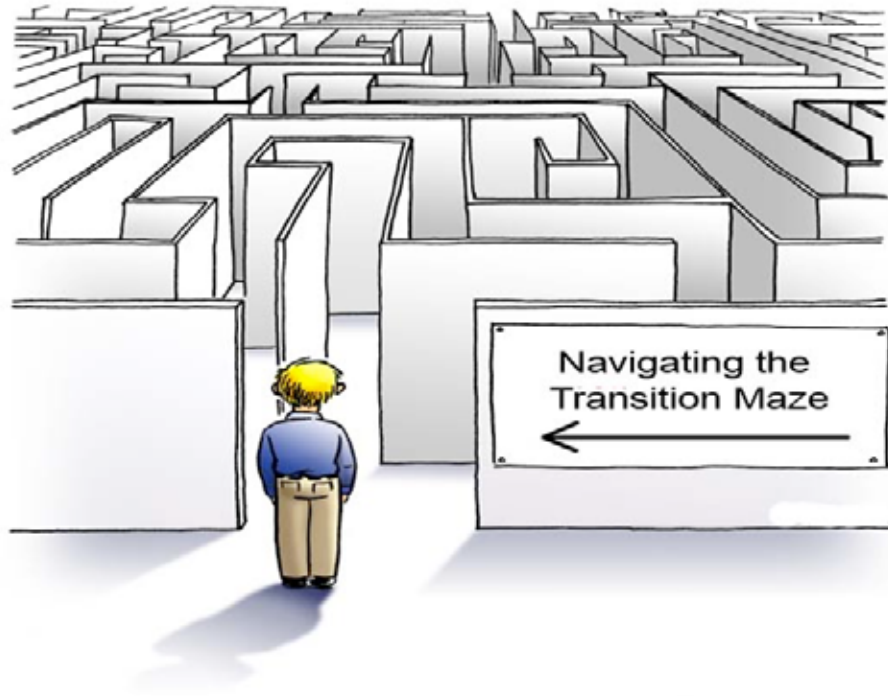




**Polk County Transition
Advisory Council**



Transition Resource Guide

A guide to help make the transition from High School to
Post-Secondary Opportunities

Fall 2008



The Transition Resource Guide was developed by The Polk County Transition Advisory Committee (TAC)

Parent Educator Connection (PEC)-Heartland Area Education Agency 11 and Des Moines Public Schools, School Transition & Work Experience Coordinators/Consultants, Access for Special Kids (ASK), ChildServe, Community Support Advocates (CSA), Creative Community Options (CCO), Des Moines Area Community College (DMACC), Easter Seals, Goodwill Industries, IA Dept. for the Blind, IA Employment Solutions, IA Public Television (IPTV), IA Vocational Rehabilitation, IA Workforce Development, Lutheran Services of IA, Polk Co. Health Services

This guide, based on materials from the Area Education Agency 10 TAC, is written for the population of students in Special Education Programs in Polk County Schools, including the schools in the Heartland Area Education Agency 11 districts and Des Moines School District. Contact information for all other AEA 11 counties is also provided in this guide.

Who can benefit from this transition guide?

- Students with disabilities in the Special Education System
- Parents and Guardians
- Educators
- Work Experience Coordinators/Transition Coordinators
- Parent Educators
- Providers of services for individuals in the Developmental Disabilities/Mental Health/Mental Retardation/Physical Disabilities and Brain Injury arenas
- Providers of services in the Child Welfare System

Additional copies are available by contacting the Parent-Educator Connection (PEC) at Heartland AEA 11
1-800-362-7220 or 515-270-9030.

For Des Moines Public Schools call 515-242-7556.

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What is Transition?

WHAT?

Transition is about preparing for and moving from high school to adult life. This move brings about many changes in the lives of the young person and the family. Planning is essential to make the transition easier.

FOR WHOM?

All children who receive special education services.

WHY?

Transition planning gives the child, parents and educators a road map by which young people with disabilities can prepare for the responsibilities of adulthood. During the student's high school years, the student needs to learn the skills necessary to live and work in the community as independently as possible. Transition is an issue in planning because differences in school and adult services are huge. Some of the differences between schools and adult services are:

SCHOOL SERVICES:	ADULT SERVICES:
Addresses the total child	Eligibility requirements are disability-specific
Serves all students	Separate agencies may address employment, recreation, living and educational services
Parent driven	Individual driven
Free service	Funding is not guaranteed

WHEN?

Transition planning will begin by age 14 at the child's IEP meeting. It is never too early to start transition planning, but best practice suggests beginning the transition process as your child moves from middle to high school.

HOW?

Transition is about preparing students to:

- Make choices
- Plan for the future
- Set goals
- Develop career skills
- Perform needed daily living skills
- Participate in their community

WHERE?

Transitions take place at school, at home and in the community. Information about transition planning is available from: your child's teacher, consultant, work experience coordinator, parent-educator coordinator, and community agencies.

What Does Adulthood Look Like for People With Disabilities?

WHAT?

People judge success in adulthood in different ways. Quality of life is measured through these indicators: income level, employment, community participation and access to buildings and transportation, and personal satisfaction.

WHY?

Understanding the typical quality of life for adults with disabilities helps us realize the importance of beginning planning and transition services in middle and senior high school years.

WHEN?

At any age, but especially when planning with students ages 14 and older.

HOW?

National surveys show that real improvements in the lives of people with disabilities have been slow to materialize. The 1990 passage of the Americans with Disabilities Act (ADA) has resulted in much greater awareness of disability and of the barriers. However, it has not shown a marked increase in the quality of the lives of people with disabilities. There are still huge gaps in their success indicators as reported in the most recent US Census Bureau.

Incomes are Low <ul style="list-style-type: none">• Jobs are often part-time. Wages are lower than individuals who are not disabled.• Even full time earnings tend to be lower than non-disabled co-workers are.• 30% of adults with disabilities live in poverty.	Employment <ul style="list-style-type: none">• 38.8% of 25-34 year olds with a disability are employed.• 61.2% of 25-34 year olds with a disability are unemployed.• 87.6% of non-disabled persons are employed.
Less Social Participation <ul style="list-style-type: none">• People with disabilities live in relative social isolation. They are twice as likely to live alone.• Lack of a full social life is a problem for many people with disabilities.	Physical Barriers <ul style="list-style-type: none">• Despite strong gains from ADA in building access and public transport, barriers still exist.

WHERE?

Studies referenced are from the most recent Disability Statistics Abstract, Disability Statistics Center. Institute for Health and Aging, School of Nursing, University of California, Box 0646 Laurel Heights and 3333 California Street, San Francisco, CA 94143. www.dsc.ucsf.edu

The Emotional Impact of the Transition Planning Process

WHAT?

Families are often unprepared for the emotional impact that comes with transition planning. After all, this should be a time of anticipation and excitement. However, that may seem clouded with concerns, fears, anxiety and increased stress levels.

FOR WHOM?

Families of children with disabilities.

WHY?

Research has shown that professionals most often overestimate the impact of disability at the time of diagnosis and underestimate its impact at the time of transition from school to adult life. Transition times can be difficult, especially the transition of sons and daughters from school to adult living. Transitions put parents in touch with “what might have been” had the child not had a disability. Emotions regarding the child’s disability return that haven’t been this strong since the time of diagnosis. While this emotional reaction is part of the life-long adjustment related to coping with disability, it can catch parents by surprise.

WHEN?

Transition planning may begin at any age. In Iowa, transition planning must be in process by age 14 for children who are receiving special education services. Every transition, especially developmental milestones and moving from one program to another, can generate emotional reactions.

HOW?

For the family of a student with a disability there are the stresses of:

- Making decisions about inclusion and special programming
- Participating in IEP meetings
- Dealing with the reactions of peers and generating friendships
- Arranging for extracurricular activities
- Adjusting emotionally to on-going implications of the disability
- Dealing with issues of sexuality
- Planning for residential, transportation, financial and post-secondary training needs
- Dealing with an array of fragmented services versus one educational system.
- Having to work with a whole set of “new” providers
- Facing fears of the unknown – finances, relationships, independent living
- Balancing the need for independence with the need for on-going support
- Recognizing needs for continuing family responsibility
- Establishing new interests and self-identity for parents
- Knowing retirement options won’t be the same for those for parental peers

There are also the positives of:

- Getting accustomed to implications of the disability in the educational arena
- Settling into the routine of how school systems work
- Watching sons and daughters fit in and get involved
- Recognizing strengths and seeing success
- Understanding and getting comfortable with the IEP process

Given all that can cause stress as children with disabilities become young adults, it isn't surprising that the emotional impact on families at the time of transitioning to adulthood is major.

It is important for families to know this is all part of a normal, healthy process. Understanding the reality of their emotions will help families recognize why they may be feeling overwhelmed, anxious, burned out, isolated, resistant to getting involved, or not anxious to take important and necessary actions. Acknowledging fears and anxieties can be a first step to addressing them and moving on to celebrating the success and achievement that are also a part of transitioning to adult life.

TIPS FOR ADDRESSING THE EMOTIONAL IMPACT:

- Acknowledge the feelings and their source
- Remember that the emotions are part of a normal healthy process
- Focus on your son or daughter's progress and accomplishments
- Enjoy his/her excitement and readiness to move on.
- Begin to treat your daughter or son as a young adult who happens to have a disability
- Be aware of existing supports from family, educators and the community
- Identify additional supports and services needed for your family and young adult
- Communicate with other families who have "survived" the transition to adulthood
- Develop relationships with adult service providers who will assist and advocate for your young adult.
- Take risks and practice letting go, a little at a time. You may discover your young adult is better prepared than you had thought.

WHERE?

The Parent-Educator Connection (PEC) has parents and educators on staff who are familiar with the transition process and are willing to visit with you about your individual situation. PEC networks with local disability specific groups where one might find others who "have been there" from whom to draw strength and information.

For more information, contact the Parent Educator Connection (PEC) program staff at Heartland AEA11 at 1 800-362-7220 or 515-270-9030. In the Des Moines School District contact PEC staff at 515-242-7556.



Role of the Student

WHAT?

Involving the young person in making decisions about his/her life is extremely important.

WHY?

If the student is involved in making plans for the future he/she is more likely to feel a strong commitment to making the plan work. In addition, when your child transitions from school to adult agencies, they will be required to be able to participate fully in their services and to state their preferences.

FOR WHOM?

Any student receiving special education services.

WHEN?

Active participation by the student in their IEP is important at any age. At age 14 their participation in the IEP is strongly encouraged.

HOW?

All too often decisions are made for, rather than with, young people with disabilities. With this in mind, some helpful suggestions might be:

1. Have the student take ownership of their IEP. They could help with the scheduling, facilitating and planning of the IEP meeting.
2. Help them become their own advocate. When possible have them learn about their strengths, needs and supports necessary for success.
3. Include the student in reviewing information and visiting adult service providers to assist with the decisions that affect his/her future.
4. Support them in learning about their disability and how it may impact their future. They may want to consult others with the same disability for information about creative solutions to common problems.
5. Prepare students to participate in their IEP meeting by learning to make choices and to state preferences.

WHERE?

Preparation for their role takes place both at home and school.



Self-Advocacy

WHAT?

Self-Advocacy skills (sometimes called self-determination) are critical for a more successful transition to adulthood. These skills are frequently taught in special education and included on the IEP.

Self-determined individuals:

- Are aware of their personal needs
- Choose goals and persistently pursue them
- Make their needs known
- Evaluate progress toward their goals
- Adjust their performance

FOR WHOM?

Individuals with disabilities

WHY?

The ability to make choices isn't developed overnight; rather, it's learned over the course of a lifetime. Students with disabilities can have highly structured classrooms and/or home environments that only allow few choices. Both home and school must provide opportunities for practice. Research finds self-advocacy skills among the key elements for a successful transition to adult life.

WHEN?

Children can learn self-advocacy skills at any age. Young children can begin learning the foundations by learning preferences and making choices. Older children can learn and use the skills identified above.

HOW?

Some ways students build self-advocacy skills include:

School:

1. Include self-advocacy skills in the IEP.
2. Invite students to attend and participate in their IEP conference.
3. Base educational activities in the IEP on the student's needs, preferences and interests.
4. Ask school personnel to prepare the student for the IEP meeting so the student can:
 - a. Understand their own strengths and skills and be able to tell others about them.
 - b. Know about his/her disability and is able to explain it to others.
 - c. Know what types of accommodations help him/her succeed.
 - d. Advocate for him or herself.
 - e. Know his/her vision and long range goals.

Home:

1. Use every day situations at home to build you child's power to make choices.
2. Allow mistakes to be made and learning to occur from making mistakes.
3. Inform your child of the options he/she may have.
4. Listen more carefully to what your child says and respond accordingly.
5. Have respect for his/her likes and dislikes
6. Model competence
7. Model problem-solving and making adjustments to meet goals
8. Encourage your child to take risks and broaden their experiences.

WHERE?

- Your child's teacher
- The special education consultant who serves your school
- The Parent-Educator Connection (PEC) program

Additional Helpful Advocacy Tools

www.infonetiowa.com Info NET Report is a bi-weekly report on legislative activities geared toward persons with disabilities

www.idaction.org Advocacy toolkit, contact tips, sign up page. Legislative Public Forum List updated weekly. Phone 1866 432-2846, TTY/TDD 866 432-2847, email info@idaction.org

www.polk.is.netwrkofcare.org Legislative Links

Who are your elected officials and how do you contact them?

<http://polk.ia.networkofcare.org/mh/legislative/ourOfficials.cfm> then enter your home address to find your elected official's phone, email and mailing address.



Role of Parents

WHAT?

“What’s my role as a parent in all of this?” may be a question running through your mind, as you become aware of the transition planning process. It’s a good question. This can be a tricky time for parents who frequently hear two opposing messages: “Be involved” and “Let go!”

FOR WHOM?

Any child receiving special education services.

WHY?

Parents have a major influence on their children’s attitudes toward work and life. Many studies have noted the effect of parental influence on educational and career decisions. Young people with disabilities have a special need for parental guidance.

WHEN?

At any age, but required for children ages 14 through 21. Starting early to think about and plan for the future of a child with a disability can help families make the needed adjustments and become more comfortable with those adjustments. The early transitions, from home to center-based, from preschool to elementary, etc., can provide a foundation for later transitions.

HOW?

To address the question of parental involvement, we’ve identified six roles for parents in the transition planning process. Remember that nobody does them all. Roles shift as parent’s concerns and students’ strengths and needs change over time.

1. Providers of Unique Information:

Parents know many things about their children’s strengths and needs that won’t be taken into consideration if parents don’t share what they know. Parents know what motivates their kids, what catches their interest and what causes anxiety. Parents have unique insights into their children’s traits, interests and capabilities. They are experts in knowing what accommodations have worked. Such expertise is very valuable in transition planning.

2. Role Models:

Children form opinions about the value of work, different careers and self-worth from what they observe their parents saying and doing. With spoken and unspoken messages, parents communicate the expectation that their child will be an important member of the community – living an adult life that includes opportunities for work, life-long learning, recreation, family, friends, volunteer activities, etc.

3. Case Monitors:

Often the good intentions of working agreements and plans are not fully met. So parents may find themselves with the responsibilities of suggesting, reminding, confirming and checking up with the busy educators and service providers. The more parents understand the transition process, the less likely important information, deadlines and opportunities fall through cracks.

4. Promoters of Independence and Self-Advocacy:

Few of us live totally independent lives. We may rely on our mechanic to fix our car, our stylist to keep our hair in shape, etc. The same is true for young people with disabilities. With regard to transition plans, it is vital that the student be actively involved in the process. Parents can provide numerous opportunities for their children to practice

communicating their interests, preferences and opinions so students will be experienced in expressing their choices and needs effectively.

5. **Planners of Future Finances and Support:**

Taking time to plan increases the chances of shaping a future that includes the opportunities and activities most desired by the young person with disabilities. By planning, the young person and his/her family will have a clearer picture of what they want and need, who should be involved, and when certain steps should be completed.

6. **Advocates for Practical Plans and Activities:**

The school years are most valuable when they are used to teach persons with disabilities concrete everyday skills that will allow them to achieve the kind of adult life they want for themselves. Useful transition plans are ones that provide work, leisure, transportation, communication and independence experiences in the community. Parents can help provide these experiences and encourage their inclusion in school plans.

In the Community:

Visit offices, shops, factories, and other places of employment to help your child acquire a realistic view of a variety of jobs.

Introduce your child to individuals with similar disabilities who are working/participating in the community. Find out where you might meet some people, individually or in groups, by calling a resource agency such as The Parent Information Center at 243-1713 or refer to page 20 for your local Parent-Educator Connection Coordinator.

Point out workers to your child when you go out in the community. Discuss what the worker is doing and encourage your child to think about what jobs s/he might like.

Talk about the skills and education it may have taken for those individuals working in your child's fields of interest.

Help your child explore hobbies and other leisure time activities that are productive and meaningful. Contact your local recreational center, YMCA, or refer to Case Management on page 23 or your local Parent-Educator Connection Coordinator on page 20.

In Your Home:

Encourage your child to ask and think about the question, "What will I be when I grow up?" Try to help your child think about alternate choices with the questions, "If for some reason you couldn't do this, what other things would you want to do?"

Teach decision-making, self-advocacy and responsibility by giving your child choices about which movie to go to, where the family will eat out, or making small purchases at the grocery store.

Plan with your child chores and jobs around the house (when and how they will be done), remembering that you might have to teach your child the necessary steps to complete the job. Then hold your child accountable with rewards (allowance) and consequences (lost privileges).

Encourage an awareness of the value of money using allowances and savings accounts, and having your child shop with you.

Encourage your child to engage in part-time or volunteer work – individually or with you. Help your child fill in applications and locate a job. It will help your child explore career interests and discover the sense of accomplishment and self-pride that can come from work.

Transition Planning Grid For Students and Parents

WHAT?

The educational activities in the IEP are based on student's needs, preferences and interests. Goals are based on this information from the student and family.

FOR WHOM?

Students engaged in transition planning and their families.

WHY?

Thinking about the future can seem fuzzy and distant. Families lead busy lives with many immediate concerns. Careful thought about the future takes some time to reflect. A little time now will pay off in big ways by easing your family into the next step of life.

Answering specific questions can help see transition in a concrete manner. It can help your family develop a vision, or goal, for the future. Post-secondary expectations in the areas of living, learning and working are critical in the development of the IEP.

WHEN?

Engage in the process before each IEP meeting and ongoing throughout the school year. Completing the grid annually allows reconsideration as needs and goals change with new experiences. Schools are required to initiate the transition planning process with students by the time they reach age 14.

HOW?

1. Complete the grid together with your child.
2. Allow ample time for explanation and discussion. This is a time for dreaming of possibilities.
3. Develop a vision, or goal, for your child's future to discuss at the IEP meeting.
4. Bring the completed grid to the IEP meeting.

Your child's teacher has additional options and tools for assessing your child's transition needs.

TRANSITION PLANNING GRID

Transition Areas	What does your child do now?	What goals do you and your child have for his/her future?	Is support needed to participate?	What agencies or support services are you using now?
<p>Living: Home</p> <p>Live alone, with a roommate, with support, with family or relatives, or in a group home.</p>				
<p>Living: Community Participation</p> <p>Drive a car, use a bus, taxi, shopping, making medical and dental appointments, banking, voting, participating in religious or community events.</p>				
<p>Living: Recreation and Leisure</p> <p>Participate in sports, hobbies, group activities, fitness activities, family events, clubs, make or maintain friendships</p>				
<p>Learning</p> <p>Community college, community and adult basic education, vocational training, on the job training, military service</p>				
<p>Working</p> <p>Full-time, part-time, supported, enclave, workshop, on the job training, military service</p>				

For further information: www.mytransitioniowa.org

The Importance of Record Keeping

WHAT?

A record keeping system helps you organize and readily use information you have gathered from school and community agencies.

FOR WHOM?

Any student in special education who is planning for transition.

WHY?

Moving from school to adult services involves a lot of information and paperwork.

WHEN?

At age 14 you will begin discussing transition issues at your child's IEP conference. This is a good time to begin a folder to keep transition information.

HOW?

The record keeping process can vary depending on how you choose to organize your information. Information many people choose to keep includes school records and information about agency services.

School Records:

- Recent IEPs and transition plans
- High school transcripts
- Evaluation reports
- Work experiences, on the job training, and work history reports
- Resume and employer evaluations

Agency Records:

- Name of agency and services provided
- Dates of contact
- Contact person's name
- Notes of phone conversations with agency personnel
- Services available, eligibility requirements, referrals
- Agency brochures
- Copies of letters and documentation written by you to agencies and received from agencies

Periodically go through your records to refresh your memory about issues still pending.

WHERE?

A folder may be provided for keeping transition information, or you may make and organize your own. Keep the folder current and take it with you to transition and agency meetings to use as a resource and planning guide.

The Transition Planning Team

WHAT?

The Transition planning team may include student, parent, teacher, support staff, agency personnel, community, and informal supports.

FOR WHOM?

A student 14 years or older who has an Individual Education Plan (IEP).

WHEN?

A transition planning team is required for all students 14 years or older.

WHY?

The changes and challenges a young person faces after graduation are huge. Planning that includes people that know your child from a variety of perspectives and have knowledge about different aspects of transition issues is essential.

HOW?

The student and parent are essential to the planning team. Responsibilities of team members include, but are not limited to:

Student:

- Attend IEP and transition meetings
- Choose career/work areas of interest
- Learn about post-school opportunities for working and living
- Develop skills for working and independent living

Parent:

Suggest ideas at the IEP transition meetings:

- Skills you want addressed
- Your child's likes/dislikes, strengths and needs
- Strategies that work
- Any concerns

Learn about services available after graduation:

- Get suggestions from your teacher and team members
- Visit agencies and ask questions
- Take advantage of training opportunities for parents
- Teach and give responsibilities at home for daily living activities (cooking, shopping, money management, laundry, car maintenance, cleaning)

Teacher:

- Provide daily instruction that supports the goals of the IEP
- Suggest areas to be addressed
- Suggest community resources; invite community agencies to attend transition meetings
- Maintain open communication between team members
- Schedule meetings as needed or requested

Support Staff: (guidance counselor, work experience counselor, consultant, social worker)

- Participate in IEP and transition meetings
- Suggest activities that will support the student in achieving their goals/vision
- Assist with the application process for obtaining community resources
- Provide information about community resources
- Identify ways to enhance a smooth transition

Community Agency Personnel (counselors from Vocational Rehabilitation, case managers and other adult service agencies):

- Attend IEP meetings when invited
- Identify and explain program services, eligibility requirements, and application procedures
- Assist the family in exploring options

Informal Supports (friends, church member, service organization)

- Attend IEP meetings when invited
- Assist the family in exploring options

WHERE?

The transition planning team typically meets at the student's school. Contact your child's teacher for more information.



Transition Coordinator/Transition Consultant

WHAT?

Work Experience Coordinator/Transition Consultant is a support person who works with special education students in developing vocational/transitional planning.

FOR WHOM?

For special education students in high school along with teachers, parents, business, and community agencies.

WHY?

To help in the development of programming to meet the students' needs in preparing for life after high school.

WHEN?

During a student's high school career

HOW?

Through coordinated activities based upon the individual student needs
Exploration of post-secondary education
Vocational training/evaluations
Development of employment
Transitions to adult services

WHERE?

Contact your son or daughter's teacher. You can also contact Heartland Area Education Agency 11 at 515 270-9030 or 1 800 362-7220. For Des Moines Schools contact Student and Family Services at 515 242-7714.



Parent-Educator Coordinator With the Parent-Educator Connection (PEC)

WHAT?

The mission of Heartland AEA 11 & Des Moines Schools Parent-Educator Connection is to improve the quality of life for individuals with special needs by supporting families and educators through teaching, mentoring and facilitating partnerships.

FOR WHOM?

Families and educators of students with disabilities.

WHY?

The Parent-Educator Coordinator can assist families in gaining an understanding of agency initiatives and systems-wide thinking. Parent-Educator Coordinators are aligned with agency goals and are knowledgeable in several areas including: problem solving, literacy, resources and transition issues. They work with parents, educators, and local school districts to provide PEC programs, services, and activities. They are also parents of children or young adults with special needs.

WHEN?

Parent-Educator Coordinators can follow families through a child's education--from birth through graduation.

HOW?

The PEC can be the one constant for families as they transition from IFSP to IEP, have provider and consultant changes, and as the child transitions to kindergarten, middle school, high school and adult life.

WHERE?

To find the Parent-Educator Coordinator for your school district, call the PEC secretary at 1-800-362-2720 or 515-270-9030.

Heartland AEA 11
Parent-Educator Connection
6500 Corporate Drive
Johnston, Iowa 50131-1603

or

Des Moines Public Schools
Parent-Educator Connection
Student & Family Services
901 Walnut, 5th Floor
Des Moines, IA 50309
Call 515-242-7556



**Parent-Educator
Connection**

PEC Website address: www.aea11.k12.ia.us/pareduc/

Introduction to Funding

WHAT?

There are a variety of programs available to assist individuals with disabilities and their families in meeting their funding and health-care needs.

FOR WHOM?

Eligibility requirements vary for the many programs.

WHY?

Parents of children with disabilities often have difficulty obtaining financial resources and services for their children. Many families are unable to financially afford the cost of many of the services that are needed to assist individuals with disabilities.

WHEN?

Some programs are available to a child with a disability at any age. Others are for those over age 18. The application process can take more time than you might think (months!) so begin the process as early as you can.

HOW?

Funding options can include full funding; a sliding fee scale based on income; private insurance coverage; purchase without compensation; or a combination of funding options.

WHERE?

The following section gives a brief overview of some of the agencies or programs available to assist with funding of services and meeting health care needs.

NOTE: You may qualify, and need to apply, at more than one agency to receive services and funding. For additional options refer to the Employment Section in this guide.



Polk County Health Services Central Point of Coordination (CPC)

WHAT?

Polk County Health Services (PCHS) was created by the Polk County Board of Supervisors to develop and oversee a community-based system of services and supports for persons with disabilities. PCHS does not provide direct services; they are responsible for coordinating the county's contracts for services. The CPC determines eligibility and County of Legal Settlement and authorizes funding for services within the guidelines of the county.

WHY?

State law requires each county in Iowa to have a CPC. Coordination, authorization and monitoring of all services funded by Polk County with Mental Health/Mental Retardation (MH/DD) money is under the authority of the CPC.

HOW?

Polk County Health Services, the CPC and the case managers:

- Authorize service funding
- Contract for services with providers
- Collaborate with others
- Provide community education
- Review appeals
- Monitor the budget
- Intake service referrals

WHEN?

Young adults may be referred to Polk County Health Services at age 16; however, they may not be able to access funding for most services until the age of 18.

WHERE?

Case Management Agencies	Contact Number	Adults	Children	Population Served
Broadlawns-CAP	282-6770	X		MI
ChildServe	727-8750	X	X	MR?DD
Community Support Advocates	883-1776	X	X	MR/DD/MI
Easter Seals	274-1529	X	X	MR/DD/MI
Golden Circle	241-0982	X	X	MR/DD/MI
Link Associates	262-8888	X	X	MR/DD

The six case management agencies are in place to act on PCHS behalf to help navigate the disability system. Please feel free to contact any of the listed case management agencies for your questions. If you have more general questions, you may contact PCHS

Polk County Health Services
1000 Fleming Building
218 6th Avenue
Des Moines, Iowa 50309
(515) 243-4545
E-mail: polkpc@pchs.co.polk.ia.us

Case Management

WHAT?

Case Management is an entitlement service to persons who are eligible to receive Medicaid, have a diagnosis of mental retardation, chronic mental illness, or developmental disability, and are in “need” of the service. It is voluntary and persons may choose from six designated provider agencies within Polk County to receive their case management services.

FOR WHOM?

Case Management is available to both children and adults. For children under the age of 18, the individual must also be receiving services through the Home and Community-based Waiver service for persons with Mental Retardation or Brain Injury. The following definitions show eligibility criteria guidelines:

- Persons with Chronic Mental Illness (CMI) means persons 18 and over, with a persistent mental or emotional disorder that seriously impairs their functioning in areas such as personal relationships, living arrangements, or employment. Persons with mental disorders resulting from substance abuse shall not be considered.
- Persons with Mental Retardation (MR) means persons with significantly sub-average general intellectual functioning, IQ of 70 or below, existing concurrently with deficits in adaptive behavior and occurred prior to the age of 18.
- Persons with a Developmental Disability (DD) means persons with a severe, chronic disability which is attributable to a mental or physical impairment or a combination, is manifested before age 22, is likely to continue indefinitely, and results in substantial functional limitations.
- Persons with a Traumatic Brain Injury (BI) means a person age 1 month to 64 years of age with a diagnosis of a specific brain injury according to Iowa Administrative Code.
- Persons 18 years and under with Serious Emotional Disturbance (SED) means a child’s diagnosis(s) must be severe enough to cause functional limitations that interfere or limit the child’s role or functioning in the family, school, and/or community. The impairments may be social, behavioral, communicative, or adaptive and will impede the ability of the child in achieving or maintaining the appropriate skill or behavior.

WHY?

Case Management is available to ensure the consumer receives a comprehensive evaluation and diagnosis, to obtain appropriate services by making linkages with and referrals to community resources, to coordinate and monitor the delivery of services, and to advocate for services which are the most appropriate to meet the person’s needs.

WHEN?

A person may apply for case management at any age. Related to transition age students, it may be most beneficial to consider accessing case management by the time your child is 16 if not before.

HOW?

For children under the age of 18, you must apply at the Department of Human Services (DHS) for the Home and Community-based Waiver Services for Mental Retardation, Brain Injury or Children’s Mental Health before applying for case management. If you are 18 or older, you may access Case Management services without using waiver services. An individual may apply for case management with any of the designated providers within Polk County.

WHERE?

The DHS Income Maintenance workers will assist making application for the Home and Community-based Waiver programs to help with the initial eligibility determination process. Income Maintenance workers can be contacted at:

Department of Human Services
1900 Carpenter Ave.
Des Moines, Iowa 50314-1309
286-3555

A contact phone number is listed below the specific waiver information page.

For persons not needing to apply for Home and Community-based services, Polk County has designated six different agencies as case management providers. Persons may apply to any of these designated providers. For the Children's Mental Health waiver contact the Dept. of Human Services. The following indicates the population group each agency serves and a contact person to call for more information about their case management program.

Case Management Agencies	Contact Number	Adults	Children	Population Served
Dept. of Human Services	281-7163		X	MR/DD/MI
Broadlawns-CAP	282-6770	X		MI
ChildServe	727-8750	X	X	MR/DD
Community Support Advocates	883-1776	X	X	MR/DD/MI
Easter Seals	274-1529	X	X	MR/DD/MI
Golden Circle	241-0982	X	X	MR/DD/MI
Link Associates	262-8888	X	X	MR/DD



Service Coordination

WHAT?

Service coordination provides services to individuals who are not eligible for Title XIX Case Management.

FOR WHOM?

Individuals with disabilities who need services who are not eligible for Medicaid (Title XIX).

WHY?

Services that may be authorized include residential, vocational and other community-based services.

HOW?

To be eligible for service coordination a person must need services, meet income guidelines, and have a qualifying diagnosis.

WHERE?

Broadlawns	282-6770
Community Support Advocates	883-1776
Easter Seals	274-1529
Golden Circle	241-0982
Link Associates	262-8888

Diagnostic Information

WHAT?

Diagnostic testing and assessment is recommended for some students to ensure a smooth transition into adult services, (independent living, supported community living, vocational services). These can include psychological evaluations, IQ testing, and adaptive functioning.

FOR WHOM?

Students with mental retardation or developmental disabilities.

WHY?

A certified diagnosis is required prior to age 18 to be eligible for services such as the HCBS MR Waiver. Many community agencies also require a documentation of disability in order to verify funding eligibility. There may be additional documentation guidelines. In addition, these diagnostic tests need to be updated at various times to maintain eligibility for funding. Some post-secondary schools may also require psychological documentation for accommodation eligibility.

WHEN?

Should be completed prior to age 18.

HOW?

Although School practitioners do not do assessments unless they are educationally relevant, your Transition Consultant/Work Experience Coordinator, or Case Manager may assist you to locate a testing source in the community.



Legal Settlement

WHAT?

Legal settlement is a status that identifies which county in Iowa is financially responsible to fund services for people with disabilities. Legal settlement is acquired by continuously residing in a county in Iowa for one year (six months for a blind person) without receiving a community-based service.

FOR WHOM?

Any person with a disability who wishes to apply for Polk County MH/MR/DD/BI Services.

WHY?

Each individual county decides which services they will fund for people with disabilities. There are specific services that are required by the state of Iowa. Legal settlement must be determined first to insure that a person can receive funding from Polk County MH/MR/DD/BI Services for services related to their disability.

WHEN?

Iowans of any age.

HOW?

Legal settlement is determined when you first apply for services within Polk County. The family or individual provides verbal information on the individual's present and past residences and any services that have been provided. Minor children acquire the legal settlement of their parents. If an adult has not lived in a county in Iowa for one continuous year, they may be eligible to have services funded by the State Payment Program.

WHERE?

For more information contact your case manager or service manager. If you don't have a case manager or service manager, contact:

Case Management Agencies	Contact Number	Adults	Children	Population Served
Dept. of Human Services	281-7163		X	MR/DD/MI
Broadlawns-CAP	282-6770	X		MI
ChildServe	727-8750	X	X	MR/DD
Community Support Advocates	883-1776	X	X	MR/DD/MI
Easter Seals	274-1529	X	X	MR/DD/MI
Golden Circle	241-0982	X	X	MR/DD/MI
Link Associates	262-8888	X	X	MR/DD

Polk County Health Services
1000 Fleming Building
218 6th Avenue
Des Moines, Iowa 50309
(515) 243-4545
E-mail: polkcp@pchs.co.polk.ia.us

Supplemental Security Income (SSI)

WHAT?

SSI is a government program through the Social Security office that makes cash payments to individuals. Individuals eligible for SSI are also eligible for Medicaid (Title XIX).

FOR WHOM?

Persons who meet income/resources and disability eligibility requirements.

WHY?

Persons with disabilities may have on-going and long-term expenses because of the disability. A supplemented income allows people to better manage these expenses.

WHEN?

Any person with a disability can apply for SSI. The parent's income and other resources are considered for eligibility for children under age 18. Thirty days prior to their 18th birthday a young adult may apply based on their sole income and resources.

HOW?

SSI provides a minimum guaranteed monthly income (that may vary according to family/individual circumstances). Once an individual is approved for SSI, they may then be eligible for additional benefits such as food stamps, transportation, cost reimbursement, or other social services.

WHERE?

Social Security Administration
Federal Building
210 Walnut Street Room 293
Des Moines, Iowa 50309
1-800-772-1213
(515) 283-0212
www.socialsecurity.gov

Title XIX Medical Assistance (Medicaid)

WHAT?

The program is an entitlement program similar to an individual insurance plan. Programs included that may sound familiar include the Family Investment Program (FIP), Supplemental Security Income (SSI), Medically Needy program, Hawk-i, Foster Care Services, Subsidized Adoption, Long-term Care, and HCBS.

FOR WHOM?

Eligible, low-income individuals, families, and children in Iowa. A child or family must qualify for the Family Investment Program, SSI, Medically Needy program, Foster Care Services, subsidized adoption, Long Term Care, or HCBS waivers to be eligible for this insurance program.

WHY?

Persons with disabilities may have health, medical, or care needs that this insurance would cover.

WHEN?

Iowans of any age; apply at any age.

HOW?

Medicaid coverage is provided for a wide range of medical needs, medical equipment, medication, dental and other health-related services.

WHERE?

The DHS Income Maintenance (IM) Worker or your Case Manager will assist applicants through eligibility determination process. Contact the IM Worker at:

Department of Human Services
1900 Carpenter
Des Moines, Iowa 50314-1309

(515) 286-3555



Public Health Nursing

WHAT?

Skilled nursing services, information, and assistance to link families with local resources.

FOR WHOM?

Iowans of any age who need skilled nursing care in the community.

WHY?

Individuals may need skilled nursing services in their community. These can include bathing, personal hygiene, tube feeding.

WHEN?

Iowans of any age.

HOW?

Skilled nursing services are provided by professional staff or associated paraprofessionals in the home, office, clinic, or school settings. Information and assistance is available to link families with local community resources for health and social needs. A sliding-fee or donation is used for those who are eligible for services. Payment for services may also come from Medicaid or private insurance.

WHERE?

Contact DHS or your Case Manager for more information.



Early and Periodic Screening, Diagnosis and Treatment (EPSDT) Care for Kids Program

WHAT?

A Medicaid program for children with special health care needs designed to increase achievement and maintenance of optimal health. The program helps make it possible for children with special health care needs to live at home.

FOR WHOM?

Any child from birth to under age 21. Apply whenever there is the need for services.

WHY?

Special health care needs often place extra burdens on the family.

WHEN?

Any child from birth to under age 21 whom is eligible for Medicaid. Apply whenever there is the need for services. The services must be appropriate and medically necessary.

HOW?

The program can provide care directly to the child as well as help family members learn the skills needed to care for their child at home. Services can be provided while parents are at work.

Services can include:

- Personal care by a home health aide (i.e., aides come to the home to help with feeding, bathing, toileting, dressing, personal hygiene, and other personal care tasks)
- Private duty nursing by a RN or LPN
- Treatment services not part of regular Medicaid
- Screening exams

WHERE?

Care for Kids
1111 Ninth Street
Des Moines Iowa 50306

(515) 288-1516 (Visiting Nurses)

Family Support Subsidy

WHAT?

Family Support Subsidy is a program that provides monthly cash payment.

FOR WHOM?

Families who have a child under age 18 with a disability.

WHY?

The subsidy is meant to keep families together by defraying some of the special costs of caring for a child with a disability at home.

WHEN?

When children are 18 years old or younger.

Families receiving a special needs adoption subsidy will no longer be eligible for the Family Support Subsidy. Families who live in counties that have Children At Home or Consumer Choice Option programs and are receiving their services through a Medicaid HCBS waiver are not eligible.

HOW?

Families receive a monthly payment.

WHERE?

Apply at the Department of Human Services. The application consists of an application page, verification of disability, and income verification. The child must live at home; there are income limitations; the child must have a moderate to profound educational disability, special health care need, or be developmentally disabled.

Department of Human Services
1900 Carpenter
Des Moines, Iowa 50314

(515) 286-3555

Mental Retardation (MR) Waiver

WHAT?

A Medicaid program designed to return or maintain an eligible individual in his or her home or community. The MR (mental retardation) waiver provides a variety of services to children and adults in their homes that aren't available through regular Medicaid.

FOR WHOM?

Children or adults with a primary diagnosis of mental retardation (IQ of 70 or below) with substantial functional limitations.

WHY?

Persons with mental retardation may wish to live and/or work in their home and community rather than have to move to an Intermediate Care Facility or institution.

WHEN?

Iowans of any age. There is often a waiting list, however you should still apply. Early application is recommended.

HOW?

Medicaid coverage is provided for basic health care services plus the additional waiver services to keep the person out of an institution. Services are generally provided in the home. Services are provided at no cost to the family and include:

- Adult Day Care
- Consumer Directed Attendant Care (CDAC)
- Day Habilitation
- Home and Vehicle Modifications
- Home Health Aide
- Interim Medical Monitoring and Treatment
- Nursing
- Personal Emergency Response System
- Prevocational
- Respite
- Supported Community Living
- Supported Community Living – Residential Based
- Supported Employment
- Transportation

WHERE?

The DHS Income Maintenance Worker will assist applicants through the eligibility determination process. Contact the IM Worker at your DHS office or at the following:

Department of Human Services
1900 Carpenter
Des Moines Iowa 50314

(515) 286-3555

Physical Disability (PD) Waiver

WHAT?

A Medicaid program designed to return or maintain an eligible individual in his or her home or community.

FOR WHOM?

The child must be age 18 or older, have a physical disability, be blind or disabled as determined by social Security, be ineligible for the MR waiver, have the ability to hire, supervise, and fire a provider or have a guardian who can do this, and be eligible for Medicaid under SSI.

WHY?

It provides a variety of services in a home that allow the individual to live in the community instead of an institution.

WHEN?

When the individual or their family would like care provided in a community setting. There are only a limited number of openings in each region.

HOW?

Apply at DHS by submitting an Application for Medical Assistance or State Supplementary Assistance form PA-1107-0 (Medicaid application). If the child already receives Medicaid, contact your income maintenance worker and sign form SS-1645 (home and Community-Based Service Report. Services may include:

- Consumer directed attendant care (CDAC)
- Home and vehicle modification
- Personalized emergency response
- Specialized medical equipment
- Transportation

WHERE?

The DHS Income Maintenance Worker will assist applicants through the eligibility determination process. Contact the IM Worker at your DHS office or at the following:

Dept. of Human Services
1900 Carpenter
Des Moines, Iowa 50314

(515) 286-3555

Brain Injury (BI) Waiver

WHAT?

A Medicaid program designed to return or maintain an eligible individual in his or her home or community.

FOR WHOM?

Individuals age 1 month to 64 years of age with a diagnosis of a specific brain injury according to Iowa Administrative Code.

WHY?

It provides a variety of services in a home that allow the individual to live in the community instead of an institution.

WHEN?

When the individual or their family would like care provided in a community setting. There are only a limited number of openings in each region.

HOW?

Apply at DHS by submitting an Application for Medical Assistance or State Supplementary Assistance form PA-1107-0 (Medicaid application). If the individual already receives Medicaid, contact your income maintenance worker and sign form SS-1645 (home and Community-Based Service Report). Services may include:

- Adult Day Care
- Assistive Devices
- Behavioral Programming
- Case Management
- Consumer Directed Attendant Care (CDAC)
- Family Counseling
- Home/Vehicle Modification
- Interim Medical Monitoring and Treatment (IMMT)
- Personal Emergency Response System (PERS)
- Respite
- Supported Community Living
- Supported Employment
- Transportation
- Pre-Vocational services

WHERE?

The DHS Income Maintenance Worker will assist applicants through the eligibility determination process. Contact the IM Worker at your DHS office or at the following:

Dept. of Human Services
1900 Carpenter
Des Moines, Iowa 50314

(515) 286-3555

Ill and Handicapped (IH) Waiver

WHAT?

A Medicaid program designed to return or maintain an eligible individual in his or her home or community.

FOR WHOM?

For individuals under the age of 65 who have are blind or disabled.

WHY?

It provides a variety of services in their home that allow the individual to live in the community instead of an institution.

WHEN?

When the individual or their family would like care provided in a community setting. There are only a limited number of openings in each region.

HOW?

- Apply at DHS by submitting an Application for Medical Assistance or State Supplementary Assistance form PA-1107-0 (Medicaid application). If the individual already receives Medicaid, contact your income maintenance worker and sign form SS-1645 (home and Community-Based Service Report. Services may include:
- Adult Day Care
- Consumer Directed Attendant Care
- Counseling Services
- Home and Vehicle Modification
- Home-Delivered Meals
- Home Health Aide
- Homemaker
- Interim Medical Monitoring and Treatment (IMMT)
- Nursing
- Nutritional Counseling
- Personal Emergency Response
- Respite

WHERE?

The DHS Income Maintenance Worker will assist applicants through the eligibility determination process. Contact the IM Worker at your DHS office or at the following:

Dept. of Human Services
1900 Carpenter
Des Moines, Iowa 50314

(515) 286-3555

Children’s Mental Health (CMH) Waiver

WHAT?

A Medicaid program intended to provide services and supports that are not available through other mental health programs/services. CMH Waiver services can be utilized in conjunction with traditional mental health services (not RTS) to develop a comprehensive support system for children with Serious Emotional Disturbance (SED).

FOR WHOM?

The CMH Waiver exists to meet the needs of children under 18 years old with serious emotional disturbance (SED). To receive these services, within the past twelve months a child must have a diagnosis of serious emotional disturbance as verified by a psychiatrist, psychologist, or mental health professional and has a functional impairment that substantially interferes with or limits a child’s role or functioning in family, school, or community activities.

WHY?

Many children with serious emotional disturbances must leave their home to seek support in a medical institution. The parents of eligible children “waive” using services in an institution and choose instead to use services and individual supports to keep their children in their own home.

WHEN?

Families of children under the age of 18. There is often a waiting list, so apply as soon as there is an identifiable need.

HOW?

The child, his or her family, chosen providers, the targeted case manager, and others come together to form an interdisciplinary team (IDT). This team meets to plan the interventions and supports a child and family need to safely maintain the child’s physical and mental health in her or his home. Service planning considers the child and family’s concerns for the child’s success in their peer group, school, and community activities.

To enable children in this population to remain in their own homes and communities, the CMH Waiver offers a range of services that include:

- Environmental Modifications, Adaptive Devices and Therapeutic Resources
- Family and Community Support Services
- In-Home Family Therapy
- Respite Care Services

WHERE?

The DHS Income Maintenance Worker will assist applicants through the eligibility determination process. Contact the IM Worker at your DHS office or the following:

Department of Human Services
1900 Carpenter
Des Moines, Iowa 50314

(515) 286-3555

Contact Information for Waivers

Income Maintenance Worker contact information
Cases are assigned their workers by the first letter of the child's last name

A to COF	COG to GR	GS to KUN	KUO to OR	OS to Smith-C & Spanish	Smith D to Z
Ron Smith	Kim Anderson	Rebecca Bayles-Cook	Ann Swizdor	Gloria Simpson	Stacey McFarland
286-3630	286-3553	286-3576	286-3622	286-2104	286-3577

Home and Community-based Services (HCBS)
Mental Retardation, Physical Disability, Brain Injury, Ill & Handicapped Waivers
(515) 725-1139 or 725-1000
Polk County Home and Community-based Services (HCBS) Specialist
(Contact person for information about the MR/I&H/BI/PD/HIV waivers, concerns about service
delivery, and for training and technical assistance)

MR and I&H Waivers– Sue Stairs, Program Manager (515) 725-1146
BI, PD and HIV Waivers– JoAnn Kazor, Program Manager (515) 725-1150

Brian Wines (515) 725-1132
Home and Community-based Services (HCBS) Supervisor

www.ime.state.ia.us/HCBS/help_ownhome.html

Home and Community-based Services (HCBS)
Children's Mental Health Medicaid Waiver

CMH Waiver – Lin Christiansen Program Manager (515) 725-1151

www.dhs.state.ia.us/rts/

Health Insurance Premium Payment (HIPP) Program for Medicaid Recipients

WHAT?

HIPP provides payment for private health insurance coverage when it costs less for the program to buy private health insurance coverage than to pay for the medical care with Medicaid.

FOR WHOM?

Iowans of any age who are Medicaid eligible.

WHY?

Private health insurance may provide increased benefits for less cost to the state.

HOW?

The HIPP program is a Medicaid (Title XIX) program that may reimburse or pay for private insurance premiums, if Medicaid decides it is cost effective to maintain private insurance for the Medicaid eligible individual. Reimbursement for family coverage is provided when that is the only way the Medicaid-eligible individual can be insured. (Some policies offer coverage for the employee and 1 dependent, so that may be the rate that HIPP will reimburse, and the family pays the extra cost if they choose family coverage.)

WHERE?

Department of Human Services
Phone 281-7313



Medicaid for Employed People with Disabilities (MEPD)

WHAT?

Medicaid for Employed People with Disabilities (MEPD) is a Medicaid coverage group implemented to allow persons with disabilities to work and continue to have access to medical assistance.

FOR WHOM?

Individuals with disabilities who are employed

WHY?

Many people with disabilities risk losing their Medicaid coverage if they earn too much money.

WHEN?

Iowans under age 65 who are Medicaid eligible.

HOW?

Your premium amount is based on your earned income from employment.

WHERE?

Department of Human Services

Phone 286-3555

Respite Care Services

WHAT?

Short-term relief for the family or guardian of children and adults who have a disability and live at home.

FOR WHOM?

Parents or guardians.

WHEN?

Respite is appropriate at any age. Respite can be provided in group, individual or camp activities.

WHY?

Respite care services allow the family or guardian a break by providing an approved care provider for the person with a disability. This service provides support enabling the family to function in the least restrictive manner.

HOW?

The family or individual has a choice of how much service is needed and when it is provided. Respite may vary in length. It can be provided in the family's home, provider's home, or a community setting.

WHERE?

Contact your Case Manager or Service Manager for the appropriate referral or refer to the Polk County Provider Network listed in this guide.

Camping and Recreation Services

WHAT?

Camping services are available to provide diverse recreational opportunities to children and adults outside the home. Options may include day camps, residential camps, and adventure camping.

FOR WHOM?

Children and adults with disabilities. Siblings and friends may be involved.

WHEN?

Camping programs may be suitable at any age. There are different programs that fit different ages and abilities.

WHY?

Getting involved in camping programs is a great way to meet new people and try new things. They may participate in activities such as swimming, boating, fishing, horseback riding, and even trips to cities and sites they have never been before.

HOW?

Most camping services are provided at a camp that is accredited by the American Camping Association and are accessible to those who have special needs.

WHERE?

You may contact your Case Manager or Service Manager for the appropriate referral. The Parent-Educator Connection may be able to assist you with finding additional recreational activities in your area.



Living Arrangements

WHAT?

Options for living available to persons with disabilities.

FOR WHOM?

Individuals with disabilities.

WHY?

Persons with disabilities, like everyone else, deserve the highest level of independence possible. Parents will want to find living arrangements that strive for independence, while assuring that their child's basic health and safety needs are met.

HOW?

Options for living arrangements include the following:

- **Independent Living:** The individual is able to maintain a home or apartment with no help.
- **Supported living:** The individual is living in their own home or apartment with support from family members and/or adult service providers.
- **Supervised living Arrangement:** The individual lives in a supervised apartment or group home. A service agency provides ongoing assistance with daily living needs.
- **Residential Care Facility (RCF):** The individual resides in a group home that provides ongoing support.
- **Intermediate Care Facility (ICF):** The individual requires 24-hour care. This is a medical service for persons needing continual nursing or medical care.



Exploring Adult Living Arrangements

WHAT?

Suggestions for exploring adult living arrangements.

FOR WHOM?

Parents or guardian considering living arrangements for their young adult.

WHEN?

Any age. It is best to start shopping early (2 – 3 years prior to moving out of the family home). Sometimes there are waiting lists. Acquiring funding to pay for living arrangements also takes time.

WHY?

A normal stage of life that young adults come to is the decision to move out of their parental home. For a person with a disability the same is true, although sometimes at an older age. People with disabilities may mature at a slower rate and that can delay the move from the parent's home. In some cases the demands of raising a child with a particular disability can expedite a move from home. This decision, and the timing of it, is a family decision and is based on many factors.

HOW?

Obtain answers to key questions when looking for an agency or service provider for living arrangements. Look around and ask questions so that you will select the services that best meet your child's needs. Questions to ask can include:

1. What is your philosophy? What do you think is important? What are your goals?
2. What services does your agency provide?
3. What are the eligibility requirements?
4. How old does an individual need to be to apply for and receive services?
5. Is there a waiting list for services?
6. Is there a fee for services offered?
7. What information and documentation is required in order to apply for services?
8. Who do I contact about financial assistance or funding?
9. What do you call the people you serve (clients, consumers)? Is it a positive name?
10. Can you provide names of other consumers and their families so I can ask about their satisfaction?

Supported Community Living (SCL)

WHAT?

Services to help persons with disabilities live as independently as possible.

FOR WHOM?

Individuals with disabilities who want support in living independently as possible.

WHEN?

Any age

WHY?

To develop new skills and enhance those already possessed.

HOW?

Supported Community Living instructors can assist an individual in learning:

- Independent living skills
 - Meal planning and preparation
 - Cleaning
 - Budgeting (managing a checkbook, assistance with paying bills)
- Socialization skills
 - Scheduling and organizing activities, learning to plan
 - Using appropriate behavior in social situations
 - Establishing healthy relationships
- Communication and coping skills
 - Appropriate conversations
 - Problem-solving techniques
 - Stress and anger management
- Recreation/leisure activities
 - Attending events in the community like concerts plays movies.
 - Local sporting events
 - Bowling, swimming, hiking, etc.

WHERE?

Contact your Case Manager, Service Manager, or the Polk County Provider Network listed in this guide.



Residential/Housing Options for Individuals with Mental Retardation/Developmental Disabilities (MR/DD)

Supported Community Living - These services are for adults with mental, developmental, physical and other disabilities who require minimal to extensive supervision, training and support to live in the community. Services can include 24 hour supervision, monitoring supervision, assistance with personal and social adjustment, training in self-help and community living skills, transportation, recreation and leisure services, advocacy, etc. Services can take place in a home or apartment, or in a building specifically designed for supervised living. Individuals may live alone or with others to receive this service.

Group Homes- These are usually Waiver homes for four consumers with disabilities operated by agencies in Polk County. Individuals require supervision in the home and 24-hour staff assist the consumers to be as independent as possible.

Residential Care Facility – (RCF/MR) These are facilities for adults with mental retardation. They are licensed under the State Department of Health and are available to persons who have a primary diagnosis of mental retardation. Each person, generally, must be involved in a day program outside the residence. This could be independent competitive work, educational programs, work activity centers, supported employment or volunteer work. Most of the homes are designed for five consumers; however, there are larger eight and fifteen bed facilities as well.

Intermediate Care Facilities for the Mentally Retarded – (ICF/MR) Intermediate Care Facilities for adults with mental retardation are licensed under the State Department of Health. Services are available to persons who have a primary diagnosis of mental retardation with additional medical/physical and/or behavior problems. These programs offer their own day programs or they can attend school or they can participate in supported employment. These services are designed for persons who have been diagnosed with severe/profound mental retardation, most of who are physically and/or medically involved.

Woodward State Hospital School: This program provides active treatment services to persons with mental retardation who choose to live on the Woodward campus. It is licensed as an ICF-MR and provides vocational services, senior program, foster grandparents program, respite care, future family support services, autism services, community outreach services, and adaptive pro-social performance learning environment (APPLE) program. Placement at Woodward can occur only after community services have been exhausted.

Residential/Housing Options for Individuals with Mental Illness (MI)

Supervised Living Apartments (SLA): This program serves adults with a psychiatric disability. This program provides supports including medication support, assistance in problem solving, decision-making, self-care and independent living skills. This allows a consumer to live in the community while avoiding recurring, lengthy psychiatric hospitalizations. This program is certified by the state as a Community Supervised Alternative Living Arrangement. An individual may live in a site-based or community-based apartment and receive this service.

Community Support Program (CSP): This program provides support for adults with a primary diagnosis of mental illness. Services include medication support, nutrition, budgeting and money management, transportation, socialization/leisure, safety planning, advocacy, vocational planning, academic skills, and obtaining/retaining housing. The overall goals are to reduce hospitalization and to live in the community.

Residential Care Facility for persons with mental illness (RCF-RMI) This program is licensed by the Department of Inspections and Appeals. Services are available to adults with a primary diagnosis of mental illness and in need for 24-hour supervision. Services include assistance with personal hygiene, interpersonal relationships, community mobility, money management, leisure/recreations skills, household tasks, shopping, etc.

Room and Board: This program provides three meals and a bed. There is no support or training. Room and Boards are not licensed facilities.

Guardianships and Conservatorships

WHAT?

A guardian is an individual whom is court appointed to make personal decisions for the student. The court calls this student a ward.

A conservator is an individual whom is court appointed to make decisions for the ward only in matters relating to the ward's property or finances. Although a guardian and conservator make different types of decisions for the ward, the same person can serve as both.

Legal assistance can also provide information on wills, estate planning, trusts, or power of attorney.

FOR WHOM?

For individuals over the age of 18 who may be unable to make decisions independently.

WHEN?

Transfer of rights occurs at age 18. If you are considering guardianship, it is best to seek advice prior to the individual turning 18.

WHY?

When students reach age 18, they legally become adults with all the rights, privileges and responsibilities of adulthood. The guardian or parents may seek assistance to become a guardian, if needed.

While guardianship and conservatorship arrangements are intended to protect individuals by making certain decisions that effect their well being, they also result in the individual losing some or all of his/her rights. You should seriously consider whether a conservator or guardian should be appointed or if there are other less restrictive options.

HOW?

Families should seek legal advice. They may wish to start with their family attorney. If the family attorney is unable to assist, he or she may be able to recommend another attorney that may be better qualified to assist.

If the cost of legal services is a concern, there may be resources to provide services to families who meet low-income guidelines.

WHERE?

Iowa State Bar Association Lawyer Referral Program 515-280-7429 or 800-532-1108

Legal Services Corporation of Iowa 515-243-2151 or 800-532-1275

Polk County Legal Aid Society 515-243-1193

Polk County Attorney 515-286-3737

Drake University Law Clinic 515 271-3851

Free Legal Information Service: Iowa Concern First Hotline 1 800 447-1985

Representative Payee

WHAT?

This program provides budget counseling and serves as financial representation to persons unable to manage their own money.

FOR WHOM?

Persons who have demonstrated an inability to budget for basic needs, including food, clothing, shelter, medical care and transportation.

WHY?

Payee services can allow individuals the supports they need without the restrictions of full guardianship.

HOW?

If a person's primary income is SSI or SSDI, payee status can be completed through the Social Security Administration staff. Services can include:

- Bill paying
- Financial planning and budgeting assistance
- Shopping assistance
- Liaison to referring agencies
- Information and referral to other community services

WHERE?

Contact your Case Manager, Service Manager, or the Social Security Administration to arrange payee status.



Vocational Services

WHAT?

There are many sources of help available for people with disabilities who want to work after high school. Vocational supports could include an evaluation of work skills, training to learn new skills, helping in finding a job, or help in learning the job once employed.

Vocational options can include:

- **Employment General Skills Training** - training to assist an individual in gaining soft employment skills for the purpose of increasing employable skills. This may be accomplished through classroom instruction, simulation instruction, on-site or internship sites, mentor programs, or other means that may facilitate learning soft employment skills. Training programs will have a curriculum with defined timelines and expected competencies.
- **Employment Occupational Skills Training** - training to assist an individual in gaining hard skills in an occupation or job grouping for the purpose of increasing employable skills. This may be accomplished through classroom instruction, simulation instruction, on-site or internship sites, mentor programs, or other means that may facilitate learning soft employment skills. Training options include retail, cashiering, janitorial, food service, direct support paraprofessionals, office clerical, and others. This service may include job placement at successful completion of the program.
- **Supported Education** – tuition assistance for those accepted into the University of Iowa REACH program.
- **Enclave** - defined as a group of two or more individuals receiving support services simultaneously in a community based job site. Support staff maintain a constant presence on the work site. An enclave may provide work experience, while promoting the development of work skills and attitudes, that are applicable in a competitive employment setting, or as a long term employment option for those needing this level of support to remain employed in a community setting for purpose of increased self sufficiency.
- **Work Activity (Employment/Habilitation Waiver/MR Waiver)** - Services for individuals whose impairment severely reduces their productive capacity and which are designed to enable them to learn skills to help with employment issues. **Enclaves** provide on-the-job training experiences in a variety of business setting with guidance and support from agency staff. Staff is on site at all times.

FOR WHOM?

Persons with disabilities and their parents/guardians.

WHEN?

Start this process at age 14 years old. Parents should begin shopping for vocational support during early high school years. Selecting an agency before the senior year allows time for agency staff to attend IEP meetings and to get to know your child. Acquiring funding to pay for vocational supports takes time and there may be waiting lists.

WHY?

After graduation, a school district no longer has a legal responsibility to provide services. There are several vocational service agencies in the Polk County area. Not all services are offered by all agencies. In order to pick an agency that will give you the services you need, you should shop around.

HOW?

When looking for an agency to provide vocational support, it is important to get answers to questions that help you learn if that agency is right for you. Shop around by requesting an interview and then visiting with people at the agency.

Some ideas for questions to ask the agency are:

1. What is your agency's philosophy? What do you think is important? What are your goals?
2. Do you provide vocational evaluation?
3. Do you provide financial assistance for vocational training or post-secondary education? Do you offer tutorial help?
4. Do you provide job placement? Do you provide on the job training?
5. How could you help me find employment in the community? Would I have a choice in the type of job?
6. Where do your consumers work? What is the range of support you give them?
7. What are the different ways you help people get a good job match?
8. How would I get started with your agency?
9. What do your services cost? Can I get financial assistance? Where?
10. How many years has your program existed? How do you evaluate your services?
11. What is your consumer to staff ratio? Who would I work with?
12. What do you do if an employer fires a consumer or discriminates against them?
13. What if a consumer loses or quits a job?



Vocational Rehabilitation

WHAT?

The purpose of Vocational Rehabilitation Services is to empower individuals with disabilities to maximize employment, economic self-sufficiency, independence, and inclusion and integration into society. They provide time limited services to help persons with disabilities become employed. Vocational Rehabilitation can provide evaluations and services to help a person choose an employment goal. These can include counseling, testing, vocational evaluation, training, college classes, vocational trade training, supported employment services, and medical restorations when needed to prepare for employment.

FOR WHOM?

Students 14 years and up.

WHEN?

Vocational Rehabilitation can attend IEP meetings and be involved with the student's transition planning process when the transition planning begins. An open case file must be started in order to access Vocational Rehabilitation Services. Services for employment can be provided in the second semester in the student's senior year for career employment.

WHY?

Many students with disabilities may need assistance with choosing, finding, or keeping a job in the community. These services provide assistance for students.

WHERE?

Iowa Vocational Rehabilitation Services
510 E. 12th Street
Des Moines Iowa 50319
(515) 281-4211
www.ivrs.iowa.gov

Iowa Department for the Blind
524 4th Street
Des Moines, Iowa 50309
(515) 281-1333
www.blind.state.ia.us

Iowa Workforce Development

WHAT?

Iowa Workforce Development is a state agency that performs job placement services.

FOR WHOM?

Individuals looking for employment from age 14 to retirement.

WHEN

Any time employment assistance is desired.

WHY?

Iowa Workforce Development can provide a valuable service to job seekers by providing information on current hiring activity and trends.

HOW?

Services available at Iowa Workforce Development include:

- Job opening referral – advertise the requirements, duties and salary of job openings for area employers.
- Skills testing – administer Work Keys, 10-key, data entry and typing to help workers assess and improve their marketable skills and to certify those skills for employers.
- Labor Market Information – provide unemployment rates, average starting pay, and overviews of the area’s economy and quality of life.
- Technology Resources – Computers with Internet access enable job seekers the opportunity to explore job openings or career resources. Resumes and cover letters can be created and printed by job seekers with basic computer skills.
- Work Permits – provide the permits required for 14 and 15 year-olds who enter the workforce.
- Unemployment Insurance – compensation to employees that become unemployed through no fault of their own, and who are able and available to work while they seek new employment.

WHERE?

Interested individuals can register to use all services available by completing an application form. The office in Polk County is located at:

Iowa Workforce Development
430 East Grand Ave.
Des Moines, Iowa 50309
www.Iowaworkforce.org
515-281-9619

Post-Secondary Education

WHAT?

Training beyond high school can include vocational/technical schools, trade schools, community colleges, and four-year colleges and universities.

FOR WHOM?

Students with disabilities who have graduated from high school

WHY?

It is estimated that 80-90% of the workforce needs some training beyond high school. A student with a disability may benefit from post-secondary education, though it will take careful planning to ensure that the student is successful.

HOW?

The Support for Accommodation Request (SAR) documentation should be completed prior to high school graduation.

There are five factors that need to be considered as a student plans for post-secondary education.

1. Academic qualifications: Investigate and plan so that the program the student is entering matches the student's skills and abilities.
2. Academic/vocational Goals: Make sure that the secondary and post-secondary program that the student is enrolled in is designed to meet his/her goals.
3. Financial Resources: There are many ways to obtain financial assistance. Research the costs for schooling and seek out the necessary resources ahead of time.
4. Personal interests: Consider the student's individual interests as he/she is planning for the future.
5. Time management: Begin to teach and expect students to take charge of their responsibilities and management of their time and commitments while still in high school.

WHERE?

Prior to visiting a college contact the Disability Service Coordinator.



Differences Between High School and College For a Person with a Disability

High School

Students are entitled to special education services

Area Education Agency staff determine entitlement to special education

Special education services are available

Accommodations are provided to students to ensure success

The AEA and/or teachers identify students with special needs

Coursework may be modified

School IEP teams determine student's course of study and accommodations

Students must attend school – it is mandatory and free

College

Students must have a disability as defined by the ADA (see below) and be eligible to receive services

A psychologist or physician administers a formal assessment to diagnose a disability and recommend accommodations

No special ed is available. Reasonable accommodations are provided to eligible students to access courses already in existence

Specific accommodations may be provided to minimize the limitations imposed by the students' diagnosed disability

Students must self-identify and provide documentation concerning their disability

No modification of curriculum – all students complete essential course requirements

Students must meet admission requirements and be otherwise qualified to meet all graduation requirements

College is voluntary and expensive

Are you eligible to receive accommodations in college?

To qualify for accommodations, a student must:

- Apply for services through the school's office of Disability Services
- Meet the definition of disability as outlined under the Americans with Disabilities Act (ADA) guidelines
- Provide current (within 3 years) documentation to substantiate the disability

ADA definition of disability – Physical or mental impairment that substantially limits one or more major life activity (such as breathing, walking, talking, seeing, hearing, learning, etc.), a record of such impairment or being regarded as having such an impairment.

If going on to post-secondary education the student should have the Support For Accommodation Request (SAR) documentation in their IEP. This will be used to provide information to smooth the transition between high school and post-secondary systems.

Transportation Options

WHAT?

Both public and private transportation is available for individuals with disabilities in Polk County.

FOR WHOM?

Young adults with disabilities are often unable to drive and depend on alternative transportation to get to their jobs, social events, medical appointments, and other activities of daily living.

WHEN?

While still in high school, young adults should learn about the transportation systems available. Special Education programs and adult service providers can help train students to use the bus. Often this is a necessity when a student works in the community.

WHY?

After graduation a young person may, out of necessity, use a different mode of transportation than when in high school. Preparing to use alternative modes while still in high school is beneficial.

HOW?

In Polk County, Des Moines Area Regional Transit (DART) is available to provide bus services throughout the greater metro area and surrounding communities. While this is a comprehensive system, it operates on limited routes and on limited schedules, so you need to check locations and availability.

Paratransit Services, a division of the DART, provides a more individualized system of transportation. Paratransit provides door to door service for eligible individuals. Paratransit busses are equipped with lifts that can accommodate wheelchairs.

Contact DART at 283-8136 or Link at 262-8888

Other modes of transportation may be a family member, friend, or a hired driver or taxi.



Driver's License Division

Iowa Department of Transportation

WHAT?

The Driver's License Department makes test accommodations to assist those with disabilities who wish to drive. The department also provides picture ID's for individuals with disabilities who do not drive but need identification for employment or travel.

FOR WHOM?

Individuals who need accommodations on a written driver's license test or permit test.

WHEN?

A driver's permit test can be applied for at age 14 and older. A driver's license can be sought at age 16. You will need two forms of identification when applying for a license or ID card.

WHY?

Most individuals value the independence that being able to drive offers. Safe and licensed drivers are important to a community. The driver's license testing process helps certify the safety and responsibility of people who will be driving.

HOW?

The test is normally administered at a computer terminal. Accommodation options include:

- Headphones to hear a spoken test.
- Paper and pencil test instead of using the computer.
- Retest at another date
- Arrange ahead of time for an examiner to read the test out loud, privately.

WHERE?

Information Center (515) 244-8725

Full Services

Iowa Department of Transportation
6310 SE Convenience Blvd.
I 35, Exit 89
Ankeny, Iowa

Renewals and Duplicates only

Iowa Department of Transportation
Polk Co. River Place
2339 Euclid Avenue
Des Moines, Iowa 50306

Recreation and Leisure Skills

WHAT?

Skills are required to enjoy participation in recreation and leisure activities.

FOR WHOM?

Persons with disabilities wishing to participate in recreation and leisure activities as an adult.

WHEN?

Development of recreation and leisure skills begins at a young age. Acquired skills extend into adulthood, and new skills can be added as the individual matures and their interests expand.

WHY?

These skills are important to promote a healthy lifestyle. In addition to being fun, these activities foster friendships, develop self-esteem, improve motor skills and contribute to physical fitness. They may also help develop job skills such as teamwork, punctuality, and following through on a task.

HOW?

Involvement as an adult in community activities requires additional effort to become involved and to participate. Young adults may need assistance from parents or Supported Community Living (SCL) providers. Ask your PEC Coordinator if there are any rec/leisure activities in your area.

The following list provides ideas for recreation and leisure activities that can take place in a variety of settings. Consider the list below a starting place for ideas. Many of these activities can be done with a friend or small group.

Home Activities

Listening to music	Watching TV or a movie	Playing card or board games
Reading	Caring for and playing with a pet	Cooking
Playing an instrument	Painting, drawing or other art	Sewing
Using the computer	Star-gazing with a telescope	Doing puzzles
Gardening	Talking on the phone	Working on a hobby
Playing basketball, Frisbee		

Community-based Activities

Swimming	Skating and Ice-skating	Horseback riding
Working out at a health club	Visiting museums	Eating out
Biking	Walking	Running
Volunteering	Playing Bingo	Fishing
Cooking	Bowling	Special Olympics
Playing pool or Ping-Pong	Taking a class	Watching Movies
Church groups	Attending cultural events	Playing volleyball
Skiing	Croquet	Back yard games
Camps		

Volunteer Opportunities

WHAT?

Volunteering is a productive way for people to keep busy, while helping their community.

FOR WHOM?

Adults with disabilities

WHEN?

The hours for volunteering are usually very flexible. Most organizations want volunteers to commit to a regular schedule and a specified number of hours.

WHY?

Many adults with disabilities have a need for purposeful activities to occupy spare time. When young adults have completed high school, they may only work part-time and have limited social interactions.

Volunteer work helps people develop job skills such as teamwork, punctuality, and following through on a task. It also looks good on a resume and may lead to paid employment.

Volunteer work makes an important contribution to the community. Volunteers feel good about helping others. They also meet new people and develop social skills.

HOW?

Volunteer work is available at a wide variety of locations and at a wide variety of skill levels. Call first to inquire if tasks can be adapted to someone with a disability. Sometime a job coach may be needed in order to learn the new job skills required for volunteering. An SCL service provider may be able to provide short-term coaching for volunteer work.

WHERE?

Volunteers can work in some of the following categories:

- Art/Theatre/Museums
- Crisis/Housing/Medicine
- Education/Library/Recreation
- Environment
- Human Services
- Food
- Animal Shelters

For further information, contact United Way of Central Iowa at (515) 246-6500,

Polk County Provider Network

AGENCY NAME AND ADDRESS	PROGRAMS IN POLK COUNTY FUNDED BY PCHS
Behavioral Health Resources (BHR) Eyerly-Ball Community Mental Health Services 1301 Center Street Des Moines, IA 50309 (515) 243-5181	Outpatient Psychiatric and In-Office Clinical Treatment & Evaluation Elderly Outreach Supported Community Living Mobile Crisis Team Consultation
Behavioral Health Resources Westminster House, Inc. 940 Cummins Parkway Des Moines, IA 50312 (515) 277-8108	RCF
Behavioral Technologies 2601 E. University Avenue Des Moines, IA 50317 (515) 283-9109	ICF/MR Supported Community Living Supported Employment Enclave Work Activity Program
Broadlawn Medical Center (BMC) 1801 Hickman Road Des Moines, IA 50314 (515) 282-2200 BMC - Community Access Program 2300 Euclid Ave., Suite B Des Moines, IA 50310 (515) 282-6770 BMC - PATH 2300 Euclid Ave., Suite B Des Moines, IA 50310 (515) 697-6750	Adult Inpatient Psych Adult Outpatient Psych Adult Partial Hospitalization Adolescent Day Treatment (FOCUS) RCF/PMI Homeless Outreach/Shelter Resident Counseling Dual Diagnosis Services (mental illness and substance abuse) Case Management Supported Community Living Service Coordination Integrated Service Agency (ISA)
Children & Families of Iowa 1111 University Avenue Des Moines, IA 50314 (515) 288-1981	Representative Payee
ChildServe Box 707 5406 Merle Hay Rd. Johnston, IA 50131 (515) 727-8750	Case Management ICF/MR Respite Supported Community Living In-Home Home Health Care Services

Christian Opportunity Center 5713 Madison Ave., Unit # 2 Des Moines, IA 50310 (515) 270-0305	Supported Community Living (SCL)
Community Support Advocates 333 SW 9 th St. Suite E. Des Moines, IA 50309 (515) 883-1776	Integrated Service Agency (ISA) Case Management Service Coordination Knowing Empowers Youth (KEY)
Counseling and Assessment Services 2404 Forest Drive Des Moines, IA 50312 (515) 282-0304	Treatment services to referrals from the Intra-family Sexual Abuse Program
Creative Community Options 6950 NE 14th Street, Suite #36 Ankeny, IA 50021 (515) 289-4781	Supported Employment Respite Supported Community Living
Crest 3015 Merle Hay Rd., Suite # 6 Des Moines, IA 50310 (515) 280-5446+	RCF/MR Supported Community Living
Day Care for Exceptional Children 644 24 th Street Des Moines, IA 50312 (515) 280-5446	Specialized Day Care for children with mental retardation/ developmental disabilities
Department of Human Services, Polk County Office City View Plaza 1200 University Avenue Des Moines, IA 50314 (515) 283-9270	Service Management
Des Moines Child and Adolescent Guidance Center/Orchard Place 808 5 th Ave. Des Moines, IA 50309 (515) 244-2267	Outpatient Psychiatric Treatment Day Hospital Psychiatric Treatment Consultation and Education
Easter Seal Society 2920 30 th Street Des Moines, IA 50310 (515) 274-1529 Eastersealsia.org	Integrated Service Agency (ISA) Case Management Supported Community Living Supported Employment Respite
Generations, Inc. P. O. Box 7192 Des Moines, IA 50309-7192 (515) 288-3334	Homemaker Service Mobile Meals

Golden Circle Behavioral Health 945 19 th Street Des Moines, IA 50314 (515) 241-0982	Integrated Service Agency (ISA) Case Management Service Coordination
Goodwill Industries of Central Iowa 4900 NE 22nd Street Des Moines, IA 50313 (515) 265-5323	Supported Employment Adult Day Services Program Work Activity Occupational Skills Training Case Management Comprehensive Vocational Evaluation Prevocational Day Habilitation L'TUEO
H.O.P.E. P.O. Box 13374 Des Moines, IA 50310 (515) 277-4673	Supported Community Living, Respite ICF/MR CDAC Job Development
Homestead 8272 NE University Avenue Runnells, IA 50237 (515) 967-4369	ICF/MR Supported Community Living, Respite Work Activity
Link Associates 4301 NE 14th Street Des Moines, IA 50313 (515) 262-8888	Case Management Service Coordination Supported Community Living, Respite RCF/MR Supported Employment Enclave Work Activity Adult Day Care-TEACH Adult Day Care-New Beginnings
Lutheran Services in Iowa Des Moines Service Office 3116 University Avenue Des Moines, IA 50311 (515) 271-7411	Respite Supported Community Living
Mainstream Living, Inc. 333 SW 9 th Street Des Moines, IA 50309 (515) 243-8115	Supervised Living Apartments Supported Community Living RCF/PMI Day Habilitation Pre-Vocational Supported Employment Skills Training Enclave
Des Moines Area Regional Transit (DART) 1100 MTA Lane Des Moines, IA 50309 (515) 283-8111	Transportation

Mosaic 303 Locust, Ste 300 Des Moines, IA 50309 (515) 246-1840	ICF/MR Supported Community Living Supported Employment Work Activity
Progress Industries 5518 NW 88 th St Johnston, IA 50131 (515) 557-1810	Enclave Supported Community Living
RAINBOW Center 305 15 th Street Des Moines, IA 50309-3407 (515) 243-6929	Psycho-social Clubhouse
The Respite Connection 2469 106h St Urbandale, IA 50322 (515) 277-1050	Supported Community Living Respite Interim Medical Monitoring & Treatment (IMMT)
Strawhacker & Associates 3408 Woodland Ave., Suite 501 West Des Moines, IA 50276 (515) 438-3573	Rent Subsidy
Woodward Resource Center 1251 334 th Street Woodward, Iowa 50276 (515) 438-3573	Supported Community Living Respite Enclave Supported Employment

Other Resources

1. **What comes Next:** An Iowa Resource guide to post high school education and training for students with disabilities. Contact your local Vocational Rehabilitation Office for a copy.
2. **United Way First Call for Help:** free, confidential 24-hour information and referral services. (515) 246-6555
3. **Iowa Compass:** free, comprehensive and confidential. It can help you find the information you want about services for Iowans of all ages with disabilities of all kinds. 1-800-779-2001

Acronyms for Transition

AC	Accreditation Council
ADA	Americans with Disabilities Act
ARC	Association for Retarded Citizens
ARO	Adult Rehabilitation Option
BD	Behavior Disability
CARF	Commission on Accreditation of Rehabilitation Facilities
CDAC	Consumer Directed Attendant Care
CEC	Child Evaluation Clinic
CMI	Chronically Mentally Ill
CP	Cerebral Palsy
CPC	Central Point of Coordination
CSALA	Community Supervised Apartment Living Arrangement
CQI	Continuous Quality Improvement
DART	Des Moines Area Regional Transit
DD	Developmental Disabilities or Developmentally Disabled
DHS	Department of Human Services
DIA	Department of Inspections and Appeals
DMACC	Des Moines Area Community College
DMS	Department of Medical Services
DOL	Department of Labor
Dual	Dual Diagnosis, generally MR &MI
EC	Early Childhood
EI	Eligible Individual
FAPE	Free and Appropriate Public Education
FIP	Family Investment Program
HCBS	Home and Community-based Services
HCBSW	Home and Community-based Services Waiver
HR	Human Resources
ICF-MR	Intermediate Care Facility for the Mentally Retarded
ICP	Individualized Comprehensive Plan
ID	Intellectual Disability
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
IHP	Individualized Habilitation Plan
IQ	Intelligence Quotient
IRWE	Impairment Related Work Expense
ITBS	Iowa Test of Basic Skills
IVRS	Iowa Vocational Rehabilitation Services
LA	Lead Agency
LD	Learning Disability
MD	Mental Disability
MH/DD	Mental Health/Developmental Disabilities
MI	Mentally Ill or Mental Illness
MR	Mentally Retarded or Mental Retardation (IQ below 75)
MVR	Motor Vehicle Report

NTP	Non-traditional Provider
OAP	Outcome Achievement Plan
OJT	On the Job Training
OT	Occupational Therapy
P & A	Protection and Advocacy
PASS	Program to Achieve self-sufficiency
PCHS	Polk County Health Services
PEC	Parent-Educator Connection
PMIC	Psychiatric Medical Institutes for Children
POS	Purchase of Service
PT	Physical Therapy
PWD	People With Disabilities
RCF-MR	Residential Care Facility for the mentally retarded
RTP	Resource Teacher Program
SAR	Support Accommodation Request
SCL	Supported Community Living
SE	Supported Employment
SED	Serious Emotional Disturbance
SGA	Substantial Gainful Activity
SMI	Serious Mental Illness
S/P	Severe/Profound Disability
SSI	Supplemental Security Income
SSDI	Social Security Disability Income
TBI	Traumatic Brain Injury
TWP	Trial Work Period
WAT	Work Adjustment Training
WEC	Work Experience Coordinator
WIA	Workforce Investment Act
WIC	Women, Infants, and Children Services
501c3	Not for Profit status

Transition Resource Guide Adult Services Linkages Checklist

Recommended Use: This checklist is designed to be a tool that assists the IEP team in transition planning. It is not an official part of the IEP. Begin each meeting with a review of the Student/Family Long Range Plans. Update the checklist at each IEP meeting. Photocopy at end of meeting to ensure that all have the same record. Please note that not all of these items will apply to every child. Please work with your child's IEP team as you use this tool. You may also want to contact your local Parent Coordinator for information regarding a transition support group for parents.

Date Completed	Person Responsible	Activity	For more Information	Who/How/Eligibility	Suggested Timeline
		Develop long range expectations to guide the development of the IEP	TRG, page 14 & 15	At least by age 14	Update on an ongoing basis
		Begin transition planning in the Individual Education Plan (IEP) process	TRG, page 17	Age 14 and above	Ongoing
		Begin career exploration process	TRG, page 15	At least by age 14	Ongoing
		Release of information form signed annually	TRG, page 16	At first multi-agency involvement	Annual
		Provide information regarding estate planning and special needs trusts	TRG, page 48 & 49	Students eligible for social security benefits	By age 14
		Invite any current or prospective adult providers and outside agencies to Individual Education Plan (IEP) meetings 1. 2. 3. 4.	TRG, page 61, page 24	Age 16	Ongoing

		Explore post-secondary education options	TRG, page 55 & 56	Any student	
		Initiate accommodations request form for post-secondary education	TRG page 55	Any student	10 th grade
		Apply for Medicaid Waiver services if eligible (MR/PD/BI/I&H/CMH)	TRG, pages 33-38	Through a case manager	Anytime
		Explore/choose Case Management services/provider agencies	TRG, pages 21, 22 & 23	HCBS Waiver recipients except III & Handicapped	Anytime
		Tour and visit vocational provider agencies	TRG, page 51	Student who will need vocational supports	Age 16
		Tour and visit community living provider agencies	TRG, page 43 thru 47	Student who will need independent living supports	Age 16
		Referral to Vocational Rehabilitation or Department for the Blind	TRG, page 53	Student who will need vocational supports	10 th grade
		Consider the addition of Family Centered services through DHS	TRG, page 29	Students requiring additional supports to stay at home	Through age 18
		Keep ongoing record of work experience history	TRG, page 16	Any student with work experience	At beginning of work experience

		Share information regarding guardianship/conservatorship prior to age 17	TRG, page 49	Any student with diminished capacity for independent decision making	Before age 17
		Share transfer of rights information at least one year prior to age 18		All students	One year before 18
		Explore/choose case management provider agencies	TRG, page 21 thru 24	Any student with MR,PD,BI, I&H,CMH	Age 17 - goes into effect at age 18
		Update psychological report prior to age 18 for students with mental retardation	TRG, page 26	Students with MR	Prior to age 18
		Apply for or reapply for SSI	TRG, page 28	Any student with need	At age 18
		Consider need for an appointment of a Protective/Representative Payee	TRG, page 50	Students who receive SSI/SSDI	At point of application or anytime
		Consider need for PASS (Plan for Achieving Self Support) or IRWE (Impairment Related Work Expense) plans.		Students who receive SSI/SSDI	At any point
		Explore and consider Workforce Development Center and apprenticeship programs	TRG, page 54	Any student	Before senior year
		Choose agency(ies) for adult service provision		Any student who will need adult services	Before 2 nd semester senior year (before 18)
		Plan for and secure transportation to meet the needs of post-graduation plans	TRG, page 57	Any student who will need adult services	Senior year

		Explore paid employment during senior year (at the latest)			Any student going into employment after graduation	Senior year
		Transition to Vocational Rehabilitation funding during second semester of senior year	Talk with your Voc. Rehab. Counselor		Any student with VR funding	Senior year
		Consider Medicaid Buy In program if not using Medicaid			Employed persons who receive SSI/SSDI or meet medical criteria for disability	During senior year
		Submit accommodations request form to post-secondary education schools	TRG page 55		Any student	During senior year

NOTES:

Specific County Information
September 2008 Transition Resource Guide

Page	Description	Audubon Co.	Boone Co.	Carroll Co.	Dallas Co.	Guthrie Co.
22	Central Point of Coordination (CPC)	(641)757-2106 1-800-254-3054	(515)993-1700	(712)792-1234	(515)993-1700	(641)757-2106 1-800-254-3054
23	Case Management Services	(712)563-4003 (712)563-3147 (712)563-2590	(515)993-1736	(712)792-4845	(515)993-1736	(641)747-2035 (641)747-8030
25	Service Coordination	Dept. of Human Serv. 1-888-202-5968	Dept. of Human Serv. (515)433-0593 1-800-753-2136	Dept. of Human Serv. (712)792-4391	Dept. of Human Serv. (515)993-5817 1-800-397-3232	Dept. of Human Serv. 1-800-202-5968
27	Legal Settlement	(641)757-2106 1-800-254-3054	Dept. of Human Serv. (515)433-0593 1-800-753-2136	(712)792-1234	Dept. of Human Serv. (515)993-5817 1-800-397-3232	(641)757-2106 1-800-254-3054
28	Supplemental Security Income (SSI)	Carroll Office (712)792-9000	Ames Office (515)233-5017	Carroll Office (712)792-9000	Ames Office (515)233-5017	Carroll Office (712)792-9000
29	Title XIX (Medicaid)	Dept. of Human Serv. 1-888-202-5968	Dept. of Human Serv. (515)433-0593 1-800-753-2136	Dept. of Human Serv. (712)792-4391	Dept. of Human Serv. (515)993-5817 1-800-397-3232	Dept. of Human Serv. 1-800-202-5968
31	EPSDT - Early and Periodic Screening, Diagnosis and Treatment Care for KIDS	Community Opp. (712)792-9266 1-800-642-6330	Mid-Iowa Comm. Act. (515)232-9020 1-800-890-8230	Community Opp. (712)792-9266 1-800-642-6330	Community Opp. (712)792-9266 1-800-642-6330	Community Opp. (712)792-9266 1-800-642-6330
32	Family Support Subsidy	Dept. of Human Serv. 1-888-202-5968	Dept. of Human Serv. (515)433-0593 1-800-753-2136	Dept. of Human Serv. (712)792-4391	Dept. of Human Serv. (515)993-5817 1-800-397-3232	Dept. of Human Serv. 1-800-202-5968
33	HCBS - MR WAIVER	Dept. of Human Serv. 1-888-202-5968	Dept. of Human Serv. (515)433-0593 1-800-753-2136	Dept. of Human Serv. (712)792-4391	Dept. of Human Serv. (515)993-5817 1-800-397-3232	Dept. of Human Serv. 1-800-202-5968
34	HCBS - PD WAIVER	Dept. of Human Serv. 1-888-202-5968	Dept. of Human Serv. (515)433-0593 1-800-753-2136	Dept. of Human Serv. (712)792-4391	Dept. of Human Serv. (515)993-5817 1-800-397-3232	Dept. of Human Serv. 1-800-202-5968
35	HCBS - BI WAIVER	Dept. of Human Serv. 1-888-202-5968	Dept. of Human Serv. (515)433-0593 1-800-753-2136	Dept. of Human Serv. (712)792-4391	Dept. of Human Serv. (515)993-5817 1-800-397-3232	Dept. of Human Serv. 1-800-202-5968
36	HCBS-ILL & HANDICAPPED	Dept. of Human Serv. 1-888-202-5968	Dept. of Human Serv. (515)433-0593 1-800-753-2136	Dept. of Human Serv. (712)792-4391	Dept. of Human Serv. (515)993-5817 1-800-397-3232	Dept. of Human Serv. 1-800-202-5968
37	Children's Mental Health - CMH WAIVER	Dept. of Human Serv. 1-888-202-5968	Dept. of Human Serv. (515)433-0593 1-800-753-2136	Dept. of Human Serv. (712)792-4391	Dept. of Human Serv. (515)993-5817 1-800-397-3232	Dept. of Human Serv. 1-800-202-5968
39	HIPP Program	Dept. of Human Serv. 1-888-202-5968	Dept. of Human Serv. (515)433-0593 1-800-753-2136	Dept. of Human Serv. (712)792-4391	Dept. of Human Serv. (515)993-5817 1-800-397-3232	Dept. of Human Serv. 1-800-202-5968
40	MEPD	Dept. of Human Serv. 1-888-202-5968	Dept. of Human Serv. (515)433-0593 1-800-753-2136	Dept. of Human Serv. (712)792-4391	Dept. of Human Serv. (515)993-5817 1-800-397-3232	Dept. of Human Serv. 1-800-202-5968

Specific County Information

Page	Description	Audubon Co.	Boone Co.	Carroll Co.	Dallas Co.	Guthrie Co.
48	Legal Assistance Iowa Legal Aid Iowa State Bar Assoc. Lawyer Referral Pro.	1-800-532-1275 1-800-532-1108	1-800-532-1275 1-800-532-1108	1-800-532-1275 1-800-532-1108	1-800-532-1275 1-800-532-1108	1-800-532-1275 1-800-532-1108
49	Guardianships and Conservatorships Iowa Legal Aid Iowa State Bar Assoc. Lawyer Referral Pro.	1-800-532-1275 1-800-532-1108	1-800-532-1275 1-800-532-1108	1-800-532-1275 1-800-532-1108	1-800-532-1275 1-800-532-1108	1-800-532-1275 1-800-532-1108
53	Vocational Rehabilitation	Carroll Office (712)792-9351	Fort Dodge Office (515)281-4211	Carroll Office (712)792-9351	DSM Office (515)281-4211 1-800-532-1486	Carroll Office (712)792-9351
54	Iowa Workforce Development	1-800-JOB-IOWA	1-800-JOB-IOWA	1-800-JOB-IOWA	1-800-JOB-IOWA	1-800-JOB-IOWA
57	Transportation Options		515-432-5038			
58	Driver's License Div.	(712)563-2556	(515)433-0522	(712)792-5269	(515)993-6992	(641)747-3414
60	Volunteer Opportunities	United Way of Cen. IA (515)246-6500	United Way of Cen. IA (515)246-6500	United Way of Cen. IA (515)246-6500	United Way of Cen. IA (515)246-6500	United Way of Cen. IA (515)246-6500

Specific County Information
September 2008 Transition Resource Guide

Page	Description	Jasper Co.	Madison Co.	Marion Co.	Story Co.	Warren Co.
22	Central Point of Coordination (CPC)	(641)791-2304	(515)993-1700	(641)828-8149	(515)382-7290	(515)961-1145
23	Case Management Services	Dept. of Human Serv. (641)-792-1955 1-800-342-0829	(515)993-1736	Dept. of Human Serv. (641)842-5087 1-800-798-5524	(515)382-7290	Dept. of Human Serv. (515)961-5353
25	Service Coordination	Dept. of Human Serv. (641)-792-1955	Dept. of Human Serv. (515)462-2931 1-888-462-2931	Dept. of Human Serv. (641)842-5087 1-800-798-5524	(515)382-7290	(515)961-5353
27	Legal Settlement	(641)791-2304	Dept. of Human Serv. (515)462-2931 1-888-462-2931	Dept. of Human Serv. (641)828-8149	(515)382-7290	(515)961-1145
28	Supplemental Security Income (SSI)	Marshalltown Office (641)752-6376	Creston Office (641)782-2114	Oskaloosa Office (641)673-8681	Ames Office (641)233-5017	DSM Office (515)282-9866
29	Title XIX (Medicaid)	Dept. of Human Serv. (641)-792-1955	Dept. of Human Serv. (515)462-2931 1-888-462-2931	Dept. of Human Serv. (641)842-5087 1-800-798-5524	Dept. of Human Serv. (515)292-2035	Dept. of Human Serv. (515)961-5353
31	EPSDT - Early and Periodic Screening, Diagnosis and Treatment Care for KIDS	Grinnell Reg. Med. Ct. (641)236-2566	MATURA Action Corp. (641)782-8431	Marion Co. Community Health (641)828-2238	Mid-Iowa Comm. Act. (515)232-9020 1-800-890-8230	Marion Co. Community Health (641)828-2238
32	Family Support Subsidy	Dept. of Human Serv. (641)-792-1955	Dept. of Human Serv. (515)462-2931 1-888-462-2931	Dept. of Human Serv. (641)842-5087 1-800-798-5524	Dept. of Human Serv. (515)292-2035	Dept. of Human Serv. (515)961-5353
33	HCBS - MR WAIVER	Dept. of Human Serv. (641)-792-1955	Dept. of Human Serv. (515)462-2931 1-888-462-2931	Dept. of Human Serv. (641)842-5087 1-800-798-5524	Dept. of Human Serv. (515)292-2035	Dept. of Human Serv. (515)961-5353
34	HCBS - PD WAIVER	Dept. of Human Serv. (641)-792-1955	Dept. of Human Serv. (515)462-2931 1-888-462-2931	Dept. of Human Serv. (641)842-5087 1-800-798-5524	Dept. of Human Serv. (515)292-2035	Dept. of Human Serv. (515)961-5353
35	HCBS - BI WAIVER	Dept. of Human Serv. (641)-792-1955	Dept. of Human Serv. (515)462-2931 1-888-462-2931	Dept. of Human Serv. (641)842-5087 1-800-798-5524	Dept. of Human Serv. (515)292-2035	Dept. of Human Serv. (515)961-5353
36	HCBS-ILL & HANDICAPPED	Dept. of Human Serv. (641)-792-1955	Dept. of Human Serv. (515)462-2931 1-888-462-2931	Dept. of Human Serv. (641)842-5087 1-800-798-5524	Dept. of Human Serv. (515)292-2035	Dept. of Human Serv. (515)961-5353
37	Children's Mental Health - CMH WAIVER	Dept. of Human Serv. (641)-792-1955	Dept. of Human Serv. (515)462-2931 1-888-462-2931	Dept. of Human Serv. (641)842-5087 1-800-798-5524	Dept. of Human Serv. (515)292-2035	Dept. of Human Serv. (515)961-5353
39	HIPP Program	Dept. of Human Serv. (641)-792-1955	Dept. of Human Serv. (515)462-2931 1-888-462-2931	Dept. of Human Serv. (641)842-5087 1-800-798-5524	Dept. of Human Serv. (515)292-2035	Dept. of Human Serv. (515)961-5353
40	MEPD	Dept. of Human Serv. (641)-792-1955	Dept. of Human Serv. (515)462-2931 1-888-462-2931	Dept. of Human Serv. (641)842-5087 1-800-798-5524	Dept. of Human Serv. (515)292-2035	Dept. of Human Serv. (515)961-5353

Specific County Information

Page	Description	Jasper Co.	September 2008 Transition Resource Guide Madison Co.	Marion Co.	Story Co.	Warren Co.
48	Legal Assistance Iowa Legal Aid Iowa State Bar Assoc. Lawyer Referral Pro.	1-800-532-1275 1-800-532-1108	1-800-532-1275 1-800-532-1108	1-800-532-1275 1-800-532-1108	1-800-532-1275 1-800-532-1108	1-800-532-1275 1-800-532-1108
49	Guardianships and Conservatorships Iowa Legal Aid Iowa State Bar Assoc. Lawyer Referral Pro.	1-800-532-1275 1-800-532-1108	1-800-532-1275 1-800-532-1108	1-800-532-1275 1-800-532-1108	1-800-532-1275 1-800-532-1108	1-800-532-1275 1-800-532-1108
53	Vocational Rehabilitation	DSM Office (515)281-4211 1-800-532-1486	Creston Office (641)782-8538	DSM Office (515)281-4211 1-800-532-1486	DSM Office (515)281-4211 1-800-532-1486	DSM Office (515)281-4211 1-800-532-1486
54	Iowa Workforce Development	1-800-JOB-IOWA	1-800-JOB-IOWA	1-800-JOB-IOWA	1-800-JOB-IOWA	1-800-JOB-IOWA
57	Transportation Options		HIRTA Transportation Knox. (641)842-6571 Pella (641)628-1166		Cy-Ride 515-292-1100 Heartland Senior 515-233-2906	Red Rock Area Community Action (515)961-2543
58	Driver's License Div.	(641)792-3815	(515)462-1542	Knox. (641)828-2204 Pella (641)628-1695	(515)296-2393	(515)961-1144
60	Volunteer Opportunities	United Way of Cen. IA (515)246-6500	United Way of Cen. IA (515)246-6500	United Way of Cen. IA (515)246-6500	United Way of Cen. IA (515)246-6500	United Way of Cen. IA (515)246-6500



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