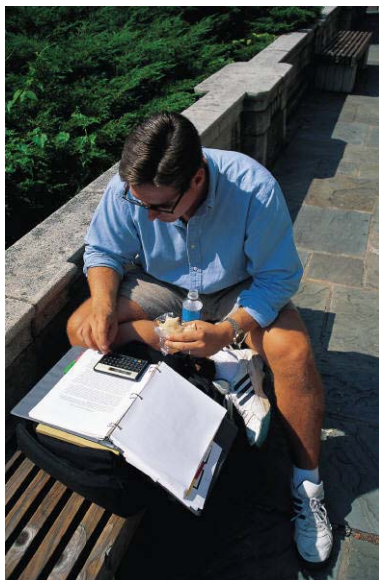


TRANSITION HANDBOOK

Adult day, employment
and continuing education
services
for
Placer & Nevada
Counties



All YOUTH should leave school prepared for
adult roles and the quality of life THEY ENVISION.

Transition to Adult Living Guide, CDE, 2002

Acknowledgements

This transition document has its roots in a PRIDE Industries, Community Advisory subcommittee established in 2001. Subsequently, representatives from Alta California Regional Center (ACRC), Placer Special Education Local Plan Area (SELPA), Department of Rehabilitation (DOR) and families continued the original effort to expand this resource to a general handbook. The development of this Transition Handbook was a collective effort among several agencies and individuals working together to compile the information and edit the contents. This edition focuses on accessing key “Lead” agency providers, resources, and planning for students with disabilities who provide and/or facilitate services for day programs, employment and/or continued education.

We especially acknowledge the following individuals for their contributions to the Transition Handbook:

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*No matter how big and tough a problem may be, get rid of confusion
by taking one little step toward a solution. Do something.*

George F. Nordenholt

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Introduction

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This handbook has been prepared to help students, parents, agency supports, teachers, case managers and others in the transition planning for students moving from school to post school activities. This handbook is intended to be user friendly and a resource, **not a comprehensive guide** to all resources available. **Nor, is it meant to be a compliance guide.** It is a companion handbook to an **Individual Education Program (IEP) that includes transition planning for a student.** This handbook will focus on services for day programs, employment and/or continued education.

Student Centered Planning



A student must be invited to any IEP meeting in which post -school transition will be discussed. Planning for a student's transition to post-school activities is a **student centered** and **student driven** process that should be started early (at least by age 14) and reviewed regularly (at least annually). Transition is more than a pathway; it is a comprehensive approach to a student's instruction, community experiences, and employment development. If appropriate, the plan should address daily living skills and may include a functional vocational evaluation. Individuals with the Disabilities Education Act, 1997, (IDEA '97) requires **student input** when transition planning occurs.

Student transition outcomes regardless of the disability needs are more successful (independence, employment, community access...) when they participate in their own transition planning.

Students should be included in decisions relating to post-school goals to ensure that they are heard and respected. Self-determination skills are considered to be fundamental to student participation in their own IEPs. Research, supported by the Office of Special Education Programs (OSEP), indicates that students need these skills to actively participate in their IEPs:



- * How to participate in and lead their IEP meetings -Teach students self-determination, self-advocacy, and meeting skills.
- * How to develop attainable and realistic goals - Provide experiences so students identify their interests, skills, and areas for continued growth across transition areas.
- * How to accomplish goals - Teach students how to develop a plan to attain their goals, take action on the plan, evaluate and adjust their plan of action.



OSEP supported research Kolher 1998, Martin et al. 1996
<http://www.ericdigests.org/2000-4/adult2.htm>

Lead Agencies

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This handbook looks specifically at accessing the resources of the **three community agencies** that often serve as the “**leads**” in accessing and coordinating transition services for students who meeting the **agency eligibility criteria**.



California Public Schools in Placer & Nevada Counties (serving students age 14+)



Alta California Regional Center (ACRC)



Department of Rehabilitation (DOR)

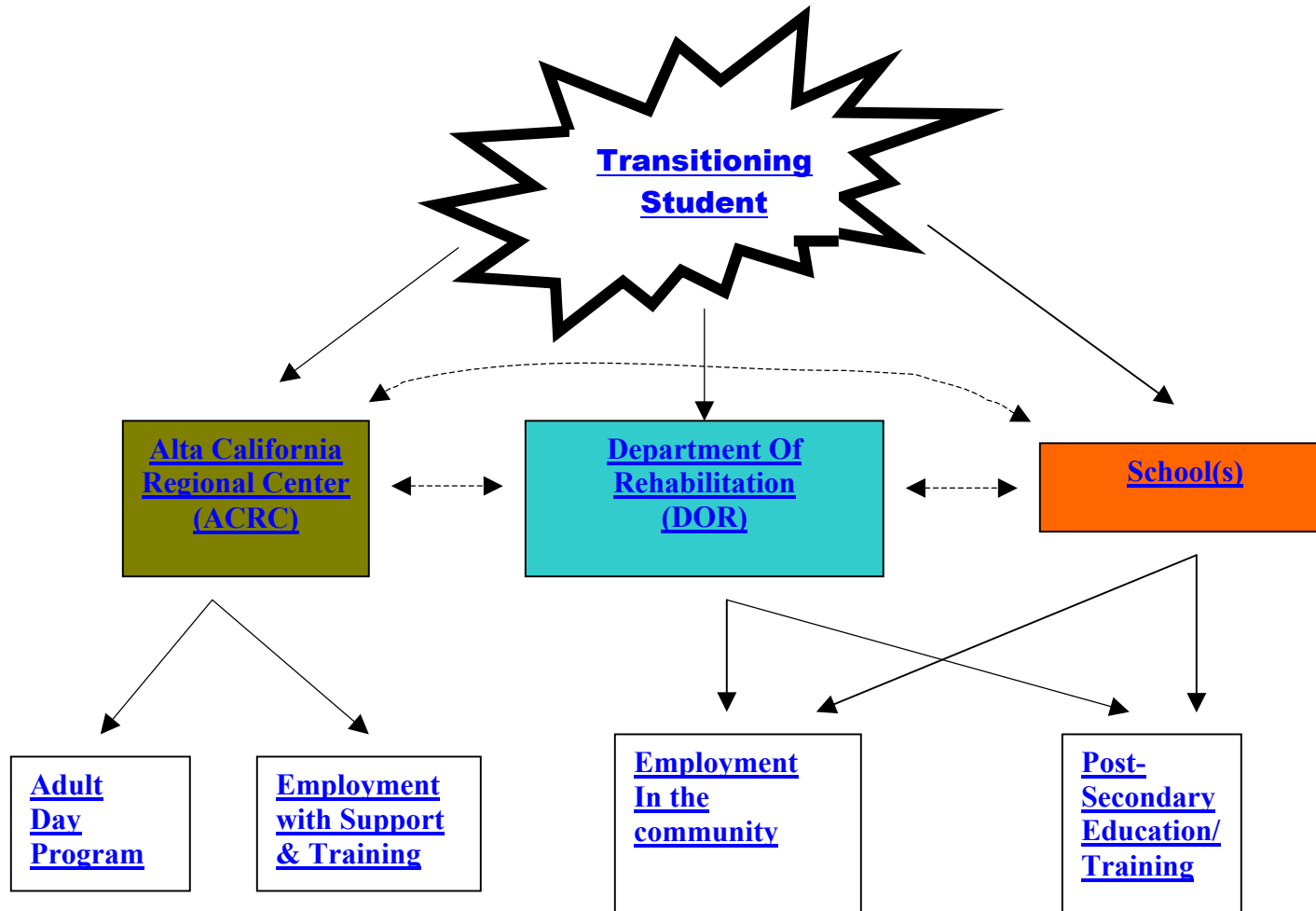
These agencies are most typically the lead agencies for a student during the transition process. Other agencies that might participate in a student’s transition planning include Behavior Health and Children’s System of Care. If they are involved, they typically work closely with the public schools, ACRC and/or DOR.

This handbook will explore resources to **connect students and families** to:

- **adult day programs with or without employment supports**
- **employment**
- **post secondary education/training**

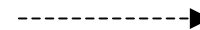


TRANSITION: A STUDENT CENTERED APPROACH TO ADULT SERVICES



Key: Direct Relationship

Collaborative Relationship





Placer & Nevada County Public Schools

Your District of Residence:

Ackerman, Alta Dutch Flat, Auburn, Colfax Elementary, Dry Creek, Eureka Union, Foresthill, Loomis, Newcastle, Ophir, Penryn, Placer Hills, Placer, Rocklin, Roseville City, Roseville, Tahoe Truckee, Western Placer, Horizon...

Addresses & Phone #s of local districts & schools can be found at:

Placer: <http://www.placercoe.k12.ca.us/>
Nevada: <http://www.nevco.k12.ca.us/>

Transition planning is a part of every IEP **starting by the time a student reaches the age of 14** (or younger, if determined appropriate by the IEP team). During the IEP planning the team must focus on designing and implementing an educational program and experiences that prepare students for adult life. Additionally, schools must assist students and families in identifying, coordinating and linking them to post-school services, supports or programs before the student exits the K-12 school system.

A student's transition plan is based on his/her **needs**, taking into account the **student's preferences and interests** in order to develop post-secondary goals. **This should be a student centered and student driven process!**

School Transition Services



Beginning at age 14 and updated annually, the IEP teams meet to discuss and plan for a student's transition goals. At age 14 the focus of the planning should be the **student's courses of study** (such as participation in advanced-placement courses or a vocational education program). The transition plan should include a coordinated sequence of courses. This allows a greater opportunity to acquire the skills necessary to achieve their post-secondary goals.

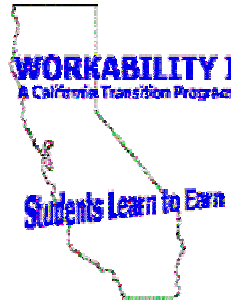
Courses of study might include: (Schools may not have all of these courses)

- College Prep Math
- Applied/consumer Math
- English
- Drama
- Reading
- Business Classes
- Accounting
- Record Keeping
- Business Math
- Marketing
- Social Sciences
- Economics
- U.S. History
- Government
- International Studies
- Computer Sciences
- Software Applications
- Technology Classes
- Regional Occupational Program (ROP)
- Biological Sciences
- Physical Sciences
- CAD
- Auto shop
- Construction Technology
- Arts
- Drawing
- Painting
- Physical Education
- Foreign Languages
- Conversational Foreign Languages
- Journalism
- Photography
- Health & Safety
- Life Sports
- Fitness
- Speech
- Work Experience
- And more???



Also, consider **school-based** learning experiences, which may include:

- WorkAbility 1 (grant program)
- Career Center (career speakers, surveys, post education training...)
- Career Fairs
- School clubs
- School-to-Career
- Course, class, and/or club enterprises



WorkAbility 1 is a California Department of Education grant that can help with counseling, pre-employment skills, employment acquisition and support on the job.

http://www.cde.ca.gov/spbranch/sed/work_a_i/wkaindex.htm



Related services are based on assessment-identified needs the student has in accessing his/her transition plan.

- Speech and Language Services
- Transportation
- Orientation and Mobility Training
- Rehabilitative counseling
- Physical Therapy
- Occupational Therapy
- Health Services
- Brailist/Reader – Visually impaired
- Interpreter
- Adaptive Technology
- Audiology
- Social Worker: student's living situation is impacting his/her school
- Adaptive Driver's Education
- Parent Counseling and Training: to help in the understanding and managing needs of a special needs student



Beginning at age 16 (or younger, if determined appropriate by the IEP team), transition teams are to discuss and explore community experiences, employment development, interagency connections **and if appropriate**, daily living skills and functional vocational evaluation.

Community experiences

- What does the student do in the community?
- At what level does the student do banking, shopping, and appointment setting?
- At what level can the student go to movies, restaurants and social functions?
- What activities is the student regularly involved in outside of the home?
- What does the student do for recreation?

Employment development

- Does the student have necessary work documents? (I.e., work permit, social security card)
- Does the student do volunteer work?
- Has the student worked? (home, family, community, volunteered, paid)
- To what degree does the student understand adult roles? (register to vote and for the selective service, drivers license, taxes, insurances, SSI, housing, transportation...)
- Is the student receiving WorkAbility 1 services?



If appropriate, students may need specialized instruction in Daily Living Skills or a Functional/Vocational evaluation:

Daily Living Skills

Examples of:

- Independent living skills training
- Personal Hygiene
- Time Management
- Domestic Skills
- Money Management
- Recreation
- Social Interaction

Functional/Vocational Evaluation

Examples of:

- Vocational impact of ability and processing performance levels
- Participate in vocational/situational assessment
- Vocational impact of fine and/or gross motor skills
- Vocational impact of communication and/or social emotional performance levels
- Interest and aptitude surveys



Website resources for IEP and transition development:

Good site for “compliance and best practices” and was designed by The Western Regional Resource Center, University of Oregon, which is part of a network of technical assistance agencies funded by the U.S. Department of Education, Office of Special Education Programs (OSEP). They have a “best practices and compliance” website for IDEA and Transition: <http://interact.uoregon.edu/wrrc/trnfiles/trncontents.htm> .

The California Department of Education through the Northern California Diagnostic Center <http://www.dcn-cde.ca.gov/resource/pguide.htm> is a good resource for the basics of Transition information.

The Placer Nevada SELPA site has the IEP forms used at IEP meetings and can be a nice resource. Find the Forms Library at <http://www.placercoe.k12.ca.us/departments/selpa/>

Born out of a grant awarded to PRIDE Industries by the California State Council on Developmental Disabilities, Project TEAMS is a resource in assisting Special Education youth and supporters on their journey from school to adult life. <http://www.projectteams.org/>

Roseville & Sacramento: (916) 978-6400
Auburn: (530) 885-8447
Grass Valley: (530) 272-4231

Websites: <http://www.altaregional.org>
<http://www.dds.ca.gov>

Alta California Regional Center’s mission is to assist persons with qualifying developmental disabilities and their families by providing and securing those services and supports necessary to maximize opportunities and choices. The disabilities eligible for services are: mental retardation, cerebral palsy, epilepsy, autism, or other handicapping conditions found to be closely related to mental retardation and occurs before the age of 18.

Examples of services provided by the Regional Center include, but are not limited to:

- Residential services
- Vocational programs
- Transportation
- Respite
- Adult day programs
- Independent living skills (ILS) training
- Supported living services (SLS)
- Early intervention and prevention services
- One-to-one aides in day programs/residential care homes
- Durable medical equipment
- Behavior management support
- Medical services
- Advocacy
- Information and referral
- Prenatal diagnosis
- Counseling support/referral
- Diagnosis and evaluation

What support does ACRC provide?

- Community education about developmental disabilities
- Community resource development
- Consultation to public and private agencies
- 24-hour out-of-home care, planning, placement, & follow-up
- Counseling support/referral
- Early intervention services for at risk infants & their families
- Genetic counseling referral
- Individual Program Planning (IPP)
- Information and referral
- Early Autism Treatment
- Prenatal diagnosis
- Purchasing necessary services
- Service Coordination (case management)



California Department of Rehabilitation (DOR)

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Auburn Branch

(530) 823-4040 (VOICE & TTY)
610 Auburn Ravine Road, Suite G
Auburn, CA 95603-3930

Roseville Branch

(916) 774-4400 (VOICE)
(916) 774-4416 (TTY)
151 N. Sunrise Ave., Suite 601
Roseville, CA 95661-2900

Grass Valley

(530) 477-2600 (Voice)
(530) 477-7049 (TTY)
970 E. Main Street, Suite 100
Grass Valley, CA 95945-5845

Website:

<http://www.dor.ca.gov/>

The California Department of Rehabilitation works in partnership with consumers and other stakeholders to provide services and advocacy resulting in employment, independent living and equality for individuals with disabilities. Vocational Rehabilitation services are designed to prepare Californians with disabilities for employment and can include training, education, transportation funding and job placement.

The following eligibility criteria must be met in order to qualify for and receive DOR services:

- ★ Have a disability
- ★ The disability is an impediment to employment
- ★ Can benefit from services
- ★ Meet Significance of Disability criteria (Order of Selection)

Example of services included but not limited to:

- Career education and training
- Job search and interview skills
- Career assessment and counseling
- Transportation funding
- Independent living skills for individuals with visual impairments
- Assistive technology
- Services available for foster youth

Transition from School to Adult Living

Quick reference to several agencies

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Lead Access Agencies

AGENCY	EXPECTED OUTCOME	ELIG CRITERIA	SERVICES	CONTACT
PUBLIC SCHOOLS	Graduation / Transition	Must be eligible for special education and have a current IEP	-Counseling -WorkAbility 1 -Speech -Edu Psychologist -Health/Nurse	Your District
http://www.placercoe.k12.ca.us/				
ALTA CALIFORNIA REGIONAL CENTER	Increased Independence through case management	Must go through intake and meet eligibility criteria	-Individual Program Plan (IPP) development -Purchase services and supports -Adult Day Programs -Housing	Roseville & Sacramento: (916) 978-6400 Auburn: (530) 885-8447 Grass Valley: (530) 272-4231
http://www.altaregional.org				
DEPARTMENT OF REHABILITATION	Employment	Must go through intake and meet eligibility criteria	Vocationally related assessment, job placement & training	Roseville: (916) 774- 4400 Auburn: (916) 823-4040 Grass Valley: (530) 477-2600
http://www.dor.ca.gov				
CHILDRENS SYSTEM OF CARE BEHAVIORAL HEALTH	Keep child safe, at home, out of trouble, healthy, in school/work	Must go through intake and meet eligibility criteria	CPS, resource connection, justice, mental health referral	Placer County: (888) 886-5401 Nevada County: (530) 265-1437
http://www.dmh.cahwnet.gov/			http://www.placer.ca.gov/children/children.htm	
CALIFORNIA CHILDREN'S SERVICES	Provide medical services & equipment for certain medical conditions	Must go through intake and meet eligibility criteria including income requirements	Diagnostic, treatment, therapy, equipment Meet income requirements	(530) 886-3630 (800) 829-7199
http://www.dhs.cahwnet.gov/pcfh/cms/ccs/				
			http://www.placer.ca.gov/children/ccs.htm	

Employment

ACRC and/or DOR referral

AGENCY	EXPECTED OUTCOME	ELIG CRITERIA	SERVICES	DOCs REQUIRED	CONTACT
CROSSROADS	Employment (Small Group & Individual Placements)	Varies - call for details	Community employment that includes: -Job Development -Job Coaching -Long-term follow-up -External Situational Assessments (ESA)	-Completed referral packet -Social Security card or CA ID	Sacramento (916) 457-1900 http://www.crossroadsdiversified.com/homepagetext.html
LINCOLN TRAINING CENTER	Employment (Small Group & Individual Placements)	Must be eligible for Regional Center Services (Habilitation)	Community employment that includes: -ESA -Job Development -Job Coaching	-Completed referral packet -Social Security card or CA ID	Roseville: (916) 788-7280 http://www.lincolntc.org/
PRIDE INDUSTRIES	Employment (Site Based, Small Group & Individual Placements)	Must be eligible for Regional Center Services (Habilitation) Must be DOR consumer (Non-Habilitation)	Work Activity Program -Vocational Rehabilitation -Work Activity Program -Job Coaching -Job Development -Community Employment	-Completed referral packet -Social Security card or CA ID	Auburn Grass Valley Roseville 1 (800) 550-6005 http://www.prideindustries.com/

EMPLOYMENT/JOB TRAINING

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SELF REFERRAL/ACCESS

AGENCY	EXPECTED OUTCOME	ELIG CRITERIA	SERVICES	DOCs REQUIRED	CONTACT
CALIFORNIA CONSERVATION COPR (CCC)	Employment 1 year program	Ages of 18-23	Employment in protecting & enhancing the environment	Contact recruiter	1(800) 952-5627 http://www.ccc.ca.gov/cccweb/ABOUT/about.htm
GOLDEN SIERRA & ONE-STOP CAREER CENTER	Employment	Open & some income & disability dependent	-Youth Employment services -Vocational Assessment -Job Development -Resume writing	Picture ID Age Verification Doc of disability Doc of income Doc of residence	Auburn (530) 823-4631 Roseville (916) 774-4057 Nevada City (530) 265-3204 S Lake Tahoe (530) 543-6740

<http://www.goldensierra.com/index.htm>



ADULT DAY SERVICES with or without EMPLOYMENT SUPPORTS

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ACRC Referral

AGENCY	EXPECTED OUTCOME	ELIG CRITERIA	SERVICES	DOCs REQUIRED	CONTACT
ADVOCACY RESOURCES & CHOICES (ARC)	Increased independence	Must be eligible for regional center	Training in -Community integration -Socialization -Leisure skills -Employment -Studio 700 -Arts	Referral from Service Coordinator (ACRC)	Auburn (530) 885-0628 Roseville (916) 783-5700 Studio 700 (916) 781-6911
SOUTHSIDE ART CENTER http://www.southsideartcenter.com/	Increased independence	Must be eligible for regional center	Training in -Community integration -Self-Advocacy -Art -Employment skills	Referral from Service Coordinator (ACRC)	Auburn (530) 823-7363
RCCA SERVICES http://www.rescare.com/web/index.asp	Increased independence	Must be eligible for regional center	Training in: -Behavior management -ADL support -Self Care -Community integration	Referral from Service Coordinator (ACRC)	Auburn (530) 888-6580
NEIGHBORHOOD CENTER FOR THE ARTS http://www.neighborhoodcenterofthearts.com/index.htm	Increased independence	Must be eligible for regional center	Training in -Community integration -Self-Advocacy -Art -Employment skills	Referral from Service Coordinator (ACRC)	Grass Valley (530) 272-7287
PROGRESSIVE EMPLOYMENT	Increased independence (Small Group Placements)	Must be eligible for regional center	-Work skills -Employment -Community integration	Referral from Service Coordinator (ACRC)	Citrus Heights (916) 723-3112
EMPLOYMENT ENTERPRISES	Increased independence (Small Group Placements)	Must be eligible for regional center	-Work skills -Employment -Community integration	Referral from Service Coordinator (ACRC)	Roseville/Auburn (916) 787-5280

ADULT DAY SERVICES with or without EMPLOYMENT SUPPORTS

Continued....

ACRC Referral

AGENCY	EXPECTED OUTCOME	ELIG CRITERIA	SERVICES	DOCs REQUIRED	CONTACT
PRIDE GRASS VALLEY	Increased independence	Must be eligible for regional center	Training in: - ADL support -Self Care -Community integration	Referral from Service Coordinator (ACRC)	Grass Valley (800) 550.6005 http://www.prideindustries.com/

SELF Referral

PLACER SCHOOL FOR ADULTS	Increased independence	Age 18 and above Self toileting Limited behavioral issues	-Academics as it pertains to independent living skills -Community Integration	None	Adult Education Auburn (530) 885-6730 http://www.puhsd.k12.ca.us/adult/maps-directions.htm
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Post-Secondary Education

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SELF & DOR REFERRAL

AGENCY	EXPECTED OUTCOME	ELIG CRITERIA	SERVICES	DOCs REQUIRED	CONTACT
SIERRA COMMUNITY COLLEGE	Education/	Need to schedule appointment with Disabled Student Services Counselor	-Counseling -Tutoring -Early registration -ASL Interpreters -Mobility assistance on campus -Assistive technology -Note taking assistance -Adapted physical education -Textbooks on tape	Doc disability	Disabled Students Services Rocklin: (916) 781-0592 Grass Valley: (530) 274-5300 Tahoe Truckee: (916) 789-2697 http://www.sierra.cc.ca.us/about.html
AMERICAN RIVER COMMUNITY COLLEGE	Education/Transfer	Same as above	Same as above	Doc disability	American River: (916) 484-8382 http://www.arc.losrios.edu/
CALIFORNIA STATE UNIVERSITY, SACRAMENTO	Education	Need to schedule appointment with Disabled Student Services Counselor	Same as above	Doc disability	Services to Students with Disabilities: (916) 278-6955 http://www.csus.edu/

The above are local examples. Students enrolling in any California public community college, state university and/or University of California should contact the schools' Disabled Student Services Office for specific supports and services available.

PLACER REGIONAL OCCUPATIONAL PROGRAM (ROP)	Certificate Career prep	Concurrent with high school enrollment or post high school age	Contact ROP Director		Auburn (530) 889-5949 http://www.placercoe.k12.ca.us/pcoe/departments/49errop/
SACRAMENTO COUNTY REGIONAL OCCUPATIONAL PROGRAM (ROP)	Certificate Career prep	Concurrent with high school enrollment or post high school age	Contact ROP Director		Sacramento (916) 228-2721 toll free (800) 467-4ROP http://www.sacrop.org/

ADULT EDUCATION	Rocklin Adult School (916) 632-3195 http://coursesonline.com/rocklinadult/	Roseville Adult School (916) 782-3952 http://ras.rjuhsd.k12.ca.us/mission.html	Placer School for Adults (530) 885-6730 http://www.puhsd.k12.ca.us/adult/maps-directions.htm
APPRENTICESHIP PROGRAMS	http://www.calapprenticeship.org/ http://www.calapprenticeship.org/Programs.htm		Nevada Union Adult Education (530) 272-2643

Question 1: What is Transition?

In Individuals with Disabilities Education Act, 1997 (IDEA) transition services are defined as, “a coordinated set of activities that focuses on outcomes that promotes a student’s movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation and if appropriate daily living skills and/or a functional vocational evaluation.” These services are to be based on the student’s needs, taking into account the student’s preferences and interests. (IDEA 34CFR §300.29)

Question 2: Why is planning for Transition important?

The President’s Commission on Excellence in Special Education Report cites, “Too many students with disabilities leave school without successfully earning any type of diploma and unemployment rates for working-age adults with disabilities have hovered at the 70 percent level for at least the past 12 years, which the Commission finds to be wholly unacceptable.” This report can be found at:

<http://www.ed.gov/inits/commissionsboards/whspecialeducation/index.html> .

The National Longitudinal Transition Study (NLTS), <http://www.sri.com/policy/cehs/dispolicy/nlts.html> , is a good informational site for exploring the post secondary outcomes for people with disabilities.

Another reason for transition planning is that it is mandated in the IDEA '97 requiring that by age 14 or sooner if appropriate transition needs must be addressed. The US Department of Education sponsors this website, <http://www.ideapractices.org/law/regulations/index.php> , and can be referenced for complete information. Transition is found in Section 34 of the Code of Federal Regulation (CFR) Part 300 Subpart A. (e.g.: §300.01; 300.29; 300.122; 300.345; 300.347; 300,348; 300.517)

Question 3: What does it mean to identify a student’s post-high school preferences and interests?

The first step in the IEP process is the identification of the student's desired post-school goals or visions for life after high school. This step addresses these questions:

- What does the student want to do beyond school (e.g., further education or training, employment, military, continuing or adult education, etc.)?
- Where and how does the student want to live (e.g., dorm, apartment, family home, group home, supported or independent)?
- How does the student want to take part in the community (e.g., transportation, recreation, community activities, etc.)?
-

The desired post-school goals or visions are based upon the student's preferences, needs and interests--what he or she wants to do and how he or she wants to live after high school. These may not be the desired goals or visions that the educational professionals hold for the student, but rather are those goals, dreams, interests and aspirations held by the student. It could be said that "they don't know what they want to do at an early age" or "they are not realistic." Below are suggestions for dealing with these common concerns:

"Not knowing what one wants to do:"

- Students need to experience and see how academic studies relate to possible future careers. Many young adults, regardless of whether they have a disability, do not know what they want to do after high school. That is precisely why students, beginning at an early age, should be encouraged to talk about possible future life roles. Students need to be given numerous opportunities to try out various roles and future life options in real life settings. They need to experience academic studies related to careers. Students are gaining these important connections through "School-to-Work" or "School-to-Career" programs, Career Centers, volunteer experiences.... All students need these experiences, but they are especially critical for students with disabilities.
- The student and IEP team should start planning early, but at least by age 14. Elementary students need to start thinking about the activities at which they excel and what interests them. Students and families need to be engaged in talking about, and planning for, post-school goals early to increase the chance of keeping students meaningfully engaged in school.
- Leaving this issue to the "last minute" almost assures the many students will not receive needed educational and post-school programs, experiences or services. Students who have not had appropriate high school coursework, educational experiences related to their post-school goals and transition planning are less likely to experience meaningful post-school goals (Colley & Jamison, 1998).

Reference and resource: <http://ericec.org/digests/e598.html> <http://interact.uoregon.edu/wrrc/trnfiles/trncontents.htm> .

Question 4: What if the student is not "being realistic" about post-high school preferences and interests?

- Not being realistic about possible career or life choices is not unique to students with disabilities. Many young people dream about possible future careers and lives that include playing in the NBA or NFL, or being a test pilot or a glamorous model. That type of dreaming is part of being an adolescent and young adult and may, in fact, be actualized for some young people with proper cultivation of skills, abilities and opportunities.
- The role of educators is to help students "find their dreams"-- to provide opportunities to discover for themselves what they can do, cannot do, or could possibly do with further education or training. Schools and families need to provide students, early and throughout their school career, with programs and experiences that allow multiple opportunities to try-out careers and life experiences based on their expressed interests. Through well-designed experiential community exploration and work-based or school-to-career activities many youth with disabilities will discover for themselves what is, and is not, realistic.

Reference and resource: <http://interact.uoregon.edu/wrrc/trnfiles/trncontents.htm>

Question 5: What are the specific elements in an IEP that address transition?

Transition services are to be a set of coordinated activities that promotes movement from school to post-school activities **including consideration of:**

- **Postsecondary education**
- **Vocational training**
- **Integrated employment (including supported employment)**
- **Continuing adult education**
- **Adult services**
- **Independent living**
- **Community participation**

This planning is based on the student's needs, taking into account the student's preferences and interests and **include consideration of:**

- **Instruction**
- **Related services**
- **Community experiences**
- **The development of employment and other post-school adult living objectives**
- **(If appropriate) acquisition of daily living skills and functional vocational evaluation**

(34 CFR §300.29 Transition services)

Website resources:

- <http://interact.uoregon.edu/wrrc/trnfiles/trncontents.htm>
- <http://www.dcn-cde.ca.gov/resource/pguide.htm>
- <http://www.placercoe.k12.ca.us/departments/selpa/> (Form D)

Question 6: Who is involved in the Transition Process?

As noted earlier, a student must be invited regardless of his/her age if transition services are to be discussed. This process is to be student centered and student driven. The California Department of Education (CDE) transition manual repeatedly states, "Whose life is it anyway?" validating that a student should be an active member of the IEP team. (<http://www.cde.ca.gov/spbranch/sed/trmsgde.pdf>; section 1, page 1)

In addition to the parent/guardian, general education teacher, special education teacher, and school administrator, any community **AGENCY** that might provide services must be invited. There are others who can be invited at the discretion of the school and/or family if they have special interest or knowledge regarding the student and/or services. (§300.344)



Question 7: Who are these Community Agencies?

The agencies are varied and the Placer Nevada SELPA, <http://www.placercoe.k12.ca.us/departments.asp?department=selpa> , has Interagency Agreements (IA) with several including:

- ✓ Alta California Regional Center (ACRC)
- ✓ Behavioral Health/Childrens System of Care (CSOC)
- ✓ Department of Rehabilitation (DOR)
- ✓ California Children’s Services (CCS)

These community agencies are **“lead agencies” and authorizes services** from approved vendors.

Each agency establishes their own eligibility requirements. IEP teams cannot commit an agency to provide services. However, if a participating community agency is unable to provide the transition services described in the IEP the team must reconvene and identify alternative strategies to meet the transition objectives for the student set out in the IEP. (34 CFR§300.348(a))

Placer and Nevada Counties have a variety of community resources. However, three agencies serve as **“lead” agencies: Public Schools, ACRC and DOR.** These agencies provide financial resources and supports and may contract with others to provide services.

Question 8: How do I contact these Community agencies?

Please refer to Agency discriptions and resources in this [handbook](#).

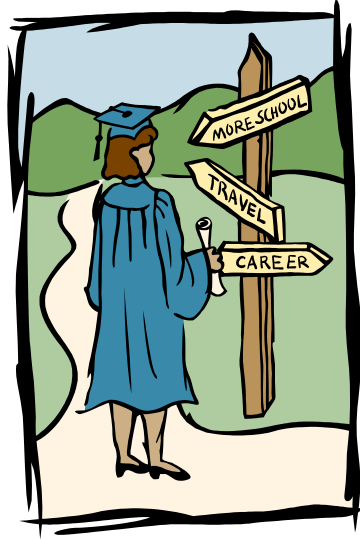
Question 9: What happens when the student turns 18 years old?



Unless the student has been **legally conserved***, **all rights (including educational rights) transfer to the 18 year old adult student.** At least one year prior to the student reaching his/her 18th birthday, the IEP team inform the student of this transfer of rights. (34 CFR§300.517).

Conservatorship* is a legal proceeding by which an individual or agency (who will be known as the “conservator”) is appointed by a court to be responsible for a person (18 years of age or older) who needs assistance in the activities of daily living, the “conservatee”. See additional resources: [*Conservatorship](#) page 23.

Question 10: How does movement from high school impact a student's transition planning?



It is important to know if the student has received a regular high school diploma indicating that the student has met the district approved graduation requirements or the student received something different such as a Certificate of Completion, Certificate of Attendance or some other document. If a student has been awarded a district approved regular high school diploma, the student is no longer eligible for special education services including Transition.

"The obligation to make a free appropriate public education (FAPE) available to all children with disabilities does not apply with respect to.... Students with disabilities who have graduated from high school with a regular high school diploma." (34 CFR §300.122(a)&(300.122)(a)(3)(i))

If the student earns any type of document (e.g., certificate of completion, certificate of attendance, etc.) other than a regular diploma, the student remains eligible for FAPE until he or she reaches the maximum age determined by the State or receives a regular high school diploma. (34 CFR §300.122(a)((3)(ii))

Question 11: Are there agency guides available?

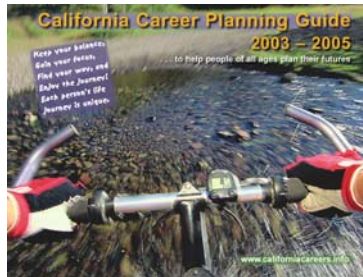
YES, the following are excellent **in depth resources** including best practices!



California Department of Education, Special Education

Transition to Adult Living: A Guide for Secondary Education, 2003

<http://www.cde.ca.gov/spbranch/sed/trnsigde.pdf>



California Career Resource Network (CalCRN)

California Career Planning Guide, 2003-2005

<http://www.californiacareers.info/resources.html#calcareerplanningguide>



Alta California Regional Center (ACRC)

Transitioning From School To Adult Services

http://www.altaregional.org/pdfs/transition_brochure.pdf

<http://www.altaregional.org>

TRANSITIONING TO ADULT SERVICES

ADDITIONAL RESOURCES

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In-Home Supportive Services- In-Home Supportive Services (IHSS) serves individuals with disabilities who are unable to perform activities of daily living and cannot remain safely in their own homes without help. Through IHSS, qualified recipients may receive assistance with daily tasks, such as: bathing, dressing, cooking, grooming and feeding. For more information contact your local county Health and Human Services Department. For information call (916) 229.4000.

Website: http://www.dss.cahwnet.gov/cdssweb/in-HomeSup_173.htm

Social Security- Social Security offers various programs including Supplemental Security Income (SSI). SSI may be available to individuals with disabilities who qualify. To find out about this and other programs contact your local Social Security office or call this toll-free number (800) 772-1213. Website: www.ssa.gov

Conservatorship- This is a legal action families may want to consider. Finding an attorney that specializes in this would be important. Protection & Advocacy, Inc. (PAI), a private, nonprofit organization that protects the legal, civil, and service rights of Californians who have disabilities, provides a variety of advocacy services including information and referral, technical assistance, and direct representation. Available through PAI is a booklet to answer common questions on conservatorship entitled, *Conservatorship, Trusts and Wills for People with Developmental or Other Disabilities-A guide for Families*. For information call (916) 488-9950. Website: www.pai-ca.org

Voter Registration- People 18 years of age and older have the right to vote! To find out more about what the requirements are, contact the Placer County Clerk-Elections Office 1(800) 824.8683 or go to your local Post Office and pick up a registration form.

Selective Service System- With few exceptions, (in this case those being persons continually confined to a residence, hospital or institution or hospitalized or institutionalized for medical reasons) all male U.S. citizens and male immigrant aliens residing in the U.S. and its territories must register within 30 days of their 18th birthday. For more information call 1-888-655-1825. Website: www.sss.gov.

Transition Resources – Born out of a grant awarded to PRIDE Industries by the California State Council on Developmental Disabilities, Project TEAMS has become a resource in assisting Special Education youth and supporters on their journey from school to adult life. Project TEAMS (Transition, Employment, Advocacy, Mentoring, Self-determination) offers transition resource information through their website www.projectteams.org

Department of Rehabilitation- The Department of Rehabilitation (DOR) helps fulfill employment goals with an array of services. For eligibility or other information, contact your local office or Placer County District Office (916) 332.8500. Website: www.dor.ca.gov.

Self-Advocacy- Agencies that provide self-advocacy efforts both locally and nationally:

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National:

People First of California, Inc. (PFCA) is a board of representatives of people with developmental disabilities elected by 13 regions throughout California to represent People First and Self-Advocacy chapters.

www.peoplefirstca.org

(916) 387-2379

Self-Advocates Becoming Empowered (SABE) is a national organization working on policy changes in federal government.

www.sabeusa.org

State/Local:

Developmental Disabilities Area Board III is an advocacy group to protect and advocate for the rights of people with developmental disabilities. (916) 263.1150

Office of Client's Rights Advocacy (OCRA) advocates for the protecting the rights of people with developmental disabilities.

(916) 575.1615

Protection and Advocacy's DD Peer/Self-Advocacy Unit works in partnership with persons with disabilities to protect, advocate for and advance their human, legal and service rights.

www.pai-ca.org

(916) 488-7787

Supported Life Institute offers educational and training opportunities to assist individuals and organizations in the work of improving the quality of life for people with disabilities. It provides and promotes advocacy and outreach through the Self-Advocacy Coordination Project. The Supported Life Institute can be reached at (916) 567-1974 and the Self-Advocacy Coordination Project can be reached at (916) 263-4369. Website www.supportedlife.org.