

Transition From School to Adulthood for Foster Care Families

Project Launch

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Transition from School to Adulthood for Foster Care Families

Project Launch

Project Launch helps children and young adults with disabilities pursue meaningful careers, live as independently as possible, and enjoy inclusion at work and in the community.



PROJECT LAUNCH

Agenda

Define transition planning and why it's important

Review the transition planning process

Review options for life after school

Share community resources



What is transition planning?



Required by law

Part of the IEP

Student-centered

Collaborative

Ongoing



Educational Development Plan

All students in 7th grade

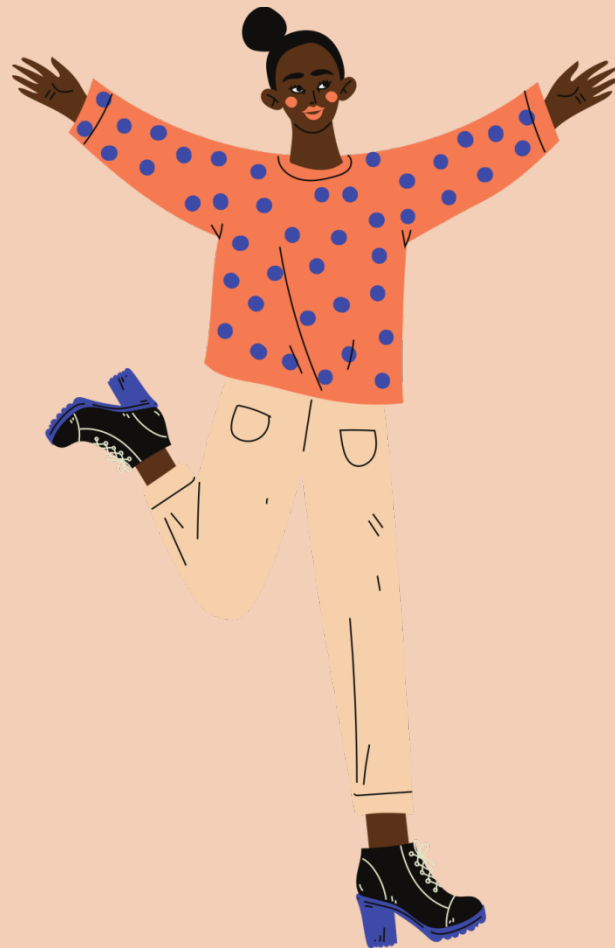
- Explore interests and career goals
- Review and revise in 8th grade

Written by the counselor

- Education and career goals
- Reviewed and updated yearly

Used to plan for high school

- Connection between school and career
- High school course options



IDEA: The Law

Transition plans must include:

Data from transition
assessments

Measurable
postsecondary goals

Services to reach
those goals

Information about
transfer of rights



TRANSITION PLAN ATTACHMENT

Required for students 16 years of age during IEP year (consider at a younger age if determined appropriate by the IEP team)

Parental Rights and Age of Majority (Check all applicable)

- ☐ If the student will be age 17 during this IEP, the student was informed of parental rights that will transfer to him/her at age 18.
- ☐ If the student has turned age 18, the student and parent were informed of the parental rights that transferred to the student at age 18.
- ☐ The student has turned age 18 and a legally designated representative has been appointed (e.g., power of attorney, guardian, etc.). The representative is: _____

STUDENT'S POSTSECONDARY GOALS

Data sources:

- ☐ Required Transition Assessment
Assessment Tool: _____
Assessment Date: _____
- ☐ EDP Date _____
- ☐ Other: _____

IEPT meeting attendance:

- ☐ The student attend the IEPT meeting
- ☐ The student did not attend the IEPT meeting
If the student did not attend the IEPT meeting, describe the steps taken to ensure consideration of the student's strengths, preferences, and interests: _____

Training: For example, after school completion, what additional training will you need? (Vocational program, job training, certification, apprenticeship, etc.)

Education: For example, after school completion, what additional education will you need? (Continuing adult education, college, certification programs, etc.)

Employment: For example, after school completion, what will be your job?

Independent Living (when appropriate): For example, after school completion, how will you participate in your community? (Living, activities, social, recreation, etc.)

COURSE(S) OF STUDY

Check one:

- ☐ Michigan Merit Curriculum leading to a High School diploma
- ☐ Course(s) of study leading to a certificate of completion
- OR _____

Comments:

School Year	Age or Grade	Describe How Course(s) of Study Support Student's Postsecondary Goal(s)

Anticipated graduation or completion date: _____

Revised August 2018

Get students involved!

BEFORE THE MEETING

Talk about interests and goals

Prepare materials

Practice

Invite others

DURING THE MEETING

Share strengths and interests

Present and read from materials

Ask questions and give opinions

Lead the meeting

Have students attend IEP meetings, even just for a portion



One-Pager

Name:

Today's Date:

My Strengths

My Interests

My Preferences

My Needs

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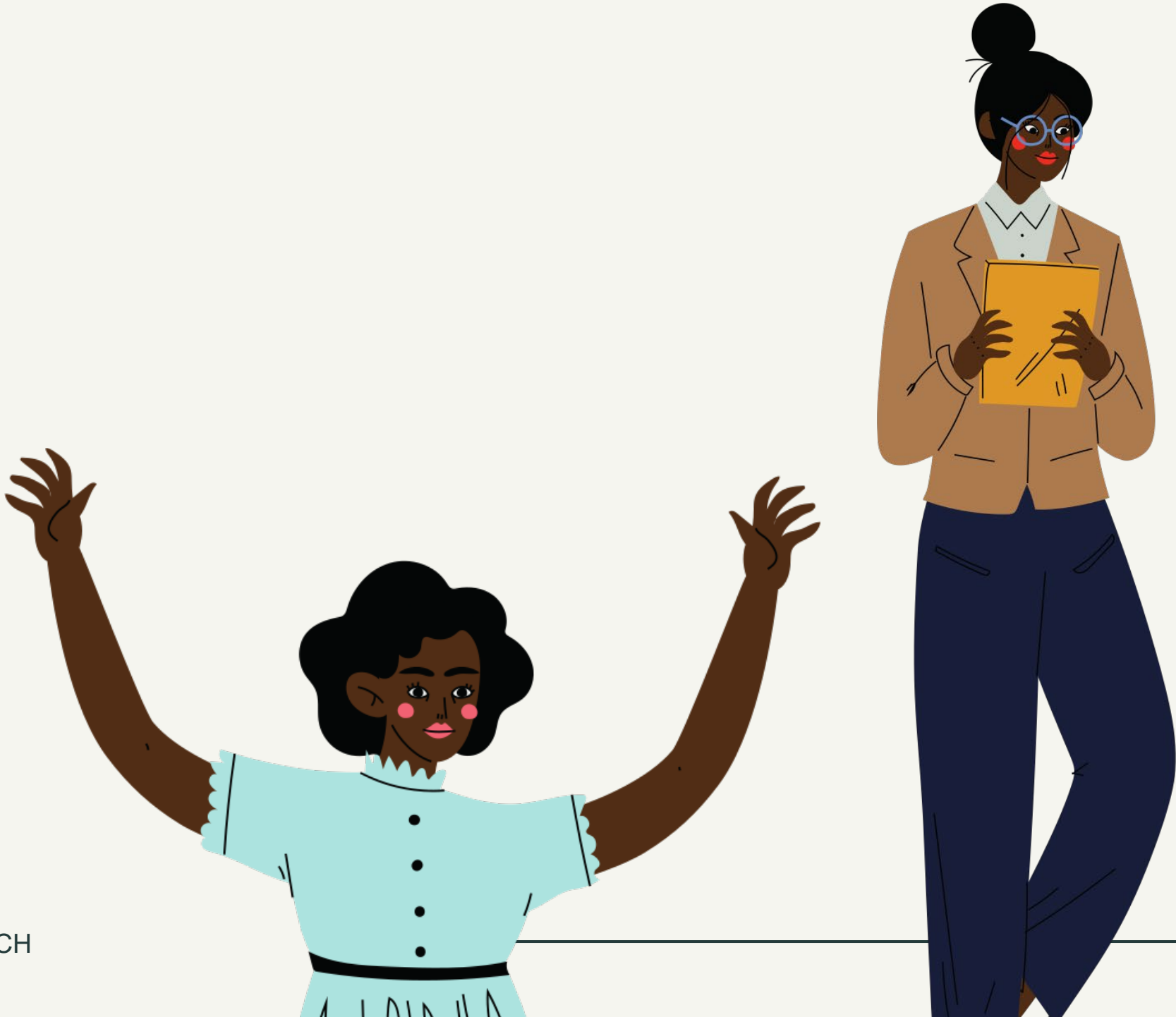
Get others involved!

Involving these key adults can lead to better outcomes for students:

- Caseworker
- Foster parent(s)
- Biological parent(s)
- Surrogate parent
- Other caring adults



Transition Assessments



Work samples

Conversations with student and adults

Observations

Interest inventories

Standardized assessments

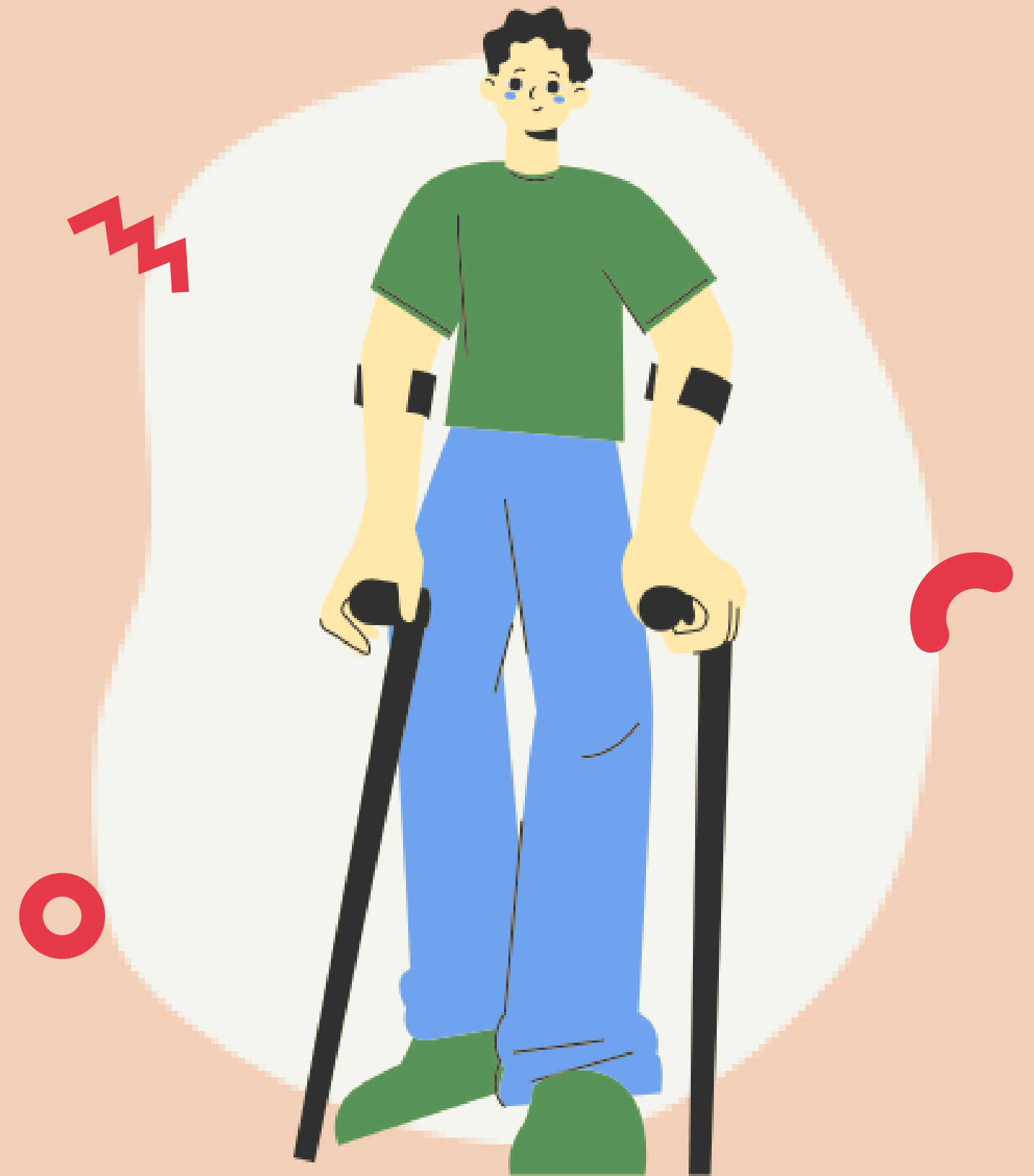


Postsecondary Goals

Long-term goals that are reviewed annually at the IEP

Goals must be written in 4 areas:

- Education
- Training
- Employment
- Independent Living



Postsecondary Goal Examples

Education/Training

Attend a four-year college for business management.

Participate in on-the-job training at Detroit-Metro Airport.

Participate in a skill building program to focus on time management.

Employment

Work part-time at a pet store while attending a two-year college. After graduating, work full-time as a vet tech.

Work at the local hospital with a job coach.

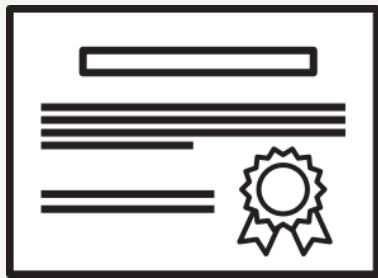
Independent Living

Live independently in an apartment, schedule appointments, pay bills, and access services in the community by using the city bus.

Prepare for each day by dressing and feeding oneself with assistance.



Course of Study



Exiting with a diploma

- Michigan Merit Curriculum
- Personal Curriculum
- Career and technical education



Exiting without a diploma

- "Certificate of completion"
- No statewide curriculum
- Education through age 26
- Career and technical education



Transition Services

Activities to help the student achieve their postsecondary goals

Services must be:

Based on the student's needs, strengths, preferences, and interests.

Activities that the student and their community will complete.



Transition Services Examples

Training

Study skills training

Social skills training

Practice requesting
accommodations

Education

Instruction and modeling in how
to advocate for oneself in class

Direct instruction in math

Take a college tour

Employment

Learn to read and follow a daily
visual schedule

Community work experience

Referral to vocational
rehabilitation

Independent Living

Learn and master use of adaptive
switches for kitchen appliances to
prepare meals

Memorize phone number

Direct instruction in practical
math skills



Michigan Rehabilitation Services



Employment and education -related services and training.

The focus is on finding and retaining employment.

Pre-employment transition services (pre -ets) can start at age 14.

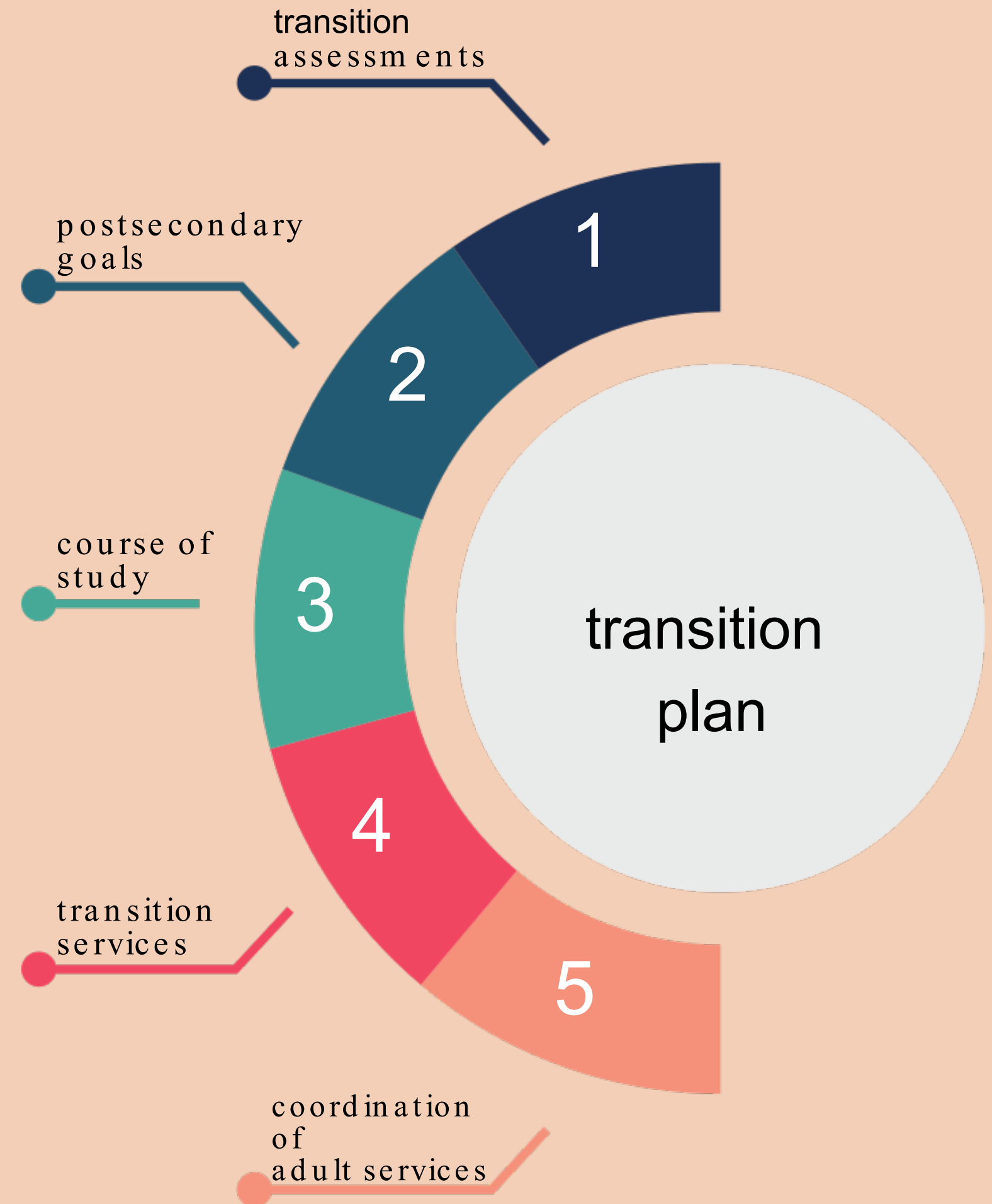
Programs and Resources

For transition-age youth in foster care

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- Education Planner
 - Young Adult Voluntary Foster Care (YAVFC)
 - Education and Training Voucher program (ETV)
 - Youth in Transition funds (YIT)
 - Michigan Youth Opportunities Initiative (MYOI)
 - Supportive Adults

The Transition Planning Process

Use these tools to prepare for the future



Two Transition Plans, One Purpose

Planning and preparing for life as an adult

School

Planning starts at age 16

Facilitated by the school

Focus is on the transition to work or postsecondary education and training

Foster Care

Planning starts at age 14

Facilitated by the caseworker

Focus is on the transition to independent living



Communicate and Collaborate

Share copies of the plans between systems.

Review both plans at the IEP transition plan meeting.

Communicate between meetings.

Locate your county's Education Planner or Department of Health and Human Services (DHHS) point of contact.

Stay student-focused

The two systems operate independently, but the student is always at the center of the process.

Their individual voice is an important part of transition planning.





Age of Majority

The transfer of rights to the student

Schools must tell students that when they turn 18, they are an adult and have certain rights.

This must happen on or before the student's 17th birthday

Student Rights

When a student turns 18, they have:



The right to attend the IEP meeting

The right to give permission for testing and evaluations

The right to approve changes to the IEP

The right to access school records

The right to disagree with the IEP team

Alternatives to Guardianship

Every person can make choices and has a right to make decisions

Options to consider:

Supported decision making agreements

Power of Attorney

Representative Payee (for SSI)

Before the youth reaches age 18, foster care caseworkers will:

- Provide information about health care power of attorney
- Assist with obtaining the correct forms
- Provide resources for legal advice



Self-Determination

The ability to choose and set your own goals, be involved in making life decisions, self-advocate, and work to reach your goals

In postsecondary education

Students receive accommodations only when they request and advocate for them.

At work and in the community

Youth must seek out adult community service providers on their own.

The discussion of workplace accommodations begins when an employee discloses a disability and asks for accommodations.



SSI and Medicaid

SSI: Supplemental Security Income

- Caseworkers identify those potentially eligible and initiate the application.
- At age 18, a redetermination for SSI eligibility is done.

Medicaid

- Youth who age out are eligible through age 26.
- No income/asset test.
- Caseworker makes a referral to the Foster Care Transitional Medicaid program.
- If eligible for SSI, Medicaid is provided automatically.



Community Mental Health Services

For adults with intellectual and developmental disabilities, services and supports will mostly likely be paid for by Medicaid through the community mental health system.

Supports Coordination

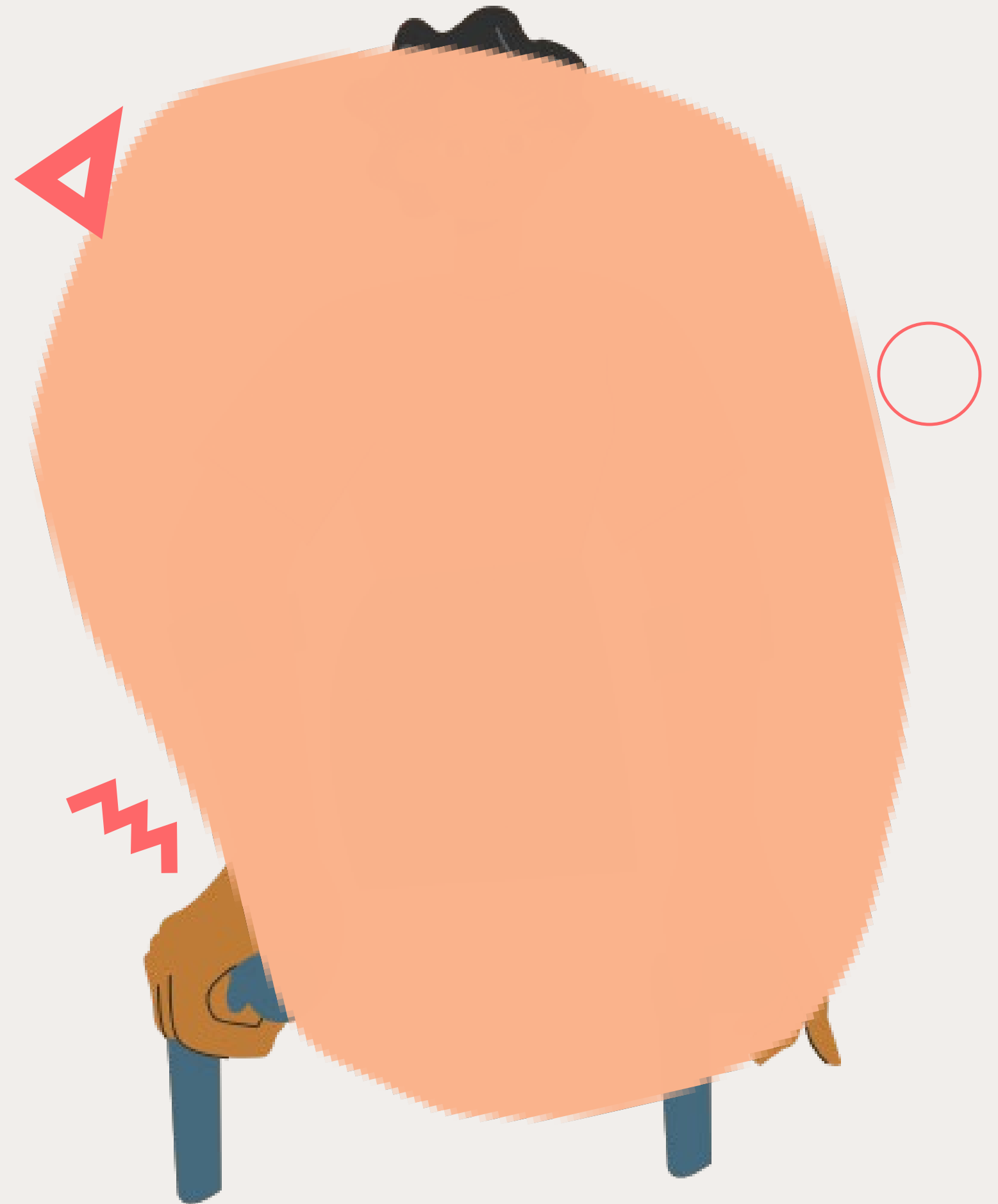
Skill Building

Paid staff

Supported Employment

Transportation

Peer supports



How to Enroll

Find your local community mental health services provider

Michigan.gov/ MDHHS



Behavioral Health/ Developmental Disability



Mental Health



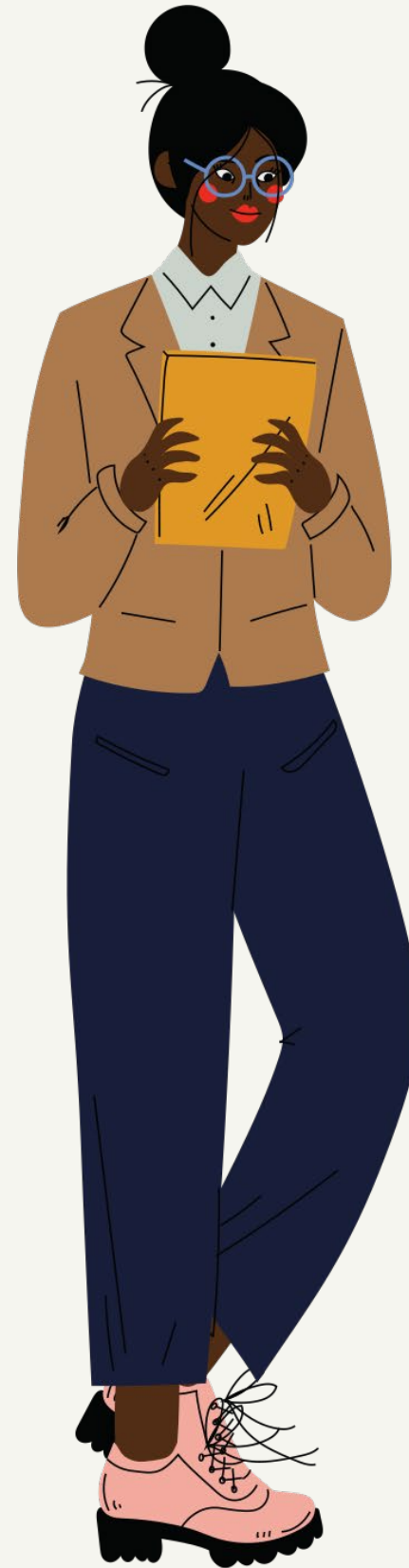
Community Mental Health Services: map of programs

Or contact the Community Mental Health Association of Michigan:

cmham.org/membership/cmhsp-directory
(517) 374-6848



Options for Life After School



Paid employment

Skill-building programs

Supported employment

Community participation

A combination of things



Putting It All Together

Paid Employment

Michigan Rehabilitation Services (MRS)

Reach out to your community and work together

Supported Employment

Model of employment with support

Job development and coaching

Skill Building Program

Sometimes called "day programs"

Focused on skill development rather than immediate employment

Community Participation

Socialization and relationship building

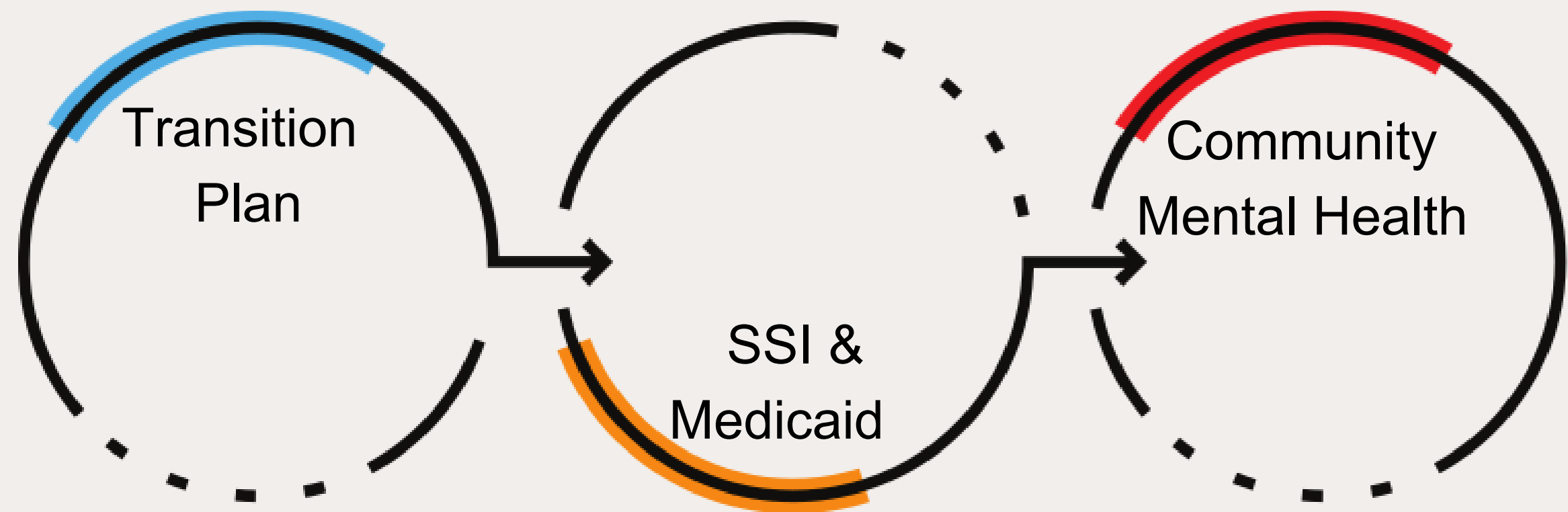
Community and recreational activities

Maintaining health and safety



A Vision for the Future

Someone to love, something to do, and something to look forward to



Resources

Michigan Alliance for Families
michiganallianceforfamilies.org

I'm Determined
imdetermined.org

Think College
thinkcollege.net

PACER
pacer.org/transition

Family Matters
https://www.michigan.gov/mde/0,4615,76598_88187_81739_---,00.html

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Stay Connected

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