

Transition Planning: Step by Step

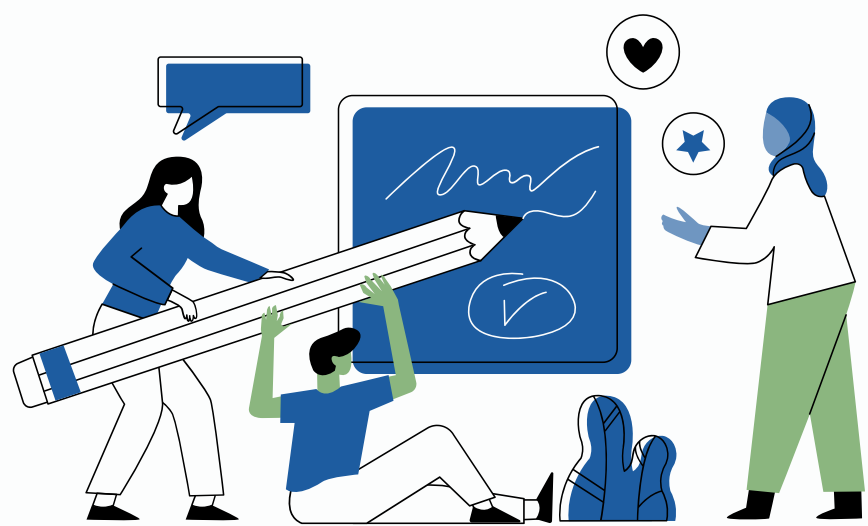
What is

Transition Planning?

Transition planning is simply an intentional conversation about your plan for the future. The My Pathway to Success Plan form, also referred to as a Transition Plan, is the written document you make with your team. You will meet with your caseworker or independent living specialist on a regular basis to go over the My Pathway to Success Plan form while you are in an open dependency case or enrolled in a post 18 independent living program.

The plan captures your goals, what you need to accomplish them and plans you and your team identify to make it happen.

You will receive a copy of this form after each transition planning meeting. The plan is important because it contains all the information to assist in your journey of achieving independence. You can keep it with you to remember the goals and your benefits.



What Services May Be Available?

Depending on your eligibility, benefits may include free college at any state university, college, technical, or vocational school until age 28, free access to a driver's education program through Keys to Independence, as well as help getting and paying for your driver's license. All youth who age out of legal custody also receive free healthcare through Medicaid until age 26. You may also ask about access to free or reduced cost housing, depending on availability in your area and other community supports you may need.



VISION STATEMENT

This section is an opportunity for you to share about your future life goals.

i.e., I would like to get a degree in business and own a food truck or I would like to be a Disney performer.



STRENGTHS AND IMPROVEMENT AREAS

This section is to help identify what you excel in and what goals you have already accomplished. You will also talk about barriers or obstacles that might be in your way. What is stopping you from getting where you want to be?

i.e., My strengths include budgeting and task management. My areas of improvement are saving money and cooking.



SHORT-TERM AND LONG-TERM GOALS

This section is to help set up short-term and long-term goals.

Short-term goals are immediate next steps you and your transition team can take to get you closer to where you want to be. Long-term goals are broader ambitions that you plan to accomplish in the next 2-5 years.

i.e., My short-term goals are to get a part-time job, obtain a driver's license, develop better study habits and improve time-management.

My long-term goals are to graduate college, become a physical therapist, visit another country, purchase a vehicle, improve relationships with family members, and become financially self-sufficient.



HOUSING

This section is about your potential housing options and aspirations. You should also talk about potential benefits like a voucher or homeless wavier.

i.e., I want to stay in an apartment, stay in my current placement, or go into a dorm.



HEALTHCARE

This section is about Medicaid and its various services, including medical and therapeutic. You can discuss your next appointment and medical needs.

i.e., I have an eye doctor appointment on Jan 25th, or I need transportation to my dentist appointment.



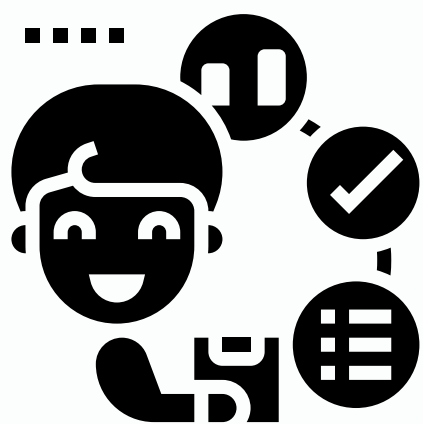
When Does Transition Planning Start?

Your transition planning will begin at age 16 and start with introducing the independent living programs Extended Foster Care (EFC), Post-Secondary Education Services and Supports (PESS), and Aftercare. These programs are explained in the last three pages of the My Pathway to Success Plan form. Once you transition out of foster care at 18, you will receive a variety of important documents, including your birth certificate, Social Security card, health insurance card, and driver's license or other state-issued identification card.



What Happens After I Complete My Transition Plan?

Prior to the signature page, there is a three-page overview of Independent Living programs, including the specific benefits of each program, the advantages and disadvantages of participation in each program, and the financial value of each program. The signature page is where you sign the document indicating that you've discussed each area of the plan with the community-based care lead agency representative, understand how services and benefits would meet your individual needs, and understand how these services would assist you in accomplishing future plans.



Still Need Help?

**CALL AN OCC HOPE NAVIGATOR
FOR MORE INFO
850-300-HOPE
(850-300-4673)
HOURS OF OPERATION:
Monday – Friday, 8 a.m. to 5 p.m.**

This section discusses your educational goals for the future. Education comes in many forms but is not a requirement after the age of 18.

i.e., I want to have an SAT/ACT tutor, or I want to graduate high school and go to college (trade school, community college, or university), or I need help filling out my tuition waiver, FAFSA, PELL grant, or scholarship.

TRANSPORTATION



This section is about how you get to and from your job, school or social gatherings. The discussion can include personal transportation like a car or bus routes and ride sharing options.

i.e., I need to take the bus to work Monday-Friday, and would like to start saving for a car.

KEYS TO INDEPENDENCE



This section highlights the importance of obtaining a driver's license, the services that Keys to Independence offers to make that happen, and eligibility. Keys can assist with obtaining learner's permit, Driver's License, State Identification Card, driving classes and car insurance reimbursement.

i.e., I need a car to take my driver's test, or I need help paying for car insurance.

EMPLOYMENT



This section is where you will discuss your career goals. You may decide to work during school or go straight into the workforce. This is the time to think about what type of work would make you happy and achieve your financial goals.

i.e., I want to remain with my current employer, or I want to seek better employment, and work towards my career goals.

MENTORS AND POSITIVE CONNECTIONS



This section is used to identify people who can support you through your journey to independence and why is it important to maintain meaningful connections.

i.e., I have a mentor, John Smith, or I want to have more positive adult connections.

LEGAL BARRIERS



This section is a continuation of any previous legal barriers and how they will affect you after you turn 18.

i.e., I have current charges, or a pending legal status/court order requirement, I need to get in contact with my lawyer.

MY FINANCIAL PLAN



This section helps begin the conversation on money management and why that is important. This will also include information on Master Trust, Supplemental Security Income accounts and allowance.

i.e., I need more assistance in setting up a bank account, or I need help obtaining my first credit card.

more info in the PESS Section

What's Different for Those in the PESS Program?

The only major difference for youth and young adults in PESS is the required financial plan every 6 months. In this plan you will fill out a monthly budget based on your income and expenses. Following the budget, the facilitator will assess financial literacy, executive functioning, self-regulation and determine whether you will be able manage your monthly stipend of \$1,720 on your own or identify supports you may need. This is also a time to discuss plans for self-sufficiency once the stipend eligibility ends.



BUDGET

Your budget will include your monthly expenses and income while participating in the PESS program such as rent, utilities, childcare, car payment, etc. After creating this budget, you will determine if your monthly income covers all the expenses.

FINANCIAL LITERACY

To assess financial literacy, you will have to show that you can budget your income to cover your expenses. Your case manager will use your mock budget to determine financial literacy. If your income does not cover expenses, your case manager will discuss supports needed for a balanced budget and increased financial literacy skills with you.

EXECUTIVE FUNCTIONING

To assess executive functioning, your case manager will determine if you can manage your own finances. This requires confirming you have skills including focusing, multi-tasking, and remembering instructions.

SELF-REGULATION

To assess self-regulation, your case manager will determine if you are able to understand and manage your behavior. This requires confirming you have skills including goal setting, self-monitoring, and self-instruction.