

### General Guidance for Teams:

- The process of leaving high school and entering Developmental Services is a team effort, no one agency or part of the team can go through this alone. Clear communication about roles, who can support tasks, and clear responsibility designation is essential.
- Currently, funding structures and processes are designed for a clear line between education and developmental services funding, making communication across this line essential.
- Transition from high school is a critical time period in young people's lives and decisions made in this time period have potential lifelong consequences for a person's quality of life.
- If a youth is identified by a team as POTENTIALLY eligible for DS, ask families to sign releases for HireAbility and Developmental Services to allow for early communication and planning. General Eligibility Criteria:
  - IQ of 75 or less
  - Diagnosis of Autism Spectrum Disorder (regardless of IQ scoring)
  - Adaptive scores of 75 or less
- Early involvement by a DS agency (Bridge or DS Intake or DS Supported Employment) will always be better as this allows the youth and their supports to have time to build relationships with new providers, learn a new service system, and make informed choices about life after high school.
- Within a DS Agency, a youth may access multiple programs.
  - Bridge Care Coordination/Services is a voluntary program for families prior to high school exit that can support with connection to resources for their child (potentially including Family Managed Respite funds).
  - Developmental Services Intake is responsible for facilitating applications for adult services and supporting youth and families through the application and possibly eligibility process.
  - Developmental Services Supported Employment is a service that is funded after clinical eligibility has been determined, a funding priority has been met, and waiver funding has been approved. Supported Employment Services do not begin until a student has exited high school.
- As a reminder, this tool is an outline of general timelines, some youth may have different needs in different years.

### 9th Grade (1<sup>st</sup> Year of High School)

<b>Suggested Team Activities</b>	<ul style="list-style-type: none"><li>• If student/family is not connected to <a href="#">DS Bridge Services</a>, consider inviting local DS Bridge Coordinator to IEP Meeting.</li><li>• If youth is over age 14, consider inviting HireAbility to IEP meeting.</li><li>• Discuss transition goals with student and family.</li><li>• Review <a href="#">Graduation Readiness Tool</a> as a team in preparation for 12<sup>th</sup> Grade (4<sup>th</sup> Year of HS)</li></ul>
<b>Guiding Questions</b>	<ul style="list-style-type: none"><li>• What work exploration activities has the team done with student to identify interests?</li><li>• Are there any electives they can access that match this interest? Does the student need skill scaffolding to prepare for classes in their area(s) of interest?</li><li>• What are the student's goals and family's hopes about possible post-secondary options?</li></ul>

### 10<sup>th</sup> Grade (2<sup>nd</sup> Year of High School)

<b>Suggested Team Activities</b>	<ul style="list-style-type: none"><li>• If student turns 16 this year, add Transition Plan to IEP</li><li>• Review <a href="#">Graduation Readiness Tool</a> as a team in preparation for 12<sup>th</sup> Grade (4<sup>th</sup> Year of HS)</li><li>• Engage student in Career Assessment (interest, values, aptitude, etc.)</li><li>• Discuss transition goals with student and family.</li><li>• If HireAbility is not already involved, refer student to HireAbility Transition Counselor.</li><li>• Student/family meet with Guidance Counselor for College/Career Counseling.</li><li>• Visit CTE Center.</li></ul>
<b>Guiding Questions</b>	<ul style="list-style-type: none"><li>• Does the student have an interest in the local CTE?</li><li>• Is the student a candidate for HireAbility's Summer Career Exploration Program (SCEP)?</li><li>• Is the student interested in CCV's Introduction to College and Careers? Are there other Dual Enrollment options they would like to explore?</li><li>• What are the student's goals and family's hopes about possible post-secondary options?</li><li>• Is the student able to access Driver's Education through high school? Do they need to be referred for an adaptive driving assessment?</li><li>• Is the student connected with HireAbility and school WBL Coordinator to explore/obtain employment? Have they identified a career interest for further exploration? Have the student's needs for support been assessed (transportation, supervision/support, coaching, etc.)?</li></ul>

### 11<sup>th</sup> Grade (3<sup>rd</sup> Year of High School)

<b>Suggested Team Activities</b>	<ul style="list-style-type: none"><li>• Engage student in Career Assessment (interests, values, aptitude, etc.)</li><li>• Review transition goals with student and family.</li><li>• If HireAbility not already involved, refer student to HireAbility Transition Counselor.</li><li>• Review <a href="#">Graduation Readiness Tool</a> as a team in preparation for 12<sup>th</sup> Grade (4<sup>th</sup> Year of HS)</li><li>• Discuss transfer of educational rights and decision-making power with student and family</li><li>• Review and, if needed, update testing relevant to DS Eligibility – Generally, psychological testing including Full Scale IQ and Adaptive scores using adult tools.</li></ul>
<b>Guiding Questions</b>	<ul style="list-style-type: none"><li>• Is the student interested in a Dual Enrollment option?</li><li>• Is the student a candidate for HireAbility's SCEP?</li><li>• Do the student and family understand the process for extended high school? Do they hope/expect to end school after 4 years, 5 years, or at age 22? Has Vermont Family Network been offered to family as a resource?</li><li>• Has the student had a WBL placement or employment yet?</li><li>• In preparation for age 18:<ul style="list-style-type: none"><li>■ Is the student in DCF custody? (Ask for support in these cases)</li><li>■ Will the family need support to access guardianship information?</li><li>■ Will the student or family need support to apply for adult benefits (Medicaid, Social Security, 3Squares, etc.)?</li><li>■ If the youth will have ongoing medical needs, has the medical home been involved?</li><li>■ Will the youth continue to reside with current guardian after 18? Will DS supported housing be part of their plan at age 18?</li></ul></li></ul>

## Supporting Transition for Students and Youth Eligible for Adult Developmental Services

### 12<sup>th</sup> Grade (4<sup>th</sup> Year of High School):

<b>Suggested Team Activities</b>	<ul style="list-style-type: none"> <li>Engage student in Career Assessment (interests, values, aptitude, etc.)</li> <li>Review transition goals with student and family.</li> <li>If HireAbility not already involved, refer student to HireAbility Transition Counselor.</li> <li>Complete <a href="#">Graduation Readiness Tool</a> as a Team. Decide if youth will graduate or if extended high school is needed.</li> <li>Invite local <a href="#">DS Intake Coordinator (or a DS representative)</a> no later than January if youth exiting high school at end of 4<sup>th</sup> year.</li> <li>Invite representatives from relevant Supported Post-Secondary Programs</li> <li>Secure employment or Post-Secondary Plan for youth prior to HS exit</li> </ul>
<b>Guiding Questions</b>	<ul style="list-style-type: none"> <li>Has the family reached out to DS Intake?</li> <li>Will the student be accessing a 5th year?</li> <li>If the youth is not currently employed, who is working on that with the youth?</li> <li>Is the student interested in Project SEARCH? Have they visited the program and/or interviewed for admission?</li> <li>Is the student exploring College Steps/Think College/Succeed? Have they applied for admission?</li> <li>What are the employment skills identified in the student's transition plan? Will the student need 1:1 supports in an employment setting?</li> <li>Will the student be under guardianship or partial guardianship at age 18? Who does the student identify as natural supports?</li> <li>Does youth have financial benefits in place? Have CWIC services been offered?</li> <li>Does/will the family need respite supports?</li> </ul>

### Extended High School Years (4<sup>th</sup> and 5<sup>th</sup> Years of High School, or until Age 22):

<b>Suggested Team Activities</b>	<ul style="list-style-type: none"> <li>Engage student in Career Assessment (interests, values, aptitude, etc.)</li> <li>Review transition goals with student and family.</li> <li>If HireAbility not already involved, refer student to HireAbility Transition Counselor.</li> <li>Complete Graduation Readiness Tool as a Team. Decide if youth will graduate or if extended high school is a continued need.</li> <li>Invite local DS Intake Coordinator (or a DS representative) no later than 6 months prior to HS exit.</li> <li>Secure employment or Post-Secondary Plan for youth prior to HS exit</li> </ul>
<b>Guiding Questions</b>	<ul style="list-style-type: none"> <li>What are the education and independent living skills the student is working on?</li> <li>What are the employment skills identified in the student's transition plan? Will the student need 1:1 supports in an employment setting?</li> <li>If the youth is not currently employed, who is working on that with the youth?</li> <li>Does youth have financial benefits in place? Have CWIC services been offered?</li> <li>If student is receiving Personal Care Attendant (PCA) supports, does student/family have a plan to meet those needs after student's 21<sup>st</sup> birthday?</li> </ul>

### Post Secondary (Years 1 and 2):

<b>Suggested Team Activities</b>	<ul style="list-style-type: none"> <li>Transition from support provided by high school to DS supports based on eligibility, needs assessment, and funding priorities.</li> <li>Meet regularly with team members (youth, guardian, HireAbility, DS Service Coordinator, Post-Secondary Provider/Supported Employment Staff) to ensure plan continues to meet youth's needs/goals and identify any funding gaps.</li> </ul>
<b>Guiding Questions</b>	<ul style="list-style-type: none"> <li>Is youth stable in an educational program or employment?</li> <li>Are services in place to meet their needs?</li> <li>If youth is not currently employed, is there a plan for ongoing job development?</li> </ul>