

# Youth with Special Needs: Roles and Tasks for Transition Planning Team Members - October 2009

This chart outlines the interactive roles of team members including youth, family, and staff from school, youth services and adult services.

It provides a task completion timeline and can be used in conjunction with information guides. Eligibility for, and availability of, services differs according to the youth's age and the specific service.

<b>AGE: 14 -15</b> <b>Develop a Transition Plan</b>	<b>AGE: 16</b> <b>Continue Transition Planning</b>	<b>AGE: 17-18</b> <b>Continue Transition Planning</b>	<b>AGE 19 AND BEYOND</b> <b>Continue Transition Planning</b>
<b>YOUTH AND/OR PARENTS/FOSTER CAREGIVERS</b>			
<ul style="list-style-type: none"> <li>Learn about person centered planning , transition planning and related supports and services</li> <li>Begin transition process by establishing a transition team and selecting a coordinator</li> <li>Determine if assessments are needed</li> <li>Ensure youth has legal documentation for identification</li> <li>Learn about long term financial planning needs (e.g. Will &amp; Estate planning)</li> <li>Learn about, and apply for, financial tools (e.g. Registered Disability Savings Plan, Registered Education Savings Plan, trust funds)</li> </ul>	<ul style="list-style-type: none"> <li>Research adult supports and services</li> <li>Plan for post-secondary education/training, vocational skills/ employment preparation, and community inclusion supports</li> <li>Complete required assessments</li> <li>Complete applications for adult supports and services (e.g., CLBC)*</li> <li>Learn about scholarships, grants and bursaries</li> </ul>	<ul style="list-style-type: none"> <li>Apply for post-secondary education/ vocational skills training and adult special education programs</li> <li>Apply for scholarships, grants and bursaries</li> <li>Complete applications for adult supports and services (e.g., Income Assistance Programs for Persons with Disabilities at age 17 ½, Mental Health and Addictions, Home and Community Care and home living options)</li> <li>Learn about legal agreements &amp; tools to be in place when the youth turns 19 (e.g. Representation Agreement)</li> </ul>	<ul style="list-style-type: none"> <li>Enrol in post-secondary school courses/ programs</li> <li>Secure employment</li> <li>Access adult supports and services</li> </ul> <p><b>Former Youth in Care</b></p> <ul style="list-style-type: none"> <li>Apply for financial assistance to continue education, pursue post-secondary education, get job training or take part in a rehabilitative program.</li> </ul>
<b>SCHOOL</b>			
<ul style="list-style-type: none"> <li>Establish annual transition goals as part of the youth's Individualized Education Plan (IEP)</li> <li>Determine if school assessments are current or if additional assessments are required</li> <li>Provide opportunities to learn employment and community participation skills</li> <li>Determine if other agencies or services are required and/or available</li> </ul>	<ul style="list-style-type: none"> <li>Assist the youth/ parent to identify adult supports and services</li> <li>Complete school assessments, if required</li> <li>Assist the youth to learn about post-secondary education, vocational skill training and community participation skills</li> <li>Provide information about the youth, as needed and with consent, to adult service organizations.</li> <li>Provide information about scholarships, grants and bursaries</li> <li>Collaborate with relevant service providers</li> </ul>	<ul style="list-style-type: none"> <li>Provide information about post-secondary education, vocational skill training and community inclusion supports</li> <li>Provide opportunities to learn employment and community participation skills</li> <li>Complete school assessments</li> </ul>	<ul style="list-style-type: none"> <li>Connect students to community opportunities and adult supports and services</li> </ul>
<b>SERVICES FOR YOUTH (CHILDREN &amp; YOUTH WITH SPECIAL NEEDS/CHILD &amp; YOUTH MENTAL HEALTH/YOUTH SERVICES &amp; CHILD WELFARE/PUBLIC GUARDIAN &amp; TRUSTEE</b>			
<p><b>All Services for Youth</b></p> <ul style="list-style-type: none"> <li>Provide youth/families information about the transition planning process and related adult supports and services</li> <li>For Aboriginal youth include cultural community supports in the plan</li> <li>Determine if assessments are needed</li> <li>Provide information &amp; opportunities to learn employment and community participation skills</li> </ul> <p><b>Ministry of Children and Family Development (MCFD):</b></p> <ul style="list-style-type: none"> <li>Identify, initiate and arrange transition planning meeting for youth accessing special needs supports and services from MCFD</li> <li>Monitor the status of the transition plan for youth accessing special needs supports and services from MCFD</li> </ul> <p><b>Public Guardian and Trustee (PGT):</b> Work closely with MCFD and Delegated Aboriginal Child and Family Services Agencies (DAAs) to provide information on financial /personal planning and ongoing legal matters</p> <p><b>Ministry of Public Safety and Solicitor General (PSSG) - Crime Victim Assistance Program (CVAP):</b> Work in collaboration with the Ministry of Housing and Social Development (HSD), CLBC, PGT, Health Authorities and other agencies to determine support needs, coordinate funding agreements and facilitate the transition planning process.</p> <p><b>*Note: For children in care of MCFD or a DAA; PGT, MCFD and DAA staff will be involved in the planning process whenever a parent would be involved.</b></p>	<ul style="list-style-type: none"> <li>Complete required assessments</li> <li>Assist the youth to learn about post-secondary education, vocational skill training and community participation skills</li> <li>Provide information about the youth, as needed and with consent, to adult service organizations</li> <li>As appropriate, Assist to apply for adult supports and services (e.g., CLBC)</li> <li>Collaborate with school and relevant service providers</li> <li>For Aboriginal youth, include cultural community supports in the plan</li> </ul>	<ul style="list-style-type: none"> <li>As applicable, assist youth /family to learn about range of supports, including housing, and assist the youth to apply for adult funded services,</li> <li>Provide information and opportunities to learn employment and community participation skills</li> <li>For Aboriginal youth, include cultural community supports in the implementation of the plan.</li> </ul> <p><b>Youth In Care:</b></p> <ul style="list-style-type: none"> <li>Inform youth about adult supports and funding available</li> <li>With consent, inform adult service organizations of any change in status</li> </ul> <p><b>PGT:</b> Work closely with MCFD and DAAs to provide transition planning support for legal and financial needs, and pursue legal claims on behalf of children and youth in care</p>	<ul style="list-style-type: none"> <li>Connect youth to community opportunities and adult supports and services</li> </ul> <p><b>Former Youth in Care</b></p> <ul style="list-style-type: none"> <li>Provide information about financial support and assistance and role of the Public Guardian and Trustee</li> </ul>
<b>SERVICES FOR ADULTS (EMPLOYMENT AND INCOME ASSISTANCE, COMMUNITY LIVING, MENTAL HEALTH, HEALTH SERVICES, HOME AND COMMUNITY CARE, HOUSING)</b>			
<p><b>All Adult Services</b></p> <ul style="list-style-type: none"> <li>Hold information events to inform youth/and their families about adult funded supports and services, referral and application processes and eligibility requirements and waitlist policies</li> </ul>	<p><b>All Adult Services</b></p> <ul style="list-style-type: none"> <li>Hold information events to inform youth/family about adult funded supports and services, eligibility and waitlist policies</li> </ul> <p><b>CLBC:</b></p> <ul style="list-style-type: none"> <li>Review requests for CLBC eligibility, determine eligibility and communicate outcome to the youth/family, MCFD and the Ministry of Education</li> <li>Record requests for future support for eligible youth</li> </ul>	<p><b>All Adult Services (as applicable)</b></p> <ul style="list-style-type: none"> <li>Consult with, and provide information to, the transition planning team about funded adult supports, eligibility, and planning</li> </ul> <p><b>CLBC:</b> Meet with eligible youth and their families to explore possible adult supports</p> <p><b>Home and Community Care:</b> conduct eligibility assessment as required</p> <p><b>HSD:</b> Persons with Disabilities (PWD) benefits start at age 18</p>	<p><b>All Adult Services (as applicable)</b></p> <ul style="list-style-type: none"> <li>Provide post-secondary education/vocational training, employment, community inclusion &amp; home living supports with available resources</li> </ul> <p><b>BC Housing:</b> subsidized housing and programs that offer housing options start at age 19</p> <p><b>PGT:</b> Support long term financial and legal planning needs (e.g. Will &amp; Estate planning, transferring responsibility of a legal claim from the PGT to the adult or his/her legal representative)</p> <p><b>CVAP:</b> Lost earning capacity benefits start at age 19 if claimant remains unemployable due to compensable injury</p>

\* Adult funded supports are available at different ages ranging from 17 ½ to 19 years of age. Youth and their families need to determine eligibility and submit applications at different ages for different services. Submitting applications and determining eligibility will allow youth to fully access supports they are eligible for, and allow time to explore other support options for those youth who are not eligible. Early identification also allows adult services to effectively plan supports for the eligible youth in advance of his/her 19<sup>th</sup> year.