



Transition Planning Guide

**Preparing Children with Disabilities
to Move From School to Appropriate
Postsecondary Outcomes**



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Transition Planning Guide: Preparing Children with Disabilities to Move From School to Appropriate Postsecondary Outcomes



Maryland State Department of Education
Division of Special Education/Early Intervention Services

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Information for the Transition Planning Home File

Anticipated Date of Exit From School: _____

My child will exit with: _____ A Maryland High School Diploma
_____ A Maryland High School Certificate of Program Completion

My child will complete: _____
(Course of Study)

My child will receive a copy of his or her Academic and Career Plan on: _____
(Date)

My child will receive his or her Exit Document on: _____
(Date)

Items to be placed in my child's **Transition Planning Home File**:

Most recent IEP _____

Most recent Psychological Evaluation _____

Most Recent Education Evaluation _____

A pay stub (from each employer) _____

A list of any awards * _____

Copies of any letters of congratulations* _____

Copies of certificates of appreciation* _____

*These items do not need to be school related.

Transition Overview

What will we be doing as adults?

How do we get there?

The Maryland State Department of Education *Transition Planning Guide* focuses on the movement of your child with disabilities from school to appropriate postsecondary outcomes and supports the preparation for moving on to the next stage in life. Not every student will have the same goals and outcomes. All students should have goals for future employment whether it is full or part time or employment that includes assistance to be successful. All students should have goals and outcomes for postsecondary education or training that they will need to reach their employment goals. Your child may even have specific independent living goals.

The Individuals with Disabilities Education Act (IDEA) states that the purpose of the legislation is “to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living.” The reauthorization of IDEA in 2004 included very specific language about transition planning and the postsecondary outcomes for children. The law stresses the need for the student, educators, parents, and community service providers to work together to support the student as he or she works toward his or her goals and outcomes. This guide is intended to assist parents, students, educators, and community service providers to build informed partnerships. The guide will also provide parents with information that will be needed in the planning process.

This guide is designed to build **informed partnerships** for the transition planning process. Transition from school to appropriate adult activities takes the collaboration of the student, family, school staff, and community agencies.

This guide will provide details about the following topics.

- Individuals with Disabilities Education Act (IDEA) 2004 Requirements for Transition Planning
- Transition Planning
- Requirements for the Maryland High School Diploma and the Maryland High School Certificate of Completion
- Maryland Exit Document
- Entitlement vs. Eligibility
- Agency Services
 1. Division of Rehabilitation Services (DORS)
 2. Developmental Disabilities Administration (DDA)

3. Mental Hygiene Administration (MHA)
4. Department of Labor, Licensing and Regulation – Division of Workforce Development and Adult Learning
 - Information on Postsecondary Education Disability Support Services
 - Student role in transition planning
 - Parent role in transition planning
 - Transition Linkage

The Individuals with Disabilities Education Act 2004 (IDEA)

IDEA 2004 defines transition as, “designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to postsecondary activities.” The regulations for IDEA 2004, released August 14, 2006, clarify the purpose of transition services as being “designed to meet students’ unique needs and prepare them for further education, employment, and independent living.”

Transition services are further defined as a coordinated set of activities for a student with a disability that:

- Is designed to be within a results-oriented process, focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education; vocational education; integrated employment; continuing and adult education; adult services; independent living or community participation;
- Is based on the individual child’s needs, taking into account their strengths, preferences, and interests; and
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives and when appropriate, acquisition of daily living skills and functional vocational evaluation.

In Maryland, transition planning and the delivery of transition services begins during the school year in which the student turns 14 years of age.

Transition Planning

The goal of transition planning is to assist students with disabilities as they progress through school and prepare for life in the adult world. The adult activities could be a combination of any of the following:

- Employment
- Post secondary education
- Employment training
- Independent living
- Community participation
- Adult services

Transition planning for a student's future begins in elementary school during career awareness and exploration activities. The family has a vital role in the child's awareness of careers. Everyday, parents can share personal experiences and assist their children to learn about the employment of family members and neighbors.

Transition Planning is the first step in developing the Individualized Education Program (IEP) for students, age 14 and older. It begins with the student sharing his/her interests and preferences with a member of the school staff and from there:

1. The student and school staff establish postsecondary outcomes in employment, postsecondary education or employment training; and if appropriate, independent living. These post secondary outcomes are based upon the results of age appropriate transition assessments.
2. The school staff then backward maps to address what services including course of study and annual goals will be needed during the coming school year to reasonably enable the student to progress toward his/her outcome (all of this information is included in the IEP).
3. This process is repeated annually to make sure the student has the same interests and outcomes. Any adjustments to the IEP will be made to ensure that the student continues to move toward his/her stated outcomes.

Graduation

All students must earn a minimum of 21 credits to be eligible for a **Maryland High School Diploma**. In addition to required course credit, all students are required to complete seventy-five (75) hours of student service or complete a locally designed program in student services. Local school systems may establish additional credit requirements or add endorsements to the diploma as incentive for students to meet locally established requirements beyond the minimums specified by the State. The alignment of the high school course credit with the Core Learning Goals requires each student to take courses designed for a High School Assessment (HSA) test.

During the year a student is enrolled in a course for credit, the student must take the corresponding HSA.

Students with disabilities who cannot meet the requirements for a high school diploma may be awarded a **Maryland High School Certificate of Program Completion** if they meet one of the following standards:

- The student is enrolled in an educational program for at least four (4) years beyond grade 8 or its age equivalency, and is determined by an IEP team, with the agreement of the child's parents, to have developed appropriate skills for the individual to enter the world of work, to act responsibly as a citizen, and enjoy a fulfilling life.
- The student has been enrolled in an educational program for four (4) years beyond grade 8 or its age equivalent and will have reached the age of 21 by the end of the student's current school year.

Maryland Exit Document

The Maryland Exit Document provides graduating students with IEPs important information that they may use as they transition from school to post secondary activities. These activities may include employment, postsecondary education, supported employment, or independent living provided by community service agencies. The document is given to students as a companion to the Maryland High School Diploma or the Maryland High School Certificate of Program Completion.

Young adults with disabilities **must** apply for assistance or reasonable accommodations whether it is in post secondary education, employment, or independent living services. The information contained in the document is very helpful to them in the application process. The document is generated using a web-based program. This document is developed by a school staff member and the student with input from the student's family.

Data for the document should be gathered at the student's IEP team meetings where transition planning takes place. The document can serve as an outline for transition planning. The document provides potential employers, post secondary education institutions, and adult service provider's meaningful information about the young adult's skills, strengths, and any supports that he/she may need to be successful.

There are ten sections in the Maryland Exit Document. Each section listed below contains descriptors and specific information about the young adult.

- Demographic Information
- Course of Study
- Educational Accommodations/Supports

- Employment Preferences
- Personal Attributes
- Personal Interests
- Employment Accommodations/Supports
- Basic Skills Ratings
- Work History
- References

Entitlement vs. Eligibility

The difference between the **entitlement** of public education and adult services based upon **eligibility** can be very confusing. In Maryland, a student with a disability who is receiving special education services is **entitled** to a free appropriate public education through the school year in which the student turns 21 years of age (IDEA, 2004) or has met the requirements for a Maryland High School Diploma or a Maryland High School Certificate of Program Completion. Once a student exits school he or she must meet the **eligibility criteria** and funding availability to receive services from adult service agencies.

Maryland Adult Service Agencies

The following section will describe agencies that may provide or purchase services for your child after he or she has left school. There are four State agencies that may provide or purchase services that will enable your child to be independent to the maximum extent possible. Your child must meet very specific criteria to be eligible for services from any of these agencies. Specific **eligibility criteria** are explained in the agency description. The four agencies are:

1. Maryland Developmental Disabilities Administration
2. Division of Rehabilitation Services/Maryland State Department of Education
3. Mental Hygiene Administration/Department of Health and Mental Hygiene
4. Office of Workforce Development and Adult Learning/Maryland Department of Labor Licensing and Regulation

This section will also describe post secondary education disability support services that your child can apply for as he/she continues his/her education in post secondary schools, including universities, colleges, community colleges, or career schools.

1. Maryland Developmental Disabilities Administration (DDA)

The Developmental Disabilities Administration (DDA), under the auspices of the Maryland Department of Health and Mental Hygiene, provides a coordinated service delivery system so that individuals with developmental disabilities receive appropriate services oriented toward the goal of integration into the community. Services are provided through a wide array of community-based services delivered primarily through a network of non-profit providers.

The DDA takes the leadership role in building partnerships and trust with families, providers, local and State agencies, and advocates to assure individuals with developmental disabilities and their families have access to the resources necessary to foster growth, including those resources available to the general public. Because of our inherent belief in the rights and dignity of the individual, we are committed to:

- The empowerment of all individuals with developmental disabilities and their families to choose the services and supports that meet their needs.
- The integration of individuals with developmental disabilities into community life to foster participation.
- The provision of quality supports, based on consumer satisfaction that maximizes individual growth and development.
- The establishment of a fiscally responsible, flexible service system that makes the best use of the resources that the citizens of Maryland have allocated for serving individuals with developmental disabilities.

The mission of the DDA is to provide leadership to assure the full participation of individuals with developmental disabilities and their families in all aspects of community life. In addition, DDA's goal is to promote their empowerment to access quality supports and services necessary to foster personal growth, independence and productivity. DDA is committed to enabling all individuals with developmental disabilities to exercise the *four principles of self-determination*: (1) freedom to make choices; (2) authority over services and support; (3) responsibility for organizing resources; and (4) supports necessary to live in the community

Eligibility

An individual is eligible for a full range of services if he or she has a severe chronic disability that:

- Is attributed to a physical or mental impairment, other than the sole diagnosis of mental illness, or to a combination of mental and physical impairments;
- Is manifested before the individual attains the age of 22;

- Is likely to continue indefinitely;
- Results in the inability to live independently without external support or continuing and regular assistance;
- Reflects the need for a combination and sequence of special, interdisciplinary, or generic care, treatment, or other services that are planned and coordinated for that individual. (Health General 7-101[e])

An individual is eligible only for support services if he or she has a severe chronic disability that:

- a. Is attributed to physical or mental impairment, other than the sole diagnosis of mental illness, or to a combination of mental and physical impairments
- b. Is likely to continue indefinitely
(Health General 7-403[c])

Individuals must apply for and be determined eligible for DDA services. If an individual is determined to be eligible for services from DDA, the individual will be placed in one of the following service categories. These are listed in the order of priority in which applicants shall receive services:

- Category I - Crisis Resolution
- Category II - Crisis Prevention
- Category III - Current Request

Services provided by the DDA include the following:

- **Home and Community-Based Services Waiver:** The Medicaid Home and Community-Based Services (HCBS) waiver program is authorized in §1915(c) of the Social Security Act. The program permits a State to furnish an array of home and community-based services that assist Medicaid beneficiaries to live in the community and avoid institutionalization. The State has broad discretion to design its waiver program to address the needs of the waiver's target population. Waiver services complement and/or supplement the services that are available to participants through the Medicaid State plan and other federal, state and local public programs as well as the supports that families and communities provide. Individuals are eligible who have been determined to have full eligibility status (rather than eligibility for support services only), have been determined by the Department of Health and Mental Hygiene's Division of Eligibility Waiver Services to be eligible for Medicaid under this waiver.
- **New Directions Waiver:** The New Directions waiver, allows individuals to direct a number of their own services, utilizing a Fiscal Management Service (FMS) and support brokerage. The support broker assists the individual in the management of their services and assists the individual to gain skills necessary to manage their own services. Support Brokerage is complementary of Resource Coordination in that it performs more day-to-

day program management functions compared to the overarching planning, referral, and quality assurance duties of Resource Coordination. Services available through New Directions are those services individuals may need to live successfully in their own home or their family home. Consumer-directed services include Respite, Supported Employment, Employment Discovery and Customization Services, Community Learning Services, Community Supported Living Arrangements, Transportation, Environmental Accessibility Adaptations, Family and Individual Support Services, Transition Services, Support Brokerage, and Assistive Technology and Adaptive Equipment.

- **Community Pathways:** The Community Pathways Waiver supports people with developmental disabilities to remain living at home and in the community as an alternative to institutionalization. Services offered under this waiver are considered “traditional” services where the service dollars for individuals are awarded to the agency providing services. Services include: Day habilitation and Extended Day Habilitation (including Supported Employment, Employment Discovery and Customization, and Community Learning), Community Residential Services, Community Supported Living Arrangements, Respite, Resource Coordination (case management), Environmental Modifications, Family and Individual Support Services, Transition Services, Medical Day Care, and Adaptive Equipment and Assistive Technology.
- **Employment First:** DDA services are predicated on the belief that all individuals with developmental disabilities CAN work when given opportunity, training, and other supports that build on an individual's strengths. Services are provided in the most integrated environment, and are provided in accordance with the individual's plan of care, developed through a detailed person-centered planning process that assesses most integrated setting and addresses goals to existing barriers to community integration.

NOTE: *Employment will be the “first” option for all people of working age (16-64) receiving DDA services.*

- **Governor's Transitioning Youth Initiative:** The Governor's Transitioning Youth Initiative (GTI) was designed in 1989 to demonstrate that people with the most severe disabilities can work and contribute to Maryland's future after leaving school. Transitioning Youth comprise a special category of eligibility and priority for services. Through the Governor's Transitioning Youth Initiative the DDA, in collaboration with the Division of Rehabilitation Services (DORS), has been able to fund supported employment for eligible graduating students who otherwise may not have received DDA services. For an individual to be eligible for the Governor's Transitioning Youth Initiative (GTI) he or she must be found fully *eligible as developmentally disabled. Additionally, the student is eligible from his/her 21st birthday until his/her 22nd birthday. If the date of graduation is after the individual's 21st birthday, the individual shall continue to be eligible for one year after the date of graduation.*

Services available through the GTI are not meant to be a continuum of services in which people must progress through in order to achieve employment. Services are listed in the order of most integrated service first.

- **Supported Employment Services** are community-based services that assist a person with finding and maintaining employment, or establishing their own business in the community. Supports, often through the assistance of a job coach, vary in intensity, depending on the person's needs. Supports can be ongoing or fade over time. Models include self employment, individual employment and group employment (i.e., enclave or mobile crew). This service can be self-directed under the New Directions Waiver.
- **Employment Discovery and Customization Services** are time-limited, community-based services (3-months period) designed to provide discovery, customization, and training activities to assist a person in gaining competitive employment at an integrated job site where the individual is receiving comparable wages. Services include, but are not limited to: community-based situational assessments; job development; job and task analysis activities; job training; work skill training; modification of work materials, procedures, and protocols; etc. This service can be self-directed under the New Directions Waiver.
- **Community Learning Services** are community-based services that assist people in developing the skills and social supports necessary to gain employment; promote positive growth, and; provide activities, special assistance, support, and education. Services are highly individualized and can include, but are not limited to: self-determination/self-advocacy training; support to attend workshops and classes; peer mentoring; volunteer activities; activities that promote health, socialization, etc. This service can be self-directed under the New Directions program.
- **Traditional Day Habilitation** services are facility-based services designed to provide structured activities to increase or maintain motor, communication, personal hygiene, and leisure skills and community integration.
- **Ticket to Work Program:** The Ticket to Work and Self-Sufficiency Program is an employment program for people with disabilities who are interested in going to work. Under the Ticket to Work Program, the Social Security Administration provides disability beneficiaries with a *Ticket* that can be used to obtain the services and supports needed for successful employment.

For additional information or to apply for services:

www.ddmaryland.org
1-877-468-3464

Social Security Administration Supported Employment Assistance:
www.socialsecurity.gov/work/
1-800-772-1213

Ticket to Work Program:
www.yourtickettowork.com/

2. Division of Rehabilitation Services (DORS)

The Maryland State Department of Education, Division of Rehabilitation Services, administers the vocational rehabilitation program in Maryland, promoting the employment, independence and self-sufficiency of individuals with significant disabilities. The Division places the highest priority on providing effective programs and services for students with significant disabilities as they transition from secondary school to employment, post-secondary education and/or vocational training, and values its partnerships with local school system, students with disabilities, community programs and family members. DORS has agreements with each of Maryland's local school districts to clarify and facilitate provision of services to students with disabilities.

DORS offers programs and services through the Office of Field Services, the Office for Blindness & Vision Services, and the Workforce & Technology Center.

- **DORS Staff:** Rehabilitation counselors who specialize in working with students with disabilities are located in DORS offices throughout Maryland. DORS transition counselors are assigned to each secondary school in Maryland, and have established close working relationships with school staff, often including the transition coordinator and special education teachers. DORS staff provides information to students and families at transition fairs and other appropriate school events. The transition counselor usually starts working directly with students with significant and most significant disabilities at the start of their next to last year of school. They work with the student and family members, as appropriate, to determine eligibility and priority of services and then develop a plan for employment services, some of which may be provided while the student is still in school, and some after school completion.
- **Eligibility and Priority of Services:** Consistent with federal law, individuals are eligible for the DORS Vocational Rehabilitation (VR) program if they (1) have a physical or mental impairment, which constitutes or results in a *substantial* impediment to employment, (2) can benefit from services in terms of an employment outcome, and (3) require vocational rehabilitation services to achieve employment. Due to resource limitations, DORS provides services only to individuals with “significant” and “most significant” disabilities. This is defined as individuals who will require multiple services over an extended period of time and whose impairments *seriously limit* one or more functional capacities such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance and work skills. There may be a waiting list for services.
- **Referral for Services.** Students with significant and most significant disabilities (1) in Special Education, (2) with 504 Plans or (3) with significant health impairments, should be referred, as long as they:
 - 1) Have a goal of employment
 - 2) Demonstrate serious limitations in at least one of the functional areas noted above (see *Eligibility and Priority of Services*)

Note: Students who receive Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI) are presumed eligible for VR services and to have a significant disability, and should be referred if they have a goal of employment.

Students should not be referred if they:

- Are not interested in seeking employment services from DORS
- Have mild impairments which do not *seriously* affect functional capacities and who will be able to access post-secondary education and/or employment with minor accommodations, if appropriate
- **Timeframe and Means of Referral:** In most instances DORS begins to work with transitioning students during the beginning of their next to last year of secondary education. If there is a specific reason to begin earlier for a particular student, an exception can be considered. School staff will coordinate referral of students with the assigned DORS transition counselor. Information the school provides with the referral (such as assessment information, Exit Document, Individualized Education Program (IEP) or 504 Plan) facilitates determination of eligibility and development of the Individualized Plan for Employment.
- **Individualized Plan for Employment (IPE):** The DORS counselor works with eligible individuals to develop a plan of services, called an *Individualized Plan for Employment* (IPE). The services included on the IPE are those needed to reach the employment goal determined on an individual basis in partnership with the student and family. The employment goal and required services are based on the student's unique strengths, resources, priorities, interests, needs, and informed choice. The IPE includes (1) the employment goal, (2) the projected timeframe for achievement of employment, (3) services needed, (4) who will pay for services, and (5) how it will be determined if services have been successful. For students in special education, the IPE is developed to be consistent with the Individual Education Plan. The IPE must be approved by DORS before services begin.
- **Rehabilitation Services:** DORS can provide or arrange a wide range of services depending on the needs of the consumer. These may include career assessment; career decision-making, counseling and referral; assistive technology; post-secondary education (vocational training, community college, college/university); and job placement services. Services are provided by DORS counselors, approved community providers, and at the Workforce & Technology Center, the Division's interdisciplinary rehabilitation center in northeast Baltimore.
- **Payment for Services:** DORS pays only for services that have been pre-approved and authorized in writing by a DORS official. The Division has a sliding scale for payment for most services, based on the income of the family. Individuals who receive SSI are not required to contribute to the cost of services. DORS consumers are not required to contribute to the cost of a number of specific services, including assessment, counseling/guidance/referral, job placement services, supported employment,

communication aids and services when required to participate in vocational rehabilitation services, and personal assistance services.

- **Post-secondary Education:** DORS may assist consumers with expenses related to post-secondary education when such training is required to achieve the approved employment goal on the IPE. DORS is not a primary funder for post-secondary education. Consumers who need post-secondary education to reach an approved employment goal on the IPE are required to apply annually for grants and scholarships. When post-secondary education is included on the IPE, DORS may assist in supporting the first 60 credits at the community college level, unless an exception is granted to support attendance at a 4-year institution of higher education.

For more information, please see the DORS website www.dors.state.md.us, or contact the DORS Transition Specialist at 410-554-9109; (toll free) 888-554-0334; or dors@dors.state.md.us.

For additional information:

www.dors.state.md.us

Phone: 410-554-9109

Toll Free: 1-888-554-0334

Email: dors@dors.state.md.us

3. DHMH Mental Hygiene Administration

The Mental Hygiene Administration (MHA) has oversight authority of the Public Mental Health System (PMHS), which includes service delivery, policy development, statewide planning, resource allocation, and continuous quality improvement responsibilities. MHA funds community mental health services for Medicaid-eligible individuals and for individuals who, because of the severity of their mental illness and their financial need, are qualified to receive state subsidized services. For the most part, these services are provided and funded through a fee-for-service system (FFS). Services and supports that are not reimbursed through the FFS, such as peer support, family education and training, and other specialized services and supports, may be available through providers under contract with the local mental health authority or Core Service Agency (CSA), as described below.

There will be a comprehensive accessible array of public and private services. These services will help individuals empower themselves to achieve the highest level of participation in community life.

The mission of the Mental Hygiene Administration is to create and manage a coordinated, comprehensive, accessible, culturally competent, and age appropriate system of publicly funded services and supports for individuals who have psychiatric disorders and, in conjunction with stakeholders, provide treatment and rehabilitation in order to promote resiliency, health, and recovery.

The **Core Service Agencies (CSAs)** are the local mental health authorities responsible for planning, managing, and monitoring public mental health services at the local level. CSAs exist under the authority of the Secretary of the Department of Health and Mental Hygiene and also are agents of the county government, which approve their organizational structure. CSAs operate in every county of the state, to include one multi-county CSA, which encompasses five counties in the Mid-Shore region, and one bi-county CSA, which encompasses two counties in the Lower-Shore region. CSAs may be private, non-profit organizations, components of local government, or quasi-public entities.

The **Administrative Services Organization (ASO)**, under contract with MHA, authorizes services and provides utilization management, management information, claims processing, and evaluation services.

Maryland's Public Mental Health System (PMHS):

Eligibility

Eligibility criteria may differ depending on the type of service. Basic eligibility criteria for access to the Public Mental Health System are:

- The individual has a mental health disorder, as defined in DSM-IV-TR AND
- The individual is a Medicaid recipient; OR
- The individual is 'dually eligible' for Medicaid but remains in the fee-for-service system; OR
- The individual is Medicaid-ineligible and because of psychiatric and financial need may be eligible to have the cost of mental health services (in whole or in part) subsidized by the State and/or local funds.

The Medicaid population is eligible for all PMHS services when they meet medical necessity criteria for that level of service.

Medicaid-ineligible individuals are eligible for all services (except inpatient, emergency room services, and partial hospitalization), if funding is available, the individual has a psychiatric diagnosis and mental health need, is a Maryland resident and has applied for available benefits, meets medical necessity criteria for that level of service, and the individual meets one of the following specific eligibility requirements such as:

- The consumer is financially needy and the CSA has approved the eligibility span due to the urgent need for the service; OR
- The consumer has received services in the PMHS in the past two years; OR
- The consumer is currently receiving SSDI for mental health reasons; OR

- The consumer is homeless within the state of Maryland; OR
- The consumer was released from prison, jail or a Department of Correction facility within the last 3 months; OR
- The consumer was discharged from a Maryland-based psychiatric hospital within the last 3 months; OR
- The consumer is receiving services as required by an order of Conditional Release.

There may be a small fee or co-pay required for mental health services for individuals ineligible for Medicaid.

The Public Mental Health System (PMHS) benefits package includes the following services. All services are provided based on eligibility and medical necessity criteria established for that level of service.

- **Psychiatric inpatient care:** Psychiatric inpatient care is a hospital-based service that provides intensive psychiatric treatment to consumers experiencing severe psychiatric symptoms or behaviors that place them at risk of harming themselves or others. The inpatient service may include psychiatric and clinical evaluation, medication administration and management, individual and family counseling, group therapy, medical and nursing supervision and interventions, psycho education, and aftercare services. This level of service is a benefit for children, adolescents, and adults.
- **Psychiatric partial hospitalization:** Partial hospitalization is an outpatient, short-term, intensive, psychiatric treatment service that parallels the intensity of services provided in a hospital, including medical and nursing supervision and interventions. This level of service is a benefit for Medicaid-eligible children, adolescents, and adults.
- **Residential treatment:** Residential treatment constitutes an array of diagnostic and therapeutic mental health services, including 24-hour availability of mental health and/or crisis services, provided to the child or adolescent and family using a Wraparound approach that includes intensive care coordination. The living arrangement of the youth may be with family, in a foster care home, treatment foster care home, group home, therapeutic group home, or in a self-contained residential setting.
- **Respite:** Respite services are provided on a short-term basis in the consumer's home or in an approved community-based setting and are designed to support the consumer's remaining in his or home by providing temporary relief to the consumer's care-givers. This level of service is a benefit for children, adolescents, and adults.
- **Outpatient Mental Health Center or Individual Mental Health Practitioner:** Outpatient psychiatric treatment services may include psychiatric or clinical assessment and evaluation, individual therapy, group therapy, family therapy, family psycho education, or medication management. This service is provided by approved Outpatient

Mental Health Centers (OMHCs) or by individual mental health professionals who are authorized and/or licensed by the appropriate practice boards. This level of service is a benefit for children, adolescents, and adults.

- **Psychiatric Rehabilitation Program (PRP):** PRP services are designed for consumers with severe and persistent mental illness (SPMI) to facilitate recovery and develop or restore independent living and social skills, including the ability to make decisions regarding: self-care, illness management, life, and community participation; and promote the use of resources to integrate the consumer into the community. Services may be provided in an on-site facility, or in a setting most conducive to promoting the participation of the consumer in community life. This level of service is a benefit for children, adolescents, and adults.
- **Residential Rehabilitation Program (RRP):** RRP services are designed for consumers with severe and persistent mental illness (SPMI) who require extensive rehabilitation and support in a structured living environment. This level of service is a benefit for Transition-Age Youth (TAY) and adults.
- **Assertive Community Treatment /Mobile Treatment:** Assertive Community Treatment/Mobile Treatment is an intensive, community-based service which provides assertive outreach, treatment, rehabilitation, and support to individuals with severe and persistent mental illness (SPMI) who may be homeless, or for whom more traditional forms of outpatient treatment have been ineffective. Services are provided by a mobile, multidisciplinary team in the consumer's natural environment. This level of service is a benefit for children, adolescents, and adults.
- **Case Management:** Case management services are provided in the home or community in order to assist consumers in gaining access to the full range of mental health services, as well as to any additional needed medical, social, financial assistance or benefits, counseling, educational, housing and other supportive services. This level of service is a benefit for children, adolescents, and adults.
- **Supported Living:** Supported living services provides off-site rehabilitation and support for consumers with severe and persistent mental illness (SPMI) who are able to live in independent housing of their choice with flexible, individualized supports. This level of service is a benefit for TAY and adults.
- **Supported Employment:** Supported employment (SE) services provide job development and placement, job coaching, and ongoing employment support to consumers with serious mental illness (SMI) or emotional disturbance for whom competitive employment has not occurred, has been interrupted, or has been intermittent. These individualized services are provided to enable eligible consumers to chose, obtain, maintain, or advance within independent competitive employment, within a community-integrated work environment, consistent with their interests, preferences, and skills. This level of service is a benefit for TAY and adults.
- **Residential Crisis-** Residential Crisis services are short-term, intensive mental health and support services provided in a community-based, non-hospital, residential setting

which are designed to prevent a psychiatric inpatient admission, to provide an alternative to psychiatric inpatient admission, or to shorten the length of inpatient stay. This level of service is a benefit for children, adolescents, and adults.

- **Mental Health-Related Laboratory Services** – This includes medically necessary tests and procedures performed by approved laboratories with a valid Medicaid provider number related to the psychiatric treatment rendered by psychiatrists in the PMHS to Medicaid eligible consumers. This level of service is a benefit for Medicaid-eligible children, adolescents, and adults.

Access to Services

All services within the PMHS are provided based on service eligibility and corresponding medical necessity criteria. For mental health treatment services, a toll-free number for assistance exists for individuals, 24 hours a day, 7 days a week.

Call the **Administrative Services Organization (ASO):**

1-800-888-1965

For all other mental health services, including but not limited to supported employment services, or access to mental health resources within your local jurisdiction, please call your local **Core Service Agency** in your jurisdiction.

Allegany County Core Service Agency

Allegany Co. Mental Health System's Office

P.O. Box 1745

Cumberland, Maryland 21501-1745

Phone: 301-759-5070

Fax: 301-777-5621

E-Mail: mhso@hereintown.net

Anne Arundel County Core Service Agency

Anne Arundel County Mental Health Agency

Box 6675, MS 3230

1 Truman Parkway, Suite 101

Annapolis, Maryland 21401

Phone: 410-222-7858

Fax: 410-222-7881

E-Mail: mhaaac@aol.com

Baltimore City Core Service Agency

Baltimore Mental Health Systems, Inc.

201 East Baltimore Street, Suite 1340

Baltimore, Maryland 21202

Phone: 410-837-2647

Fax: 410-837-2672

Baltimore County Core Service Agency

Bureau of Mental Health of Baltimore County Health Department
6401 York Road, Third Floor
Baltimore, Maryland 21212
Phone: 410-887-3828
Fax: 410-887-4859

Calvert County Core Service Agency

P.O. Box 980
Prince Frederick, Maryland 20678
Phone: 410-535-5400
Fax: 410-535-5285

Carroll County Core Service Agency

290 South Center Street, P.O. Box 460
Westminster, Maryland 21158-0460
Phone: 410-876-4440
Fax: 410-876-4929

Cecil County Core Service Agency

401 Bow Street
Elkton, Maryland 21921
Phone: 410-996-5112
Fax: 410-996-5134

Charles County Core Service Agency

Charles County Human Services Partnership
P.O. Box 2150,
6 Garrett Avenue
LaPlata, Maryland 20646
Phone: 301-396-5239
Fax: 301-396-5248

Frederick County Core Service Agency

Mental Health Mgmt Agcy of Frederick County
22 South Market Street, Suite 8
Frederick, Maryland 21701
Phone: 301-682-6017
Fax: 301-682-6019

Garrett County Core Service Agency

1025 Memorial Drive
Oakland, Maryland 21550-1943
Phone: 301-334-7440
Fax: 301-334-7441
Email: gccsa@dhmh.state.md.us

Harford County Core Service Agency

Office on Mental Health
206 South Hays Street, Suite 201
Bel Air, Maryland 21014
Phone: 410-803-8726
Fax: 410-803-8732

Howard County Core Service Agency

Howard County Mental Health Authority
9151 Rumsey Road, Suite 150
Columbia, Maryland 21045
Phone: 410-313-7350
Fax: 410-313-7374
Email: hcmha@hcmha.org

Mid-Shore Core Service Agency

(Includes Caroline, Dorchester, Kent,
Queen Anne and Talbot Counties)
Mid-Shore Mental Health Systems, Inc.
8221 Teal Drive, Suite 203
Easton, Maryland 21601
Phone: 410-770-4801
Fax: 410-770-4809

Montgomery County Core Service Agency

Department of Health & Human Services, Montgomery County Government
401 Hungerford Drive, 5th Floor
Rockville, Maryland 20850
Phone: 240-777-1400
Fax: 301-279-1692

Prince George's County Core Service Agency

Prince George's Co. Dept. of Family Services
Mental Health Authority Division
5012 Rhode Island Avenue, Room 114
Hyattsville, Maryland 20781
Phone: 301-985-3890
Fax: 301-985-3889

St. Mary's County Core Service Agency

St. Mary's County Dept. of Human Services
23115 Leonard Hall Drive, PO Box 653
Leonardtown, Maryland 20650
Phone: 301-475-4200, Ext. 1680
Fax: 301-475-4000

Wicomico Somerset County Regional Core Service Agency

108 East Main Street
Salisbury, Maryland 21801
Phone: 410-543-6981
Fax: 410-219-2876

Washington County Core Service Agency

Washington County Mental Health Authority
339 E. Antietam Street, Suite #5
Hagerstown, Maryland 21740
Phone: 301-739-2490
Fax: 301-739-2250

Worcester County Core Service Agency

P.O. Box 249
Snow Hill, Maryland 21863
Phone: 410-632-1100
Fax: 410-632-0065
E-Mail: worcsa@dmv.com

4. Division of Workforce Development and Adult Learning

The Office of Workforce Development Youth Service Division is dedicated to providing programs and services that help youth/young adults, ages 14 through 21, reach their educational and employment goals. Youth and young adults engage in activities that focus on academic achievement, employability skills and life skills. The Office of Workforce Development supports several programs in the community that provide employment and training services to all youth including youth with disabilities. The Workforce Development Centers are available for young adults to look for a job, choose or change a career or develop new skills. Career consultation, training, computer access, and other support services are provided through the local Workforce Investment Boards and their One Stop Centers. To register for services the young adult needs to visit the local Workforce Development Center.

Postsecondary Education Disability Support Services

Transitioning from high school to postsecondary education can be a difficult process. Will it be the same as high school? Where do I begin? Where do I go for assistance? Will the supports be the same as in high school? Will my parents be involved in the support planning service? These are questions commonly asked by young adults with disabilities when they are preparing for colleges. The information below will address some of these questions. There is also a planning guide published by the U.S. Department of Education. It is available on the internet at www.ed.gov.

Differences Between High School and College

- **Will I continue to have an Individualized Education Program (IEP)?**

No. The Individuals with Disabilities Act of 2004 (IDEA) requires that a student with disabilities have an IEP. However, IDEA does not apply to colleges, trade schools, or universities. These schools are governed by a set of other federal laws including the Americans with Disabilities Act (ADA) and Section 504 of the Vocational Rehabilitation Act. The responsibilities of colleges, trade schools, and universities are significantly different from those of the high schools. The most significant difference is that the postsecondary schools will only work with the young adult and not with the parent. The young adult will have much greater responsibilities as a college student. These laws make it the young adult's responsibility to request services and to provide appropriate documentation of the disability. The young adult must be actively involved in the process.

- **Will I get the same accommodations as I received in high school?**

Not necessarily. The IEP does not carry over to the postsecondary school. The postsecondary school will determine what accommodations the student will receive after the documentation has been reviewed and information has been gathered.

Receiving Services at College

- **Where do I go for services?**

Every postsecondary school has individuals who assist students with disabilities. These individuals are in the Disability Support Services Office (DSS). To receive academic accommodations and/or other services, the young adult must first **self-identify** to the DSS office. It is the young adult's **responsibility** to talk to the postsecondary school about the needed supports.

- **When should I request services?**

Although the young adult may request accommodations from postsecondary schools at any time, it is recommended that the young adult make an appointment with the DSS office as soon as possible and no later than **one month** before the start of the semester. Arranging services and accommodations takes time. Some academic adjustments may take more time to provide than others. Accommodations are never made retroactively. The young adult should never wait until academic difficulties arise.

- **What Documentation do I need to provide?**

Schools set reasonable standards for documentation. Some schools may require more documentation than others, but all schools will require the young adult to provide documentation prepared by an appropriate qualified professional. The young adult will be **responsible for any fees** associated with obtaining required documentation. Essential elements of the documentation include:

- A diagnostic statement identifying the disability.

- A description of the diagnostic methodology used.
- A description of the current functional limitations as they relate to both academic and residential settings.
- A description of the expected progression or stability of the disability.
- A description of current and past accommodations, services and/or medications.
- Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services.

Although an IEP may help identify services that have been effective, it generally **is not** sufficient documentation for a postsecondary school.

Receiving Accommodations at the Postsecondary School

- **What accommodations are provided?**

Accommodations are modifications to the academic requirements that are necessary to ensure equal access to qualified young adults with disabilities. Reasonable accommodations may include:

- Extended time on tests
- Books in alternate format
- Sign language interpreters
- Screen readers
- Voice recognition
- Other assistive technology

The DSS office will work with the young adult to set up the reasonable accommodations. An accommodation **cannot be provided** if it creates a fundamental alteration of the coursework. Waiving of required coursework is not allowed. Students with disabilities are **required** to meet the requirements of the program of study in order to graduate.

For additional Information:

Link to Employment Information Pertaining to Job Seekers with Disabilities:
www.dllr.state.md.us/employment/disabilities.shtml

List of Local One Stop Centers:
www.dllr.state.md.us/county/

The Parent's Role in Transition Planning

What can families do to prepare for discussion about transition?

Families can get ready to discuss transition and services that their children may need by engaging in the following:

- Talk to their child about his/her interests and preferences concerning current activities and post school activities. All transition planning is built upon the student's interests and preferences.
- Work with the school to develop their child's self-advocacy skills.
- Familiarize themselves with the agencies described in this guide.
- Foster and support their child's dreams for the future.
- Assist their child to prepare for the IEP Transition team meeting by helping him/her to organize his/her thoughts about what he/she wants to do after school ends.
- Maintain a home file for transition information. Contents of the home file may include but not be limited to:
 - The child's recent IEPs;
 - Adult service agency contact information;
 - Child's Exit Document (available at the time of graduation);
 - Child's Supplemental Security Income (SSI) and Medicaid information (if applicable);
 - Copies of all of the child's assessments and evaluations;
 - Agency application timelines; and
 - Correspondence with agencies.

The Student's Role in Transition Planning

Transition planning assists students with disabilities to set postsecondary goals for themselves and to develop education-based programs that will lead to those goals. Transition planning is for the student and without his/her input in the planning process, it will not be successful.

To prepare for the process students should:

- Discuss their interests with their parents. (What they currently enjoy doing, not necessarily what they plan to do after finishing school.);
- Explore areas of employment;
- Prepare to advocate for themselves at the IEP Team meetings (practice with parents and or teacher.); and
- Ask questions at the IEP Team meeting (What does it mean when you say that I have a learning disability? Do I have to tell my employer that I have trouble reading?)

Transition Process: Agency Linkage

Your son or daughter may require adult services to attain his/her postsecondary goals in employment, postsecondary education, training, and independent living (when appropriate). As a result, you need to make the right connection before leaving school so there are no gaps in service. With your permission, a school representative will assist you in linking your child to the appropriate service providers. It is your responsibility to complete the application process. As an adult, your child will be responsible to ensure that he/she receives needed services.

The Transition Planning Guide provides information on potential adult services. The guide contains information on agency eligibility criteria and specific linkage process. This information will assist you and your child as you begin the transition process and linkage to adult services.

The review of the Transition Planning Guide is the first step in the appropriate agency linkage process. The Guide provides information needed to select the correct agency for assistance. Your child's school staff can provide you with local contact information and other information on the application process.

The receipt of the Transition Planning Guide serves as the initial linkage with adult services agencies. The distribution of this Guide is part of the transition planning process and your signature on this form will verify your receipt of the Guide.

Student Name: _____

Student Signature: _____

Parent/Guardian Signature: _____

Date: _____

Local School System: _____