

# Cross Ministry Transition Planning Protocol for Youth with Special Needs

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## **I. Introduction**

The Government of British Columbia is committed to improving cross-ministry collaboration for youth with special needs and their families, in order to facilitate the transition to adulthood.

This *Cross-Ministry Transition Planning Protocol for Youth with Special Needs* has been developed to:

- improve access to existing resources and supports, and;
- ensure that a coordinated transition process occurs for youth with special needs and their families.

This protocol has been jointly developed, and is endorsed, by the following ministries and organizations to advance these commitments:

Ministry of Advanced Education and Labour Market Development (ALMD)  
Ministry of Children and Family Development (MCFD)  
Ministry of Education (EDUC)  
Ministry of Health Services (HSERV)  
Ministry of Housing and Social Development (HSD)  
Ministry of Public Safety and Solicitor General (PSSG)  
BC Housing  
Community Living BC (CLBC)  
Public Guardian and Trustee (PGT)

## **II. Background**

Youth are faced with a number of challenges and opportunities when they are planning for the future, which include: consolidating their identity; expressing their sexuality; establishing social networks and relationships; accepting responsibility for decisions and behaviours, as well as their consequences; establishing and accomplishing education and employment goals; achieving financial independence; pursuing independent living arrangements, and; managing legal issues.

For youth with special needs and their families, a coordinated transition process will assist in preparing youth to face these challenges and contribute to his/her success in adulthood.

Transitioning to adulthood involves more than identifying and coordinating services. It also involves setting goals for all areas of adult life, exploring and adopting new adult roles and making decisions about the future. Many youth with special needs require support to make such decisions. Parents and others play a central role in supporting youth to make decisions and plan for their future. A transition process that actively engages the youth and his/her family will lead to the development of a transition plan to coordinate supports and services and assist the youth to achieve his/her full potential.

Transition planning is required for all youth with special needs, to facilitate skills development and the identification of, and access to, opportunities and supports needed in adult life. It is important to develop a transition plan, regardless of the funded government supports that the youth will be eligible to access in adulthood. Transition planning must be individualized, as youth have varying degrees of support and funded service needs.

Transition planning, using a person-centred approach, focuses on the youth within the context of his/her family, community and culture. A transition plan is developed to assist the youth to achieve his/her personal goals and aspirations. A focus on strengths and abilities has been shown to enhance service planning and outcomes. The plan can identify required actions to assist the youth and his/her family to access both informal community supports and formal services in the areas of education, health and social services. The plan must reflect the cultural identity of the youth and his/her community.

Transition planning for Aboriginal youth must consider the youth, his/her family, community, values, and culture. In addition, transition planning for Aboriginal youth requires collaboration with Aboriginal nations, communities, organizations, and the federal government to ensure an integrated and culturally appropriate network of supports and services.

Developing individualized transition plans requires cross-ministry collaboration to ensure a coordinated and comprehensive approach.

This protocol provides the overarching framework to support the transition planning process; cross-ministry support and collaboration is required. At the community level, administrators of signatory ministries and organizations will need to collaboratively develop agreements or other mechanisms to operationalize this protocol.

### **III. Youth Served**

A youth with special needs is defined as a young person between the ages of 14 and 25 who requires significant additional educational, medical/health and social/environmental support, beyond that required by youth in general, to enhance or improve his/her health, development, learning, quality of life, participation and community inclusion (adapted from B.C.'s [\*Cross-Ministry Children and Youth with Special Needs Framework for Action\*](#), 2008).

Youth with special needs have significant limitations in age-appropriate daily activities at home, school and in their communities, in one or more of the following domains:

- cognition and learning
- communication
- sensory domains (vision and hearing)
- movement and mobility
- interpersonal interaction and relationships (social, emotional, behavioural)
- community, social and civic life
- general tasks and demands (including developmentally appropriate activities of daily living, such as self-care)

A broad definition will promote transition planning for youth, regardless of their individual abilities to meet eligibility requirements for adult services. This definition does not expand established program eligibility.

It is estimated that approximately 8.3 % of the youth population in British Columbia will require transition planning support, with 4,400 14-year old youth expected to begin the transition planning process every year.

### **IV. Purpose**

The purpose of this protocol is to:

- Promote a cross-ministry commitment to a collaborative transition planning process for individual youth and their families, which will lead to the development of an individualized transition plan for each youth.
- Outline roles and responsibilities of signatory ministries and organizations in supporting youth and their families through the transition process.
- Ensure cross-ministry collaboration occurs for information sharing to support:
  - individual youth and their families through the transition process, and;
  - system capacity planning.

## **V. Guiding Principles**

This protocol promotes a coordinated transition planning process that is:

- youth-centred
- family-focused
- holistic
- strengths-based
- focused on positive cultural identity development for Aboriginal youth
- focused on supporting youth to live as fully and independently as possible
- focused on supporting youths' lifelong wellness and participation and inclusion in their communities
- responsive to the unique cultural identities and diversity of youth
- comprehensive and integrated across service sectors
- innovative and flexible
- evidence-based
- sustainable
- accountable to youth, their families and others involved
- aligned with Jordan's Principle until age 18
- respectful of youths' rights as per the United Nations [\*Convention on the Rights of the Child\*](#) (including the [\*General Comment No. 11: Indigenous children and their rights under the Convention\*](#)) and the [\*Convention on the Rights of Persons with Disabilities\*](#)

## **VI. Strategies Supporting Youth Transition Planning**

### **1. Transition Planning Process**

Appendix A describes the transition planning process for youth with special needs and their families that will lead to the development of an individualized transition plan.

### **2. Government Supports and Services**

Appendix B outlines the supports and services for youth between the ages of 14 and 25 that are available through key ministries, Delegated Aboriginal Child and Family Service Agencies, crown agencies and the Public Guardian and Trustee of British Columbia. Each organization has responsibility for establishing the specific eligibility criteria for the supports and services it provides.

### **3. Transition Planning Roles and Activities**

Appendix C presents a working draft of Roles and Tasks for Transition Planning Team Members. This will serve as the framework for:

- clarifying roles for cross-ministry support and collaboration at the community level;
- developing agreements or other mechanisms to operationalize this protocol (e.g., Ministry of Children and Family Development and Community Living BC operational agreement to ensure that youth transitioning into CLBC services receive transition planning), and;

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- developing new, and revising existing, resources such as information guides for youth with special needs, their families and service providers. Signatory ministries and organizations will jointly develop and/or revise these resources, with the input of youth with special needs, their families and service providers.

### **4. Information Sharing**

For the purpose of supporting youth transition planning, signatory ministries and organizations will coordinate and document authority(ies) and processes for sharing information. This will be done in accordance with legislative requirements.

## **VII. Review**

This protocol will be reviewed by administrators of signatory ministries and organizations on an annual basis for three years to:

- assess the effectiveness of cross-ministry collaboration;
- determine whether roles and responsibilities of signatory ministries and organizations are clear, and;
- evaluate the effectiveness of cross-ministry information sharing.

Subsequent reviews will be conducted every three years. Any signatory ministry or organization may ask for a review before the end of the three-year term.

Appendices may be amended by the agreement of administrators from signatory ministries and organizations.

## **VIII. Dispute Resolution**

In any cooperative endeavour involving service providers funded by different ministries, issues and problems may arise. In accordance with the principles that underpin this protocol, dispute resolution will take place as close as possible to the level at which the decisions were made.

For local transition planning issues, youth, family and other transition planning team members will use the service provider's existing complaint/dispute resolution processes, and may also need to involve the responsible ministry, organization or authority. Where planning for First Nations youth under the age of 19 involves a disagreement between the federal and provincial governments regarding access to available health and social services, the child-first approach under Jordan's Principle must apply.

When an issue is not resolved locally, it will be raised to the next decision-making level within the appropriate ministry, organization or authority. As part of this or at subsequent steps in the dispute resolution process, managers and senior administrators may need to discuss issues related to this protocol with their colleagues from relevant ministries, organizations or authorities, in an effort to resolve the dispute as quickly as possible.

## **IX. Appendix A – Transition Planning Process**

Transition planning for youth should begin at age 14 and may continue beyond age 19 to ensure that there is a coordinated and supported process both during adolescence and into adulthood. Youth and their family members are central to the transition planning process and are supported to actively participate. Starting early allows time to create a transition plan that:

- includes informal community supports, and;
- facilitates timely access to adult services for youth who are eligible.

The transition planning process for youth with special needs involves the following.

### **1. Initiate the Transition Planning Process**

The transition planning process is initiated by:

- providing the youth and family with information on transition planning and the process;
- assisting the youth and family to identify possible transition planning team members, and;
- providing the youth and family with information about consent for information sharing with other transition planning team members.

The Ministry of Children and Family Development (MCFD) initiates the process for youth who are 14 years of age and accessing special needs supports and/or services from MCFD.

Delegated Aboriginal Child and Family Service Agencies with guardianship delegation initiate the process for children in their care at age 14.

The Ministry of Education – teachers will begin to develop transition goals, beyond school completion, as part of secondary students' Individualized Education Plans (IEPs), if not already in place.

### **2. Establish the Transition Planning Team**

The transition planning team is comprised of individuals who play a role in the youth's life or who may play a role when the youth becomes an adult. The team includes the youth and his/her parent(s)/foster caregivers, as well as a variety of others (depending on the youth and his/her circumstances). The team may include family, friends, representatives from community and cultural organizations, school staff, ministry staff, and service providers. For Aboriginal youth, the team should include members from appropriate community and cultural organizations. Team members may change over time, depending on the stage of transition planning.

The Ministry of Children and Family Development arranges a meeting of possible transition planning team members for youth accessing special needs supports and/or services from MCFD, in order to formalize the team's membership.

The Ministry of Education includes possible transition planning team members when formalizing transition planning goals as part of the student's IEP. Where there is a need for a formal transition

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plan in addition to an IEP, the IEP planning team may be reformed with additional members to establish a transition planning team.

### **3. Identify the Transition Coordinator**

The transition planning team collectively identifies the most appropriate person to coordinate the transition planning process and subsequent action plan. The Transition Coordinator plays a key role by providing organizational and administrative support to the team, including overseeing the composition of the transition planning team and adjusting membership as needed.

### **4. Gather Transition Planning Information**

The Transition Coordinator works with the youth and his/her family to organize and gather information that will assist in:

- understanding the youth and family's support needs, and;
- developing the transition plan.

Information may be gathered from a variety of sources, including transition planning team members, and past, present and future service providers.

### **5. Develop the Transition Plan**

The transition planning team collaboratively develops an individualized plan to address the youth's needs and the goals identified by the youth and his/her family. The transition planning team assists youth and their families to identify and access required assessments. The transition plan focuses on the youth's abilities and strengths and connects these to his/her dreams, goals and desires. The plan is future-oriented and aligned with the youth's cultural identity. The plan includes actions, milestones and timelines (including a timeline for applying for adult services, as required), as well as individual responsibilities for achieving milestones.

### **6. Implement the Transition Plan**

Once the plan has been developed, the youth is supported in implementing it.

### **7. Monitor and Review the Transition Plan**

The transition planning team determines a schedule to review, evaluate and update the plan at least once per year.

*Adapted from the [Alberta Children and Youth Initiative: Transition Planning Protocol for Youth with Disabilities \(2007\)](#) & the British Columbia [Transition Planning for Youth with Special Needs: A Community Support Guide \(2005\)](#).*

## **X. Appendix B – Government Services and Supports**

The following is a list of government-funded organizations that can be involved in the transition planning process for youth with special needs (ages 14 to 25 years). This list includes a description of the types of services and/or supports provided that may be available to a youth preparing for, and/or entering, adulthood (depending on whether or not he/she meets the established eligibility requirements).

<b>Organization</b>	<b>Government Services and Supports</b>
BC Housing*	<ul style="list-style-type: none"> <li>• Administration of subsidized housing and programs that offer housing options</li> </ul>
Community Living British Columbia*	<ul style="list-style-type: none"> <li>• Community living supports and services for eligible adults with developmental disabilities (ages 19 and older)</li> <li>• Support for developing and implementing Individual Support Plans</li> <li>• A range of supports and funding options that honour choice, including Individualized Funding</li> <li>• Supports, including employment support, individual and group day supports, and home living options for adults who live away from their parents' homes</li> <li>• Family supports, including respite</li> </ul>
Ministry of Advanced Education and Labour Market Development	<ul style="list-style-type: none"> <li>• Planning material for youth with special needs transitioning from K12 to post-secondary (financial resource access, assessment requirements, services and technology access)</li> <li>• Contact information regarding post-secondary institutions financial aid and disability services</li> <li>• Grants, scholarships and loan funding for students with permanent disabilities</li> <li>• Adult special education programs with a focus on developing vocational and employment skills</li> </ul>
Ministry of Children and Family Development	<ul style="list-style-type: none"> <li>• A range of services for children and youth (ages 0-18) with special needs and their families (e.g. At Home Program, Family Support Services such as respite, Key Worker services for children and youth with Fetal Alcohol Spectrum Disorder, Nursing Support Services, Autism Funding)</li> <li>• Residential services, guardianship and transition planning assistance for children and youth in care - also provided by Delegated Aboriginal Child and Family Service Agencies (DAAs)</li> <li>• Financial support and services for former children and youth in care to advance educational, rehabilitative and/or employment opportunities</li> <li>• A range of specialized mental health services including community-based Child and Youth Mental Health services, Maples Adolescent Treatment Centre (residential and non-residential options for youth with significant psychiatric and behavioural difficulties) and Youth</li> </ul>

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<b>Organization</b>	<b>Government Services and Supports</b>
	<p>Forensic Psychiatric Services (assessment and treatment services to young offenders).</p> <ul style="list-style-type: none"> <li>• Provincial Services for the Deaf and Hard of Hearing</li> <li>• Programs for at-risk or sexually exploited youth, youth custody and community youth justice services</li> </ul>
Ministry of Education	<ul style="list-style-type: none"> <li>• Funding to boards of education for children and youth with special needs</li> <li>• Individualized Education Plan development and transition goals as part of that plan</li> <li>• Work experience / pre-employment preparation</li> <li>• Provincially- and locally-developed curriculum</li> </ul>
Ministry of Health Services	<ul style="list-style-type: none"> <li>• Home and Community Care may provide health care and support services, including home care nursing, community rehabilitation (occupational and physical therapy), and other community-based services</li> <li>• Primary Care - Transition between Paediatrician and General Practitioner care (including Shared Care/Collaborative Models of Care)</li> <li>• Regional Developmental Disability Mental Health Services – ages 14 and older</li> <li>• Adult Community Mental Health and Addictions Services</li> <li>• Child and Youth Addiction services</li> <li>• Health Authority Specialized Programs (e.g. Vancouver Island Health Authority Neuropsychiatric Clinic)</li> <li>• Acute psychiatry – adult and adolescent units</li> </ul>
Ministry of Housing and Social Development	<ul style="list-style-type: none"> <li>• Employment programs</li> <li>• Income Assistance, including Persons with Disabilities (PWD)</li> <li>• Health Supplements and Programs (e.g., medical and dental benefits, volunteer supplements, bus pass, etc)</li> </ul>
Ministry of Public Safety and Solicitor General (Crime Victim Assistance Program)	<ul style="list-style-type: none"> <li>• Financial assistance and benefits to victims of an injury due to violent crime</li> <li>• Medical/health related services</li> <li>• Vocational services</li> <li>• Disability aids</li> <li>• Home modification, vehicle modification/acquisition</li> <li>• Income support/lost earning capacity at age 19 for claimant who remains unemployable due to an injury from a violent crime</li> </ul>
Public Guardian and Trustee of BC	<p>Child and Youth Services</p> <ul style="list-style-type: none"> <li>• Acts as a co-guardian with the Ministry of Children and Family Development and DAAs for youth under continuing custody orders, and is responsible for the protection of the financial and legal interests of children and youth under continuing custody orders</li> <li>• Management of trust funds as Trustee</li> </ul>

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<b>Organization</b>	<b>Government Services and Supports</b>
	<p>Services to Adults</p> <ul style="list-style-type: none"> <li>• Consultation on situations of abuse, neglect or self-neglect of adults or youth nearing the age of majority, who may not be mentally capable of managing their own legal/financial affairs</li> <li>• Acts on behalf of adults who have been deemed mentally incapable, including as a temporary substitute decision- maker regarding health care decisions</li> </ul> <hr/> <p>Estate and Personal Trust Services</p> <ul style="list-style-type: none"> <li>• Administration of Public Guardian and Trustee Educational Assistance Fund for eligible former children and youth in care</li> </ul>

*\* The Ministry of Housing and Social Development provides oversight to two crown agencies: Community Living BC, which funds supports and services to adults with developmental disabilities and their families; and BC Housing, which delivers integrated housing services.*

## XI. Appendix C – Roles and Tasks Timeline for Transition Planning Team Members\*

This table outlines the interactive roles and tasks of team members: the youth, family, and staff from schools, youth services and adult services. It provides a task completion timeline that can be used in combination with information guides and transition checklists. Eligibility for, and availability of, services differs according to the youth's age and the specific service. Youth and their families need to submit applications at different ages for different services (16 to 19). Confirming eligibility for adult services as early as possible (before age 19), will allow youth to access supports they are eligible for and for youth who are not eligible it will allow time to explore other support options. In addition, this table only includes services that are funded by the provincial government – it does not include any services funded by the federal government to persons with special needs living in First Nations reserve communities.

Age 14–15 Develop a Transition Plan	Age 16 Continue Transition Planning	Age 17–18 Continue Transition Planning	Age 19 and Beyond Continue Transition Planning
<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>» Learn about assessments that may be needed</li> <li>» Ensure youth has legal documentation for identification (Social Insurance Number, Personal Health Number, government issued picture ID) and learn about consent process</li> <li>» Begin to develop a plan for adulthood which addresses health care needs, on-going learning (education), employment options and having a home</li> <li>» Develop financial literacy skills to increase the youth's ability to manage financial assets</li> <li>» Consider long term financial planning needs (e.g. Will and Estate planning)</li> <li>» Monitor existing financial tools that will support the youth as an adult (e.g. Registered Disability Savings Plan (RDSP), Registered Education Savings Plan, trust funds) – if these are not in place, learn about and apply for such tools</li> <li>» Engage in intentional social network development to build connections for the future</li> <li>» Keep copies of all documentation and completed reports</li> </ul> <p><b>Note: For children in care of MCFD or a Delegated Aboriginal Agency (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>» Review and revise the plan for adulthood which addresses health care needs, on-going learning (education), employment options and having a home</li> <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> <li>» Seek employment opportunities</li> </ul>	<ul style="list-style-type: none"> <li>» Review and revise the plan for adulthood which address health care needs, on-going learning (education), employment options and having a home</li> <li>» Apply for post-secondary education/ vocational skills training and adult special education programs</li> <li>» Support youth to gain employment</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 and CLBC if not already completed at 16)</li> <li>» Learn about legal agreements for when the youth turns 19 (e.g. Representation Agreement)</li> <li>» Develop and implement a plan for how the youth's finances will be managed (including assets) and explore ways that social network members may assist</li> <li>» Complete applications for adult supports and services (e.g., Income Assistance Program or Persons with Disabilities) at age 17 ½ for benefits that may start at age 18. Note: Youth who are in care or in Youth Agreements until their 19th birthday would make application as early as 18 ½ years</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> <li>» Implement legal agreements</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 (K–12)</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, financial management 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>» Continue to provide information about post-secondary education, vocational skill training and community inclusion supports</li> <li>» Support youth to gain employment</li> <li>» Provide opportunities to learn financial management and community participation skills</li> <li>» Complete school assessments and note if any assessments are outdated and need to be redone</li> </ul>	<ul style="list-style-type: none"> <li>» Connect students to community opportunities and adult supports and services</li> </ul>

# XI. Appendix C – Roles and Tasks Timeline for Transition Planning Team Members

Age 14–15 Develop a Transition Plan	Age 16 Continue Transition Planning	Age 17–18 Continue Transition Planning	Age 19 and Beyond Continue Transition Planning
<b>Services for Youth with Special Needs</b>			
<p><b>All Services for Youth with Special Needs:</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 culturally appropriate community supports in the plan</li> <li>» Determine if assessments are needed</li> <li>» Provide information and opportunities to learn employment, financial management and community participation skills and assist in building the youth/family's informal social network and supports</li> </ul> <p><b>Ministry of Children and Family Development (MCFD):</b></p> <ul style="list-style-type: none"> <li>» As appropriate, identify, initiate and arrange a transition planning meeting for youth accessing special needs supports and services from MCFD</li> </ul> <p><b>Public Guardian and Trustee (PGT):</b></p> <ul style="list-style-type: none"> <li>» Work closely with the transition planning team, the youth and the youth's support network to provide information on financial literacy resources and on options for the transition of a youth's legal, financial and personal decision making into adulthood</li> <li>» For eligible youth in continuing care, PGT will apply for and maintain RDSPs</li> </ul>	<p><b>Transition Planning Team:</b></p> <ul style="list-style-type: none"> <li>» Complete required assessments</li> <li>» Assist the youth to learn about post-secondary education, vocational skills training and community participation skills</li> <li>» Provide required information about the youth, as needed and with consent, to adult service organizations</li> <li>» As appropriate, assist in the application process for adult supports and services (e.g. CLBC)</li> <li>» Collaborate with school and relevant service providers</li> <li>» For Aboriginal youth, include culturally appropriate community supports in the plan</li> </ul> <p><b>Ministry of Children and Family Development (MCFD):</b></p> <ul style="list-style-type: none"> <li>» Monitor the status of the transition plan for youth accessing special needs supports and services from MCFD and communicate as necessary with other transition planning team members</li> <li>» With consent, provide relevant information to CLBC to establish eligibility for CLBC adult supports and services</li> </ul> <p><b>Public Guardian and Trustee (PGT):</b></p> <ul style="list-style-type: none"> <li>» Work closely with the transition planning team, the youth and the youth's support network to provide information on financial literacy resources and on options for the transition of a youth's legal, financial and personal decision making into adulthood</li> <li>» For eligible youth in continuing care, PGT will apply for and maintain RDSPs</li> </ul> <p><b>Ministry of Justice:</b></p> <ul style="list-style-type: none"> <li>» Crime Victim Assistance Program (CVAP): Work in collaboration with the Ministry of Social Development (SD), Community Living BC (CLBC), PGT, Health Authorities and other agencies to determine support needs, coordinate funding agreements and facilitate the transition planning process</li> </ul>	<p><b>Transition Planning Team:</b></p> <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>» Support youth to gain employment</li> <li>» Continue to provide information and opportunities to learn employment, financial management and community participation skills</li> <li>» For Aboriginal youth, include culturally appropriate community supports in the implementation of the plan</li> </ul> <p><b>MCFD/DAA for Youth in Care:</b></p> <ul style="list-style-type: none"> <li>» Inform youth about adult supports and funding available</li> <li>» With legal consent, inform adult service organizations of any change in status</li> <li>» Support youth in applying for needed adult supports (such as those from CLBC, MSD, and Health)</li> </ul> <p><b>Public Guardian and Trustee (PGT):</b></p> <ul style="list-style-type: none"> <li>» Work closely with the transition planning team, the youth and the youth's support network to provide information on financial literacy resources and on options for the transition of a youth's legal, financial, and personal decision making into adulthood</li> <li>» For eligible youth in continuing care, PGT will apply for and maintain RDSPs</li> </ul>	<p><b>Transition Planning Team:</b></p> <ul style="list-style-type: none"> <li>» Connect youth to community opportunities and adult supports and services</li> </ul> <p><b>Public Guardian and Trustee (PGT), Services to Adults:</b></p> <ul style="list-style-type: none"> <li>» Work closely with the transition planning team, the youth and the youth's support network on options for the transition of a youth's legal, financial, and personal decision making into adulthood</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 relevant policies</li> </ul>	<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 relevant policies</li> </ul> <p><b>Community Living BC (CLBC):</b></p> <ul style="list-style-type: none"> <li>» Review requests for CLBC eligibility, determine eligibility and communicate outcome to the youth/family</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></p> <ul style="list-style-type: none"> <li>» Meet with eligible youth and their families to explore possible adult supports and record requests for future support for eligible youth and provide assistance for developing an Individual Support Plan</li> </ul> <p><b>Ministry of Health (MoH) Home and Community Care:</b></p> <ul style="list-style-type: none"> <li>» Conduct eligibility assessment as required</li> </ul> <p><b>Ministry of Social Development:</b></p> <ul style="list-style-type: none"> <li>» Complete applications for adult supports and services (e.g., Income Assistance Program or Persons with Disabilities) at age 17 ½ for benefits that may start at age 18. Note: Youth who are in care or in Youth Agreements until their 19th birthday would make application as early as 18 ½ years</li> </ul>	<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 and home living supports with available resources</li> </ul> <p><b>CLBC:</b></p> <ul style="list-style-type: none"> <li>» Provide support and/or services as appropriate</li> </ul> <p><b>Ministry of Health (MoH) Home and Community Care:</b></p> <ul style="list-style-type: none"> <li>» Provide services as appropriate</li> </ul> <p><b>BC Housing:</b></p> <ul style="list-style-type: none"> <li>» Subsidized housing and programs that offer housing options start at age 19</li> </ul> <p><b>Public Guardian and Trustee (PGT) Services to Adults:</b></p> <ul style="list-style-type: none"> <li>» Support long term financial, legal and personal planning needs (e.g. Will and Estate planning, adult guardianship, health care decisions, transferring responsibility of a legal claim or financial matters from the PGT to the adult or his/her legal representative)</li> </ul> <p><b>Crime Victim Assistance Program:</b></p> <ul style="list-style-type: none"> <li>» Lost earning capacity benefits start at age 19 if claimant remains unemployable due to compensable injury</li> </ul>

This table is considered a 'living' document that will be updated as required. It is an appendix of the Cross-Ministry Transition Planning Protocol for Youth with Special Needs and can be accessed at: [www.mcf.gov.bc.ca/spec\\_needs/adulthood.htm](http://www.mcf.gov.bc.ca/spec_needs/adulthood.htm).

It was adapted from *Bridging to Adulthood: A Protocol for Transitioning Students with Exceptional Needs from School to Community* (Manitoba Government, 2008).

## **XII. Glossary of Terms**

**Children in Care/Youth in Care:** Children under age of 19 years who are in the custody, care or guardianship of a director or a director of adoption as designated under the *Child, Family and Community Service Act (CFCSA)*, the *Adoption Act*, or the *Family Relations Act*. For the purpose of this protocol, the term ‘youth in care’ is used to refer to those over the age of 14.

**Delegated Aboriginal Child and Family Service Agency (DAA):** An Aboriginal agency that has responsibility for the administration of all or parts of the *Child, Family and Community Service Act (CFCSA)*, through a delegation agreement with a director under the *CFCSA*.

**Individualized Education Plan (IEP):** A documented plan developed for a student with special needs that describes individualized goals, adaptations, modifications, and services to be provided, and includes measures for tracking achievement.

**Informal Community Supports:** Family, friends, neighbours and/or community members who provide social support, which can include advocacy and/or help with monitoring services. Additional support is derived from participation in associations (e.g. social clubs and groups) or community activities that have public participation (e.g. sports teams, horticultural society, faith communities, etc). Formal government-funded services augment, rather than replace informal community supports.

**Jordan’s Principle:** A child-first approach to ensuring that jurisdictional funding disputes do not prevent or delay First Nations children from accessing available health and social services.