the appointed representative until a new certification that the adult student is unable to provide informed consent has been obtained by the appointed educational representative.

(Authority: 20 U.S.C. 1415(m); 34 CFR 300.520)

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Contact Us
800-962-6817



Exceptional Children's Assistance Center | 907 Barra Row, Suite 103 | Davidson, NC 28036 US

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