

Youth Transition Guide:

*A Guide for Young Adults with Disabilities
& Those Who Support Them*



***ADRC of Brown County
can provide in-depth
assistance about
resources and more.
We are here to listen to
your story and help you
find answers and
solutions.***

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ADRC of Brown County

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ADRC is a nonprofit, 501(c)3 organization

Find us online:



Getting Started

The transition from school to the adult world is a significant milestone for any young adult.

This transition takes on special importance for youth with disabilities. When high school ends, so does their entitlement to special education and related services. Young adults with disabilities and their families must pursue and coordinate needed services and supports for themselves. ADRC is here to help you navigate topics including:

- ⇒ Discussion of rights and responsibilities when turning eighteen
- ⇒ Decision making supports and guardianship
- ⇒ Continuing education and/or employment
- ⇒ Access to adult long-term care programs
- ⇒ Information on applying & appeal for public benefits including healthcare and disability
- ⇒ Healthcare changes

We give you the options so that you can make the decisions best for your journey.

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Our Mission:
***“Empower and enrich
the lives of older adults,
adults with disabilities
and their caregivers.”***

For more information:

Visit our website:

www.adrcofbrowncounty.org

211 Community Services database:

www.211wisconsin.org

Understanding the Transition Timeline

Each transition is different. The timeline below is a guide and may be useful to you as you consider your own needs, interests and preferences.

13-14 years old

- Start taking responsibility for your health care needs, such as making your own appointments or meeting with your health care provider alone for at least part of your appointment. (Pages 13-14)
- Your IEP must contain Statement of Transition Services. Explore your interests, be involved in the IEP process and part of the IEP team, and remember that transition services are part of the IEP. (Pages 4-6)

15 years old

- Think about whether a new healthcare provider will be needed at age 18 when you will transition from pediatric to adult health care. (Pages 13-14)
- Explore interests through volunteering, work experience, job shadowing, and part-time employment. (Pages 19-20)
- Explore eligibility for Division of Vocational Rehabilitation (DVR) by asking school staff for a referral. (Page 20)
- Investigate driver education options if you wish to obtain a driver's license at age 16. Consider what accommodations you might need. (Page 9)
- Explore futures planning tools. (Page 7)
- Learn more about services that are available to you as a young adult, including adult long-term care, and where and when to apply. (Pages 7, 15-16)

17 years, 6 months old

- Reach out to the ADRC to learn about options in your community as an adult. Learn about adult LTC programs and explore a possible LTCFS. (Pages 8, 15-16)
- Learn about decision-making supports when you turn age 18 and have the right to make all your own decisions. You may want to have someone else help you make decisions. (Pages 7-10)
- Prepare documents related to power of attorney for health care, power of financial attorney, medical directives, and/or guardianship if appropriate. (Pages 10-11)
- Your parents may petition for guardianship if appropriate. Get updated medical and psychological evaluations if your family plans on going through guardianship processes. (Pages 11, 13)

18 years old

- Power of health care attorney, power of financial attorney, medical directives, and/or guardianship are in place if appropriate. (Pages 10-11)
- Apply for SSI and Medicaid as an adult if eligible. (Pages 12-14)
- Take increased responsibility for managing health insurance coverage. (Page 13)
- Make decisions about future plans for work (Pages 19-20), continuing education (Page 18), and where you will live (Page 17).
- Enroll in an adult long-term care program if eligible. (Pages 15-16)
- Register for Selective Service if you are a male. (Page 9)
- Register to vote. (Page 9)

21 years old

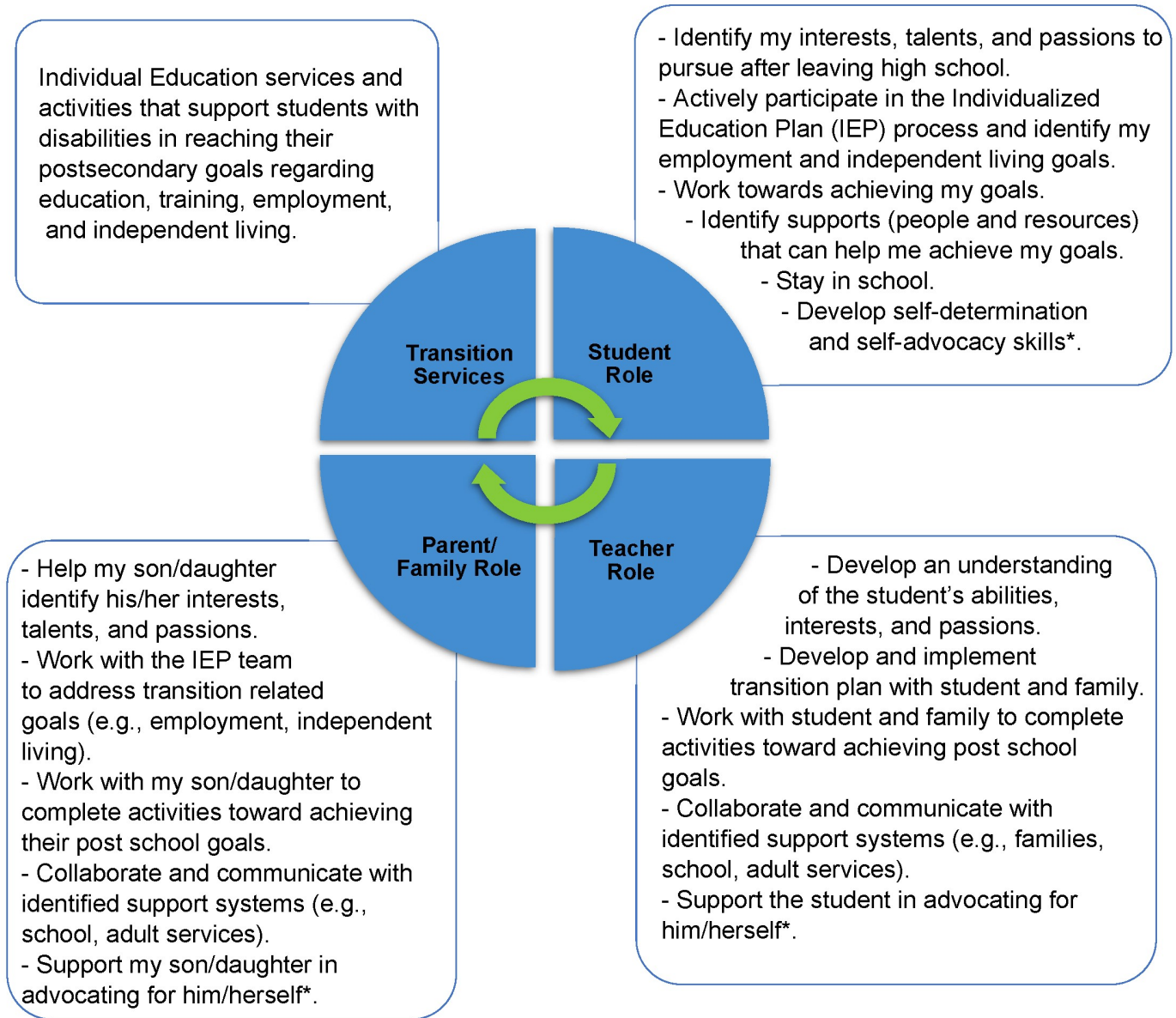
- Complete the transition to adult health care providers, unless special provisions are made. (Pages 13-14)
- Finish public school; special education services end at age 21. The school must provide a summary of your performance to help you meet your post-secondary goals. (Pages 4-7)

26 years old

- Stay on your parent's health insurance plan up until age 26, if needed. (Pages 13-14)

Transition Planning

Transition Planning Includes a Role for Everyone!



**Self-Determination and Self-Advocacy - To live life as you choose in accordance with your interests, needs, and abilities.*

What is Self-Determination?

Exercising the right to make choices and direct your own life. Promoting your choice making, decision making, and problem solving.

What is Self-Advocacy?

Knowing and standing up for your rights. Promoting your strengths, interests, weaknesses, and understanding your disability and the support you need.

Need help with Self-Determination and Self-Advocacy while in school?

- Contact The Wisconsin Statewide Parent-Educator Initiative (WSPEI) - (833)879-7734
- Contact WI FACETS - (877)374-0511

Transition Planning Timeline

Got Dreams? Students need to express their goals and desires whenever and however possible. This expression may include: observations, interviews, and/or picture based inventories.

Grades 8-9	Grades 9-10
<ul style="list-style-type: none"> <input type="checkbox"/> Continue to learn basic academics (reading, math, & writing). <input type="checkbox"/> Develop self-determination and self advocacy skills. <input type="checkbox"/> Discover and identify interests, passions, and abilities. <input type="checkbox"/> Learn about your disability and its impact on your learning. <input type="checkbox"/> Explore employment options (volunteering, job shadowing, and career exploration). <input type="checkbox"/> Participate in the IEP process. The Post-Secondary Transition Plan (PTP) is a part of your IEP which focuses on transition - a student should have a PTP in place starting the school year they turn age 14. Learn more about your PTP and ask questions if you need more clarification <input type="checkbox"/> Complete a 4, 5, or 6 year plan for high school. <input type="checkbox"/> Consider college prep classes if appropriate. 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to build on academic skills. <input type="checkbox"/> Continue to develop self-advocacy skills (be able to describe your disability and your needs). <input type="checkbox"/> Learn more about how your interests and goals relate to your disability and your job/career goals. <input type="checkbox"/> Learn more about your disability and begin to express needed learning supports. <input type="checkbox"/> Volunteer in your community and/or begin looking for a part time job. <input type="checkbox"/> Become a more active participant in your IEP. The Post-Secondary Transition Plan (PTP) is a part of your IEP which focuses on transition - a student should have a PTP in place starting the school year they turn age 14. Learn more about your PTP and ask questions if you need more clarification <input type="checkbox"/> Begin a career portfolio (resume, letters of reference, copies of job applications). <input type="checkbox"/> Participate in a functional vocational evaluation at your school.

Questions to Consider

Students	Students
<ul style="list-style-type: none"> ⇒ What do I do well? ⇒ What do I like to do? ⇒ What do I want to do after high school? ⇒ What do I do for fun? ⇒ What do I need help with and who can help me? 	<ul style="list-style-type: none"> ⇒ What are my dreams for my future? ⇒ What accommodations for my disability do I need in school, at home, or on the job and can I describe them? ⇒ Where do I want to live after high school?
Parents	Parents
<ul style="list-style-type: none"> ⇒ What are my son/daughter’s strengths, weaknesses, and interests? ⇒ Do I help develop self-advocacy and self-determination by providing opportunities to make decisions and choices at home? ⇒ Do I help my son/daughter develop goals for education, employment, and independent living? 	<ul style="list-style-type: none"> ⇒ What do I know about guardianship and adult rights and responsibilities? ⇒ Where will my son/daughter live after high school? ⇒ How will I support my son/daughter in finding and keeping a job?




Source: Wisconsin Department of Health Services’ (DHS) Living my Dream booklet (P-00413, 01/2017)

Transition Planning Timeline (cont.)

Grade 11	Grade 12
<ul style="list-style-type: none"> <input type="checkbox"/> Continue career exploration based upon areas of interest and abilities. <input type="checkbox"/> Take college admissions tests for 2-4 year colleges, if appropriate. <input type="checkbox"/> Begin to understand adult rights and responsibilities. <input type="checkbox"/> Contact the Department of Vocational Rehabilitation (DVR) 4 semesters before graduation. <input type="checkbox"/> Begin to investigate and visit adult service agencies. Adult service providers are agencies, some run by the government others run by private individuals, that assist individuals with disabilities with employment, housing, recreation, and other skills needed to live as independently as possible. <input type="checkbox"/> Continue being an active participant in your IEP. Make sure your Post-Secondary Transition Plan (PTP) is addressed during your IEP meetings. <input type="checkbox"/> Continue exercising self-advocacy skills. <input type="checkbox"/> Develop strategies for transportation (driver's license, independent travel skills, public or para transit, with or without an attendant). 	<ul style="list-style-type: none"> <input type="checkbox"/> Finalize post high school goals for employment, vocational training, and housing. <input type="checkbox"/> Apply to a technical school or 4 year college. <input type="checkbox"/> Consider staying in school through age 21 to gain additional work experiences and complete educational objectives. <input type="checkbox"/> At age 17 years & 6 months, contact the local Aging and Disability Resource Center (ADRC) for options counseling that will help you plan and make informed decisions about opportunities available to you as well as information about long term care programs. <input type="checkbox"/> Complete final IEP addressing graduation and life after high school. Make sure your PTP is addressed during your IEP meetings. <input type="checkbox"/> Participate in school sponsored work activity or in paid community based work programs. <input type="checkbox"/> At age 18, contact Social Security for an adult disability determination, if appropriate.
Questions to Consider	
Students	Students
<ul style="list-style-type: none"> ⇒ Do your PTP goals remain appropriate? What progress have you made on your goals? ⇒ How will I deal with transportation issues? ⇒ What have I learned about the required training to achieve my career/job goals? ⇒ What caring adults do I know that may act as mentors for me in the school and community? 	<ul style="list-style-type: none"> ⇒ Do your PTP goals remain appropriate? What progress have you made on your goals? ⇒ How much money will I need after high school? ⇒ What do I see myself doing immediately after completing high school? ⇒ What do I like to do with my free time? ⇒ How will I manage my health needs?
Parents	Parents
<ul style="list-style-type: none"> ⇒ Have I resolved the issue of guardianship? ⇒ Do I encourage positive talk about the future (jobs, family, and housing)? ⇒ What do I anticipate my son/daughter's living arrangements will be? 	<ul style="list-style-type: none"> ⇒ What do I know about adult service agencies? ⇒ What supports (people, accommodations, technology) will my son/daughter need in order to succeed in work or postsecondary education?

Understanding Adult Service Systems

Now that I'm out of high school, how do services change?

High School		Adult Services Systems
Entitlement		Eligibility
Special Education Services are free		Adult Services are based on eligibility and vary by agency
Services based on Individualized Education Plan (IEP) initiated by the school district		Services are based on the Individualized Service Plan (ISP) and/or Individualized Plan for Employment (IPE) which are developed with the adult consumer
Progress toward IEP goal is monitored and communicated to parents and students		Progress toward goals is monitored by the consumer and requires self-advocacy
Required by the Individuals with Disabilities Education Act (IDEA)		Required by Section 504 of the Rehabilitation Act and the American with Disabilities Act (ADA)



What does this mean for me?

- ⇒ I need to be determined eligible for supports and work with a team to develop an individual plan.
- ⇒ I can find my own adult service providers and determine if their services are right for me.
- ⇒ This means I have to understand adult rights and responsibilities.
- ⇒ I need to use my self-advocacy and self-determination skills.

Aging & Disability Resource Center

When considering what to do first, contact staff at Aging & Disability Resource Center (ADRC). They can help you get started. The following specialists are available to listen to your story.

ADRC Specialists

ADRC Specialists have information on a wide range of resources, including information about long-term care and disability services.

If you or someone you care for are turning 18 and have a disability, an ADRC Specialist can provide confidential options counseling:

- Assist you in determining eligibility for long-term care services
- Refer you to other resources that may be needed following high school

You can request assistance from ADRC at 17 years, 6 months of age and all of the services are provided free of charge.

Disability Benefit Specialist Program

Disability Benefit Specialists provide free and confidential assistance to people with disabilities between the ages of 18 and 59.

The goal of the program is to:

- Provide current, accurate information about public and private benefit programs
- Counsel individuals about eligibility for various programs and benefits
- Help people apply for benefits or appeal a denial of benefits

Benefit Specialists can assist with some of the following benefit programs:

- Medicaid
- Social Security Disability Income (SSDI)
- Supplemental Security Income (SSI)
- Medicare
- Other financial assistance programs you may qualify for

Contact ADRC at:

300 S. Adams St. Green Bay, WI
(920)448-4300 | www.adrcofbrowncounty.org

Turning 18

Rights & Responsibilities of Becoming an Adult

On the day of your 18th birthday, you legally become an adult. Unless you have gone through the court system to have a legal guardian appointed, having a disability does not change the fact that you are your own legal decision maker as an adult and have the same rights and responsibilities as everyone else.

This is a very exciting time because you now have certain new rights that allow you to be more independent. **In Wisconsin, you are automatically given the following rights when you turn 18 years old:**

- Vote (For more information go to: <https://adrcofbrowncounty.org/voting/>)
- Get married
- Make/sign a contract
- Selective Service registration (for males)
- Apply for credit
- Obtain medical treatment without your parents' consent
- Obtain a driver's license. (If you do not have a driver's license, you should get a state-issued photo ID at the DMV.)



Registering for Selective Service

Selective Service registration is the process that the U.S. Government uses to collect names and addresses of men ages 18 through 25 to use in case of a national emergency that requires rapid expansion of the Armed Forces. Every male citizen residing in the United States, **regardless of disability**, must register for the draft within 30 days of his 18th birthday. For more information visit the Selective Service website: www.sss.gov

Importance of Keeping Records

It is extremely important for you and/or your parents develop a good record keeping system in order to keep track of important documents that you may need now and in the future. Before you leave high school, get a copy of all transcripts, evaluations, tests, and Individualized Education Programs, including your Summary of Performance. Oftentimes, these records will be needed when coordinating adult services. Schools do not keep student records very long, so it is important that you request your own copies before, or right after, leaving high school.

It is just as important to keep medical records, including any documentation from physical therapists, occupational therapists, psychologists, pediatricians, and specialists. Keeping these types of documents organized and easily accessible will save you time and make your transition into the adult world easier.

Decision-Making Support Options

When a person turns 18 years old, they are legally recognized as an adult. As a legal adult, you are presumed to make decisions pertaining to your own finances, housing, medical care, and all other rights. This presumption does not change because a person has a disability. When someone is unable to make some or all of these decisions some form of support is needed.

The chart below shows a continuum of options for adults with disabilities who may need support to live a full life that aligns with their preferences and values. The ADRC can share additional information and resources about each option listed below.

Voluntary Banking Restrictions (Release Forms)	Supported Decision-Making Agreement	Representative Payee	Power of Attorney (medical or financial)	Limited or Full Guardianship
<ul style="list-style-type: none"> * Individual voluntarily signs a release form authorizing a specific person access to certain information or records. * Other voluntary supports include: direct deposit, joint bank accounts, dual signature checking accounts, and automatic bill payments. 	<ul style="list-style-type: none"> * Individual makes all their own decisions. They identify a supporter(s) to assist them. 	<ul style="list-style-type: none"> * Social Security Administration appoints an individual/ organization to receive SSI/SSDI benefits on behalf of an individual who cannot manage their own. * Individuals can also voluntarily appoint a payee, either an individual/ organization, to manage their finances on their behalf. 	<ul style="list-style-type: none"> * Formal legal arrangements that permit others to act on the individual's behalf. 	<ul style="list-style-type: none"> * Transfers some or all decision-making authority from the individual to a court-appointed guardian. * Once guardianship is granted by the courts, it is difficult and costly to modify or reverse; any changes must be made through a formal court process.



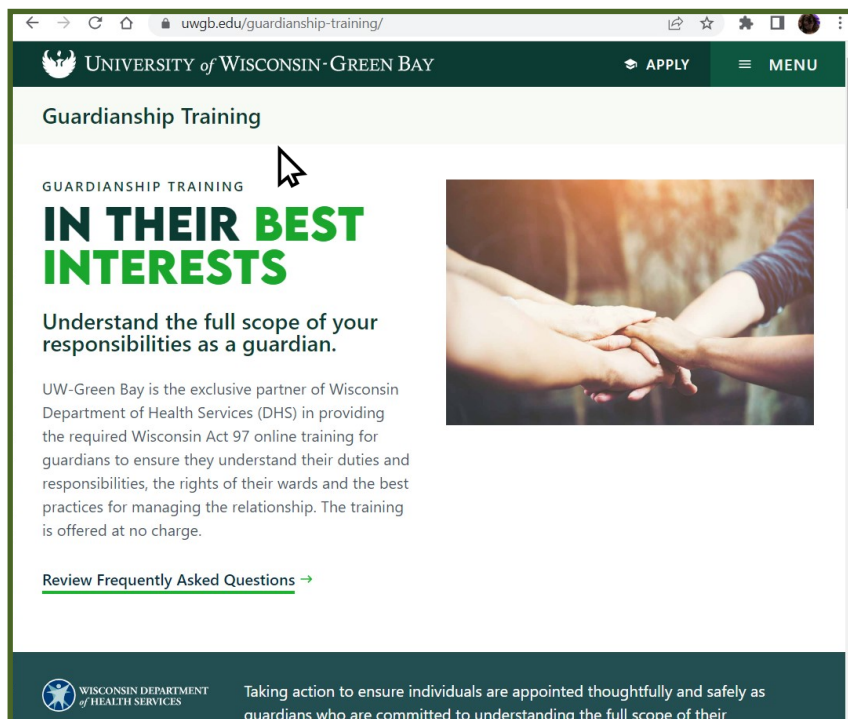
NOTE: Formal transition planning starts at age 14; this would be a good time to start conversations about decision-making supports.

Guardianship Training Requirement

New free training requirement for future guardians

What is the new training?

This new training requirement was created to teach future guardians about their responsibilities and duties as a guardian. As of January 1, 2023, all future guardians are now required to take the state-approved FREE Guardianship Training (Wisconsin Act 97) course at least 96 hours prior to their court date. The training is an online course that includes topics such as the limits to guardianship decision-making authority, the rights of wards, and best practices regarding your ward's wishes in decision-making. Upon completion of the training, you will need to submit a survey to notify the Wisconsin Training Registry of your course completion to be added to The Guardian Registry.



To take the training:

UW-Green Bay (UWGB) has partnered with the Wisconsin Department of Health Services (DHS) to administer the Guardianship Training. The course is self-paced and is accessible 24/7.

To complete the FREE training or for more information go to:

WWW.UWGB.EDU/GUARDIANSHIP-TRAINING

For questions specific to the online guardianship training, please contact the Wisconsin Training Registries at (920)465-2315 or guardian@uwgb.edu. For questions regarding the guardianship process that are outside of the online training, contact the Guardianship Support Center Helpline at (855)409-9410 or guardian@gwaar.org, or consult the DHS website (dhs.wisconsin.gov).

Adult Benefits

Now that you are an adult, your parents no longer have the legal responsibility to support you financially. It is important to think about how you will support yourself and manage your own money. If you are unable to earn enough money to support yourself because of your disability, you might be eligible for one or more of the benefit programs discussed below.

Social Security Disability Insurance (SSDI)

The SSDI program pays benefits to you and certain family members if you are “insured”. This means that you worked long enough - and recently enough - and paid Social Security taxes on your earnings. You must also meet the medical requirements to qualify.

Supplemental Security Income (SSI)

The SSI program pays benefits to adults and children who meet the requirements for a qualifying disability and have limited income and resources (\$2000 or less). You must also meet the medical requirements to qualify.

- ⇒ If you are not on SSI already you can apply the month following your 18th birthday (unless your birthday is the 1st of the month.)
- ⇒ If you are on SSI as a child, SSA will send out paperwork to determine financial eligibility and start the medical determination as an adult.

Social Security Disabled Adult Child (SSDAC)

If you have been determined disabled by Social Security and have a parent who retires, receives Social Security Disability Income, or has died, you may be eligible for SSDAC based on your parent’s work history. To apply for SSDAC, use the same application process as if you were applying for SSI. SSDAC application can be started 6 months before your 18th birthday.

For assistance with SSDI/SSI/SSDAC, contact the Social Security Office at:
1561 Dousman St. Green Bay, WI
(888)862-4811 | www.ssa.gov

Social Security Income Exceptional Expense Supplement (SSI-E)

If you receive SSI and have long-term care needs, you may be eligible for additional financial benefits through the SSI-E program. This program provides an extra monthly payment to help with these expenses. If you live in your own home or apartment and need at least 40 hours of long-term care supportive services a month, you may be eligible for this benefit. The Brown County Department of Human Services must certify that you require the care through an assessment process.

For assistance with SSI-E, contact the Bay Lake Consortium at:
(888)794-5747 | www.access.wisconsin.gov

Transition to Adult Health Care

Every young adult will transition from pediatrics to adult health care. However, if you have always gone to a family doctor who sees patients throughout their life span, you will not need to switch doctors. Individuals with disabilities often have complex medical needs and finding a new doctor can be a big decision. You will want to find someone that is knowledgeable about your special needs and someone you feel comfortable communicating with.

Finding Adult Health Care Providers

Finding adult providers early will help you coordinate your health care and make your transition a smooth one. There are several ways to find adult medical providers.

Listed below are some ideas to help you get started:

- Ask your pediatrician for referrals
- Ask friends and family for referrals
- Call your health insurance company
- Contact ADRC. ADRC will not endorse any single provider, but can direct you to physician referral hotlines or other referral sources.



It is perfectly acceptable to schedule an “interview” appointment with a new doctor so that you have a chance to meet them in person. This interview appointment allows you to ask questions and make sure you are comfortable with the doctor before making your final decision. Once you have found a new doctor, you will need to have your medical records transferred. You can usually do that by contacting your pediatrician's office. You will need to fill out a “Medical Release Form” and sign it before any information will be disclosed to your new provider. Transferring records can take some time so be sure to do it well before your first real appointment with your new doctor. It is a good idea to make your first appointment while you are still being seen by your pediatrician in case there are any questions or concerns about your treatment or medications.

Taking Control of Your Health Care

Now that you are an adult and are in control of your medical treatment, it is very important to have the skills necessary to keep yourself safe and healthy. The “Transition Health Care Checklist: Preparing for Life as an Adult” is an excellent tool to help you evaluate and build necessary skills that will allow you to take charge of your health care. Find the checklist online: [HTTPS://UCEDD.WAISMAN.WISC.EDU/PRODUCTS/TRANSITION-HEALTH-CARE-CHECKLIST-PREPARING-FOR-LIFE-AS-AN-ADULT/](https://ucedd.waisman.wisc.edu/products/transition-health-care-checklist-preparing-for-life-as-an-adult/)

Health Insurance Options

Once you turn 18, your eligibility for health insurance coverage may change. Health insurance pays for medical expenses including office visits with your doctor, hospital stays, and medications. Without health insurance, most people cannot afford the cost of health care. It is critical to staying healthy. Below are possible insurance options for young adults.



Private Insurance (Your Employment)

If you are going to start working, check with the employer to see if there are health insurance options.

Continuation on Family Plan (Family Member's Employer)

If you are under age 21 or determined disabled, you may qualify to remain on your family's health plan as a dependent adult. This may vary from plan to plan.

Marketplace

If you have no access to other health insurance, you may qualify for a private insurance plan through Wisconsin's federally facilitated marketplace/exchange.

Medicaid

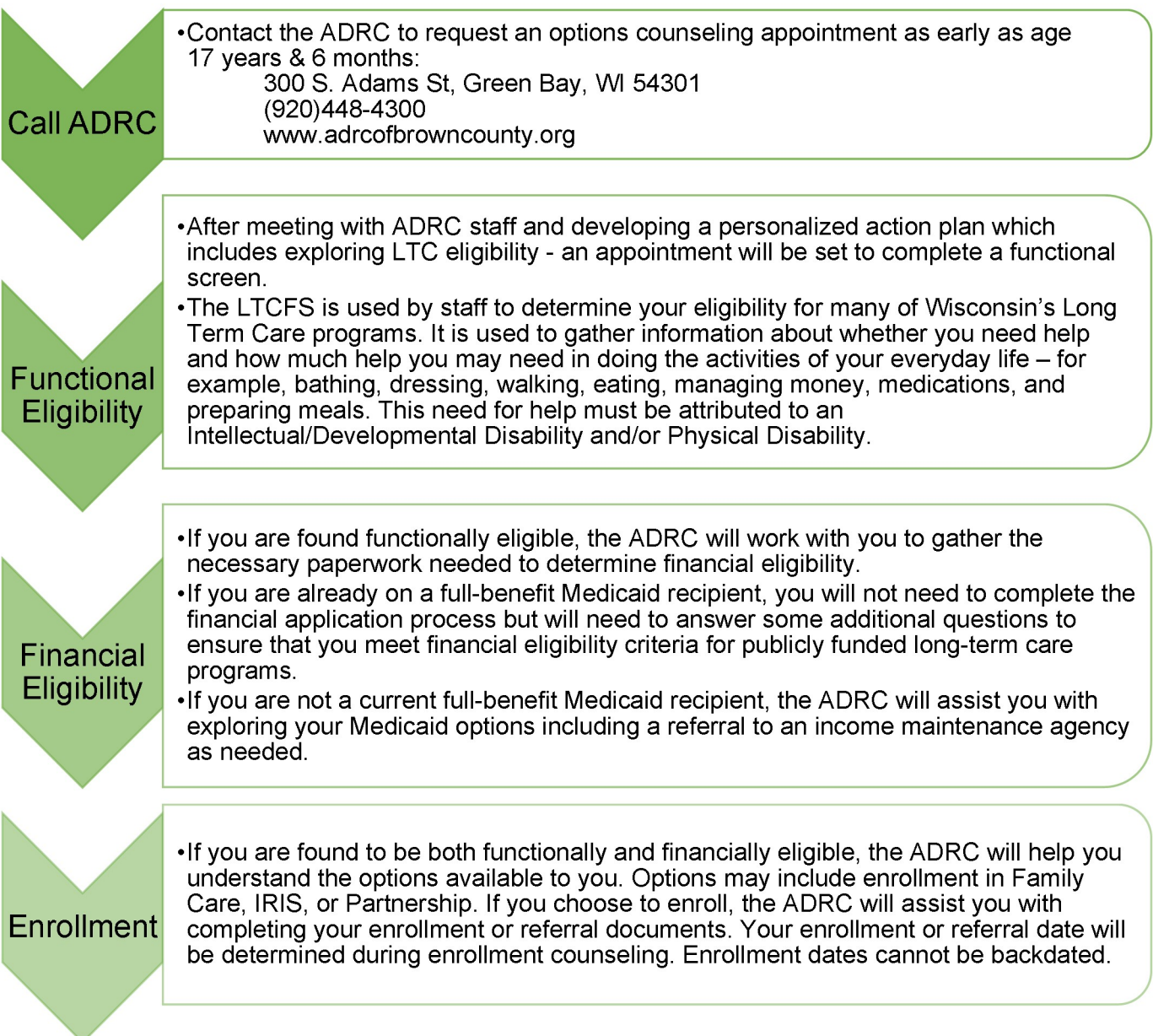
Medicaid pays for medical services, such as hospital stays, doctor appointments, and prescription drugs. You may qualify for Medicaid if you are a citizen of the United States or qualifying immigrant and meet the financial eligibility requirements. There are several different Medicaid programs available in Wisconsin (i.e. BadgerCare, Medicaid Purchase Plan, & Katie Beckett). Each has different eligibility criteria.

For more information about Medicaid, contact the Bay Lake Consortium at:
(888)794-5747 | www.access.wisconsin.gov

Publicly Funded Long-Term Care Programs

Publicly funded long-term care programs provide a variety of supports to eligible participants. Long-term care is any service or support that a person may need as a result of getting older or having a physical and/or developmental disability that limits their ability to do the things that are part of their daily routine requiring care.

To learn more about Publicly Funded Long-Term Care (LTC) Programs, you can meet with ADRC staff who will assist you with options counseling to learn more about resources available to you including what the long-term care programs are and the eligibility process.



Publicly Funded Long-Term Care Options

This section provides brief explanations of the publicly funded long-term care (LTC) options that may be available where you live. The ADRC or tribal ADRCs will share additional information about each of the programs once you are determined functionally and financially eligible.

Family Care

Family Care is a Medicaid long-term care program for frail elders and adults with physical, developmental, or intellectual disabilities. In Family Care, you will receive long-term care services to help you live in your own home whenever possible. Family Care is an innovative program that provides a full range of long-term care services, all through one flexible benefit program. Members of the Menominee and Oneida tribes may be eligible for tribal case management services through Family Care. If you are found functionally eligible at the non-nursing home level of care, you may only be eligible for a limited set of services.



Family Care Partnership (Partnership)

Partnership is a Medicaid long-term care program for frail elders and adults with physical, developmental, or intellectual disabilities who meet a nursing home level of care. The Partnership program offers an integrated model of care that includes home and community-based long-term care services, as well as nursing home and other institutional care, physician services, hospital stays, medications, dental services, and other medical care.



Include, Respect, I Self-Direct (IRIS)

IRIS is a self-directed program for Wisconsin's frail elders and adults with disabilities who meet a nursing home level of care. IRIS is built on the principles of self-determination and self-direction. In IRIS, a budget is established for you based on your long-term care needs. You get to decide what goods, support, and services will help you achieve your goals and, using your budget, you will help create a support and service plan to meet your needs. Your IRIS services will be there to help you live a meaningful life.



For more information about LTC programs, please contact ADRC and ask to speak to an ADRC Specialist:

300 S. Adams St. Green Bay, WI
(920)448-4300 | www.adrcofbrowncounty.org

Housing Considerations

As an adult, you will be responsible for determining how you live your life. You may choose to live with your family into adulthood, or you may want to experience independent living. There are many things to consider in making this very important choice.

<p>Independent Living with Support Services</p>	<p>You continue to live at home (own home or friend/family member's home) & receive support services.</p>
	<p>For More Information: OPTIONSIL.ORG</p>
<p>Assisted Living Facilities</p>	<p>Community Based Residential Facility (CBRF)</p>
	<p>A CBRF (a.k.a. group home) is a place where:</p> <ul style="list-style-type: none"> • 5 or more adults, not related to the operator/administrator, • Reside & receive care, treatment, or services above the level of room & board, but that • Provides not more than 3 hours of intermediate level or lower of nursing care per week per resident. <p>There are 3 sizes of CBRFs based on the number of residents; small (5-8), medium (9-20) & large (21 or more). They also differ by class, which is determined by the resident's ability to move about (ambulation), to follow directions (mental capacity), & to act for self-preservation under emergency conditions.</p>
	<p>For More Information: WWW.DHS.WISCONSIN.GOV/GUIDE/CBRF.HTM</p>
<p>Adult Family Homes (AFH)</p>	<p>An AFH is a place where:</p> <ul style="list-style-type: none"> • 3-4 adults, not related to the owner/licensee, • Reside & receive care, treatment, or services above the level of room & board, but that • Provides not more than 7 hours of nursing care per week per resident. <p>AFHs are characterized in 2 ways: 1) the AFH owner/licensee lives on the premises & provides resident care; & 2) the AFH is owned by an entity that provides shift staff.</p>
<p>For More Information: WWW.DHS.WISCONSIN.GOV/GUIDE/AFH.HTM</p>	
<p>Residential Care Apartment Complex (RCAC)</p>	<p>A RCAC is a place where:</p> <ul style="list-style-type: none"> • 5 or more adults, • Reside in independent apartments, each of which has an individual lockable entrance & exit, a kitchen which includes a stove, & individual bathroom, sleeping, & living areas, but that • Provides not more than 28 hours of supportive, personal, & nursing services per week per resident. <p>RCACs must be either registered or certified. Registered RCACs serve only private pay tenants, while certified RCACs may serve tenants who are eligible for public funding.</p>
<p>For More Information: WWW.DHS.WISCONSIN.GOV/GUIDE/RCAC.HTM</p>	

Continuing Your Education

If you decide to explore training and post-secondary education options after graduation, it will be important for you to identify your strengths and interests so you can choose which type of program you will pursue.

Questions and special considerations when you begin to explore training and post-secondary education options:

Why do you want to get more education?	→	Know what your career goals are. Begin planning as early as 9th grade.
What assistance and accommodation do you think you will need?	→	Learn the expectations for students who need access to student support services.
Are you able to talk about your disability and what help you will need?	→	Understand your disability and how to be a self-advocate. Understand your unique academic needs associated with your disability and what type of academic support is offered by the college.
How will you pay for your education?	→	Understand the application process, fees, and what the entrance requirements are for a student with a documented disability.

What are my training and post-secondary education options?

Technical / 2-Year College	4-year College
<ul style="list-style-type: none"> ◇ Smaller class size ◇ Hands on education ◇ Get into field of study sooner ◇ Less expensive ◇ Credits often transfer to a 4-year college 	<ul style="list-style-type: none"> ◇ More expensive than a technical or 2-year college ◇ May take more than 4 years to graduate ◇ More academic and less hands on
Degree & Certification Programs	Apprenticeships
<ul style="list-style-type: none"> ◇ Generally offered at community & technical colleges 	<ul style="list-style-type: none"> ◇ Instruction in a skilled trade

Education Resources

Division of Vocational Rehabilitation (DVR) - www.dwd.wisconsin.gov/dvr/

→ Assistance for students in achieving post-school employment.

Disability Service Offices -

→ Provides on-campus support at post-secondary schools for students with disabilities. Contact the school/program of your choice to learn more.

Social Security - (800)772-1213

→ Offers incentives to pursue post-secondary educational options.

Joining the Workforce

When considering starting a new job, it may be confusing and overwhelming. There are a lot of things to consider and options to weigh.

What can I do if I want to work?

- Participate in work experience through your high school
- Volunteer
- Job Shadow
- Know what you can do with & without assistance
- Complete a Career Inventory
- Learn about employment supports available through adult service providers
- Learn what skills are necessary for specific careers
- Apply to Division of Vocational Rehabilitation (DVR) for assistance 4 semesters prior to completing high school
- Develop & demonstrate self-advocacy skills: be able to explain your disability, strengths, & how you learn new things
- Know the impact of your healthcare needs
- Contact the ADRC for information about long-term care services including employment support

Employment Options

Competitive Employment	Supported or Customized Employment
<ul style="list-style-type: none"> ⇒ Working in an integrated setting with coworkers on a job you compete for in your local community ⇒ Job obtained with or without the assistance of an adult service provider ⇒ You are paid at least minimum wage and may receive benefits 	<ul style="list-style-type: none"> ⇒ Working in a job found in your local community with the assistance of an adult service provider ⇒ Jobs are based on your interests and abilities and are sometimes negotiated with employers by the adult service provider ⇒ Jobs are designed to meet the specific needs of the employee and employer ⇒ You are paid wages and may receive benefits ⇒ Support on the job from a job coach or co-worker that may or may not be paid

Assistance With Joining The Workforce

If you decide to transition directly to employment after graduation, it will be important for you to identify your strengths and interests so you can choose which type of employment you will pursue. You will also need to identify and ask for the help that you may require in a work environment.

Division of Vocational Rehabilitation (DVR)

DVR is a program designed to assist an individual with a physical and/or mental disability in preparing for, finding, and keeping employment if their disability makes it difficult to work.

The role of DVR is to:

- Provide employment services and counseling to people with disabilities.
- Provide or arrange for services to enable an individual to go to work.
- Provide training & technical assistance to employers regarding disability employment issues.

Services provided by DVR:

- ◆ Career Guidance & Counseling
- ◆ Information & Referral Services
- ◆ Supported Employment Services
- ◆ Vocational & Other Training
- ◆ Transportation
- ◆ Assistance in Small Business Planning
- ◆ Rehabilitation Teaching Services
- ◆ Post-Employment Services
- ◆ Job Search & Placement Assistance
- ◆ Transition to Work Services for Students with Disabilities in High School
- ◆ Rehabilitation Technology
- ◆ Disability & Employment Assessment
- ◆ Occupational Licenses, Tools, & Equipment
- ◆ Interpreter Services
- ◆ Diagnosis & Treatment

Please contact DVR for more information on eligibility at:

Wisconsin Job Center
301 N. Adams St. Green Bay, WI
(920)448-6760 | www.dwd.wisconsin.gov/dvr

Work Incentive Benefit Specialists (WIBS)

WIBS assist people with disabilities by helping them wade through the complexities to make informed choices about the impact of work on their benefits. WIBS can provide a written/oral analysis of a person's service and benefits and how work will change their cash payments, medical coverage, and continued eligibility.

If you need to understand how working could affect your benefits, speak with a WIBS at either of these locations:

Employment Resource, Inc.
(608)246-3444 | www.eri-wi.org

Options for Independent Living
(920)490-0500 | www.optionsil.org

Student Transition Planning Guide

Name _____

Graduation Date _____

Affirmation Statement

The information on this form will help me prepare for my transition IEP meetings. I will share this information with my IEP team members to help with the planning process. I will use this form to develop my transition plans over my 4 years of high school.

(Check when completed)

- ____ 1. Talk with my special education teacher about my transition IEP meeting to understand my responsibilities _____ (teacher initials & date)
- ____ 2. My strengths are: (examples: dependable, honest, hard working, fast learner, realistic)

A. _____

B. _____

- ____ 3. I have been proficient with: (examples: high job ratings, pay raises, doing my job by myself, having the boss congratulate me, etc.)

A. _____

B. _____

- ____ 4. My greatest challenges: (examples: reading, math, remembering, controlling my temper, finding help with jobs or living on my own, etc.)

A. _____

B. _____

Student Transition Planning Guide (Page 2)

____ 5. Goals I want to work toward while in school: (examples: increase reading or math skills, get new friends, learn to type, learn wood working, etc.)

A. _____

B. _____

____ 6. Words I use to describe myself: (examples: confident, strong, happy, good self-Esteem, shy, quiet, sad, etc.)

A. _____

B. _____

____ 7. I can prepare myself to assist in Transition IEP development by providing the following input:

Past Job(s)

Present Job(s)

Future Job(s)

Ideas to help reach my job goal:

1. _____

2. _____

Student Transition Planning Guide (Page 3)

Living Situations: After graduation, I plan to live

(examples: with parents, on my own, in a group home, share an apartment, etc.)

Ideas to help reach my living goals:

A. _____

B. _____

____ 8. The following supports will help me reach my goals: (IEP objectives

School: _____

(examples: talk with counselors, take vocational classes, get extra tutoring, volunteer, get my school work done, use an assignment notebook)

Job: _____

(examples: volunteer, take tours, take school courses, talk with employers, apply for jobs, practice interviewing, job shadow work places)

Home: _____

(examples: learn how to pay bills, have a checkbook, do chores at home, learn how to budget my money, watch my parents)

____ 9. My dreams for myself by age 21 are: (examples: related to jobs, living, money, family, friends, schools, etc.)

A. _____

B. _____
