POSTSECONDARY TRANSITION SERVICES

A Guide for Students Transitioning from High School to Adult Living

CAHELP

Table of Contents

About CAHELP 6
Introduction 8
Meet Our Team 9
CAHELP Managed Programs 11
California Career Innovations (CCi) 11
Employment Network (EN) 12
Paid Internship Program (PIP) 13
Transition Partnership Program (TPP) 14
WorkAbility I Project (WAI) 15
WIOA GenerationGo! 17
Other Transition Services 18
Situational Assessments 18
Personal, Vocational, Social Adjustment (PSVA) 18
Employment - Job Development, Placement, Follow Up, and Retention 19
Short Term Support Services 20
Student Service Work Experience 20
Employment Opportunities 20
Required Work Documents 22
Partnering Agencies 23
Transition Services 28
Transition Planning: The Basics 33
Mandates and Best Practices 41
Appendices 64
Appendix A 66
Appendix B 70
Appendix C 90
Appendix D 102
Appendix E 108
Appendix F 130
Appendix G 138

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Preface

The California Health and Education Linked Professions (CAHELP), a Joint Powers Authority, in partnership with the Department of Rehabilitation (DOR), California Department of Education (CDE), participating Local Education Agencies (LEAs) in the Desert/Mountain Special Education Local Plan Area (SELPA) and Desert/Mountain Charter SELPA, and community partners, work together to ensure the successful transition of students with disabilities from school to post-school activities.

Together, these agencies endeavor to meet the requirements in law by providing effective transition services to promote successful post-school employment and/or training and education, and to ensure that students with disabilities live a life of significance. The CAHELP's mission is "The Relentless Pursuit of Whatever Works in the Life of a Child" and achieves this mission through the programs, supports, and resources it provides to educators, students, families, and communities.

This guide: Postsecondary Transition Services, a Guide for Students Transitioning from High School to Adult Living, was developed to assist participating LEAs, families, and students with disabilities in understanding the legal requirements and best practices for transition services, to help prepare students with disabilities with the skills and knowledge to be engaged in the 21st century workforce. Transition services are required under the Individuals with Disabilities Education Act (IDEA) and the Rehabilitation Act of 1973, as amended by Title IV of the Workforce Innovation and Opportunity Act (WIOA). IDEA addresses the provision of transition services to assist students with disabilities in achieving their post-school and career goals. More importantly, IDEA ensures that all students with disabilities have available to them a Free Appropriate Public Education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.

As defined in IDEA, transition services are a coordinated set of activities for students with disabilities that is designed to be a results-oriented process that focuses on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. Active student

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involvement, family engagement, and cooperative implementation of transition activities, as well as coordination and collaboration between the CAHELP, DOR, CDE, and participating LEAs are essential to the creation of a process that results in no undue delay or disruption in service delivery.

Successful transitions are well-planned, thoughtful actions designed to accomplish particular outcomes. Planning and communication are essential to provide a smooth transition and to encourage and sustain collaboration among families and agencies involved, and ensure appropriate services for students with disabilities. A transition plan includes several goals and serves as a guide to students throughout the transition process.

We hope that the information in this handbook can serve as a guide in understanding what to expect and how to assist students with disabilities as they move into adulthood.

In Partnership with:

DOR DEPARTMENT of REHABILITATION Employment, Independence & Equality

california career innovations

DMSELPA Desert / Mountain Special Education Local Plan Area

GenerationGo!

WorkAbility I Educate Employ Empower

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About CAHELP

CAHELP is a public education consortium of participating LEAs. The CAHELP serves students annually through innovative behavioral health programs and provides LEAs with consultation, special education supports, and professional development. There are three primary branches of services within the CAHELP, each providing unique services to participating LEAs.

Desert/Mountain SELPA is a support services office; its goal is to facilitate growth and promote success for all students by providing quality educational services and supports appropriate to the needs of each student with a disability. The Desert/Mountain SELPA is the liaison to LEAs to consult in the area of effectiveness of special education through review and modification, coordinate services among schools and community resources, and provide professional development to school administrators, teachers, and paraprofessionals. The Desert/Mountain SELPA also serves as the sponsor for the Community Advisory Committee (CAC), which is a forum for collaboration among school administrators, teachers, parents, and community partners.

Desert/Mountain Charter SELPA provides supports to Charter LEA members throughout the State of California. Support services provided to Charter LEA members are similar to services provided to the Desert/Mountain SELPA LEAs.

Desert/Mountain Children's Center (DMCC) is a behavioral health program offering services to students, birth to 22 years of age. The DMCC offers a trans-disciplinary team to provide a full array of services and programs comprised of a pediatrician, psychiatrist, clinical nurses, occupational therapists, and speech and language therapists. The DMCC currently provides behavioral health services in over 200 schools. Additional behavioral health services are provided in the clinic and/or in the child's residence. The DMCC provides comprehensive assessment, individual, group and family therapy, parent education, and links to community resources. The DMCC collaborates with a number of community organizations during the process of serving children and families.

Transition services are among the array of services available to participating LEAs within the Desert/Mountain SELPA and Charter SELPA.

For more information on the CAHELP Managed Programs visit the CAHELP Website.

Questions: JPA Administrative Services Assistant | (760) 552-6700, ext. 3555 or email CTE@cahelp.org

Introduction

This guide has been developed to assist participating LEAs, families, and students with disabilities with the transition from high school to adulthood. Helping students match abilities and interests, promote strengths, support needs, and identify successive steps to achieve long-term goals, students with disabilities will gain the knowledge, skills, self-reliance, and self-esteem necessary for success and engagement in the 21st century workforce.

Use of this guide will vary based on the level of knowledge individuals have in preparing students with disabilities for adulthood. The purpose of this guide is to provide a resource to assist LEAs, families and students with disabilities to understand, access, and identify available transition services. The following topics that help facilitate a seamless transition from school to post-school activities are covered in this guide:

- Transition planning: opportunities and programs;
- Transition services and requirements, as authorized by IDEA and the Rehabilitation Act;
- Education and employment options for students with disabilities after leaving secondary school; and
- Supporting decisions made by students with disabilities.

Questions: Transition Services Office, CAHELP | (760) 843-3982, ext. 200. | CTE@cahelp.org

Meet Our Team

Jenae Holtz, Chief Executive Officer
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The chief executive officer serves as the chief administrator for the three departments under the CAHELP JPA. The role of the CEO is to oversee the functions of each department. The CEO ensures the implementation of the Desert/Mountain SELPA and Charter SELPA local plans for special education are implemented with fidelity on behalf of participating LEAs. The CEO ensures the contracts for services held by the Desert/Mountain Children's Center are provided and met with quality. The CEO provides leadership and facilitates the decision-making process of the governance of the JPA. The CEO's role includes the provision of information, specific services identified by the CAHELP JPA Governance Council, technical assistance, leadership and arbitration. It is the CEO's responsibility to represent the interests of the JPA as a whole without promoting any particular LEA's interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, it is the CEO's responsibility to mediate a reasonable resolution of the issue(s).

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CAHELP JPA
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The CAHELP JPA Operations Officer manages the day-to-day operations of the CAHELP JPA. The operations officer develops departmental short-term and long-term operations goals and strategies, and develops departmental policies and procedures. The operations officer also evaluates programs, services, staffing, and facilities to maximize program effectiveness in support of the CAHELP JPA's and non-profit organization's strategic vision and mission.

Linda Llamas, Director
Desert/Mountain Children's Center
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The Desert/Mountain Children's Center (DMCC) Director oversees the behavioral health services provided to San Bernardino County children birth through 21. The director manages all programs in the DMCC. The director works closely with the Desert/Mountain SELPA personnel to monitor and assess behavioral health topics that affect children and LEAs; and evaluates and formulates department priorities and recommends department operation strategies.

Services are provided at the DMCC clinic, schools, and/or in the home. The DMCC offers services on a continuum of care, from mild to severe mental health needs. It is the goal of the DMCC to assist clients in developing skills to reach their full potential. Referrals may be made through the child's school, parent, doctor, or an external source.

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Transition services is under the department of the D/M SELPA and is coordinated and managed by the program manager for Career Technical Education. The program manager provides oversight regarding the legal mandates and ethical requirements necessary to meet the IDEA transition services mandates for students with disabilities ages 16 and older. Together with a team of transition case technicians, work incentive technicians, independent living technicians, job developers, transition project assistants, and agencies, the D/M SELPA transition team provides services and programs that assist eligible students transition from school to work and/or adult living.

Career Technical Education (CTE) Technicians

To provide the most efficient and effective service to LEAs, a technician is assigned as a primary contact to multiple school sites within each LEA. Technicians are also responsible for direct oversight and supervision of the following programs: California Career Innovations (CCi), Employment Network (EN), GenerationGo!, Paid Internship Program (PIP), Transition Partnership Program (TPP), and the WorkAbility I Program (WAI). Technicians provide services to students with disabilities and out-of-school youth in the following core areas: Benefits Planning, Self-Advocacy, Supportive Services, Career Technical Education, Work-Based Learning, Career Exploration, and Workplace Readiness.

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CAHELP Managed Programs

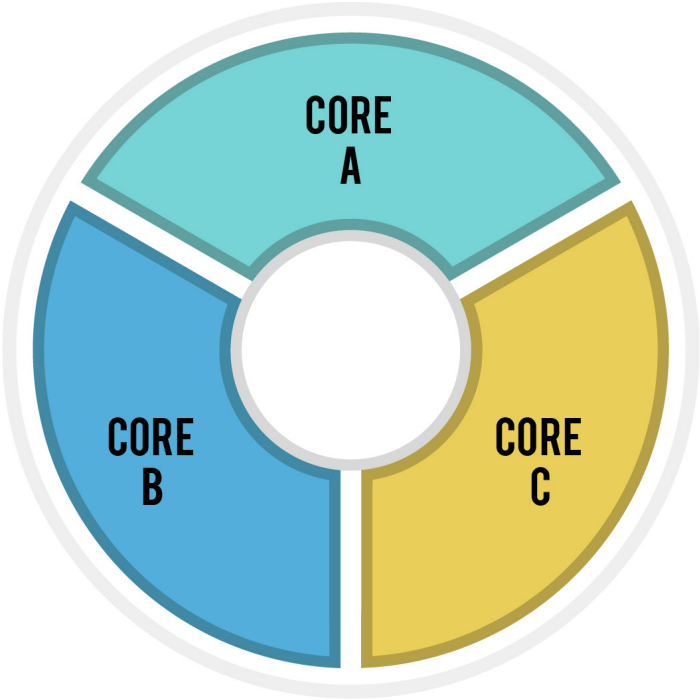
The CTE team currently operates the California Career Innovations (CCi), Employment Network (EN), Paid Internship Program (PIP), Transition Partnership Program (TPP), WorkAbility I Program (WAI), and WIOA GenerationGo!. These programs and services are not mandated under state law but are available to students and adults who meet the specific criteria for each program.

California Career Innovations (CCi)

The Core and Research Interventions serve as the framework for CCi and provide an array of opportunities available to students. Embedded within each of these interventions are multiple activities and tasks. The interventions are guided by a person-driven approach leading to Person-Driven Plans (PDPs) and Individualized Career Action Plans (ICAPs). The PDPs and ICAPs are updated and relevant to each student's interests and needs. The ultimate outcomes for CCi students are Postsecondary Education (PSE) and/or Competitive Integrated Employment (CIE) in a career related position.

Core Interventions (All students will receive the following core interventions)

Refer to diagram on the right.



CORE A

Pre-Employment Skills Development
Students for success in community-based work training and employment opportunities

CORE B

Career Pathway Experiences
Unpaid/paid work experience options for students will connect school learning to real-life work activities and career development opportunities

CORE C

Academic Performance Monitoring Methods
Monitoring of student's academic performance will ensure high school graduation and career pathway requirement

Research Interventions (All students will receive at least two research interventions)

Research A – Career Development Assessment

Student's skills, aptitudes, interests and work values will be assessed and matched to career pathways. Assessment information will assist with identifying the individualized career pathway focus for each student including identification of secondary and postsecondary classes, as well as work-based learning and CIE options.

Research B – Self-Determination Skills Development

Students will practice and develop self-determination skills including effective self-advocacy, disability disclosure techniques, decision-making, problem-solving leadership, and advocating for reasonable accommodations. Students will also identify and access needed resources and services to promote success at school and in the workplace.

Research C – Workplace Technology Skills Development

Technology training and troubleshooting will prepare students with 21st century technology-related skills and knowledge needed to compete for quality employment opportunities. The focus will be to secure and retain employment and, when prepared, apply for and obtain promotional opportunities.

Random Assignment

- » After enrollment forms and appropriate consent/assent forms are received, students are randomly assigned to one of the four research intervention groups.
- » The research intervention group assignments are random; CCi staff have no control over them.
- » Every student has the same chance of being assigned to one of the four research intervention groups.
- » CCi staff will:
  - Receive a group assignment notification within two to three business days.
  - Notify students and parents/guardians (if applicable) in a variety of ways, including mail, telephone, or in-person.

Who Can Apply

Students between the ages of 16-21 who either have an active Individualized Education Program (IEP) or 504 Plan.

How to Apply

Complete enrollment forms with career coach.

Employment Network (EN)

The goal of the Desert/Mountain SELPA Employment Network (EN) is to help individuals become employed and work their way off benefits completely, but not immediately. EN can offer adults returning to the workforce a clear vision of what to expect concerning their disability benefits. Information about Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI) rules and procedures are clearly explained. Pre-employment assistance, job development, and SSA benefits planning, provide individuals returning to work the necessary services and supports to be successful.

Core Services

Benefits Planning
In-depth counseling about benefits and the effect of work on those benefits.

Pre-Employment Skills
Develop and improve pre-employment skills (i.e., resume writing, work ethics, and travel training). Help identify individual's strengths, abilities, and interests.

Interview Strategies
Help prepare individual for an interview by knowing what type of questions will be asked and selecting the appropriate interview outfit.

Job Development
Connect and promote the individual to employers with job openings.

Job Exploration/Career Awareness
Assist with job leads and skills needed for the job. Help with exploring career choices about education, life, and employment.

Social Security Administration Earning Reporting Procedures
Assist with proper wage reporting procedures once the individual begins to work to avoid over payments.

Who Can Apply

Individuals who receive SSDI and/or SSI benefits between the ages of 18 and 65.

How to Apply

Schedule and attend an Employment Network intake with a Program Technician and/or Independent Living Technician to determine eligibility.

Paid Internship Program (PIP)

The PIP is a collaborative effort between the Inland Regional Center (IRC) and the Desert/Mountain SELPA CTE team. The purpose of the program is to increase the vocational skills and abilities of the students served who choose, through IRC's Individualized Program Plan (IPP) process, to participate in the internship. The acquisition of work experience and skills should lead to full-time Competitive Integrated Employment (CIE) in the same job. Students have an opportunity to earn a maximum of $10,400 per year while earning CIE at multiple work sites.

Core Service

Work-Based Learning experiences use real work settings to provide participants with an opportunity to explore work in a competitive integrated environment. Work-based learning experiences provide students with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities. Students may participate in more than one work-based learning experience, as appropriate for the participant. Work-based learning experiences are intended to lead to full-time competitive integrated employment. They may also result in the development of any of the following: vocational direction, appropriate work attitudes, ethics, interpersonal skills, speed and accuracy, and foundational employment skills.

Work-based learning experience services include work experience services consisting of short-

term placements off-campus and monitoring the participant's performance in the work environment.

Who Can Apply

Inland Regional Center clients between the ages of 18 - 22 who are enrolled in the TPP program at a school site within the Desert/Mountain SELPA.

How to Apply

Contact the technician assigned to the TPP program at your school site.

Transition Partnership Program (TPP)

This is an interagency contract with the Department of Rehabilitation (DOR) and the CAHELP JPA. The TPP builds partnerships between LEAs and the DOR for the purposes of successfully transitioning high school students with disabilities into meaningful employment and/or postsecondary education. The focus is to help a select number of students between the ages of 16-21 with an IEP or 504 plan, or a documented disability.

Core Services

Work-Based Learning experiences use real work settings to provide participants with an opportunity to explore work in a competitive integrated environment. Work-based learning experiences provide participants with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities. Students may participate in more than one work-based learning experience, as appropriate for the student. Work-based learning experiences are intended to be temporary placements to gain experience in the workplace. They may also result in the development of any of the following: vocational direction, appropriate work attitudes, ethics, interpersonal skills, speed and accuracy, and foundational employment skills.

Work-based learning experience services include work experience services consisting of short-term placements both on and off campus and monitoring the student's performance in the work environment. Work experience may include:

- Paid/unpaid internships;
- Paid/unpaid placement;
- Summer work experience;
- Apprenticeships (informal);
- Informational interviews;
- Workplace tours; and/or
- Job shadowing.

Instruction in Self-Advocacy services may be provided in a classroom, group, or individual settings to assist participants to effectively communicate, convey, negotiate, or assert his/her interests and desires. Instruction may be provided through mentorships including peer, disability, or group mentoring. Self-advocacy instruction may train participants in the following skills as they relate to successful employment:

- Self-awareness;
- Disability understanding and disclosure;
- Self-determination;
- Setting goals;
- Reasonable accommodation factors;
- Utilizing available resources and support systems;
- Taking a leadership role in the IEP, 504, or other person-centered planning process;
- Positive self-talk;
- Understanding workplace rights;
- Understanding workplace responsibilities; and/or
- Effective communication and interpersonal skills.

Workplace Readiness Training services consist of instruction with curricular supports that can

be provided in a classroom, group, or individual setting. Workplace readiness skills are a set of skills and behaviors that are necessary for any job. This secondary school instruction is intended to support the student's goals and objectives and will typically be provided until the student exits the secondary school system, in accordance with needs and informed choices. Workplace readiness training can be provided through instruction or other activities where the student can learn and apply the knowledge. Workplace readiness training may include, but is not limited to, training in the following subject matters:

Soft skills

- Communication with coworkers;
- Attitudes about work;
- Decision-making while on the job;
- Conflict resolution;
- Problem-solving techniques;
- Appropriate workplace written communication; and
- Interviewing techniques.

Job Exploration Counseling services provide an individualized, timely, and systematic process by which a participant seeking employment gains knowledge of career paths and job opportunities and learns to identify strengths, barriers to employment, viable vocational options, and objectives necessary to achieve one or more employment goals. Job exploration counseling will be provided in conjunction with the counseling provided by the DOR counselor. Job exploration counseling may include discussion, analysis, or information on:

- The local labor market;
- In-demand industries and occupations;
- Non-traditional employment options;
- Interest in postsecondary training or education;
- Career aptitude, career skills, and vocational interest inventories;
- Participant's vocational interest inventory results;
- Identification of career pathways of interest to the participant, and the skills and qualifications necessary to be successful in these occupations;
- Participant's prior work experience and transferable skill; and/or
- Career speakers.

Who Can Apply

Eligible students on an IEP or 504 plan or with a documented disability between the ages of 16–21.

How to Apply

Complete a TPP referral packet provided to students by TPP staff at a workshop.

After services are requested and basic information is provided, TPP staff will coordinate the intake and assessment process with the DOR counselor.

WorkAbility I Project (WAI)

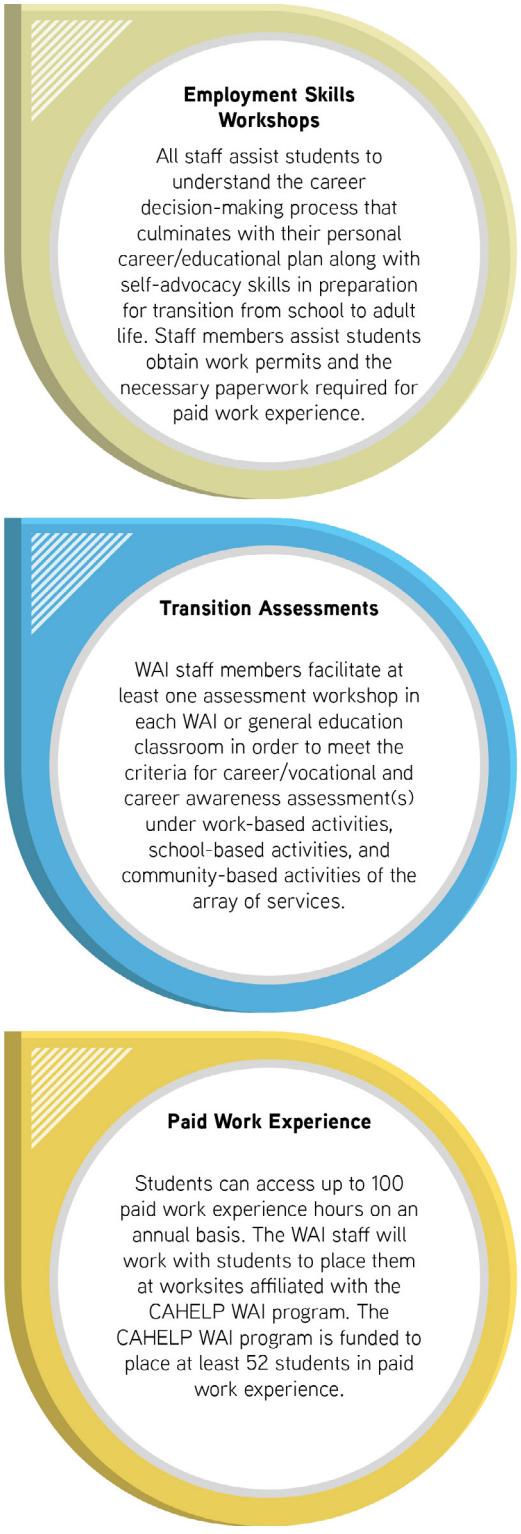
The WAI is funded by the California Department of Education (CDE), Special Education Division. Each WAI program site receives an annual grant award letter, which declares the funds for the program based on the number of students served and the number of students placed for paid work experience. Each program develops practices and procedures to implement the WAI program within their own LEA. Considerations include who will deliver the curriculum, scheduling, and availability of students within their school day.

The mission of WAI is to promote the involvement of key stakeholders including students, families, educators, employers, and other agencies in planning and implementing an array of services that will culminate in successful student transition to employment, lifelong learning, and quality of life. The array of services is a full continuum consistent with state law. These components comprise an effective transition system for high school students through combined efforts of WAI staff, special education teachers, paraprofessionals, and outside agencies.

The array of services guidelines provided by CDE include work-based, school-based, and community-based activities. An array of services is completed for each student served in the WAI Program on an annual basis.

A student in the WAI program must be provided curriculum integration of work readiness skills, career/vocational assessment, and a minimum of one connecting activity and one work-based learning service. The array of services link provides a basis for ensuring program consistency.

Core Services



Who Can Apply

Students with an IEP 16 - 21 years of age are eligible to participate in a community work program.

How to Apply

Complete a Desert/Mountain SELPA WorkAbility I referral packet provided to students by the transition staff or the WAI teacher. Provide a copy of the student's IEP and educational psychological report, along with the WAI referral packet to the WAI teacher.

To enter this program, students are required to possess a valid social security card and a current picture ID. After parent permission is received, students are encouraged to search the community and identify jobs that they would be interested in acquiring.

WIOA GenerationGo!

The Out-of-School Youth - GenerationGo! program facilitated by CAHELP staff will implement three core phases: Phase One - Occupational Skills Training and Secondary Education; Phase Two - Job Search; and Phase Three - Job Retention, Education, and Resource Linkage. After the initial intake and completion of the Individual Service Strategy (ISS), participants will have an opportunity to select from an array of required workshops and electives, based on their needs. All content listed in the three phases will be offered as workshops using a variety of learning modalities: face-to-face; Google Platform; Google Hangouts; and Virtual Tours. Face-to-face workshops will be offered to participants at least twice a year, and each participant will have an opportunity to access core workshops, regardless of their enrollment dates.

Based on the population of participants served by CAHELP staff and the nature of services being provided to participants, staff provide both instrumental and psychosocial mentoring. The goal of this program is to produce youth who are ready to compete in the global economy and ready to participate as leaders who possess the skills necessary to gain and sustain employment. Adult mentoring takes place as a naturally occurring phenomenon within this program, and staff members wear a myriad of hats while working with participants. The goal is to grow up youth as the next generation of mentors and leaders.

Core Services

Case Management provides that each participant will be assigned to a case manager who provides a collaborative process that coordinates, monitors, and evaluates the services and linkages required to meet the participants' service needs. Each participant will work one-on-one with a case manager to develop employment and occupational goals and participate in professional and personal developmental workshops designed to promote employment and education.

Assessment of Basic Skills happens prior to identifying a career path. A case manager will administer a 90-minute English and math skills assessment. The assessment results provide instructional needs for the development of study programs and participants will be able to compare current skill levels with post test results. The case manager meets with the youth to complete the Individual Service Strategy (ISS) plan.

Each participant will complete an ISS plan with their case manager to develop an individualized educational and career plan and discuss supportive service needs and challenges.

- Career Exploration and Assessment: Online career assessment tools are available for participants to utilize in decision-making that match their interests, needs, and values as they relate to occupations.
- Supportive service needs and challenges: Each participant will receive one-to-one mentoring from a case manager to strategize solutions for challenging factors in the participant's life.

Pathway Determination is an educational Attainment: Independent study and online high school diploma/ GED programs are available to participants, if needed. Employment: 100–200 hours of paid work

experience is available for participants to gain skills and experience while earning money and building their resume. A case manager will also provide job development services to assist participants with seeking permanent employment.

Vocational Training participants will have the opportunity to receive training, acquire skills, and become certified in a specific industry where they can begin a career path to a brighter future.

Supportive Services is available financial assistance for each participant to purchase one or more of the following:

- Interview clothes;
- Work/school uniform;
- Training materials – books, tools, food handlers card, etc.;
- Bus pass; and/or
- Gas card.

Who Can Apply

Eligible youth not attending any secondary or postsecondary school (not including Title II Adult Education, YouthBuild, Job Corps, high school equivalency programs, noncredit-bearing postsecondary classes, dropout re-engagement programs, or charter schools with federal and state workforce partnerships).

Applicants must be between 16-24 years old and meet one or more of the following barriers:

- A participant who dropped out of school;
- A recipient of a secondary school diploma or its recognized equivalent who qualifies as a student with low-income, a deficiency in basic skills, and an English language learner;
- A participant who was an offender;
- A participant who is homeless;
- A participant in foster care who has aged out of the foster care system;
- Pregnant or parenting youth; and/or
- A participant with a documented disability.

How to Apply

Individuals must contact the case manager to inquire about the eligibility criteria and schedule an appointment to complete the enrollment packet.

Other Transition Services

Situational Assessments

A situational assessment is a systematic process to gather, analyze, synthesize, and communicate data to inform planning decisions. Information gathered from the situational assessment will be used to inform the development of program goals, objectives, target audiences, and activities. The situational assessment will be carried out to identify the best fit or the best job match by determining characteristics of the individual related to their interest and abilities, as well as maybe looking at aspects of the environment that would facilitate that person's success. Ultimately, what we want to have at the end of a situational assessment process is that we have identified the individuals training needs, know something about his or her support needs, as well as something about the potential environments.

Personal, Vocational, Social Adjustment (PSVA)

This service is authorized by DOR to address one or more barriers that are preventing a consumer from completing his/her Individualized Plan for Employment (IPE). Training is time-limited, individualized, and provided in the environment where the identified appropriate behavior is needed or occurs.

Services are generally provided on a 1:1 basis and are concluded within one to four (1-4) months.

Services addressing similar barriers to employment may be provided in a classroom setting to groups of more than one DOR consumer. Classes are offered in one-hour increments. Services may be provided individually, in groups, or a classroom setting based on an approved program model and reflected in the approval certificate as issued by DOR's Community Resources Development (CRD) unit.

PVSA services most often occur before job placement. However, services may be appropriate after placement when an individual demonstrates behaviors that are job threatening. PVSA services may be provided to ensure job retention.

PVSA training activities target the elimination/ reduction of identified barriers to employment and may include, but are not limited to, issues such as:

- Appropriate interaction in the workplace
- Grooming and hygiene as related to work
- Mobility training in the use of public transportation
- Work habits and attitudes such as attendance, punctuality, phoning in if ill, returning promptly from breaks and lunch
- Personal budgeting, banking, and bill payment

Employment - Job Development, Placement, Follow Up, and Retention

Description of services – Assist job-ready DOR clients, both in school and out-of-school as well as VR and PE adult clients, obtain employment in the community by identifying specific job openings that are appropriate for each PE/DOR Client, assisting in placing the PE/DOR client in the job, orient the PE/ DOR client to the job, and identify specific ongoing support and resource needs. Activities include:

- Contact employers and build networks to develop and identify job opportunities
- Work-site analysis, as needed
- Job site consultation to identify or modify barriers
- Negotiate job carving or other job accommodations
- Maintain an organized system of current job openings
- Assisting VR clients to find jobs which match their plan for vocational employment goal.

Assist PE/DOR clients in becoming knowledgeable regarding the conditions of their employment, such as:

- Job description
- Name of immediate supervisor
- Responsibilities of the employee
- Wage payment practices
- Benefits
- Conflict resolution procedures
- Health and safety practices

A limited amount of contact with the PE/DOR client and their employer post-placement to ensure job satisfaction.

- Name of immediate supervisor
- Responsibilities of the employee
- Wage payment practices
- Benefits
- Conflict resolution procedures
- Health and safety practices

During the contract, it is expected that:

- PE/DOR clients will receive job development, placement, follow up, and retention services/ support
- PE/DOR clients will be placed at employment consistent with their IPE or areas of interest/ preferences
- VR placements should result in successful closures

Short Term Support Services

Short Term Support Services includes individual client assistance and support on or off-the-job in activities that are employment-related and needed to promote job adjustment and retention. Services depend upon individual client needs. Activities include:

- Job orientation
- Job destination/transportation training
- Teaching job tasks
- Supervision at the work-site
- Coworker/supervisor consultation
- Assistance with integrating into the work environment or with changes in the work environment
- Provision of instruction in self-advocacy
- Assistance with public support agencies
- Family and residential provider consultation
- Ongoing contact with the PE/DOR client and employer to ensure continued job satisfaction

Student Service Work Experience

Work experience includes short-term placements in the community and involves monitoring of the PE/DOR clients' performance in the work environment. Work experience will consist of paid employment, work exploration, and job shadowing if necessary and appropriate. PE/DOR clients may participate in more than one work experience as long as a work authorization has been approved by the Department of Rehabilitation. Work experiences are expected to result in the development of any of the following: vocational direction, appropriate work attitudes, ethics, interpersonal skills, speed, accuracy, and occupational skills.

Any paid work experience activities will follow the Department of Labor regulations. Work experience supervisors will evaluate PE/DOR clients and submit written reports to the DOR counselors quarterly.

Employment Opportunities

Community-Based Work Experiences

Whether the participants next step is employment or entering a postsecondary training or an educational program, it is important for participants to obtain as much experience as possible to prepare for adult life.

Community-based work experiences, such as internships, apprenticeships, and other on-the-job training experiences, provide increased opportunities for students to learn a specific job, task, or skill at an integrated employment site, and to transfer the knowledge gained to real-time work experiences.

DOR provides a variety of community-based work experiences and on-the-job training services to participants on a case-by-case basis under their program. The DOR counselor and participant will identify a specific vocational goal to determine whether a community-based work experience is a necessary service for the participant to achieve an employment outcome in competitive integrated employment or supported employment. "Competitive integrated employment" is employment with earnings comparable to those paid to individuals without disabilities in a setting that allows them to interact with individuals who do not have disabilities. "Supported employment" is competitive integrated employment or employment in an integrated work setting in which students with the most significant disabilities are working on a short-term basis toward competitive integrated employment, while receiving ongoing support services in order to support and maintain those students in employment.

Community-based work experiences allow the participant to explore potential careers related to the specific vocational goal, potential workplace environments and demands, and other aspects of work. These experiences offer the participant opportunities to gain firsthand knowledge of a particular job skill, or to learn the culture of the

day-to-day employment. These experiences can be offered in lieu of, or to supplement, vocational training or educational programs, or as a stand-alone service. To ensure the success of community-based work experience, vocational rehabilitation agencies are encouraged to develop agreements with employers and the participant that describe training objectives, services to be provided, timelines, and financial responsibilities necessary for a successful community-based work experience.

The following describes a work-based strategy used to enhance competitive integrated employment opportunities for participants.

Paid Employment involves existing standard jobs in a company or customized employment positions that are negotiated with an employer. These jobs always feature a wage paid directly to the participant. Such work is scheduled during or after the school day. Paid employment is frequently an integral part of a participant's course of study, simply a separate adjunctive experience. Often times, these employment experiences are the first steps towards building a meaningful career for participants.

Work Documentation and Identification is required in order for participants to be hired or participate in a paid work program through the LEA. Participants will need to have some required documentation. Every participant needs to have a social security card and photo identification (School ID, California ID, or Military ID). If the participant was born outside of the United States, he or she will also be required to have a resident card.

Work Documentation

1. Document that establish both identity and employment authorization
2. Document that establishes identity and
3. Document that establishes employment authorization.

Social Security Card can be obtained from the social security office at no cost. The form to request a card is form SS-5. Regardless of the age of the participant, if he or she is mentally capable, the student may sign the application for the social security card.

In order to obtain a new card, the social security office requires evidence of age, identity and citizenship. For evidence of age, the office prefers a birth certificate, but it may accept religious records or hospital birth records. They will accept doctor, clinic, or non-birth hospital records. These records must show the name that you wish to have printed on your card. For evidence of citizenship, birth certificates or hospital birth records are allowed.

To apply for a replacement card, participants must prove their identity (school ID cards are acceptable). Students born outside of the United States must also prove their U.S. citizenship or lawful immigration status. No other documentation is required for a replacement card.

If the parent intends to sign the application on behalf of the participant, the parent needs to provide their own identification. This may include a U.S. passport, driver's license, or employee ID card. If the participant is one year of age or older, all documents will be verified before a social security card will be issued. If the participant is 12 years of age or older, he or she must appear in person at the social security office for an interview. Social Security cards can also be obtained online for participants over 18, who have a California ID and know their social security number. ***All documents must be originals or copies certified by the issuing party.***

California Identification Card can be obtained by participants of any age at their local Department of Motor Vehicles (DMV). An original or certified copy of a birth certificate is required when applying for an ID. California ID cards are valid for six years.

Visit your local DMV and provide proof of:

- Identification;
- Social Security Number;
- Birth date; and
- Residency.

The same is true for a real California ID, but the participant will need to submit additional items to provide residency. Complete the application online before visiting the DMV office.

Required Work Documents

All documents must be UNEXPIRED

Employees may present one selection from List A
or a combination of one selection from List B and one selection from List C.

LIST A Documents that Establish Both Identity and Employment Authorization	OR	LIST B Documents that Establish Identity	AND	LIST C Documents that Establish Employment Authorization
1. U.S. Passport or U.S. Passport Card		**1.** Driver's license or ID card issued by a State or outlying possession of the United States provided it contains a photograph or information such as name, date of birth, gender, height, eye color, and address		**1.** A Social Security Account Number card, unless the card includes one of the following restrictions: (1) NOT VALID FOR EMPLOYMENT (2) VALID FOR WORK ONLY WITH INS AUTHORIZATION (3) VALID FOR WORK ONLY WITH DHS AUTHORIZATION
2. Permanent Resident Card or Alien Registration Receipt Card (Form I-551)		**2.** ID card issued by federal, state or local government agencies or entities, provided it contains a photograph or information such as name, date of birth, gender, height, eye color, and address		**2.** Certification of report of birth issued by the Department of State (Forms DS-1350, FS-545, FS-240)
3. Foreign passport that contains a temporary I-551 stamp or temporary I-551 printed notation on a machine-readable immigrant visa		**3.** School ID card with a photograph		**3.** Original or certified copy of birth certificate issued by a State, county, municipal authority, or territory of the United States bearing an official seal
4. Employment Authorization Document that contains a photograph (Form I-766)		**4.** Voter's registration card		**4.** Native American tribal document
5. For a nonimmigrant alien authorized to work for a specific employer because of his or her status: **a.** Foreign passport; and **b.** Form I-94 or Form I-94A that has the following: (1) The same name as the passport; and (2) An endorsement of the alien's nonimmigrant status as long as that period of endorsement has not yet expired and the proposed employment is not in conflict with any restrictions or limitations identified on the form.		**5.** U.S. Military card or draft record		**5.** U.S. Citizen ID Card (Form I-197)
		6. Military dependent's ID card		**6.** Identification Card for Use of Resident Citizen in the United States (Form I-179)
		7. U.S. Coast Guard Merchant Mariner Card		**7.** Employment authorization document issued by the Department of Homeland Security
		8. Native American tribal document		
		9. Driver's license issued by a Canadian government authority		
		For persons under age 18 who are unable to present a document listed above:		
6. Passport from the Federated States of Micronesia (FSM) or the Republic of the Marshall Islands (RMI) with Form I-94 or Form I-94A indicating nonimmigrant admission under the Compact of Free Association Between the United States and the FSM or RMI		**10.** School record or report card		
		11. Clinic, doctor, or hospital record		
		12. Day-care or nursery school record		

Examples of many of these documents appear in Part 13 of the Handbook for Employers (M-274).

Refer to the instructions for more information about acceptable receipts.

Work Permits

Information to assist LEAs in the issuance of work permits for California students.

Minors employed in the State of California must have a Permit to Employ and Work (commonly referred to as a "work permit"). Work permits are typically issued by the school where the student is enrolled. Work permits indicate the duties and location where the work will be done as well as the number of hours a minor may work. In most cases it is a two-step process. The minor along with the parent/guardian and employer, fill out the B1-1 form and submit it to the local school district of residence. The school district reviews the B1-1 form and issues the B1-4 (work permit).

California Work Permit

- Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age CDE Form B1-1 (DOC) (URL: https://goo.gl/JGeURU).
- Permit to Employ and Work CDE Form B1-4 (URL: https://goo.gl/KC44hq).
- Request for Volunteer/Unpaid Trainee Authorization for Minors CDE Form B1-6 (URL: https://goo.gl/3GFQV7)
- Statement of Intent for Self-Certification for Permit to Employ and Work CDE Form B1-8 (URL: https://goo.gl/W7UJuj).

Note: Translated forms are available on the California Department of Education Clearinghouse (URL: https://www.cde.ca.gov/ls/pf/cm/) for Multilingual Documents web page.

Resources

Frequently Asked Questions (URL: https://www.cde.ca.gov/ci/ct/we/wpfaq.asp).
Information to assist schools in the issuance of a work permit.

Child Labor Laws Pamphlet (URL: https://goo.gl/9JvCmC) External link. (PDF)
A useful, compact guide to assist work permit issuers in obtaining a working knowledge of child labor law.

Letter of Authorization (DOC) (URL: https://goo.gl/XVEu3T). Sample letter authorizing personnel to issue work permits according to Education Code § 49110.

Questions: Erle Hall | ehall@cde.ca.gov | 916-323-2564

Partnering Agencies

Roles and Responsibilities

Both the LEA and the DOR have been given responsibility for the provision of transition services to students with disabilities through federal law. However, there may be some overlap in services and the respective roles of each agency can sometimes be difficult to distinguish.

Local Education Agency (LEA)

It is the LEA's responsibility to plan and provide services that will prepare the student to move successfully from school to the appropriate postsecondary environment and to assist the student to connect with the necessary community agencies, including vocational rehabilitation, that will provide support services. The goals for postsecondary education or training, employment, and independent living are identified as part of the IEP planning process and are based upon the student's preferences, interests, and needs. Transition services, including work experience, that are educational and experiential in nature, are the responsibility of the LEA. Appropriate services include:

- Planning and IEP development based on the student's post-school goals;
- Academic preparation for postsecondary education and training;

- Vocational and career evaluation;
- Job shadows and job tryouts;
- Work experience; and
- Vocational education classes.

Desert/Mountain Children's Center (DMCC)

The Desert/Mountain Children's Center (DMCC) is a counseling center designed to meet the therapeutic needs of infants, children, and youth, birth to 22 years of age. The DMCC provides screening, psychological assessment, mental health treatment planning, and mental health treatment services. Services are provided through individual, group, and family therapy.

Services are provided at the DMCC clinic, schools, and/or in the home. The DMCC offers services on a continuum of care, from mild to severe mental health needs. It is the goal of the DMCC to assist clients in developing skills to reach their full potential. Referrals may be made through the student's school, parent, doctor, or an external source.

Workforce Innovation and Opportunity Act (WIOA)

President Barack Obama signed the WIOA into law on July 22, 2014. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. Congress passed the act by a wide bipartisan majority; it was the first legislative reform in 15 years of the public workforce system.

WIOA supersedes the Workforce Investment Act of 1998 and amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973. In general, the act took effect on July 1, 2015, the first full program year after enactment, unless otherwise noted. The U.S. Department of Labor (DOL) will issue further guidance on the time frames for implementation of these changes and proposed regulations reflecting the changes in WIOA soon after enactment.

WIOA Programs

WIOA brings together, in strategic coordination, the core programs of federal investment in skill development:

- Employment and training services for adults, dislocated workers, and youth and Wagner-Peyser employment services administered by the Department of Labor (DOL) through formula grants to states; and
- Adult education and literacy programs and vocational rehabilitation state grant programs that assist individuals with disabilities in obtaining employment administered by the Department of Education (DoED).

WIOA also authorizes programs for specific vulnerable populations, including the Job Corps, YouthBuild, Indian & Native Americans, Migrant and Seasonal Farm worker programs as well as evaluation and multi-state projects administered by the DOL. In addition, WIOA authorizes other programs administered by DoED and the Department of Health and Human Services (DHSS).

California Department of Rehabilitation (DOR)

The DOR believes in the talent and potential of students with disabilities, and invests in the students future through creativity, ingenuity, and innovation. These values align with the focus on services to students and youth in the WIOA.

The WIOA seeks to ensure that students have meaningful opportunities and receive the services needed to achieve integrated employment outcomes. This intention is demonstrated, in part, by outlining specific services (pre-employment transition services) to be made available to all students with disabilities.

The federal regulations for the WIOA define students and youth with disabilities and describe pre-employment transition services. A student with a disability is an individual who meets the criteria below:

1. Is not younger than 16 or older than 21 years of age.
2. Is enrolled in a recognized education program.
3. Is one or more of the following:
   - » Eligible for and receiving special education or related services under the IDEA;
   - » Eligible for and receiving accommodations under a 504 plan; and/or
   - » Has a physical or mental impairment that substantially limits one or more major life activity, and has a record of or is regarded as having such an impairment.

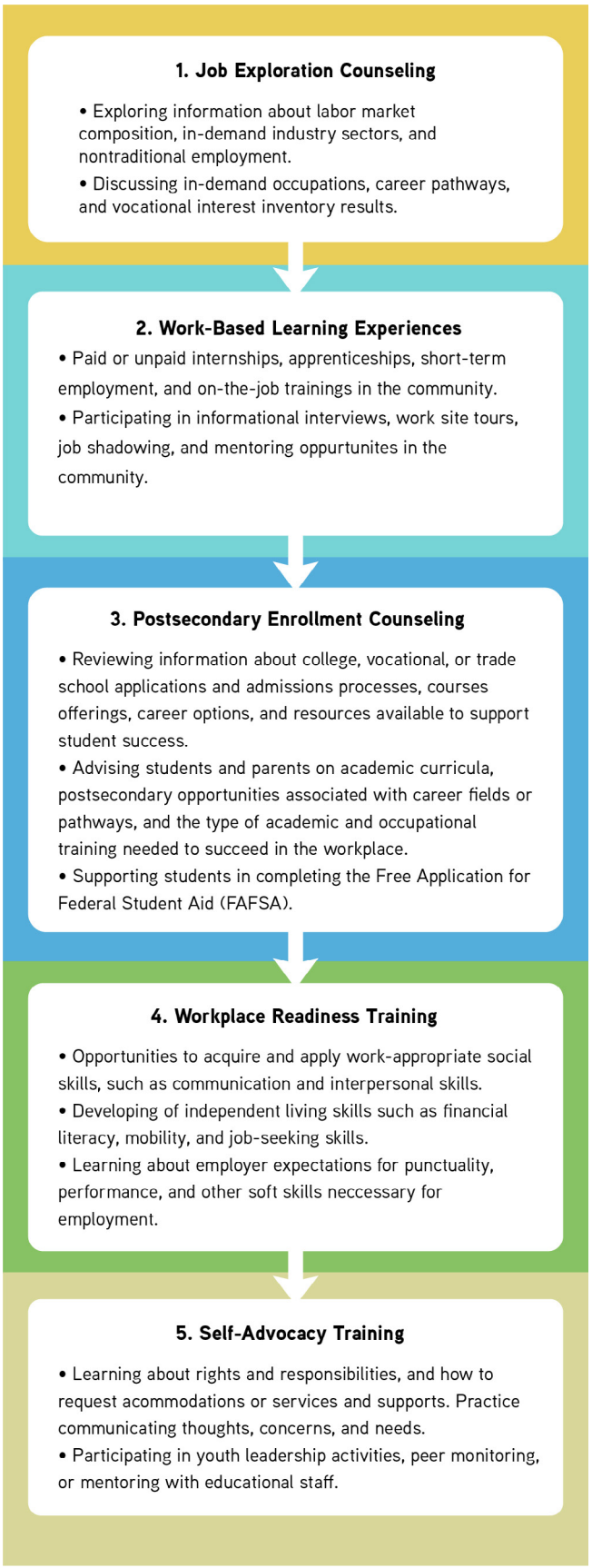
Pre-Employment Transition Services

Consistent with the WIOA, the DOR offers pre-employment transition services to all students with disabilities in California who are eligible or potentially eligible for vocational rehabilitation services.

The types of pre-employment transition services are required activities and authorized activities. These provide job exploration and other services in the early stages of the transition process to assist students to begin to identify and prepare for postsecondary education and employment.

Required Activities

Refer to diagram on the right.



The DOR, in coordination with LEAs, actively works with students and families to ensure that the five required activities are available to students with disabilities throughout the state. These services may be general or individualized in nature and are provided in accordance with the needs of the individual.

The five required activities are listed below, along with examples of how these services may be provided.

Coordination Activities

The DOR also performs coordination activities, which support the planning, arranging, and provision of required activities. These activities help ensure that pre-employment transition services are well-sequenced with services provided from other entities, and that opportunities to engage in pre-employment transition services are available to students with disabilities statewide. Coordination activities consist of the following:

1. Attending IEP meetings, when invited.
2. Working with schools to coordinate and ensure the provision of pre-employment transition services.
3. Attending person-centered planning meetings with regional centers, when invited, for individuals receiving services under Title XIX of the Social Security Act.
4. Working with the local workforce development boards, one-stop centers (now known as America's Job Centers of California), and employers to develop work opportunities for students with disabilities, including internships, summer employment, apprenticeships, and other employment opportunities available throughout the school year.

Authorized Activities

The DOR understands the importance of continually improving the effectiveness, capacity, and network of the service delivery system. Through appropriate use of the authorized activities listed below, the DOR works to expand and improve California's infrastructure for pre-employment transition services.

1. Implementing strategies to increase independent living and inclusion in communities and competitive integrated workplaces.
2. Developing and improving strategies for students with intellectual disabilities and students with significant disabilities to live independently, participate in postsecondary education, and obtain, advance in, and retain competitive integrated employment.
3. Providing instruction to vocational rehabilitation counselors, school transition personnel, and other persons supporting students with disabilities.
4. Disseminating information about innovative, effective, and efficient approaches to achieve the goals of pre-employment transition services.
5. Coordinating activities with transition services provided by LEAs.
6. Applying evidence-based findings to improve policy, procedure, practice, and the preparation of personnel to achieve the goals of pre-employment transition services.
7. Developing model transition demonstration projects.
8. Establishing or supporting multi state or regional partnerships involving states, LEAs, designated state units, developmental disability agencies, private businesses, or other participants to achieve the goals of pre-employment transition services.

Disseminating information and strategies to improve

the transition to postsecondary activities of individuals who are members of traditionally unserved and undeserved populations.

Who can get them?

To access DOR Student Services:

- » You must be a **student** (you need to be enrolled in school, but it's alright if you are on break or if school has not started yet).
- » You are between the ages of **16 and 21.**
- » At least **one of these** options is true:
  - You have a 504 Plan, or you are eligible for one.
  - You have an IEP.
  - You have a disability.
  - Others think you have a disability.

How to Get Started?

All you need to do is request DOR Student Services. Complete a DR203 DOR Student Services Request (PDF) (URL: https://goo.gl/psc1n6) and get it to your Local DOR Office (URL: https://goo.gl/AZ5Smq)

Programs Available in Collaboration with DOR

Transition Partnership Program (TPP) connects high school students with disabilities to the DOR and assists with their transition to work. The TPP helps students overcome barriers to employment. Assistance may include direct job development, vocational training, or postsecondary education.

As discussed earlier, TPP is one of several SELPA managed programs in the CAHELP JPA.

College 2 Career (C2C) is a program that is part of the DOR in collaboration with the California Community Colleges' Chancellor's Office to develop pilot vocational training programs for students with intellectual disabilities (ID). Students will receive instruction and support with the goal of securing competitive integrated employment in a career area of their choice. C2C programs are not available in all community college districts. Check with your local school district for more information.

WorkAbility. This program provides employment-related services in an educational setting. There are four different types of WorkAbility Programs:

1. *WorkAbility I* provides high school students with vocational training and services.
2. *WorkAbility II* provides students in Adult Education and Regional Occupational Programs with direct vocational training.
3. *WorkAbility III* provides students in community colleges with vocational services, such as career development and college success classes, in order to facilitate the completion of a two-year certificate, degree, or a transfer program.
4. *WorkAbility IV* provides students in state universities with vocational services, such as career counseling and training programs, in order to bridge the gap between education and on-the-job experience.

The CAHELP JPA participates in the WorkAbility I program. For more information about WorkAbility I: a California Transition Program, visit the California Department of Education Website (URL: https://www.cde.ca.gov/sp/se/sr/wrkabltyi.asp).

Inland Regional Center (IRC)

IRC is a springboard to greater independence for individuals with developmental disabilities in the Inland Empire. They are a non-profit agency that has provided support to people with intellectual disabilities, autism, cerebral palsy, and epilepsy since 1972. Today, IRC provides case management and service coordination for more than 35,000 consumers in Riverside and San Bernardino counties.

The cornerstone of their service philosophy is person-centered planning. Every person is different. They have unique needs, support systems, goals, and preferences. Their service plans reflect that

individuality. IRC service coordinators work together with consumers to create service plans that embody what IRC believes in wholeheartedly consumer independence, empowerment, and inclusion.

San Bernardino County Workforce Development Board (WDB)

Formerly known as the Workforce Investment Board, the WDB is comprised of private business representatives and public partners appointed by the San Bernardino County Board of Supervisors. This board strengthens the skills of the county's workforce through partnerships with business, education, and community-based organizations. The San Bernardino County Board of Supervisors is committed to providing county resources, which generate jobs and investment.

The WDB, through San Bernardino County's Economic Development Agency and Workforce Development Department, operates San Bernardino County's three America's Job Centers of California (AJCC). The AJCCs provide individuals with job training, placement, and the tools to strengthen their career skills and achieve a higher quality of life. The AJCCs also support and provide services to county's businesses, including employee recruitment and business retention programs.

Transition Services

Transition Services in the IEP

Under the Rehabilitation Act and IDEA, transition services are defined as "a coordinated set of activities for a child with a disability that is designed within a results-oriented process" that is focused on improving academic and functional achievement of the child to facilitate movement from school to post-school activities, including:

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

The coordinated set of activities are based upon the individual student's needs, taking into account the student's preferences and interests and includes:

- Instruction;
- Related services;
- Community experiences;
- The development of employment and other post-school adult living objectives; and
- If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

The law requires that beginning no later than the first Individualized Education Program (IEP) to be in effect when the student turns 16 or younger, if determined appropriate by the IEP team, and updated annually, thereafter, the student's IEP must include:

1. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills and functional evaluation; and
2. The transition services (including courses of study) needed to assist the student in reaching those goals.

Federal law requires, "the public agency must invite a child with a disability to attend the child's IEP team meeting if the purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals."

If the child does not attend the IEP team meeting, the public agency must take other steps to ensure that the child's preferences and interests are considered.

To the extent appropriate, with the consent of the parents or a student who has reached the age of majority…the public agency is required to invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

Parents of a student with a disability or a student who has reached the age of majority are to be notified in writing when their child approaches graduation from high school with a diploma or exceeds age eligibility (or at age 22). This is required because graduation or exceeding the age eligibility constitutes a change of placement. Special education services provided by the LEA will cease at the time of graduation or when a student exceeds age eligibility.

IDEA mandates that IEP teams complete a "Summary of Performance" (SOP) for students with disabilities who graduate from high school with a regular high school diploma or age-out of eligibility. SOP's are designed to help the student identify his/her strengths and needs and his/her goals so he/she can secure assistance at the next level. They are also intended to assist future employers or educators by informing them of the student's goals and needs along with insights into what has or has not worked for him/her.

Transition services for students with disabilities may be special education, if it is provided as specially designed instruction, or a designed instruction and service, if required to assist a student to benefit from special education.

If a participating agency, other than the LEA, fails to provide the transition services described in the student's IEP, the LEA shall reconvene the IEP team to identify alternative strategies to meet the transition service needs for the student set out in the program.

Transition services are integral to a free appropriate public education (FAPE) under IDEA, which requires that all students with disabilities have available to them a FAPE that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.

Participating LEAs in the Desert/Mountain SELPA and Charter SELPA provide an array of supports and services for IDEA-eligible students designed to

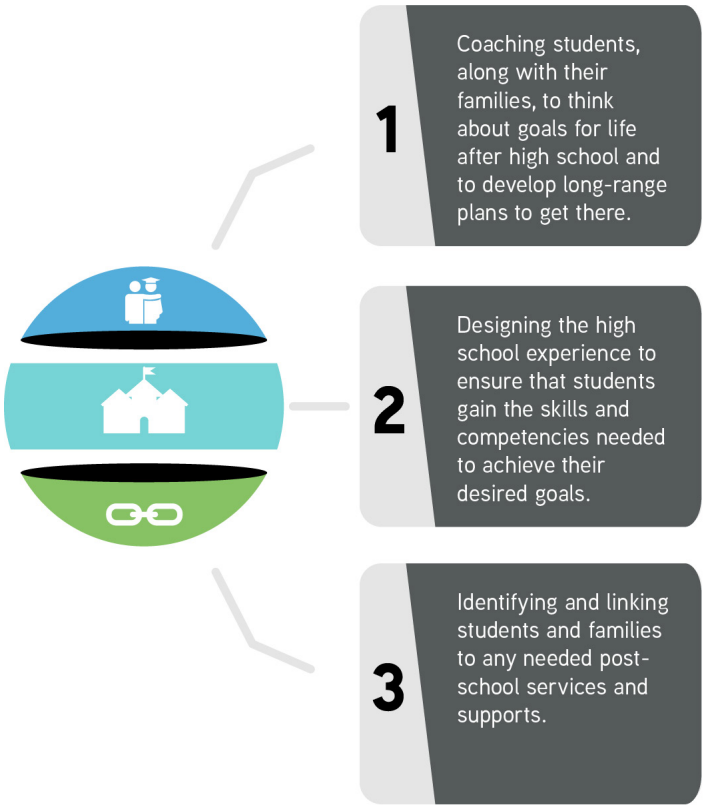
enable them to be prepared for college or careers. LEAs must make a FAPE available to all students with disabilities in mandatory age ranges per IDEA. A FAPE includes the provision of special education and related services at no cost to the parents in conformity with a properly developed IEP. Each student with a disability must receive a FAPE in the least restrictive environment (LRE) and, to the maximum extent appropriate, must be educated with children who do not have disabilities. The LRE requirements apply to transition services, including employment-related transition services, and apply equally to the employment portion of the student's program and placement.

Individualized Transition Plan (ITP)

LEAs are primarily responsible for providing educational services for the student until he or she graduates from or exits high school. The LEA must make sure that each student with a disability receives a FAPE according to his/her IEP. By law, the IEP team must consider transition services for the student, beginning no later than age 16. These services should be provided until the student graduates with a diploma or exits from high school by the age of 22.

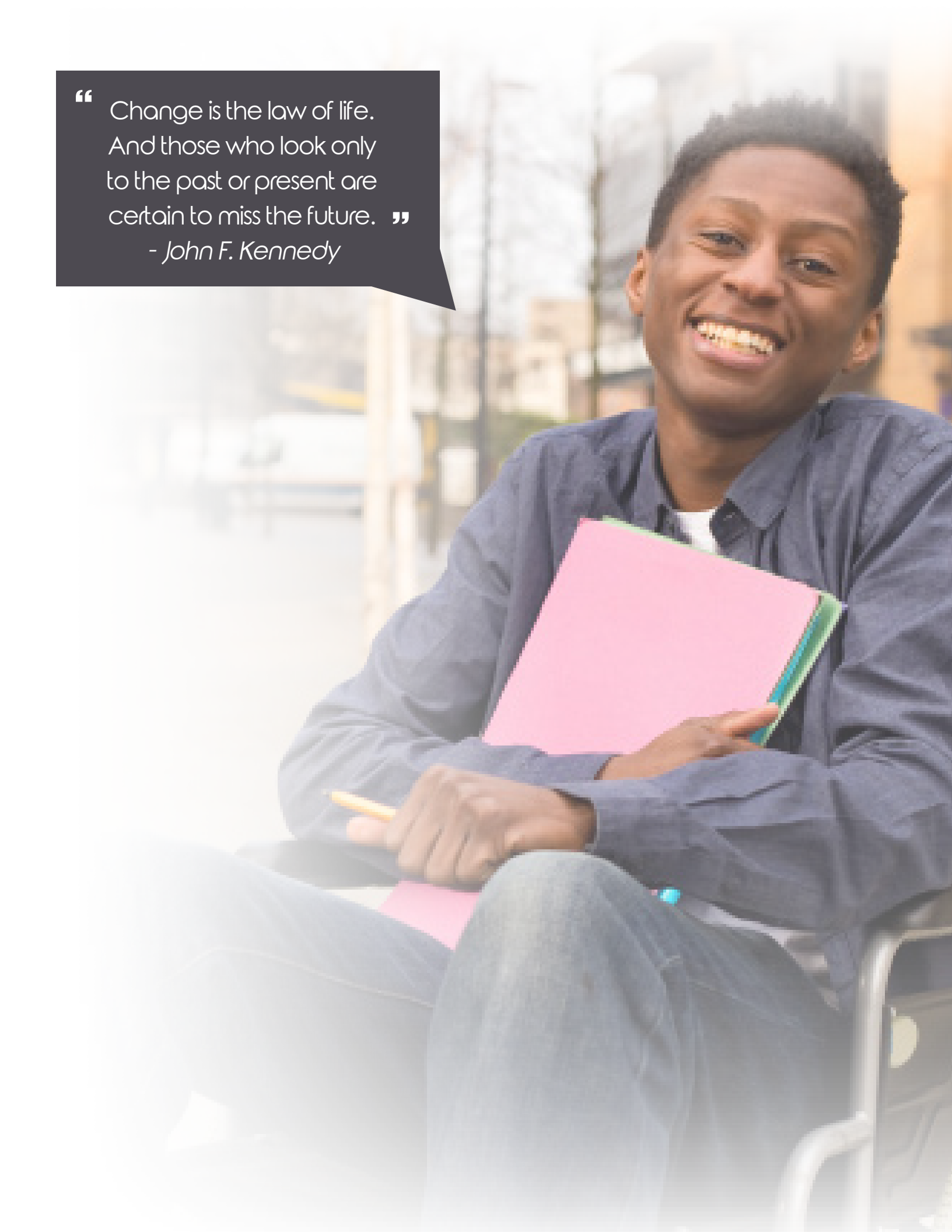
The IEP is the foundation and central procedural safeguard for implementing transition service language requirements of IDEA and provides a foundation to implement the standards of effective transition planning. Storms O'Leary, and Williams, 2000, suggest that the concept of transition generally involves three major activities: (Refer to diagram on the right)

Transition planning is an essential step in preparing students with disabilities to assume adult roles. Effective planning should focus on the student's future goals, empowering them to create a personal vision and identifying opportunities to help them meet their current needs as they transition into postsecondary education and training, employment, and quality of adult life.



Transition planning promotes the development of education and career plans based on self-awareness and awareness of various career and education options, promotes independence, and establishes linkages to adult services and supports. Students are subsequently able to enter the next system prepared to make informed decisions about postsecondary education, the community, and the workplace.

Quality transition planning promotes the ability in students to advocate for themselves, develop their own IEPs, and be aware of and able to apply the laws that mandate access and accommodations after they leave high school, such as the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.


“ Change is the law of life.
And those who look only
to the past or present are
certain to miss the future. ”
- John F. Kennedy

It is important to note, however, that the successful transition of students with disabilities is the responsibility of all members of the transition planning team and requires considerable collaboration among team members. The roles and responsibilities of team members include:

- Parents must advocate for their children within the educational system and the agency structure, believe in them, and play the role of educator in the home environment.
- Students must accept the responsibility to be engaged, responsible individuals who attend school regularly, participate in setting goals for the future, and identify how those goals will be achieved.
- Educators must accept the responsibility to immerse students in the learning process with a standards-based, contextual learning approach to teaching that includes school and work-based learning experiences.
- Agency personnel must treat each student as an individual and be committed to meeting each student's needs by determining what services the agency might provide.

If everyone on the IEP team accepts these transition planning responsibilities, collaborates effectively, and follows through on the agreed-upon transition services, students will have a greater chance of leaving school fully prepared and enthusiastic about their futures.

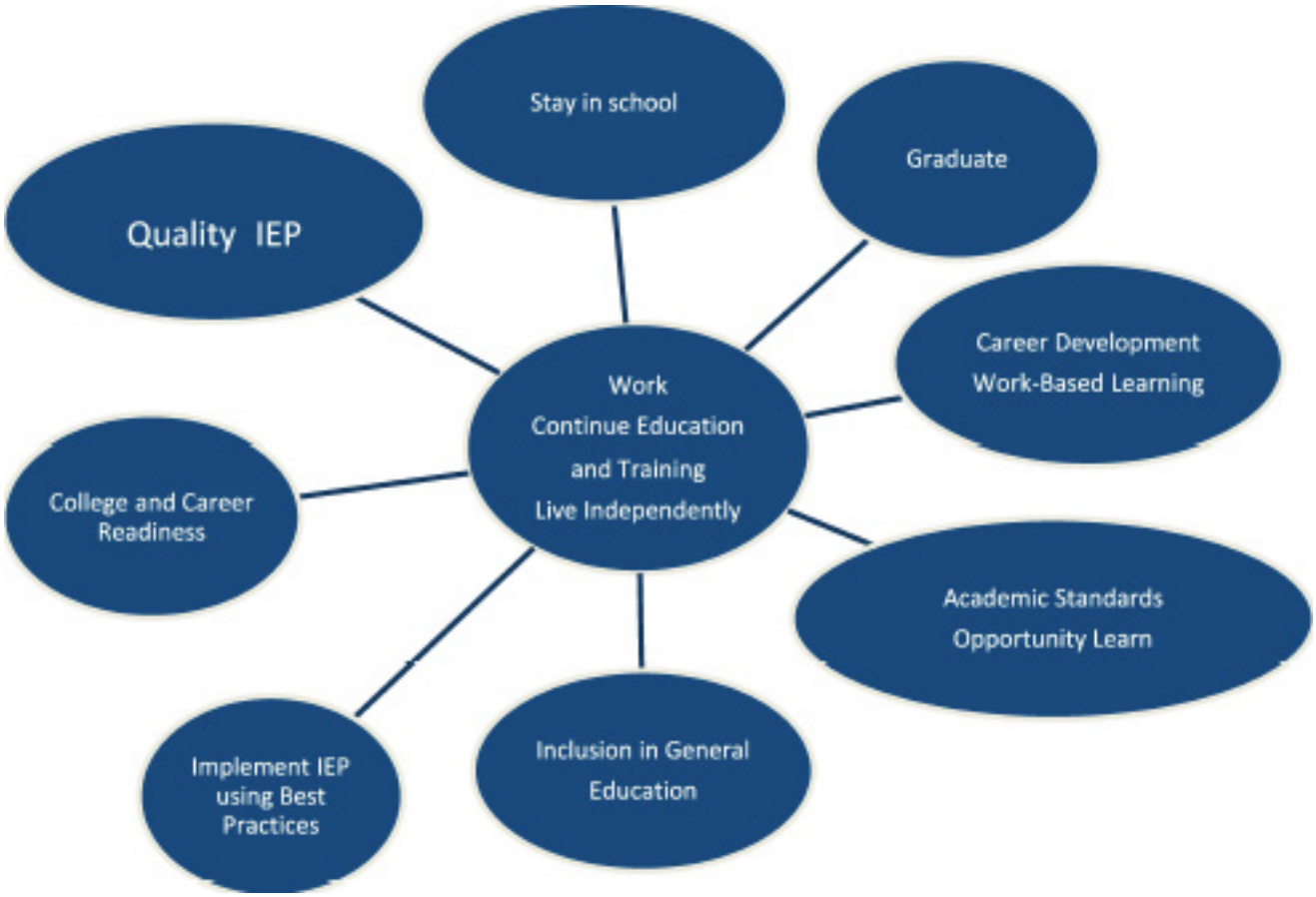
See Appendix B for Individualized Transition Plan (TIP).

Transition Planning: The Basics

ACHIEVE SUCCESSFUL OUTCOMES AND MEET MANDATES

Indicator 17 State Systemic Improvement Plan

Research and experience tell us that students who stay in school and graduate are more likely to be able to work and continue their education. For students with IEPs, quality IEPs written to meet the mandate AND the spirit of transition have a higher likelihood of helping students prepare for their future. Finally, when well written IEPS are implemented using research-best best practices, students are even more likely to achieve positive outcomes. The CA School Dashboard provides a data to measure outcomes at the state, and local level.



Indicator 17 as defined by California Department of Education, 2016, focuses on implementation of the State Systemic Improvement Plan that has developed a new accountability system that aligns local resources with student needs to support continuous improvement.

The goal is to create a coherent educational system for All students and develop a statewide system for support.

The current State Systemic Improvement Plan focuses on improving academic achievement outcomes for students with disabilities and who are also English Learners, foster youth, and/or students who are eligible for free and reduced price meals. A priority of this work is to set the foundation for one coherent system of education in which students receive the support they need in the most inclusive environment.

Researched Best Practices: The National Transition Technical Assistance Center (NTACT) confirms the six highlighted factors below have the greatest influence on achieving outcomes in all three areas: education/ training, employment, and independent living.

Research tells us these are the promising practices that lead to positive outcomes in education, employment, and independent living. Source: NSTTAC Predictor Implementation (URL: www.transitionta.org)

2018 Predictors (Services) that lead to Outcome for students with disabilities

National Technical Assistance Center on Secondary Transition

Predictor/Outcomes	Education	Employment	Independent Living
Career Awareness:	X	X	
Career and Technical Education	X	X	
Community Experiences:		X	
High School Diploma Status		X	
Goal Setting	X	X	
Inclusion in General Education:	X	X	X
Interagency Collaboration:	X	X	
Occupational Courses:	X	X	
Paid Employment Work Experience:	X	X	X
Parent Expectations	X	X	X
Parental Involvement:		X	
Program of Study:	X	X	
Self Care/Independent Living	X	X	X
Self Determination/Self Advocacy:	X	X	
(New) Self Realization	X	X	X
Social Skills:	X	X	
Student Support:	X	X	X
(New) Technology Skills		X	
Transition Program	X	X	
Travel Skills	X		
Work Study:		X	

Research and best practices inform us how to write and implement the IEP to achieve outcomes that are important for the student, the family, and the community as students move toward adulthood.

Effective transition services prepare youth for their adult roles of productive worker, contributing citizen, responsible family member, and lifelong learner in the life settings of work, home, community, and the classroom (the learning environment).

Legislation and New Opportunities

Recent legislation at the state and federal levels has the potential to offer new options for programs and services that will help youth with disabilities make successful transitions to postsecondary education, training, and employment. This legislation provides insight into the direction of future legislative priorities with emphasis on competitive employment, focus on industry sectors, strengthening collaboration, and more clearly defining expectations.

Workforce Innovation and Opportunity Act (WIOA). A federal level legislation that includes changes for the Department of Rehabilitation (DOR), education, independent living centers, and traditional community resources like one stop centers that are now part of the America's Job Center.

Highlights of WIOA changes: (Source - Institute for Community Inclusion and Department of Rehabilitation (URL: www.ca.gov/dor)

- Defines a much larger role for the DOR to play in partnership with schools to improve transition. The pre-employment transition services outlined in the law include job-exploration counseling, work-based learning experiences, counseling on postsecondary opportunities, workplace readiness training, and self-advocacy skills training starting at age 16 in California.
- Defines customized employment and competitive integrated employment.
- Puts significant limitations on the use of sub-minimum wages.
- Defines youth (ages 14-24) and student (ages 14-21).

Adult Education. This program is offered through LEAs, community colleges, adult literacy programs, and community-based organizations. If you are seeking information related to adult education in your community, visit the California Department of Education website (URL: https://www.cde.ca.gov/sp/ae/ds/index.asp). This site allows you to search for local/regional adult education providers.

These programs offer:

- Basic skills including classes required for diplomas, including high school equivalency diplomas.
- Classes for immigrants eligible for education services in citizenship, English as a second language, and workforce preparation classes in basic skills.
- Education programs for adults with disabilities.
- Short-term career technical education programs with high employment potential.
- Programs for apprenticeships.

Career-Technical Education Career Pathway requires the completion of two or more classes in a specific pathway. It is a path to a high school diploma.

- Work-based learning opportunities for students in partnership with regional business/industry sectors.
- Define regional labor market options that identify high-skill, high-wage jobs, high-growth industry sectors and establishes and/or strengthens regional collaborations between business, education (K-12 and colleges), and one-stop centers.
- Develop and integrate standards-based academics with career-relevant, sequenced curriculum.
- Articulate pathways from high school to postsecondary education and training.
- Ensure pathway programs lead to postsecondary degrees or certificates, including stack-able credentials.

Every Student Succeed Act (ESSA). The ESSA acknowledges that students with IEPs are general education students first. It encourages the use of universal design teaching strategies and limits the number of students who qualify for alternative assessment(s).

Recent Legislation, Regulations, Rulings that Impact Transition for Students with Disabilities

The Every Student Succeeds Act (ESSA) provides guidance that impacts youth. It defines the high school diploma.

The term "regular high school diploma:"

- » means the standard high school diploma awarded to the preponderance of students in the state that is fully aligned with state standards, or a higher diploma, except that a regular high school diploma shall not be aligned to the alternate academic achievement standards; and
- » does not include a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential, such as a diploma based on meeting IEP goals.
- » The vast majority of students with disabilities should have access to the same high-quality academic coursework as all other students in the state that reflects grade-level content for the grade in which the student is enrolled and that provides for assessment against grade-level achievement standards.

It defines the four-year cohort, which requires "graduates to earn a diploma" in four years. It defines who is eligible for an alternative diploma.

- » Only students with the most significant cognitive disabilities should receive alternative diplomas and only if they have taken the state's alternative assessments.
- » No more than 1% of students graduating in a state should receive an alternative diploma.

It is important to remember that a student with a disability may only be exited from special education under the following three conditions:

1. If, after the completion of a special education evaluation, it is determined that the student is no longer a student with a disability.
2. Upon a student's graduation from high school with a regular high school diploma; or
3. Upon the student exceeding the maximum age for receiving special education services. Authority: 34 C.F.R. sections 300.306(a)(1), 300.102(a)(3)(i), and 300.101(a).

It defines accountability requirements at the federal level, which resulted in the School Dashboard website for California (URL: www.schooldashboard.org).

It influences the State of California Accountability System. The dashboard lists graduation rates for various student populations for each LEA in the state and college and career indicators. The dashboard is based on data submitted to the central data collection system in the California Longitudinal Pupil Achievement Data System (CALPADS). This is a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.

CALPADS designates a Dashboard Alternative School Status (DASS) program for "high risk" students who attend alternative education programs. Special education is integrated into the DASS data. It is important to be aware of the methods CALPADS uses to evaluate college and career readiness.

California Education Code

- » A student who graduates from high school with a regular diploma is no longer eligible for special education and related services (34 C.F.R. 300.102(a)(3); Ed Code 56026.1.
- » An LEA is obligated to issue a diploma when any student meets regular graduation requirements, and withholding a diploma to meet procedural requirements of the IDEA would be discriminatory (see Runkel and Anonymous).
- » When a student meets graduation requirements, an LEA must only provide the student and parents with adequate notice of graduation and the rights available upon termination of education consistent with the general notice requirements of 34 C.F.R. 300.503.
- » Neither achievement of IEP goals, nor academic proficiency at a 12th grade level is required for graduation with a regular high school diploma (34 C.F.R. 300.102(a)(3)(iii).

Please note, students with disabilities who earn an alternative diploma continue to be eligible for special education and related services.

Recent Supreme Court rulings have an impact on diploma issues and the opportunity to learn Endrew F. v. Douglas County School District.

The Supreme Court determined that, "[t]o meet its substantive obligation under the IDEA, a school must offer an IEP [Individualized Education Program] that is reasonably calculated to enable a child to make progress in light of the child's circumstances." The Court additionally emphasized the requirement that "every child should have the chance to meet challenging objectives."

U.S. Department of Education Advisory

Q 12: How can an IEP Team ensure that every child has the chance to meet challenging objectives?

The IEP must include annual goals that aim to improve educational results and functional performance for each child with a disability. This inherently includes a meaningful opportunity for the child to have access to instructional strategies and curricula aligned to both challenging state academic content standards and ambitious goals, based on the unique circumstances of that child.

Higher Education Opportunity Act, 2008

Universal Design for Learning (UDL) means a scientifically valid framework for guiding educational practice that provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and reduces barriers instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

The Higher Education Opportunity Act, 2008 (HEOA) contains several important provisions that make post-secondary education more accessible and affordable for young adults with disabilities. This is particularly true for students with intellectual disabilities, as the law created new comprehensive transition and post-secondary programs and provided access to federal student aid to this population for the first time. Rehabilitation Research, Policy, and Education, v26 n1 p33-42 2012

State Performance Plan

IDEA requires each state to develop a performance plan and evaluate progress toward achieving the goals listed on the plan.

The State of California's Performance Plan lists four indicators that specifically relate to transition:

1. Increase percent of youth with IEPs graduating with a regular diploma.
2. Decrease the drop-out rate.
3. Achieve compliance with federal guidelines on the IEP.
4. Improve outcomes in employment, education/ training, and independent living.

The California State Performance Plan Indicator 13:

"Achieving Compliance with Federal Guidelines on the IEP."

Schools are required to document that they meet the elements of Indicator 13.

In order to be compliant the answer should be "yes" to each of the following questions, except question 8.

This tool ensures the IEP is written as required by

federal regulations.

1. Are there appropriate measurable post-secondary goals in the areas of education and training, employment, and as needed, independent living skills?
2. Are the post-secondary goals updated annually?
3. Is there evidence that the measurable post-secondary goal(s) were based on age-appropriate transition assessment?
4. Are there transition services in the IEP that will reasonably enable the student to meet his/her post-secondary goal?
5. Do transition services include courses of study that will reasonably enable the student to meet his or her post-secondary goal(s)?
6. Is (are) there annual IEP goals related to the

student's transition service needs?

7. Is there evidence that the student was invited to the IEP team meeting where transition services were discussed?
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP team meeting with prior consent of the parent or student who has achieved the age of majority? (Answer should be yes or not applicable (N.A.)

The Individuals with Disabilities Education Act (IDEA) requires each state to develop a state performance plan/annual performance report (SPP/APR) that evaluates the state's efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation.

The California State Performance Plan

1. Increase Graduation Rate
2. Reduce Drop Out Rate
3. Increase Participation and Proficiency Performance of Students with IEPs on statewide assessments
4. Reduce Suspension / Expulsion Rate
5. Education Environment
6. Preschool Environment
7. Preschool Outcomes
8. Increase Parent Involvement
9. Disproportionate representation of racial/ethnic groups
10. Disproportionate representation of disability groups
11. Child Find
12. Early Childhood Transition
13. Secondary Transition in the IEP
14. Post-School Outcomes
15. Resolutions
16. Mediations
17. State Systemic Improvement Plan

California College and Career Indicators

College and Career Readiness is a growing concern nationally.

The workplace is changing. Opportunities are changing as technology and artificial intelligence impact all aspects of work. Students are required to master academic skills, and pursue postsecondary education and training in order to prepare for careers of the future."

The State of California has identified strategies to measure college and career readiness.

These College and Career Readiness measures are based on the number of high school graduates who are prepared for college or a career. For more information, visit www.caschooldashboard.org. It is a helpful tools for schools to monitor progress and identify students who are struggling to achieve college and career readiness.

The following measures are approved as indicating college or career readiness:

- Career Technical Education Pathway Completion
- Grade 11 Smarter Balanced Summative Assessments in ELA and mathematics
- Advanced Placement Exams
- International Baccalaureate Exams
- College Credit Course (formerly called Dual Enrollment)
- a-g Completion
- State Seal of Bi-literacy
- Military Science/Leadership
- Additional Career Indicators
- Workforce Readiness (Strategic Skills Certificate Program Completion
- Food Handler Certification Program Completion.
- Pre-Apprenticeship Certification Program Completion
- Pre-Apprenticeship Program (non-certified) Completion

In addition to the indicators listed above, students with IEPs can also document career readiness through:

- WorkAbility I Work-Based Learning Program Completion.
- Transition Partnership Program and Work-based Learning Completion.
- Student wages for try-out employment.
- Placement in Workability I subsidized competitive integrated employment.
- Employment-unsubsidized competitive integrated employment.
- Apprenticeship.
- Internships (paid or unpaid).
- Community based vocational instruction.

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Mandates and Best Practices

IDEA mandates that all students receiving special education services have a transition plan in place by the time they turn 16. A team made up of school staff, outside agency representatives, parents, and the student meet to create a plan. The transition plan includes the student's goals for post-high school life along with the activities used to assist with obtaining their goals. It is evident that the transition planning process is lacking for most students with disabilities in the employment rates. This literature review addresses the transition process by describing effective transition practices in four areas: the IEP process, self-determination, collaboration, and community-based learning. This section of the manual addresses legal mandates and best practices, and how they relate to developing an Individualized Transition Plan (ITP).

1A. Mandates: Write appropriate, measurable postsecondary goals (IDEA 2004 Section 614(d)(I(A)VIII)

Postsecondary goals are statements of what the student will achieve after leaving high school. The goals must be stated in terms that can be measured. Words like "hopes to, plans to" are not measurable. What should measurable postsecondary goals look like?
Use this formula to state the goal:

After high school I will _____ _____
behavior where/how

Example: After high school I will enroll at Shasta College to earn an Early Childhood Education Credential. These postsecondary goal statements are examples of behaviors that are based on IDEA guidelines. Goal statements in the IEP need to reflect the student's personal plan.

Postsecondary Education / Training Goals

» Enroll in a college or university to study _____.

» Earn an occupational certificate in _____.

» Enroll in vocational training in _____. (cosmetology, pet grooming, heavy equipment operation, etc.)

» Enter the military for training in _____.

» Enter an apprenticeship in the field of _____.

» Complete on the job training for _____.

» Enroll in adult education.

Employment Goals

» Get a competitive job - work full-time / part-time (specify employment desired).

» Get a job that is integrated competitive employment (specify employment desired).

» Start a business – entrepreneurship (specify business desired).

» Do volunteer work in the community (specify volunteer position desired).

Independent Living

» Live independently.

» Live with family, roommates.

» Live independently with supportive services.

» Live in group home.

» Manage finances, household.

» Access community – independently.

» Use public transportation.

» Participate in leisure and recreation activities in the community.

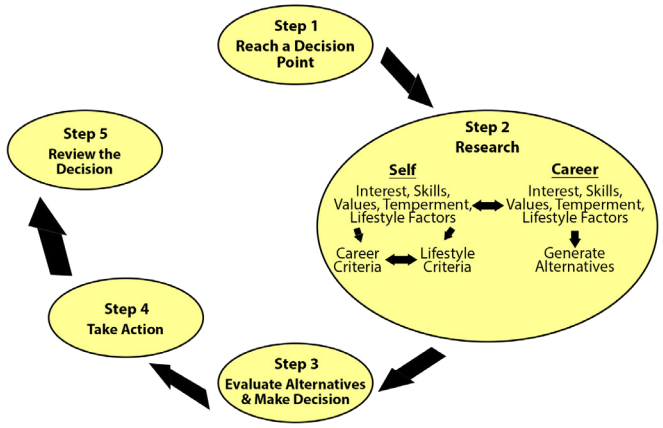
2A. Mandates: Update Goals Annually

Goals need to be updated annually. Goals may change as students gain experience, opportunities, training and work experience. Postsecondary goals evolve from general to specific as students grow and mature.

1B. Best Practices: Writing appropriate, measurable postsecondary goals

When measurable postsecondary goals are the core of the IEP, the educational plan makes sense to students, parents, teachers, counselors, and transition agency partners.

The IEP is based on student's goals. It is important that students learn and apply a decision-making process



- » Set the expectation that students have the right and responsibility to work if they can. Focus the IEP on the student's plan for their future. Engage students in decision-making process beginning at the latest, in middle school.
- » Focus on the career/employment goal first. Utilize job information (O'NET) to validate education and training requirements and the skills needed for successful employment.
- » Incorporate industry standards and common core academic standards in postsecondary and annual goal statements.
- » Validate goal statements annually using annual career/transition assessment data. Encourage students to present their goals through authentic assessments.
- » Engage students in developing their individualized learning plans, a planning tool developed by the National Collaborative on Workforce and Disability for Youth (NCWD-youth).
- » Goals change and should move from general to specific as students mature.

2B. Best Practices: Update Goals Annually

As students mature and have new experiences, their goals mature and need to be reviewed annually through an assessment process. The review process may verify goals and services remain the same, or new goals will be set by the student. The goals need annual review to validate or update them to reflect current goals.

3A. Mandates: Goals are based on age-appropriate assessments

IDEA 2004 stipulates: "The IEP must include measurable postsecondary goals **based upon age-appropriate assessments related to training, education, employment, and where appropriate, independent living skills and the transition services (including the course of study) needed to help the child in reaching those goals**".

Federal IDEA Guidance: Each year, the transition assessments should be revisited in a more specific manner, targeting the student's development. For students in grades nine and ten, a career exploration measure or interest inventory is typically satisfactory. For an older student, a vocational skills assessment is more appropriate. Assessment should address all three components of transition: employment, postsecondary education and training, and independent living. Assessment information may be summarized on the Transition page of the IEP or the section that describes present levels of academic achievement and functional performance.

Basic assessment strategies include interviews, the discovery process, interest surveys, computerized information systems, portfolios, observation, and interviews. There are an array of free tools and resources available. Transition assessment includes career/vocational assessments and an evaluation of other transition issues (academic skills, readiness for transition, life skills, resources, and eligibility for support systems). Assessments should document the entire transition IEP. They should validate postsecondary goals, identify needed transition services, and most importantly, help students and their families set goals and plan their futures.

» Assessments should be reviewed annually to form the basis of all aspects of the transition plan.

- As students move closer to leaving high school, it is important to address issues related to readiness for transition, availability of resources, and eligibility for services.

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3B. Best Practices: Goals are based on age-appropriate transition assessments

Person-Centered Planning is the key to quality transition planning and preparation.

Assessment should lead to self-discovery.

- Who am I? Who are my allies?
- What are my unique talents and interests? What do I do (hobbies, recreation, interests)?
- What do I want in life now and in the future?
- What are the main barriers to getting what I want from school and my community?
- What are my options for achieving my goals?

And lead to gaining personal insight that leads to informed choices!

Hints for choosing career/vocational assessments:

- Is it easy for the student to use?
- Is it age/grade appropriate? Can students relate to language?
- Does it stereotype career choices?
- Is it easy to read and interpret (does it assess interests or reading skills)?
- Does it provide feedback that leads to reflection?
- Does it enhance insights?
- Does it reflect the current and emerging job market and employment skills?

Some of the Most Common and Easily Accessed Free Assessment Resources

California Career Resource Network (CalRN) California Career Zone | Lesson Plans Career Surfer Mobile App | California Career Center www.californiacareers.info	Two CA Sites that received national recognition for career development resources for youth with disabilities TIPs for Success www.catransitionalliance.org Personal Data Wizard http://www.hrop.org/wizard/
Life Skills Inventories: Casey Life Skills (Rate Life Skills) www.caseylifeskills.org Transition Health Care Checklist http://www.portal.state.pa.us	Resources for Individuals with ID/DD E Jam Environmental Assessment www.transitioncoalition.org How I want to Spend My Time http://www.dds.ca.gov/ConsumerCorner/docs/HowIWanttoSpendMyTime_English.pdf
National Career Information Resources ONET - (a National databank of career information) www.onetonline.org; www.mynextmove.org Employment Development Department: edd.ca.gov Labor Market Information | Work Smart Occupational Guides | Local job information Bureau of Labor Statistics have resources for students. www.bls.gov/k12students.htm Occupational Outlook Handbook bls.gov/ooh My Skills My Future	Assessment using the Discovery Method engages youth and their allies to identify goals, dreams, assets, allies and challenges. It may form the foundation for students to present their goals in a multi-media format as they mature while in school. www.imdetermined.org Classroom Activities and Curriculum Resources California Career Briefs offer career assessment, career exploration activities and career curriculum resources http://cacareerbriefs.com www.cacareercafe.com Skills to Pay the Bills http://www.dol.gov/odep/topics/youth/softskills/ Individualized Learning Plans www.ncwd-youth.info

4A. Mandates: Transition Services

The term transition services means a **coordinated set of activities** for a child with a disability.

IEPs are required to list transition services that will be provided to help youth achieve their transition goals.

- Transition services begin no later than the first IEP to be in effect when the child turns 16, or younger if determined by the IEP Team. Annually updated IEPs must include measurable postsecondary goals based upon age-appropriate assessments related to training, education, employment, and where appropriate, independent living skills and the transition services (including the course of study) needed to help the child in reaching those goals.
- IDEA defines the services as instruction, related services, community experiences, the development of employment, and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

As California implements a comprehensive system for data collection (CalPADS) we continue to use the Transition Services as listed in IDEA Regulations and California Education Code.

820 – College Awareness Preparation
830 – Vocational Assessment, Guidance, Career Assessment
840 – Career Awareness, Self-Advocacy, Career Planning
850 – Work Experience Education
855 - Job Coaching
860 – Mentoring, Sustained Coaching
865 – Agency Linkages (referral and placement
870 – Travel Training (includes Mobility training)
890 - Other Transition Services (program coordination, case management, meetings, crafting linkages)
900 - Other special education, Related Services

Remember: The justification for services is defined through the assessment process. CalPADS also defines college and career indicators of DASS students (who find meeting graduation standards a challenge and use the state diploma expectations as the route to a diploma).

These Indicators include:

Completion of a Pre-Apprenticeship	Completion of a State or Federal Jobs Program State or Federal Jobs Program	Workforce Readiness Certificate	Received Services through DOR or WorkAbility Workbased Learning

The Workforce Innovation and Opportunities Act (WIOA) mandates that the Department of Rehabilitation, America's Job Centers and Education agencies work together to provide **Pre-Employment Training Services** to youth and students with disabilities. (www.wintac.org)

Workforce Innovation and Opportunities Act Pre-Employment Training Services	CASEMIS
Job Exploration Counseling (career interest assessments results, labor market information, career pathways)	830, 840
Work-based Learning Experiences (internships, short term employment, OJT, worksite tours, job shadowing, career mentor)	840, 850
Counseling on opportunities for enrollment in post-secondary education, training (advisement, application, financial aid)	820, 840
Workplace Readiness Training to development social skills, independent living	830
Self-advocacy Training (Instruction related to rights, responsibilities, accommodations, communication, youth leadership)	840

4B. Best Practices: Transition Services

The coordinated set of activities delineates who will do what this year to assist the student in achieving the annual goals to support movement toward the postsecondary outcomes.

Evidence-based best practices tell us:

- It is recommended that there should be at least one transition service listed that corresponds or connects to each postsecondary outcome;
- The student's IEP should document transition services that focus on improving the academic and functional achievement of the student to facilitate their movement from school to post-school;
- Transition services include academic and functional activities, supports and services.

As we review language in recent legislation that directly relates to transition (WIOA, ESSA, Higher Education Opportunity Act) and make connections to IDEA, the following themes emerge:

- **Self-Advocacy:** Self-determination skills, knowledge of disability and accommodations, leadership opportunities, goal setting and problem solving lead to post-school success.
- **Community Experiences**: Training that takes place in the natural environment focused on social skills, domestic skills, accessing public transportation, and on-the-job training.
- **Inclusion in General Education**: Students who participate in general education placements, and in career technical and occupation specific classes, are more likely to be engaged in post-high school education, employment, and independent living. Teachers collaborate with core academic and Career Technical Education (CTE) teachers. There is a need for instruction to embrace universal design and the multi-tiered system of support. Students benefit from participating in classes that embrace differentiated instruction.
- **Career Development**: Services that engage students in exploring career and educational options, effective job search skills, and the development of job readiness skills needed for success in the workplace and in the classroom. Career development results in career planning based on informed choices. Career guidance helps the students explore jobs, the training they require, and labor market information to identify industries that have the highest potential for opportunities for jobs.
- **Career-Technical Training**: Through career pathways that lead to high pay, high demand jobs. Participation in internships and apprenticeships. Earning stackable credentials enhance employment opportunities.
- **Early College Experiences**: Through dual enrollment enhances the transition from high school to postsecondary education and training.
- **Paid Employment/Work Experience**: Working provides an opportunity to apply learning and develop college and career readiness, knowledge and skills (academic skills, technical skills, high order thinking skills, and applied workplace skills) that lead to employment.
- **Connections**: Workplace mentors, family support system, interdisciplinary and interagency collaboration. **Local Partnership Agreements** that define roles, referral processes, service and agreements to participate as members of the IEP team greatly enhances movement from school to adult services. Source information : A Transition Guide, May 2017.

5A. Mandates: Course of Study

Courses of study are defined as a multi-year description of coursework to achieve the student's desired post-school goals, from the student's current to anticipated exit year (NSTTAC Indicator 13 Guide).

Based on a review of legislation and California Education Code (EC) that inform the course of study for the state of California, and, with the goal of making sure we do not create liabilities for any student, the California Secondary Transition Leadership Team has recommended:

1. The course of study must intentionally and explicitly reflect each student's secondary completion goals and postsecondary transition goals.
2. For students who plan to earn a high school diploma the student must meet state and district graduation requirements. SB 172 Liu required that schools grant a diploma to any pupil who completed grade twelve in the 2003–04 school year or a subsequent school year and met all applicable graduation requirements other than the passage of the high school exit examination.
3. Elective classes or those meeting the state and district graduation requirements such as performing and visual arts, foreign language (language other than English including American Sign Language), and career technical classes should reflect the individual student's career interests and postsecondary goals.
4. The course of study should be sufficiently generic to be portable across district and/or state lines.
5. Student progress toward achieving a high school diploma or certificate of completion should be monitored at least once annually with consideration given to attendance, grades, credit status, and other educational performance measures. The course of study should also be reviewed at least once annually for all students.
6. It should be recognized that, to the maximum extent possible, attainment of a high school diploma should be recognized as partially meeting postsecondary education and employment goals (some employers require a diploma to meet their minimum requirement when considering job applicants).
7. It should be emphasized that the course of study and attainment of a diploma or certificate are not sufficient to document the provision of transition services as mandated in IDEA.
8. For students whose course of study will lead to certificates that are alternatives to a high school diploma, the certificate should intentionally and explicitly reflect each student's secondary completion goals and postsecondary goals. A course of study listing classes is required for all students with an IEP.
9. Courses of study that lead to certificates of completion should include annual IEP goals that explicitly describe evidence-based instructional practices and predictors with appropriate criterion measures of performance/achievement that when attained, demonstrate progress toward achieving postsecondary goals.

Completion of a prescribed alternative course of study. Meet IEP Goals and Objectives. Complete a prescribed course of study.	EC Section 56026 Age Out of the K-12 System at age 22.

10. The Certificate of Completion is defined by the LEA. It is increasingly important that the certificate is meaningful for the next environment (work, home, community, and college). Some programs have created "Work Ready Certificates". A diploma requires a series of classes. The certificate has the same mandate to list a set of classes or instructional units/competencies that must be completed to earn a certificate. The newly authorized Every Student Succeeds Act suggest that students who participate in standards-based alternative assessments may qualify for alternative high school diplomas. Further clarification through regulations are required.

5B. Best Practice: Course of Study

The course of study defines the multi-year set of classes in the pathway to secondary goals (graduation, diploma, and certificate) that begins in middle school and culminates the last year in school. It defines what courses the student will complete from now to the end of K-12 education. **If the Postsecondary Education Goal** is to enroll at a college or university, the postsecondary institution entrance requirements influence the course of study. **This chart depicts the options being used by local boards to establish graduation requirements**. *EC 51225.3.*

Current (2018) Diploma requirements are based on local education agency (LEA) decisions. The state defines a mandatory course of study. Students who earn an Adult Education Diploma may meet state course requirements.

The California Accountability Data system (CALPADS) stipulates two paths to a diploma:

1. Meet A-G course requirements.
2. Meet CTE pathway course requirements, which are based on the state course of study with an emphasis on career technical education pathway courses.

OR the local governing board of the LEA with the active involvement of parents, administrators, teachers, and pupils, shall adopt **alternative means for pupils to complete the prescribed course of study**, which may include:

- Practical demonstration of skills and competencies.
- Supervised work experience or other outside school experience.
- Career technical education classes offered in high schools.
- Courses offered by regional occupational centers or programs.
- Interdisciplinary study.
- Independent study.
- Credit earned at a postsecondary institution.

These student populations may qualify for state diploma requirements or alternative means.

- Foster Youth
- Military Family Member
- English Language Learner
- Alternative Ed. Participant
- Homeless Youth
- Adjudicated Youth

	State	CTE Path	CSU	UC
English	3	3	4	4
Math	2	2	3	3
Science	2	2	2	2
Social Science	3	2	2	2
Visual / Performing Art	1		1	1
Foreign Language			2	2
Career Technical		2	1	1
PE	2	2	----	----

Requirements for graduation and specified alternative modes for completing the prescribed course of study shall be made available to pupils, parents, and the public. The University of California and the California State University systems have established a uniform minimum set of courses required for admission as a freshman.

- Electives are defined as Foreign Language (a language that is not English), Visual/Performing Arts, and Career-Technical Education classes and Regional Occupation Programs/Classes.
- The course of study may also include extracurricular activities that relate to postsecondary goals (yearbook, school newspaper, athletics, student leadership organizations [Future Farmers of America, Future Business Leaders of America, Key Clubs, etc].
- Career pathway programs have tools that clearly define the course of study for career-themed pathways and programs funded through the California Career Pathway Trust.

The certificate of completion is NOT equivalent to the high school diploma. It does not meet employment qualifications if the employer requires a diploma. It does not qualify students for financial aid for continuing education, if the source of financial aid requires a diploma. There is an exception for students with significant intellectual disabilities who do not earn a diploma who are transitioning from K-12 education to colleges and universities that have programs to meet their needs. **The high school diploma is a ticket to work and to postsecondary education and training and financial aid.** To see graduation statistics for your LEA, visit www.schooldashboard.org

High School Diploma / Certificate of Completion

Decision-making Guide

1. What are the student's employment goals?
   - » Competitive employment? If the student's goal is employment, he/she needs a high school diploma. Employers prioritize hiring youth with a diploma. If youth lack a diploma, most of the jobs available are low skill, low pay jobs highly subject to automation.

What are the student's diploma options?

- » Meet state diploma criteria for required courses.
- » Meet LEA defined requirements for a diploma.
- » Transition to adult education to earn the standard high school diploma.
- » Utilize CTE Pathway Course of Study to a diploma. The Career Pathway course of study defines the classes that lead to a diploma that focus on state diploma requirements and career technical classes.
- » Achieve a diploma using "alternative means" as defined by LEA Board policy.
- » Students who are in foster care may be eligible for a diploma based on the state requirements.
- » Students who are in alternative education may be eligible for a standard diploma based on the alternative means to earning a standard diploma that are cited in California Education Code.
- » Has the use of waivers for Algebra I or other courses that are directly impacted by the student's disability been reviewed and utilized as appropriate?
- » Has the LEA established policies that utilize California Education Code "alternative means" to earning a diploma for any student population?
- » Has the student been offered the opportunity to learn?
- » Has the student been offered a course of study that includes standards-based instruction?
- » Has the student been offered effective accommodations?
- » Is the student offered instruction using effective universal design options and/or differentiated instruction?
- » Does the student qualify for alternative assessments? Is he/she coping with severe cognitive disabilities?
- » Does the student qualify for an alternative diploma? Qualifications are having a severe cognitive disability and participation in alternative assessments.
- » Is the certificate of completion being considered as an alternative to a diploma?
- » If not: Other justification _____
- » Is the certificate of completion of value to the student?
  - The certificate of completion is not equivalent to the high school diploma.
  - Is the certificate of completion issued by the LEA meaningful in the next environment? Students who earn certificates must demonstrate jobs skills that are meaningful (Some suggestions include industry certificates, stackable credentials, transition portfolio).

2. What are the student's postsecondary education goals?
   - » Attend a university directly out of high school.
   - » Attend a community college.
   - » Apprenticeship/internship.
     - Apprenticeships and internships frequently require a diploma. Check if the program is of interest. The community college does not require a diploma. However, diplomas are required to be eligible for financial aid (FASFA).

Students who are ID/DD who leave school with a certificate of completion may qualify for specific types of financial aid if they are enrolling in a college program specifically for ID/DD students (Think college/college2careers).

The Diploma and the Power of the IEP

How to advocate for a diploma for youth with disabilities. Suggestions for preparing and planning to achieve the high school diploma.

The high school diploma is a ticket to employment and postsecondary education and training. Most students with IEPs can earn a diploma. What are the challenges they face?

Expectations

Unintended Bias:

- » Cannot pass classes
- » It is too hard
- » Fairness
- » Label: cannot learn
- » Cannot support self

Tradition:

- » You…
- » Do not need a diploma
- » Certificate OK
- » Will not work
- » Will be on benefits

Perception of Disability:

- » A disability is accepted and part of life
- » Or disability defines the person

How to use the IEP to advocate for students with IEPs who can and should earn a diploma.

3. Assessment:
   - » Does the assessment process focus on the youth and his/her attributes or deficits? Suggestion-focus on attributes.
   - » Does the assessment include career interests, skills and traits that motivate the youth to create a personal plan?
   - » Does the student research potential career choices and identify education/training needs that define a career pathway?
4. Postsecondary Goals:
   - » Does the student list their postsecondary employment and education goals?
   - » Is career information referenced to align postsecondary education and training goals to career preparation?
   - » Are all options considered – including community college, industry certification, and apprenticeships?
5. Course of Study:
   - » Does the course of study list classes to achieve the high school diploma? Are dual enrollment course encouraged?
   - » If necessary, are waivers (e.g. math, p.e.) identified that may allow students to achieve the diploma?
   - » Are all diploma options considered? Does the student qualify for a diploma based on state course requirements?
   - » Is the student a member of a population of students who can earn the standard diploma through alternative means? Example, foster youth, members of military families, homeless youth, adjudicated are exempt from LEA mandates.
6. Transition Services:
   - » Is the student offered self-advocacy and self-determination training that includes understanding the disability that he/she is coping with and effective accommodations?
   - » Are the options to utilize instructional strategies, such as universal design or differentiated instruction listed?
   - » Are recommendations to provide staff training for general education and career-technical educators listed?
   - » Are transition services that relate to pre-employment transition skills offered?
7. Annual Goals:
   - » Are annual goals aligned with state standards? Do students have the opportunity to learn?
   - » Do annual goals help the student develop the study skills needed for academic success?
8. Student participation in the IEP
   - » Is the student voice the focus of the IEP? Are people listening to the student list goals and plans?
   - » Does the student have the opportunity to share accomplishments that prove he/she can earn the diploma?
9. Parent participation in the IEP
   - » Are parents and/or adult allies informed about the difference between the diploma and the certificate of completion? Are they offered sufficient support to help their child navigate transition? Are they informed about benefits, resources, opportunities, and the power of advocacy skills?

6A. Mandates: Annual IEP Goals

Federal Guideline

For each area where a postsecondary measurable outcome/goal is identified, a measurable, annual IEP goal must be developed.

IDEA defines annual goals in Regulations: Part 300 / D / 300.320 / a / 2 / i

A statement of measurable annual goals, including academic and functional goals designed to:

(A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and (B) Meet each of the child's other educational needs that result from the child's disability.

Functional skills are defined as motor skills,\ social interaction and communication, personal living skills, and community living skills, and an overall measure of independence. Source: The Academic Achievement and Functional Performance of Youth With Disabilities A Report From the National Longitudinal Transition Study-2 (NLTS2) 2006.

Annual goals may be listed in the IEP in the section entitled Annual Goals and Benchmarks and referenced by number on the Transition pages of the IEP.

The Annual IEP Goal identifies what will be worked on this year to build the student's skills in achieving the post-school outcomes.

A Transition Plan has two types of goals:

Post-Secondary Goals	Measurable Annual Goals
Measurable statements of what a student will achieve leaving high school	**What will be worked on this year to help build the student's skills in achieving the post-secondary outcome.**
Post = AFTER Secondary = HIGH SCHOOL	**Annual = EACH May be a statement in the transition plan of the academic goals**

A recent supreme court ruling (Endrew F. v Douglas School District, December 2017) stipulated that to meet its substantive obligation under IDEA, a school must offer an IEP that is reasonably calculated to enable the child to make progress appropriate in light of the child's circumstances. The Court emphasized that every child should have the chance to meet challenging objectives. The Department of Education interprets this to mean that each child must be offered an IEP designed to provide access to instructional strategies and curricula aligned to both challenging state academic standards and ambitious goals, based on the unique circumstances of the child (Source United States Department of Education December 7, 2017 Questions and Answers on U.S. Supreme Court Case Decision Endrew F. v Douglas School District).

6B. Best Practices: Annual Goals

The annual goals or instructional objectives define what the student is reasonably expected to do this year in order to achieve the postsecondary goal. The formula for writing annual goals is **SMART:**

Specific • **M**easurable • **A**ction • **R**ealistic/Relevant • **T**ime Limited

Contextual learning is a methodology that teaches academic standards in the context of the application to work, education, and independent living. For example, the student's postsecondary goal is employment. Triangulating goals is a strategy that takes the post-school employment goal and uses career information (ONET) and Common Core Anchor Standards to inform the post-school education goal and annual goals. (www.cordonline.org)

As students with IEPs are integrated into general education classes, these are commonly used terms that relate to teaching and learning. California Education Code references these terms in the areas of assessment and teaching specific student populations, such as English Learners, as well as students with disabilities.

Universal Access/Design: Universal Design for Learning (UDL) means a scientifically valid framework for guiding educational practice that —(A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient. Higher Education Opportunity Act of 2008.
www.pacer.org | http://lessonbuilder.cast.org/.

Universal Design for learning reduces need for modified curriculum.

Differentiated Instruction: A teaching/instructional strategy that is designed to meet the needs of all students by factoring students' individual learning styles and levels of readiness first before designing a lesson plan. Research on the effectiveness of differentiation shows this method benefits a wide range of students, from those with learning disabilities to those who are considered high ability.

Multi-Tiered System of Support: MTSS is an integrated, comprehensive framework that focuses on California academic standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

Accommodations: "Accommodation" is any variation in the assessment environment or process that does not fundamentally alter what the test measures or affect the comparability of scores. "Accommodations" may include variations in scheduling, setting, aids, equipment, and presentation format.

Modifications: A modification is any variation in the assessment environment or process that fundamentally alters what the test measures or affects the comparability of test scores.

There are many of resources that help us define annual goals.
They include: California Career Center *(URL:* http://www.californiacareers.info/#Lessons)
Common Core Anchor Standards, O'NET / My Next Move Blooms Digital Taxonomy
Career Clusters Essential Standards, Smart Balance Assessment, Partnership for 21st Century
Freshman Transition Standards (Georgetown University) Standards for Career Ready Practice
Life Skills Inventories, Career-Technical Education foundation standards.
The Zarrow Center for Learning website includes transition assessment and goal generator and self-determination tools.

Annual Goals in Secondary Transition Individualized Education Plan

IDEA Mandate: For each area where a postsecondary measurable outcome/goal is identified, a measurable annual IEP goal must be developed.

The Office of Special Education and Rehabilitation Services offers guidance regarding the annual goals in the IEP based on recent Supreme Court rulings. "The IEP must include annual goals that aim to improve educational results and functional performance for each child with a disability. This inherently includes a meaningful opportunity for the child to meet challenging objectives. Each child with a disability must be offered an IEP that is designed to provide access to instructional strategies and curricula aligned to both challenging state academic content standards and ambitious goals, based on the unique circumstances of that child."

Universal Design for Learning in Legislation

- The Higher Education Opportunity Act defines Universal Design for Learning "Universal Design for Learning (UDL) means a scientifically valid framework for guiding educational practice that – (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient." [HEOA,P.L. 110-315, 103(a)(24)].
- The every Student Succeeds Act requires states to adhere to the principles for UDL as they develop student assessments.
- Requires states to create a plan for comprehensive literacy instruction and to incorporate universal design for learning principles in the plans.

Connect Standard to Transition

- State Standard W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Connector Standard 7.WI.o1: Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).
- Essential Standard: Given a specific purpose, produce a permanent product (e.g., select text appropriate to the purpose, identify descriptive sentences, and select a concluding statement).
- Sample of Academic Standards from The National Center and State Collaborative (NCSC) available at cde.ca.gov/testing/.
- The standard defines what the student needs to know – how do you connect what students need to do?
- Show connection to standard using videos https://www.cacareerzone.org/profile/27-4032.00 Video Editor.
- The application of UDL reduces the need for modification of curriculum and standards.
- Provide multiple means of engagement.
- Stimulate motivation and sustained enthusiasm for learning in different ways.
- Provide multiple means of representation.
- Present information and content in different ways to support understanding.
- Provide multiple means of action and expression.
- Offer options and supports to all so everyone can create, learn, and share.

- **Universal Design for Learning Pre-Planning Guide**

Name _____	Grade Level ____	Collaborater(s)_____

Topic _____

Goals/Objectives _____

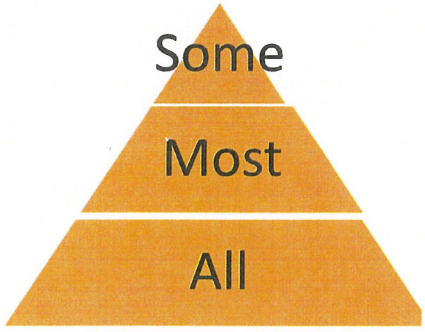
_____

Essential Questions for All Students_____

_____

_____

Lesson Objectives



What would you expect of the independent learners who need little support?

What would you expect of most students who may need instruction, guidance, and support?

What do you expect of all students, including those who need significant levels of support?

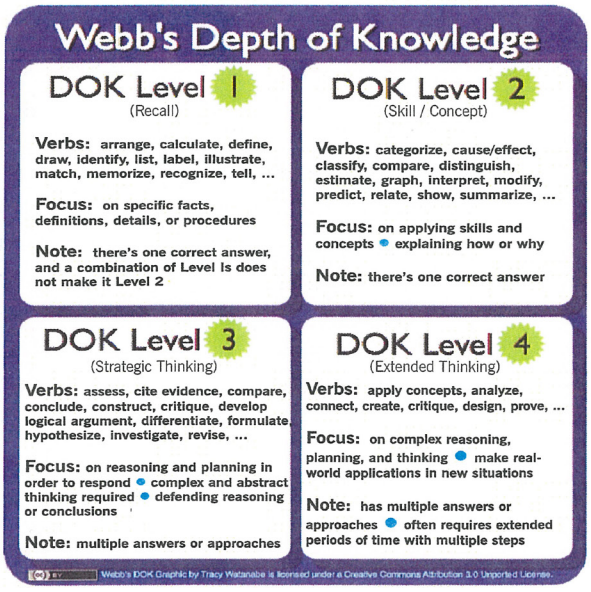
Brainstorm Activities

Engagement (SPARKS)Other_____

Representation (Multiple Intelligences) _____

Expression (Blooms/Depth of Knowledge)_____

Instruction Strategies



7A. Mandates: Student Participation in the IEP

IDEA requires that the IEP is based on the individual child's needs, taking into account the child's strengths, preferences, and interests (Regulations: Part 300 / D / 300.320).

Indicator 13 requires that the student is invited to the IEP.

The public agency shall invite the child with a disability to attend his or her IEP meeting if the purpose of the meeting will be the consideration of postsecondary goals for the child and the transition services needed to assist the child in reaching those goals (34CFR300.37(b)(1)).

If the child does not attend the IEP team meeting the public agency must take other steps to ensure that the child's preferences and interests are considered (34CFR 300.321(b)(2)).

Transition planning is about the student's movement from high school to post-school life. It is based on the student's plans for the future. Therefore the student's input is essential.

The needs and desires of the student and family are the core of the planning process.
The student may need preparation and practice in participating in the meeting.
There are five levels of participation in the IEP (Source: Transition Coalition):

1. Student input provided indirectly based on a questionnaire or survey.
2. Passive observer (in the room, avoids the conversation).
3. Reluctant participant (responds to direct questions).
4. Self-advocate (practices self-advocacy skills).
5. Leader (demonstrates leadership skills in the IEP).

Student behaviors associated with post-school employment and education:

1. **Strengths/Limitations**: Express and describe personal strengths and limitations, and assistance needs.
2. **Disability Awareness**: Ability to describe the disability and accommodation needs.
3. **Persistence**: Work toward goal until it is accomplished, or after facing adversity.
4. **Interaction with Others**: Maintain friendships and work collaboratively with small groups or teams.
5. **Goal Setting**: Understand importance of setting goals; set post-school goals that match interests.
6. **Employment**: Express desire to work, demonstrate job readiness, complete training, and get a job.
7. **Student Involvement in IEP**: Discuss goals with the IEP team; actively lead the IEP team meeting.

Source: Transition Education Fast Facts, Council for Exceptional Children (2013)

It is important that the student develop knowledge of his/her disabilities and effective accommodations.

The stigma of having a disability is so strong that approximately 60% of students who had IEPs during high school indicated that they did not have a disability the year after they exited high school. (Newman, Wagner, Cameto, & Knokey, 2009).

7B. Best Practices: Student Participation in the IEP

Self-advocacy and self-determination are essential skills for students with disabilities. They are especially important as agencies that provide postsecondary transition supports emphasize person-centered planning.

There are four ways students can be involved in the IEP process:

- Planning the IEP includes laying the foundation for the meeting by identifying strengths, needs, establishing goals, considering options, and preparing resources to use at the IEP meeting.
- Drafting the IEP provides practice in self-advocacy skills - includes having students write a draft of their IEP that reflects their strengths and needs as well as interests and preferences.
- Participating in the IEP meeting demonstrates self-advocacy skills. Student has the opportunity to share interests, preferences, needs, and participates in the process of developing the transition plan.
- Implementing the IEP: Evaluate their own progress toward achieving goals.

Self-Advocacy

Understanding your strengths and needs, identifying your personal goals, knowing your legal rights and responsibilities, and communicating these to others.

Characteristics of Self-Determined People

- Awareness of personal preferences, interests, strengths, and limitations.
- Ability to identify wants and needs.
- Make choices based on preferences, interests, wants, and needs.
- Ability to consider a variety of options and anticipate consequences for their decisions.
- Ability to evaluate decisions based on the outcomes of previous decisions and revise future decisions accordingly.
- Ability to set goals and work towards them.
- Problem-solving skills.
- Striving for independence while recognizing interdependence with others.
- Self-advocacy skills.
- Independent performance skills and ability to adjust performance.
- Persistence.
- Ability to assume responsibility for actions and decisions.
- Self confidence.

From A Practical Guide for Teaching Self-Determination, Sharon Field, Jim Martin, et al, Reston VA, Council for Exceptional Children.

Employs self-advocacy strategies to prepare students to participate actively in the IEP.

- **Inventory Your Strengths**: Areas to improve or learn goals and choices for learning or needed accommodations. Students complete an inventory sheet they can use at the IEP meetings.
- **Provide Inventory Information:** Use inventory, portfolio, presentation video, etc.
- **Listen and Respond**: Learn the proper times to listen and respond.
- Ask questions- teach students to ask questions when they don't understand something.
- State your goals- students list the goals they would like to see in their IEP.
- Use the IEP as an opportunity to develop self-advocacy and leadership skills.

8A. Mandates: An Invitation to Representatives of any Participating Agency to Attend the IEP Team Meeting

IDEA 2004 stipulates: appropriate, a representative of a participating agency that is likely to be responsible for providing or paying for transition services should be invited to the IEP team meeting with the prior consent of the parent (or student who has reached the age of majority).

Documentation of the parental consent to invite the outside agency should be maintained.

Documentation of the invitation to the outside agency should also be maintained.

The rationale used to determine agency involvement is not applicable (NA) should be included:

- Refusal by parent or student who has reached the age of majority to consent to agency participation.
- The IEP does not list transition services that are likely to be paid for or provided by an outside agency.
- It is too early to determine if there is a need for outside agency involvement.

The GAO Report entitled STUDENTS WITH DISABILITIES

Better Federal Coordination Could Lessen Challenges in the Transition from High School

From the July 2012 report to the Ranking Member, Committee on Education and the Workforce, House of Representatives.

Students with disabilities face several challenges accessing federally-funded programs that can provide transition services as they leave high school for postsecondary education or the workforce. These include difficulty navigating multiple programs that are not always coordinated; possible delays in service as they wait to be served by adult programs; limited access to transition services; a lack of adequate information or awareness on the part of parents, students, and service providers of available programs that may provide transition services after high school; and a lack of preparedness for postsecondary education or employment. Prior GAO work identified many of these same challenges, which is indicative of the long-standing and persistent nature of the challenges facing students with disabilities as they transition out of high school.

The primary reasons is difficult to manage and prepare for transition cited in the report are:

- Lack of coordination of services among programs: Schools are required to invite agencies that provide transition services to IEP meetings, but agencies are not required to attend.
- Delays in services because of differing definitions of disabilities and eligibility criteria; differing assessment requirements and inability to share information.
- Lack of adequate information and awareness of options after high school.
- Inadequate preparation for postsecondary education and the workforce, driven by the emphasis on academic testing causing less time for career-technical and life skills education.

Recently enacted WIOA legislation addresses the connections between transition services and Education, Department of Rehabilitation, and America's Job Centers (One Stop Centers).

8B. Best Practices: Parent/family and interagency collaboration

It is important to note that the IEP team membership includes families, who play a critical role in the transition process. They are typically the coach, mentor, and advocate when the student leaves school. They need to be encouraged to actively engage in the IEP process and the development of post-school goals. They need information and support to access community agencies and resources that support youth after they leave school.

A recent GAO report demonstrates the challenges students and families face as they try to navigate agencies after they leave high school. Agencies require students to apply for services. They have a more narrow focus on transition than the K-12 system. They are allowed to have waiting lists. They also have different definitions of disabilities. Services can vary widely within state systems based on the community resources. Linking youth to agencies while in school make connections easier.

Convene your local community of practice-collaborate with the agencies that provide transition services after high school.

	Employment	Education/Training	Independent Living
For All	**Department of Labor** • Employment Dev. Dept. • WIOA / America's Job Centers • California Conservation Corps • Job Corps	Community College/ Universities Military Technical Training Adult Education Regional Occupation Program Short term Certification Community Education	Social Services Public Transportation City and County Housing Health Departments
Disability Specific	Department of Rehabilitation Regional Centers Vendor Programs	Community College-Disabled Student Programs and Services (DSPS)	Independent Living Centers/ Programs Dial a Ride/Ride on Demand Social Security-SSI

- » Partner with agencies in advance of the IEP meeting with parent and student permission.
- » Form local/regional community of practice or partnership groups to address transition.
- » Invite agencies to the classroom. Offer informational workshops and/or meetings for parents.
- » Collaborate with agencies to create a local partnership agreements.
- » Create community resource maps and information for students and parents to navigate transition.
- » Communicate with transition destinations. Learn what students need to know and do to be ready for the next environment.

Collaboration among Agencies Requires Effective Communication. It is Important to Hear all Perspectives.

These are some common terms that mean different things to different audiences:

When you say Outcomes I Hear	Assessment	Course of Study	Post-secondary Goals	Self-Advocacy	Self Determination
Student	Where do I go?	Not Another Test!	Classes?	I am not sure what my options are.	If I talk, will they listen?	**I** am in charge of my future?
Parent	What is out there for my child?	Not another test - more test anxiety! Will it help or discourage?	What classes lead to graduation?	Are these goals realistic?	I want them to listen to me too	Where do I get the information to guide my child to ask for what he or she needs?
General Ed.	College and career readiness	Academic Finals Smarter Balance	Education/ Career Plan	College / University	Pick a university Ask for help	I will guide students to make choices
Special Ed.	Post-secondary education and training and, employment,	Psycho-ed test Academic test Transition and Career surveys life skills evaluation	Course of study	Goals related to post-secondary education training, work, and Independent living	Know your disability Ask for accommodations	Use your initiative to plan your future and share your plans.
College	Persistence - Complete your degree or certificate Transfer from community college	Placement tests Eligibility for DSPS Finals Test for license...	Education Plan	Major	Students need to know what classes they want and ask for DSPS services they need.	Responsibility for career and education planning. They must use initiative to ask for help.
Department of Rehabilitation	Employment	Vocational evaluation Work Readiness Situational Assessment	What classes or programs relate to employment goal	Employment Goal	Can they describe their disability and state their employment goal	Set realistic goals for themselves and advocate for their needs.
Developmental Disabilities Services	Integrated competitive employment, Quality life	Eligibility for services, Specialized assessments	Classes to earn diploma or certificate	Do you want to leave high school with a diploma or certificate?	Request services when developing a program plan	State goals for the future, make choices about services to meet needs.
Business	Responsible, productive employee with skills to do the job.	On the job evaluation	What training does the employee need	Minimum qualifications for jobs	Speak up, Ask for what you need, Disclose your disability	Plan ahead Complete education and training to advance
America Job Centers	Employment	Verification of eligibility	Employment plan	Employment	Express your goals and ask for what you need.	What services are provided? Which ones meet my needs?

What do our students do after they leave high school?

State Performance Plan (SPP) Indicator 14

There is an increasing emphasis on "outcomes" that answer this question:

There is a mandate to conduct follow-up surveys to verify the percentage of students who are no longer in secondary education, had IEPs at the time they left, and were pursuing post-secondary education and training and/or employment goals.

Revised definitions of post-school outcomes.

Outcomes	Definitions
Enrolled in higher education within one year of leaving high school.	Youth have enrolled on a full- or part-time basis in a: community college (2-year program) or college/university (4- or more year program) for at least one complete term since leaving high school.
Enrolled in higher education or competitively employed within one year of leaving high school.	Youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.
Enrolled in other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	Youth have been enrolled on a full or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a 2-year program).
Some other employment	Youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services etc.).

Source: National Technical Assistance Center on Transition (www.transitionta.org)

How are we doing?

Outcomes	Students with Disabilities	Students without disabilities
Earn a diploma (2019)	73%	85%
Unemployment Rate	Youth ages 20-24 16%	6%
College and Career Ready	9%	44%

	University	Community College	University	Community College
Enroll in Post-Secondary Education	3%	38%	32%	55%

California document Indicator 14 is based on student surveys. Additional questions to confirm employment is competitive, at or above minimum wage, the opportunity to advance and have benefits, and integrate into the workplace with non-disabled peers, will be required.

Source: National Technical Assistance Center on Transition (URL: www.transitionta.org)

The Best Way to Follow-Up is to TALK with the Student!

New questions that focus on competitive and integrated employment will be required. The National Post-School Outcomes Center recommends the following best practices to conduct follow-up surveys after students leave school. These recommendations are strategies that have been recommended by families and youth:

1. **Talk about it before students leave school.**
   - » Explain its purpose, provide questions, and timelines.
   - » Share the stories of former students- how many pursued postsecondary education and training; how many are working and what kinds of jobs they have.
   - » Provide information about the survey at the final IEP meeting.
   - » Ask students to join a Facebook page to maintain contact with them with students.
   - » Ask youth who they hope contacts them (a favorite teacher, coach, and school counselor).
   - » Ask youth who they would like to respond to the survey if they are not available.
2. **Create familiarity- help students and their families to become familiar with the survey.**
   - » Teach students the vocabulary on the survey.
   - » Share the survey with students and their families to provide it is legitimate, not a scam.
   - » Identify the person who has a relationship with the student to conduct the survey.
3. **Show interest when conducting the survey- be attentive when youth share their stories.**
   - » Be enthusiastic.
   - » Be interested in the answers youth provide.
   - » Convey a non-judgmental tone when talking with youth; don't sound disappointed.
   - » Avoid reading the survey in monotone, use vocal inflections.
4. **Provide incentives to former students as a reason to participate in the survey.**
   - » Remind students that the information they share will help other students with disabilities.
   - » Remind students that their information will help the school do a better job.
   - » Provide information about jobs, colleges, and services that students may need.
   - » Give gift certificates from local restaurants and businesses (given by businesses) to the hardest to locate youth.
5. **Making Contact**
   - » Contact family members near significant dates when youth may be in touch (holidays, etc.).
   - » Maintain a list of family members still in school (cousins, siblings).
   - » Vary calls, leave messages with call back information. Call each contact number three times.

Do you use your information about student outcomes to improve your transition services?

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Appendices

Appendix A 64
Appendix B 68
Appendix C 88
What is transition assessment? 89
Why conduct transition assessments? 91
How do I select instruments and methods? 91
How do I conduct an age-appropriate transition assessment? 92
Sample Instruments 93
Appendix D 100
Appendix E 106
Education 107
Family Resources 108
Financial Assistance and Benefits 111
Military 112
Postsecondary Education 113
Programs and Services 116
Training 122
Transition Programs and Services 123
Transportation 126
Online Resources 126
Appendix F 128
WAI Array of Services 129
WorkAbility I Element Requirement 133
Appendix G 136

Appendix A

Glossary - (Appendix A)

Americans with Disabilities Act (ADA): The civil rights act for individuals with disabilities.

Aging Out: Term applying to a student who is nearing the end of his/her school career. It is generally used for students who have severe disabilities and who will require programs and services into their adult years.

Alternate Diploma: A diploma for students with the most significant cognitive disabilities, as defined by the State, who are assessed with a State's alternate assessment aligned to alternate academic achievement standards under section 111(b)(2)(D) of the Elementary and Secondary Education Act and is standards-based, aligned with the State's requirements for a regular high school diploma, and obtained within the time period for which the State ensures the availability of a free appropriate public education under section 612(a)(1) of the Individuals with Disabilities Education Act. Source: *ESEA Title VIII. § 8101(25)*

Assistive Technology (AT) Device: Any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified or customized, that increases, maintains, or improves functional capabilities of individuals with disabilities.

Career Readiness: This means that a high school graduate has the English and math knowledge and skills needed to qualify for and succeed in postsecondary job training and/or education necessary for his/her chosen career.

Career/Vocational Assessment: The systematic collection of information about the student's vocational aptitudes, abilities, expressed interest, and occupational awareness used in planning his/her transition to competitive employment or postsecondary education.

Caregiver: One who looks after or takes charge of an individual.

Certificate of Completion: Certificate of Completion is not a credential or a diploma; proves that the student met all his/her IEP goals that were set by the LEA throughout his/her high school years; students receiving Certificates of Completion are eligible to participate in graduation ceremonies.

College Readiness: Commonly defined as being ready for college level coursework without remediation. It means more than pursuing any postsecondary experience, including two and four year institutions leading to a credential, certificate, degree or license. Research states that there are numerous factors that indicate that a student is actually college ready, including independence, self-determination, social and emotional skills and attitudes (e.g., maturity, resiliency, self-management, self-advocacy, and interpersonal relations), college knowledge (e.g., finding the right postsecondary education match, understanding the college application process, and apply for financial aid), critical thinking, lifelong learning, and employment skills. Source: *College & Career Readiness & Success, Center at American Institutes for Research.*

Community-Based: Services provided in a non-institutional setting, preferable in an individual's home community.

Community Experiences: Services provided by LEAs and/or other agencies in community settings such as work experience, job site training, community counseling, recreational services, and independent living.

Competitive Integrated Employment: The optimal employment outcome: Full-time or part-time work at minimum wage or higher, with wages and benefits similar to employees without disabilities performing

Glossary - (Appendix A)

the same work, and fully integrated with co-workers without disabilities. Source: *WIOA; 29 U.S.C. § 705(5).*

Employment Outcome: An employment outcome is defined as entering or retaining full-time or, if appropriate, part-time competitive employment in the integrated labor market, supported employment, or any other type of employment in an integrated setting. This may include self-employment, telecommuting, or business ownership, that is consistent with an individual's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice. Source: 29 U.S.C. § 705(11)

Free Appropriate Public Education (FAPE): Free appropriate public education means special education and related services that—(a) are provided at public expense, under public supervision and direction, and without charge; (b) meet the standards of the LEA, including the requirements of this part; (c) include an appropriate preschool, elementary school, or secondary school education in the State involved; and (d) are provided in conformity with an Individualized Education Program (IEP) that meets the requirements in law. Source: *20 U.S.C. § 1401(9)*

Guardianship: At the age of majority (18), a student becomes his/her own legal guardian as an emancipated adult, unless the parent makes a legal petition through a court of law. There are different levels of guardianship, depending on the student's needs. Please seek expert or legal advice about the advantages and disadvantages of guardianship.

Job Coach: An individual who provides assistance to a student with a disability to learn or maintain a job. This can include training and support at the job site.

Homeless Children with Disabilities: Homeless children with disabilities are protected under the McKinney-Vento Homeless Assistance Act and new provisions of IDEA. All children who are homeless have the same right to a free appropriate public education as is provided to other children and youth. School districts and schools may not separate students based on their homelessness. Homeless students must have access to the education and services they need to have the opportunity to meet the same state academic achievement standards as all other students.

Independent Living: Living in a house or apartment alone or with others, but not with a family member or professional staff.

Individualized Education Program (IEP): A written plan designed to help develop specific educational goals for students with disabilities. It identifies the disability; describes the student's strengths and areas of need; lists goals that the student should reach in a year's time; includes short-term instructional objectives that represent a series of skills to master or goals to accomplish; and, identifies programs and services, including general education, that the student will receive. The IEP is reviewed each year. From age 16 on, the IEP will also address transition needs and services.

Individualized Plan for Employment (IPE): A training plan written by a Department of Rehabilitation counselor that leads to employment.

Individuals with Disabilities Education Act (IDEA): A federal law that ensures a free appropriate public education (FAPE) for all students and youth with disabilities.

Least Restrictive Environment: A work, school, or living situation that allows individuals as much freedom of choice and independence as possible without endangering their health or physical safety.

Glossary - (Appendix A)

Regular High School Diploma: The term "regular high school diploma" means the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with State standards, or a higher diploma, except that a regular high school diploma shall not be aligned to the alternate academic achievement standards described in section 1111(b)(1)(E); and does not include a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential, such as a diploma based on meeting IEP goals. Source *ESEA Sec. 8101(43) and 34 CFR § 200.34(c)(2).*

Section 504: The anti-discrimination sections of the Rehabilitation Act of 1973 that affects all programs receiving federal funding.

Self-Advocacy: The process of obtaining needed services for oneself.

Student with a Disability: An individual with a disability who—(i)(I)(aa) is not younger than the earliest age for the provision of transition services under section 614(d)(1)(A)(i)(VIII) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)(1)(A)(i)(VIII)); or (bb) if the State involved elects to use a lower minimum age for receipt of pre-employment transition services under this Act, is not younger than that minimum age; and (II)(aa) is not older than 21 years of age; or (II)(bb) if the State law for the State provides for a higher maximum age for receipt of services under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), is not older than that maximum age; and (ii)(I) is eligible for, and receiving, special education or related services under part B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.); or (ii)(II) is an individual with a disability, for purposes of section 504 student with a disability is an individual with a disability who is participating in an educational program, including secondary education, non-traditional secondary education and postsecondary education, who meet the age requirements of the definition. Source: *29 U.S.C. § 705(37)*

Supported Employment: Individual support services designed to assist individuals with disabilities to work as successfully and independently as possible in their community. It means competitive integrated employment, including customized employment, or employment in an integrated work setting in which individuals are working on a short-term basis toward competitive integrated employment, that is individualized and customized consistent with the strengths, abilities, interests, and informed choice of the individuals involved. Source *29 U.S.C. § 705(38)*

Transition Services: Individual support services designed to assist individuals with disabilities to work as successfully and independently as possible in their community. It means competitive integrated employment, including customized employment, or employment in an integrated work setting in which individuals are working on a short-term basis toward competitive integrated employment, that is individualized and customized consistent with the strengths, abilities, interests, and informed choice of the individuals involved. Source *29 U.S.C. § 705(38)*

Vocational (Career) Assessment: The systematic collection of information about the student's vocational aptitudes, abilities, expressed interests, and occupational awareness used in planning a transition to competitive employment or postsecondary education.

Youth with a Disability: An individual with a disability who is not younger than 14 years of age; and is not older than 24 years of age. Source: *29 U.S.C. § 705(42)*

Appendix B

Student Name: _____ **DOB:** _____ **Date:** _____

Transition Services and Post-Secondary Goals (Required at Age 15+)

Describe how the student participated in the Transition IEP process: D-1
☐ Attended IEP ☐ Other Meeting ☐ Interview ☐ Interests Inventory ☐ Questionnaire

Agencies identified for needed Transition Services: D-2
☐ Dept. of Rehabilitation ☐ Regional Center ☐ Community College DPSS ☐ Social Security
☐ Dept. of Behavioral Health ☐ Dept. of Social Services ☐ Employment Development Dept. ☐ Other: _____

Programs identified for Transition-related services as appropriate and available: D-3
☐ Transition Partnership Program ☐ CA Conservation Corps ☐ WorkAbility ☐ Career-to-Work ☐ Job Corps
☐ Workforce Investment Act ☐ Work Experience ☐ Vocational Technical Education ☐ Other: _____

Which age-appropriate transition assessments/instruments were used? ☐ **Interview(s)** ☐ **Observations** ☐ **Situational Assessment** ☐ **Work Interest Inventory** ☐ **Formal Career Assessment** ☐ **Other:** ____

Describe the assessment results: D-4

Student's post-school desired goals or vision: D-5

PRESENT LEVEL OF PERFORMANCE (BASELINE): D-6

POST-SECONDARY GOAL: D-7 REQUIRED ☐ TRAINING (CODE 200) / ☐ EDUCATION (CODE 300)

CCS Standard: _____

After graduation or completion of high school, I, _____ (*Student Name*) will

ANNUAL GOAL: D-8 REQUIRED ☐ TRAINING (CODE 200) / ☐ EDUCATION (CODE 300)

By: _____ I, _____ (*Student Name*) will

As measured by: D-9

Person/agency responsible: D-9

Transition service code: D-10

Activities to support post-secondary goal: D-11

PRESENT LEVEL OF PERFORMANCE (BASELINE):

POST-SECONDARY GOAL: REQUIRED EMPLOYMENT (CODE 400)

CCS Standard: _____

After graduation or completion of high school, I, _____ (*Student Name*) will

ANNUAL GOAL: REQUIRED EMPLOYMENT (CODE 400)

By: _____ I, _____ (*Student Name*) will

As measured by: _____

Person/agency responsible: _____

Transition service code: _____

Activities to support post-secondary goal:

Student Name: _____ DOB: _____ Date: _____

Transition Services and Post-Secondary Goals (Required at Age 15+)

PRESENT LEVEL OF PERFORMANCE (BASELINE):

POST-SECONDARY GOAL: OPTIONAL COMMUNITY EXPERIENCES (CODE 500)

CCS Standard: _____

After graduation or completion of high school, I, _____ will
Student Name

ANNUAL GOAL: REQUIRED COMMUNITY EXPERIENCES (CODE 500)

By: _____ I, _____ will
Student Name

As measured by: _____

Person/agency responsible: _____

Transition service code: _____

Activities to support post-secondary goal:

PRESENT LEVEL OF PERFORMANCE (BASELINE):

POST-SECONDARY GOAL: OPTIONAL INDEPENDENT LIVING/DAILY LIVING SKILLS (CODE 501)

CCS Standard: _____

After graduation or completion of high school, I, _____ will
Student Name

ANNUAL GOAL: OPTIONAL INDEPENDENT LIVING/DAILY LIVING SKILLS (CODE 501)

By: _____ I, _____ will
Student Name

As measured by: _____

Person/agency responsible: _____

Transition service code: _____

Activities to support post-secondary goal:

COURSE OF STUDY: A multi-year description of the student's coursework from grades 9 through anticipated exit year (coursework may begin in middle school) to enable the student to meet his/her post-secondary goals (i.e., list all classes completed in each grade level – 9th Grade: English (5.0 units), Math (5.0 units), U.S. History (5.0 units)). Classes proposed for upcoming school year(s) should be based on the student's interests and future pathway. D-12

☐ *Units/Credits Completed:* _____ ☐ *Units/Credits Pending:* _____ *Diploma:* ☐ *YES* ☐ *NO* *Certification of Completion:* ☐ *YES* ☐ *NO* *Anticipated Completion Date:* _____

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Student Name: _____ DOB: _____ Date: _____

Transition Services and Post-Secondary Goals (Required at Age 15+)

D-13

☐ YES	☐ NO	1.	The student's IEP includes appropriate measurable post-secondary goal(s) that covers the education or training, employment, and as needed, independent living?
☐ YES	☐ NO	2.	Is (are) the post-secondary goal(s) updated annually?
☐ YES	☐ NO	3.	Is there evidence that the measurable post-secondary goal(s) were based on age-appropriate transition assessment(s)?
☐ YES	☐ NO	4.	Are there transition services in the IEP that will reasonably enable the student to meet his or her post-secondary goal(s)?
☐ YES	☐ NO	5. A.	Are the courses of study a multi-year description of coursework from the student's current year to anticipated exit year?
☐ YES	☐ NO	B.	Are the courses of study designed to help the student achieve the identified post-secondary goal(s)?
☐ YES	☐ NO	6.	Is (are) there annual IEP goal(s) related to the student's transition services needs?
☐ YES	☐ NO	7.	Is there evidence that the student was invited to the IEP meeting where transition services were discussed?
☐ YES	☐ NO	8.	If appropriate, is there evidence that a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who reached the age of majority? *IF NOT*, please mark N/A ☐

AGE OF MAJORITY: When you reach the age of 18, the Age of Majority, you have the right to receive all information about your educational program and make all decisions related to your education. This includes the right to represent yourself at an IEP meeting and sign the IEP in place of your parent or guardian. D-14

COMMENTS: D-15

SAMPLE

Student Name: COLETTE **DOB:** _____ **Date:** _____

Transition Services and Post-Secondary Goals (Required at Age 15+)

Describe how the student participated in the Transition IEP process:	☒ Attended IEP	☐ Other Meeting	☒ Interview	☒ Interests Inventory	☐ Questionnaire
Agencies identified for needed Transition Services:	☒ Dept. of Rehabilitation	☐ Regional Center	☐ Community College DPSS	☐ Social Security	
	☐ Dept. of Behavioral Health	☐ Dept. of Social Services	☐ Employment Development Dept.	☐ Other: _____	
Programs identified for Transition-related services as appropriate and available:	☒ Transition Partnership Program	☐ CA Conservation Corps	☐ WorkAbility	☐ Career-to-Work	☐ Job Corps
	☐ Workforce Investment Act	☐ Work Experience	☐ Vocational Technical Education	☐ Other: _____	

Which age-appropriate transition assessments/instruments were used? ☒ **Interview(s)** ☒ **Observations** ☐ **Situational Assessment** ☐ **Work Interest Inventory** ☐ **Formal Career Assessment** ☒ **Other:** O'Net Interest Inventory

Describe the assessment results: The O'Net Interest Inventory was completed by Colette and she was able to identity three areas of interest in the following career fields: Business, Finance & Management, and Manufacturing and Building. During Colette's interview, she shared that she is interested in pursuing a career where she can own a business in restaurant management or a business that involves fashion.

Student's post-school desired goals or vision: Colette is planning on attending a four-year college or university after graduating from Silverado High School. She is considering Chapman University and would also be interested in looking at other private or small colleges or universities. She is planning to study business or public relations in order to support her career interests, which include owning her own business. Colette would like to live in an apartment and plans to have a car for transportation.

PRESENT LEVEL OF PERFORMANCE (BASELINE): Colette's strengths are in visual memory, organization, and problem-solving. Her learning disability is in the area of writing, and she has a short attention span. Writing is slow and laborious for Colette; therefore, she uses a computer with spell check for all written assignments. She is currently earning bs and cs in all areas of her academic classes and plans on attending college to earn a four-year degree – major in business.

POST-SECONDARY GOAL: REQUIRED ☐ **TRAINING (CODE 200) /** ☒ **EDUCATION (CODE 300)**

CCS Standard: _____

After graduation or completion of high school, I, COLETTE (*Student Name*) will

enroll in Chapman University or another four (4) year college or university full-time to study business or public relations in order to pursue a career in restaurant management or fashion designing.

ANNUAL GOAL: REQUIRED ☐ **TRAINING (CODE 200) /** ☒ **EDUCATION (CODE 300)**

By: 11/1/19 I, COLETTE (*Student Name*) will

when given situations requiring research/writing, research three colleges or universities that lead to a career of my choice by identifying (a) college entry requirements for each college or university; (b) identify course of study for at least two majors (i.e., Business and Finance); (c) identify the resources the colleges or universities offer for students with disabilities; and (d) write a summary about what I learned as measured by teacher made rubric and samples with 80% accuracy.

As measured by: Teacher made rubric and samples

Person/agency responsible: Gen Ed Teacher, Sped Ed Teacher

Transition service code: 820 College Awareness

Activities to support post-secondary goal: Assist Colette in finding three colleges or universities she would like to apply based on her interests.

PRESENT LEVEL OF PERFORMANCE (BASELINE): Colette is working as a cashier at Mc Donald's through the transition partnership program (TPP). She is currently earning a b in math and loves her math class. Colette will work a total of 100 paid work experience hours or until hired by Mc Donald's. She has been working at the restaurant part-time for approximately three months and absolutely loves her job. Colette would like to manage or own a restaurant one day.

POST-SECONDARY GOAL: REQUIRED **EMPLOYMENT (CODE 400)**

CCS Standard: _____

After graduation or completion of high school, I, COLETTE (*Student Name*) will

work full-time at a restaurant or company business that involves fashion design.

ANNUAL GOAL: REQUIRED **EMPLOYMENT (CODE 400)**

By: 11/1/19 COLETTE (*Student Name*) will

when given situations requiring research/writing based on self-assessment activities, will (a) explore careers by completing at least two interest inventories; (b) research at least three selected areas of interest from the interest inventories by using the 21st century standards (O'Net Database); and (c) write a summary about the career pathways identified during my research measured by teacher made rubric and samples with 80% accuracy.

As measured by: Teacher made rubric and samples

Person/agency responsible: Gen Ed Teacher, Sped Ed Teacher, Student

Transition service code: 820 College Awareness

Activities to support post-secondary goal: Assist student to complete portfolio (i.e., master application, three reference letters, interest inventory and research sheet, and California Identification etc.).

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Student Name: COLETTE **DOB:** _____ **Date:** _____

Transition Services and Post-Secondary Goals (Required at Age 15+)

PRESENT LEVEL OF PERFORMANCE (BASELINE): Colette is learning how to use public transportation through a travel training program with victor valley transit authority. She will earn her travel training certificate in a month – and will be able to ride the bus independently. Colette is learning how to read a bus schedule. She attends church regularly with her family and volunteers at church to distribute food and blankets to the homeless.

POST-SECONDARY GOAL: **OPTIONAL COMMUNITY EXPERIENCES (CODE 500)**

CCS Standard: _____

After graduation or completion of high school, I, **COLETTE** (*Student Name*) will

learn to independently navigate my home and college community by learning how to use public transportation with an ultimate goal of obtaining my driver's license and purchasing a car.

ANNUAL GOAL: **REQUIRED COMMUNITY EXPERIENCES (CODE 500)**

By: **11/1/19** I, **COLETTE** (*Student Name*) will

when giving situations requiring research/writing through electronic and print media, I will be able to (a) read and use a bus schedule; (b) identify the steps necessary to purchase a car; c) obtain insurance rates for proposed vehicle; and (d) write a summary about what I learned as measured by teacher made rubric and samples with 80% accuracy.

As measured by: Teacher made rubric and observation/charting

Person/agency responsible: Gen Ed Teacher, Sped Ed Teacher

Transition service code: 890 Other Transition Services

Activities to support post-secondary goal: Assist student in obtaining a driver's license.

PRESENT LEVEL OF PERFORMANCE (BASELINE): Colette is responsible for cooking meals at home for her family at least two (2) days a week. She is responsible for cleaning/organizing her room and taking out the garbage cans every Thursday. She grocery shops with her mother weekly and assists her with creating a shopping list. Colette pays the cashier at the grocery store using her mother's atm card. She would like to live on her own or with a roommate one day.

POST-SECONDARY GOAL: **OPTIONAL INDEPENDENT LIVING/DAILY LIVING SKILLS (CODE 501)**

CCS Standard: _____

After graduation or completion of high school, I, **COLETTE** (*Student Name*) will

live with a roommate while in college and/or live independently from my family while I pursue my college education at a four (4) year university or college to study business or public relations in order to pursue a career in restaurant management or fashion designing.

ANNUAL GOAL: **OPTIONAL INDEPENDENT LIVING/DAILY LIVING SKILLS (CODE 501)**

By: **11/1/19** **COLETTE** (*Student Name*) will

when given situations requiring research/writing through electronic and print media, be able to identify (a) banking options; (b) recreation/leisure activities; (c) housing options, such as living at home, with a roommate, or in a supported living arrangement in the community; and (d) write a summary about what I learned as measured by teacher made rubric and samples with 80% accuracy.

As measured by: Teacher made rubric and samples

Person/agency responsible: Gen Ed Teacher, Sped Ed Teacher, Student

Transition service code: 890 Other Transition Services

Activities to support post-secondary goal: Assist Colette in necessary steps to apply for housing for college.

COURSE OF STUDY: A multi-year description of the student's coursework from grades 9 through anticipated exit year (coursework may begin in middle school) to enable the student to meet his/her post-secondary goals (i.e., list all classes completed in each grade level – 9th Grade: English (5.0 units), Math (5.0 units), U.S. History (5.0 units)). Classes proposed for upcoming school year(s) should be based on the student's interests and future pathway.

A multi-year description begins with 9th grade to anticipated year of graduation; classes in 11th grade are in progress and 12th grade classes are proposed.

9th Grade: English 1 (5.0 units), Math 1 (5.0 units), History (5.0 units), Spanish 1 (5.0 units), PE (5.0 units), Strings 1 (5.0 units), Biology (5.0 units)
10th Grade: English 2 (5.0 units), Math 2 (5.0 units), Euro History (5.0 units), Spanish II (5.0 units), PE (5.0 units), Strings II (5.0 units), Anatomy (5.0 units)
11th grade: English 3 (5.0 units), US History (5.0 units), Math 3 (5.0 units), Spanish 3 (5.0 units), Strings 3 (5.0 units), Leadership Class (5.0 units), and Study Skills (5.0 units)
12th grade English 4 (5.0 units), Math 4 (5.0 units), Orchestra (5.0 units), ROP Restaurant Management (5.0 units), Transitions Class (5.0 units)

☒ *Units/Credits Completed:* **70** ☒ *Units/Credits Pending:* **60** *Diploma:* ☒ *YES* ☐ *NO* *Certification of Completion:* ☐ *YES* ☒ *NO* *Anticipated Completion Date:* **6/20/19**

75 Page | © Intellectual Property of CAHELP (Rev. 01/2021)

Student Name: COLETTE DOB: _____ Date: _____

Transition Services and Post-Secondary Goals (Required at Age 15+)

☒ YES	☐ NO	1.	The student's IEP includes appropriate measurable post-secondary goal(s) that covers the education or training, employment, and as needed, independent living?
☒ YES	☐ NO	2.	Is (are) the post-secondary goal(s) updated annually?
☒ YES	☐ NO	3.	Is there evidence that the measurable post-secondary goal(s) were based on age-appropriate transition assessment(s)?
☒ YES	☐ NO	4.	Are there transition services in the IEP that will reasonably enable the student to meet his or her post-secondary goal(s)?
☒ YES	☐ NO	5. A.	Are the courses of study a multi-year description of coursework from the student's current year to anticipated exit year?
☒ YES	☐ NO	B.	Are the courses of study designed to help the student achieve the identified post-secondary goal(s)?
☒ YES	☐ NO	6.	Is (are) there annual IEP goal(s) related to the student's transition services needs?
☒ YES	☐ NO	7.	Is there evidence that the student was invited to the IEP meeting where transition services were discussed?
☐ YES	☐ NO	8.	If appropriate, is there evidence that a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who reached the age of majority? ***IF NOT***, please mark N/A ☒

AGE OF MAJORITY: When you reach the age of 18, the Age of Majority, you have the right to receive all information about your educational program and make all decisions related to your education. This includes the right to represent yourself at an IEP meeting and sign the IEP in place of your parent or guardian.

COMMENTS: Colette is currently receiving services as a Department of Rehabilitation client through the Transition Partnership Program (TPP). She is currently working at McDonald's receiving paid work experience hours through the TPP program in order to gain work experience. During her 12th grade year, Colette will have an opportunity to participate in an ROP Restaurant Management class to gain knowledge in an area of interest for her. She will also participate in the Transitions class in 12th grade, which will help prepare her for entry into college. She will complete college applications, learn about scholarships and work with her parents to complete the FAFSA application. In addition, once Colette determines which college she would like to attend, she will register with the Disabled Students Program and Services at that college.

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TRANSITION SERVICES

	Field Name	Definition and Purpose
D-1	Student Participation in Transition IEP Process	Mark the appropriate box to indicate how the student participated in the Transition IEP process.
D-2	Agencies Identified for Needed Transition Services	Mark the appropriate box(es) to indicate the agencies that are now, or will be, involved in meeting the student's post-secondary goal(s). The LEA, to the extent appropriate, and with consent, must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services to attend the student's IEP team meeting. If the participating agency does not attend the IEP meeting, the LEA is no longer required to take other steps to obtain participation of an agency in the planning of any transition services. *34 C.F.R. § 300.321(b)(1) and (3); 20 U.S.C. 1414(d)(1)* NOTE: If a participating agency, other than the public agency (school or district) fails to provide the transition services described in the IEP, the public agency must reconvene the IEP to identify alternative strategies to meet the transition objectives for the child set out in the IEP. A *"representative of a participating agency that is likely to be responsible for providing or paying for transition services"* must be invited to the meeting with *"the consent of the parent or a child who has reached the age of majority." 34 C.F.R. § 300.324(c)(1)*
D-3	Programs Identified for Transition-related Services	Only mark this box **IF** the student is already receiving services.
D-4	Transition Tests, Evaluation and Information Relied Upon Age Appropriate Transition Assessments/Instruments	IDEA requires that *"appropriate measurable post-secondary goals <are> based upon age-appropriate transition assessments related to Education or Training, Employment, and where appropriate, Independent Living Skills."* Mark the box(es) of the transition assessments upon which the student's transition goals are based. Indicate whether age-appropriate transition assessments/instruments were used and describe the assessment results.
D-5	Desired Goals/Vision	Indicate the student's post-school desired goals or vision.
D-6	Present Levels of Performance (Baseline)	Summarize the student's strengths and describe his/her present level of performance in the area of Education or Training, Employment, Community, and where appropriate, Independent Living Skills. What has the student accomplished thus far in moving toward the successful completion of his/her Training goals?
D-7	Post-secondary Goal: Education or Training, Employment, Community, and where appropriate, Independent Living Skills (Codes 200 or 300, 400, and where appropriate, 500)	Using the student's indication of his/her interests and preferences, create, with the student, a goal that will support the completion of the student's post-secondary Education or Training, Employment, and where appropriate, Independent Living Skills outcome. What the student is going to do after high school? NOTE: These goals are in first person to emphasize that these are the student's goals for him or herself.
D-8	Annual Goal: Education or Training, Employment, Community, and where appropriate, Independent Living Skills	Using the student's indication of his/her interests and preferences, create, with the student, a goal that will support the completion of the student's *annual* Education or Training, Employment, Community, and where appropriate, Independent Living Skills outcome. What the student is going to do while he/she is in high school? NOTE: These goals are in first person to emphasize that these are the student's goals for him or herself.

77 Page | © Intellectual Property of CAHELP (Rev. 01/2021)

TRANSITION SERVICES

	Field Name	Definition and Purpose
D-9	As Measured By Person Responsible for Providing or Paying for Services	The goal must be measurable, and the ways in which successful completion will be measured must be indicated. The team must also identify those who will be responsible for goal completion, including, if applicable, the student. Use titles, rather than specific names, in case a responsible party changes prior to the completion of the goal.
D-10	Transition Services Codes	Select the Transition Service Code that identifies strategies that will be employed to help the student achieve his/her desired outcomes/services. *(Refer to page 3 for list of Transition Services Codes)*
D-11	Activities to Support Post-Secondary and Annual Goal(s)	Select transition activities needed to support transition services that will be employed to help the student achieve his/her desired outcomes/services (i.e., Assist the student to attend Transition Fair; to attend college sessions in guidance office; to take the ASVAB; to arrange to meet with military recruiters; to prepare for the SAT; to complete financial aid forms; to register for SAT with accommodations, etc.) (Refer to sample activities provided on pages 6 and 7)
D-12	Course of Study	A multi-year description of the student's coursework from grades 9 through anticipated exit year (coursework may begin in middle school) to enable the student to meet his/her post-secondary goals (i.e., list all classes completed in each grade level – 9th Grade: English (5.0 units), Math (5.0 units), U.S. History (5.0 units)). Classes proposed for upcoming school year(s) should be based on the student's interests and future pathway.
D-13	Transition Checklist	Review each of the eight (8) questions asked with the team. *(Refer to page 5 for checklist)*
D-14	Age of Majority (Transfer of Educational Rights)	On or before the student's 17th birthday, explain that he/she will assume all special education rights and protections upon turning 18 (unless a conservator has been appointed by the Court). Review the Notice of Procedural Safeguards and Parents' Rights with the student. This can be done prior to, during, or after the meeting. The student and parent shall sign that they were notified of these rights. *34 C.F.R. § 300.520; E.C. § 56041.5*
D-15	Comments	Use this section for any additional information regarding the student's transition needs and services.

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Individual Transition Plan - Appendix B

Transition Checklist

1. Are there appropriate post-secondary goals?	☐ Yes	5. B) Are the courses of study designed to help the student achieve the identified post-secondary goal(s)?	☐ Yes
2. Are the goals updated annually?	☐ Yes		☐ Yes
3. Are goals based on age appropriate transition assessment?	☐ Yes	6. Are goals related to the student's needs?	☐ Yes
4. Do the services enable the student to meet goals?	☐ Yes	7. Is there evidence the student was invited?	☐ Yes
5. A) Are the courses of study a multi-year description of coursework from the student's current year to anticipated exit year?	☐ Yes	8. Were representatives from outside agencies invited, if appropriate?	☐ Yes ☐ N/A

1. Is there an appropriate measurable post-secondary goal or goals that covers Education, Training, Employment, and if appropriate, Independent Living?

   Can the goal(s) be counted? Will the goal(s) occur after the student graduates from school? Based on the information available about this student, does (do) the post-secondary goal(s) seem appropriate for this student? *Check the box if the answer to all three is YES.*

2. Is (are) the post-secondary goal(s) updated annually?

   Was (were) the post-secondary goal(s) addressed/updated in conjunction with the development of the current IEP? *Check the box if the answer is YES.*

3. Is there evidence that the measurable post-secondary goal(s) were based on age appropriate transition assessment?

   Is the use of transition assessment(s) for the post-secondary goal(s) mentioned in the IEP or evident in the student's file? *Check the box if the answer is YES.*

4. Are there transition services in the IEP that will reasonably enable the student to meet his or her post-secondary goal(s)?

   Is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goal(s)? *Check the box if the answer is YES.*

5. A) Are the courses of study a multi-year description of coursework from the student's current year to anticipated exit year?

   Does the IEP reflect a multi-year description of coursework to achieve the student's desired measurable post-secondary goal from the student's current to anticipated exit year? Is this reflected in a copy of the student's high school graduation requirements listed in the plan or the course of study is attached to the plan? *Check the box if the answer is YES.*

   B) Are the courses of study designed to help the student achieve the identified post-secondary goal(s)?

   Does the IEP reflect courses of study to help the student achieve the student's desired measurable post-secondary goal(s)? *Check the box if the answer is YES.*

6. Is (are) there annual IEP goal(s) related to the student's transition services needs?

   Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? *Check the box if the answer is YES.*

7. Is there evidence that the student was invited to the IEP team meeting where transition services were discussed?

   For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP team meeting? *Check the box if the answer is YES.*

8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority?

   For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including, but not limited to: post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal? Was consent obtained from the parent (or student, for a student the age of majority)?

   Check the box if the answer to both is YES.

   If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, check N/A
   If parent or individual student consent (when appropriate) was not provided, check N/A

Individual Transition Plan - Appendix B

Transition Service Codes

	Services	Description
820	College Awareness	College awareness is the result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility and financial aid.
830	Vocational Assessment, Counseling, Guidance, and Career Assessment	Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision of work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.
840	Career Awareness	Transition services include a provision in self-advocacy, career planning, and career guidance.
850	Work Experience Education	Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.
855	Job Coaching	Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job, who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.
860	Mentoring	Mentoring is a sustained coaching relationship between a student and teacher through on-going involvement and offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal contacts that occur naturally through friendship, counseling, and collegiality in a casual, unplanned way.
865	Agency Linkages (referral and placement)	Service coordination and case management that facilitates the linkage of individualized education programs between agencies.
870	Travel Training (includes mobility training)	Travel training is one-on-one individualized training that gives individuals with disabilities the skills required to travel safely on fixed-route public transportation. Examples: reading a bus/train schedule; paying your fare; boarding/existing bus/train; making a transfer; knowing how to signal the driver/conductor to stop or for assistance; securing a wheelchair or other mobility device; making judgments about safety and danger; managing basic life skills; knowing how to handle travel disruptions; and using appropriate social and communication skills.
890	Other Transition Services	These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and post-secondary agencies.

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Individual Transition Plan - Appendix B

Transition Service Class Numbers

Class Numbers	Teacher Name	District of Service	School Site/Name
TS1001	TRANSITION-AAE	Academy for Academic Excellence	TRANSITION-AAE
TS2001	TRANSITION-ADELANTO	Adelanto SD	TRANSITION-ADELANTO
TS3001	TRANSITION-APPLE VALLEY	Apple Valley USD	TRANSITION-APPLE VALLEY
TS4001	TRANSITION-BAKER VALLEY	Baker Valley USD	TRANSITION-BAKER VALLEY
TS5001	TRANSITION-BARSTOW	Barstow USD	TRANSITION-BARSTOW
TS6001	TRANSITION-BEAR VALLEY	Bear Valley USD	TRANSITION-BEAR VALLEY
TS7001	TRANSITION-DESERT TRAILS	Desert Trails Charter	TRANSITION-DESERT TRAILS
TS8001	TRANSITION-DMOPS	Desert/Mountain Operations	TRANSITION-DMOPS
TS0001	TRANSITION-ENCORE CHAR	Encore Charter	TRANSITION-ENCORE CHARTER
TSA001	TRANSITION-EXCELSIOR	Excelsior Charter School	TRANSITION-EXCELSIOR
TSB001	TRANSITION-HELENDALE	Helendale SD	TRANSITION-HELENDALE
TSC001	TRANSITION-HESPERIA	Hesperia USD	TRANSITION-HESPERIA
TSD001	TRANSITION-LAVERNE PREP	Laverne Charter	TRANSITION-LAVERNE PREP
TSE001	TRANSITION-LUCERNE VALLEY	Lucerne Valley USD	TRANSITION-LUCERNE VALLEY
TSF001	TRANSITION-NEEDLES	Needles USD	TRANSITION-NEEDLES
TSG001	TRANSITION-OROGRANDE	Oro Grande SD	TRANSITION-OROGRANDE
TSH001	TRANSITION-SILVER VALLEY	Silver Valley USD	TRANSITION-SILVER VALLEY
TSI001	TRANSITION-SNOWLINE	Snowline JUSD	TRANSITION-SNOWLINE
TSJ001	TRANSITION-TAYLION	Taylion	TRANSITION-TAYLION CHARTER
TSK001	TRANSITION-TRONA	Trona JUSD	TRANSITION-TRONA
TSL001	TRANSITION-VICTOR ELEM	Victor Elementary SD	TRANSITION-VICTOR ELEM
TSM001	TRANSITION-VVUHSD	Victor Valley Union High School District	TRANSITION-VVUHSD

	Service Providers
100	District of Service
110	County Office of Education (D/M Operations)
410	Nonpublic School (NPS)

	Location of Service
510	Regular Classroom (General Education)
520	Separate Classroom
570	Charter School (Dependent)
580	Charter School (Independent
610	Continuation School
630	Juvenile Hall
640	Community School
810	Nonpublic School (NPS)
820	Nonpublic School (Residential in CA)
830	Nonpublic School (Residential outside CA)

Interval / Minutes / Frequency

Transition Services, including minutes, frequency, and duration, should be added to the DIS service section. This means the total percentage (%) in and out of class should total 100% of the student's day. This added service time will mean that the other service time(s) will need to be adjusted not to exceed 100%.

Individual Transition Plan - Appendix B

Sample Transition Activities to Support Post-Secondary Goal(s)

• Assist student to attend Transition Fair
• Assist student to attend college visitation sessions in guidance office
• Assist student to attend post-secondary options workshop
• Assist student to determine a major or program of study
• Assist student to take Armed Services Vocational Aptitude Battery (ASVAB)
• Assist student to arrange to meet with military recruiters
• Assist student to prepare/study for Scholastic Assessment Test (SAT)
• Assist student to register for Scholastic Assessment Test (SAT) with accommodations
• Assist student to register for college prep classes
• Assist student to complete application for admission to program of choice
• Assist student to complete financial aid forms
• Assist student to participate in two job shadow experiences
• Review job shadow experience(s) after completion with student
• Assist student to arrange a visit/tour (two) of job sites
• Assist student to arrange an interview with an employer in chosen field
• Arrange student participation in community-based training program
• Develop student's job search skills
• Develop student's ability to use classified ads to locate jobs of interest
• Assist student to develop his/her resume
• Develop student's completion of job applications
• Provide opportunities for mock job interview
• Assist student to develop work-related behaviors
• Assist student to develop work-related social skills
• Assist student to develop work awareness skills
• Assist student's examination of own strengths and interests related to employment
• Assist student to arrange visit with local "Career Link" office
• Assist student to develop basic computer skills needed for employment
• Assist student to arrange visit to sheltered workshop
• Arrange participation in (two) non-paid job try-outs
• Assist student to meet with guidance counselor to discuss career goals
• Assist student to apply for housing at college of choice
• Develop student's conflict resolution skills
• Instruct student to review a sample lease
• Assist student to apply for supported housing through Inland Regional Center
• Assist student to develop basic home maintenance skills
• Assist student to develop basic housekeeping skills
• Arrange student visit to supervised apartment
• Arrange student visit to supported apartment
• Assist student in obtaining driver's license
• Assist student to utilize public transportation
• Assist student to find a family doctor, dentist
• Assist student to identify opportunities for volunteer activities
• Assist student to become eligible for SSI/SSDI
• Arrange a visit to a bank
• Assist student to open a checking account
• Assist student to develop a personal budget
• Teach student how to pay bills
• Teach student to make grocery list
• Teach student to shop for purchases

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Individual Transition Plan – Appendix B

Sample Transition Activities to Support Post-Secondary Goal(s)

• Teach student to use telephone and telephone book
• Teach student to utilize newspaper for information and enjoyment
• Teach student to discuss legal rights and responsibilities for citizenship
• Teach student to apply for a library card
• Arrange for student to visit local library
• Assist student to obtain California non-driving identification
• Assist student to identify sources of information regarding local resources
• Arrange visit to a courtroom to observe jury process
• Assist student to identify (three) local recreation opportunities
• Assist student to call local Young Men's Christian Association (YMCA) to inquire about programs and costs
• Assist student to participate in Special Olympics
• Assist student to contact organizations
• Provide recreational activities for adults with disabilities
• Assist student to join church choir
• Assist student to join youth group
• Assist student to explore community opportunities for music (art) activities
• Assist student to select and participate in a school club
• Assist student to become a manager of a team
• Assist student to call peer to arrange social activity
• Teach student to use newspaper to find current movies
• Assist student to participate in a Cardiopulmonary Resuscitation (CPR) course

Individual Transition Plan - Appendix B

DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA
DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA
17800 HIGHWAY 18 • APPLE VALLEY, CA 92307 • (760) 552-6700 • (760) 242-5363 FAX

IEP Progress of Goals for Transition
(Complete this form for Students Age 15+)

Student Name: M-1
Dear Parent: M-1 DOB: M-1 School Year: M-2

The following is a summary of your child's progress on his/her Transition IEP goals. This update provides you with information that assesses the likelihood that the goals listed below will be achieved by the IEP review date.

Annual Goal (Required) **M-3** *(refer to IEP dated / / page of):*

M-4 ☐ TRAINING / ☐ EDUCATION	**Student to attain goal by M-5** / /		***CCS Standard:*** **M-6**
Reporting period #1 **M-7** Date **M-8** ☐ **Met** ☐ **Partially Met** ☐ **Not Met** *Comments:* **M-9**	Reporting period #2 Date ☐ **Met** ☐ **Partially Met** ☐ **Not Met** *Comments:*	Reporting period #3 Date ☐ **Met** ☐ **Partially Met** ☐ **Not Met** *Comments:*	Reporting period #4 Date ☐ **Met** ☐ **Partially Met** ☐ **Not Met** *Comments:*

Annual Goal (Required) *(refer to IEP dated / / page of):*

EMPLOYMENT	**Student to attain goal by** / /		***CCS Standard:***
Reporting period #1 Date ☐ **Met** ☐ **Partially Met** ☐ **Not Met** *Comments:*	Reporting period #2 Date ☐ **Met** ☐ **Partially Met** ☐ **Not Met** *Comments:*	Reporting period #3 Date ☐ **Met** ☐ **Partially Met** ☐ **Not Met** *Comments:*	Reporting period #4 Date ☐ **Met** ☐ **Partially Met** ☐ **Not Met** *Comments:*

Reporting period #1	Reporting period #2	Reporting period #3	Reporting period #4
Signature	Signature	Signature	Signature

D/M 68M (formerly 68I) Rev. 06/18 **Page of**

Individual Transition Plan - Appendix B

Student Name: _____ **School Year:** _____
IEP Progress of Goals for Transition

Annual Goal (Required) *(refer to IEP dated / / page of):* _____

COMMUNITY EXPERIENCES	**Student to attain goal by** / /		***CCS Standard:***
Reporting period #1 _____ Date ☐ **Met** ☐ **Partially Met** ☐ **Not Met** *Comments:*	Reporting period #2 _____ Date ☐ **Met** ☐ **Partially Met** ☐ **Not Met** *Comments:*	Reporting period #3 _____ Date ☐ **Met** ☐ **Partially Met** ☐ **Not Met** *Comments:*	Reporting period #4 _____ Date ☐ **Met** ☐ **Partially Met** ☐ **Not Met** *Comments:*

Annual Goal (Optional) *(refer to IEP dated / / page of):* _____

INDEPENDENT LIVING	**Student to attain goal by** / /		***CCS Standard:***
Reporting period #1 _____ Date ☐ **Met** ☐ **Partially Met** ☐ **Not Met** *Comments*	Reporting period #2 _____ Date ☐ **Met** ☐ **Partially Met** ☐ **Not Met** *Comments:*	Reporting period #3 _____ Date ☐ **Met** ☐ **Partially Met** ☐ **Not Met** *Comments:*	Reporting period #4 _____ Date ☐ **Met** ☐ **Partially Met** ☐ **Not Met** *Comments:*

Reporting period #1	Reporting period #2	Reporting period #3	Reporting period #4
Signature	Signature	Signature	Signature

IEP PROGRESS OF GOALS FOR TRANSITION

	Field Name	Definition and Purpose
M-1	Parent / Student	Parent/guardian name, and student name and date of birth
M-2	School Year	Appropriate school year
M-3	Annual Goal	Annual transition goal as specified in IEP
M-4	Training / Education	Identify whether this is a Training or Education goal
M-5	Student to Attain Goal By	Date student is expected to sufficiently attain transition goal specified in IEP
M-6	Common Core State Standards	Appropriate common core state standard
M-7	Reporting period	Date of reporting period
M-8	Met, Partially Met, Not Met	Identify whether or not the student has met, partially met, or not met the transition goal specified for the reporting period
M-9	Comments	Additional information, if any, to support whether or not the student has met, partially met, or not met the transition goal specified in the IEP for the reporting period

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Individual Transition Plan - Appendix B

SAMPLE

DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA
DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA
17800 HIGHWAY 18 • APPLE VALLEY, CA 92307 • (760) 552-6700 • (760) 242-5363 FAX

IEP Progress of Goals for Transition
(Complete this form for Students Age 15+)

Student Name: Colette Smith
Dear Parent: Curley and Shirley Smith DOB: 12/28/96 School Year: 2015-16

The following is a summary of your child's progress on his/her Transition IEP goals. This update provides you with information that assesses the likelihood that the goals listed below will be achieved by the IEP review date.

Annual Goal (Required) *(refer to IEP dated 11/ 01 2015 page of):* When given situations requiring research/writing, Research 3 colleges/universities that lead to a career of my choice by identifying a) college entry requirements for each college or univ.; b) identify course of student for at least 2 majors (business & finance); c) identify the resources the colleges/universities offer for students with disabilities; and d) write a summary about what I learned w/80% accuracy in 3/3 trials.

☐ TRAINING / ☐ EDUCATION	Student to attain goal by 11/ 01 2016		CCS Standard:
Reporting period #1 1/8/16 Date	Reporting period #2 3/8/16 Date	Reporting period #3 6/8/16 Date	Reporting period #4 10/8/16 Date
☐ Met ☒ Partially Met ☐ Not Met	☐ Met ☒ Partially Met ☐ Not Met	☐ Met ☒ Partially Met ☐ Not Met	☒ Met ☐ Partially Met ☐ Not Met
Comments: Colette has started to research different colleges which have degree programs in Business & Finance. She has identified resources for students with disabilities & written a summary about what she has learned with 55% accuracy in grammar & spelling.	*Comments:* Colette continues to research different colleges which have degree programs in Business & Finance. She has identified resources for students with disabilities & written a summary about what she has learned with 65% accuracy in grammar & spelling.	*Comments:* Colette continues to research different colleges which have degree programs in Business & Finance. She has identified resources for students with disabilities & written a summary about what she has learned with 75% accuracy in grammar & spelling.	*Comments:* Colette has researched different colleges which have degree programs in Business & Finance. She has identified resources for students with disabilities & written a summary about what she has learned with 80% accuracy in grammar & spelling.

Annual Goal (Required) *(refer to IEP dated 11/ 01/ 2015 page of):* When given situations requiring research/writing based On self-assessment activities will a) explore careers by completing at least 2 interest inventories; b) research 3 selected areas of interest from the interest inventories; and c) write a summary about the career pathways Identified during her research with 90% accuracy in 3/3 trials.

EMPLOYMENT	Student to attain goal by 11/ 01 2016		CCS Standard:
Reporting period #1 1/8/16 Date	Reporting period #2 3/8/16 Date	Reporting period #3 6/8/16 Date	Reporting period #4 10/8/16 Date
☐ Met ☒ Partially Met ☐ Not Met	☐ Met ☒ Partially Met ☐ Not Met	☐ Met ☒ Partially Met ☐ Not Met	☒ Met ☐ Partially Met ☐ Not Met
Comments: Colette has completed 1 interest inventory & has researched 3 selected areas & written a summary about the career identified with 65% accuracy in grammar & spelling.	*Comments:* Colette has completed 2 interest inventories & has researched 3 selected areas & written a summary about the career identified with 75% accuracy in grammar & spelling.	*Comments:* Colette has completed 2 interest inventories & has researched 3 selected areas & written a summary about the career identified with 85% accuracy in grammar & spelling.	*Comments:* Colette has completed 2 interest inventories & has researched 3 selected areas & written a summary about the career identified with 65% accuracy in grammar & spelling.

Reporting period #1	Reporting period #2	Reporting period #3	Reporting period #4
Signature	Signature	Signature	Signature

Individual Transition Plan - Appendix B

SAMPLE

Student Name: Colette Smith **School Year:** 2015-2016
IEP Progress of Goals for Transition

Annual Goal (Required) *(refer to IEP dated 11/ 01/ 2015 page of):* When given situations requiring research/ Writing through electronic & print media, she will a) read & use a bus schedule; b) identify steps necessary to purchase a car; and c) obtain insurance rates for proposed vehicle & write A summary about what she learned with 80% accuracy in grammar & spelling in 3/3 trials.

COMMUNITY EXPERIENCES	Student to attain goal by 11/ 1/ 2016			CCS Standard:
Reporting period #1 1/8/16 Date	Reporting period #2 3/8/16 Date	Reporting period #3 6/8/16 Date	Reporting period #4 10/8/16 Date	
☐ Met ☒ Partially Met ☐ Not Met	☐ Met ☒ Partially Met ☐ Not Met	☐ Met ☒ Partially Met ☐ Not Met	☒ Met ☐ Partially Met ☐ Not Met	
Comments: Colette, when given situations requiring research/writing, can read & use a bus schedule, identify steps to buy a car, get insurance rate quotes & write a summary with 55% accuracy in grammar & spelling.	*Comments:* Colette, when given situations requiring research/writing, can read & use a bus schedule, identify steps to buy a car, get insurance rate quotes & write a summary with 65% accuracy in grammar & spelling.	*Comments:* Colette, when given situations requiring research/writing, can read & use a bus schedule, identify steps to buy a car, get insurance rate quotes & write a summary with 75% accuracy in grammar & spelling.	*Comments:* Colette, when given situations requiring research/writing, can read & use a bus schedule, identify steps to buy a car, get insurance rate quotes & write a summary with 85% accuracy in grammar & spelling.	

Annual Goal (Optional) *(refer to IEP dated 11/ 01/ 2015 page of):* When given situations requiring research/ Writing, through electronic & print media, can identify a) banking options; b) recreation/leisure activities; and c) housing options, such as living at home, w/a roommate, or in a supported Living arrangement in the community and be able to write a summary about what she learned with 80% accuracy in grammar & spelling in 3/3 trials.

INDEPENDENT LIVING	Student to attain goal by 11/ 1/ 2016			CCS Standard:
Reporting period #1 1/8/16 Date	Reporting period #2 3/8/16 Date	Reporting period #3 6/8/16 Date	Reporting period #4 10/8/16 Date	
☐ Met ☒ Partially Met ☐ Not Met	☐ Met ☒ Partially Met ☐ Not Met	☐ Met ☒ Partially Met ☐ Not Met	☐ Met ☒ Partially Met ☐ Not Met	
Comments Colette, when given research situations can identify banking options, recreation activities, housing options & write a summary with 50% accuracy in grammar & spelling.	*Comments:* Colette, when given research situations can identify banking options, recreation activities, housing options & write a summary with 60% accuracy in grammar & spelling.	*Comments:* Colette, when given research situations can identify banking options, recreation activities, housing options & write a summary with 65% accuracy in grammar & spelling.	*Comments:* Colette, when given research situations can identify banking options, recreation activities, housing options & write a summary with 75% accuracy in grammar & spelling.	

Reporting period #1	Reporting period #2	Reporting period #3	Reporting period #4
Signature	Signature	Signature	Signature

SUCCESS
KEEP ON DOING
DO
TRY
PLANNING
ANALYSIS
THINK
START

Appendix C

Age-Appropriate Transition Assessment (Appendix C)

What is transition assessment?

The Division on Career Development and Transition (DCDT) of the Council for Exceptional Children defines transition assessment as an "...ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program (IEP)" (p. 70-71). Federal law requires "appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills" (§300.320[b][1]). Types of transition assessments include: behavioral assessment information, aptitude tests, interest and work values inventories, intelligence tests and achievement tests, personality or preference tests, career maturity or readiness tests, self-determination assessments, work-related temperament scales, and transition planning inventories.

Most states suggest using some combination of the following types of transition assessments: paper and pencil tests, structured student and family interviews, observational community or work-based assessments (situational), and curriculum- based assessments. These assessments or procedures come in two general formats – formal and informal.

Formal assessments are standardized instruments that have been tested and have data to show that reliability and validity measures support their use. Generally, these instruments also have independent reviews in texts (e.g., A Counselor's Guide to Career Assessment Instruments – 4th Edition) or on-line at http://www.unl.edu/buros/. Examples of formal assessments include the Self-Directed Search (Forms E, R, and Explorer), Career Interest Inventory (Levels One and Two), Campbell Interest and Skill Survey, Wonderlic Basic Skills Test, and Differential Aptitude Test.

In contrast, informal assessments generally lack formal reliability and validity measures. These assessments require more subjectivity to complete and should be given more than once and by more than one person to strengthen their validity. Examples of paper/pencil informal assessments include the Enderle-Severson Transition Rating Scale (ESTR), Transition Planning Inventory, and Life Centered Career Education (LCCE) Performance and Knowledge Battery. Other examples of informal assessments include situational or observational learning styles assessments, curriculum-based assessment from courses, observational reports, situational assessments, structured interviews, personal-future planning activities, and functional skill inventories.

The transition assessment process can be viewed within a framework. One such framework is offered by Sitlington, Neubert, Begun, Lombard, and LeConte (1996). This framework incorporates a variety of methods for assessing the student and potential environment. Analyses of results help educators make decisions about how to match a student with his/her potential environment. The purpose of the framework is to identify postschool options that match the students' interests, preferences, and needs.

Age-Appropriate Transition Assessment (Appendix C)

Educators may implement the transition assessment process with the Assess, Plan, Instruct, and Evaluate (APIE) model for transition assessment. In the first step (assess), educators assess the students' interests, preferences, and needs related to his/her post-school outcomes using both formal and/or informal assessments. The second step (plan) involves interpreting the results from these assessments and incorporating them into the students' transition plan. In the third step (instruct), students learn the skills they will need to reach their post-school goals. In the last step (evaluate), evaluate whether progress has been made toward achieving the transition activities and IEP goals and objectives.

Rojewski (2002) outlines another useful framework inclusive of three levels of transition assessment. Level one is for most students and might include a review of existing information (e.g., intelligence and achievement data from the student's most current Psychological report), student interview, interest assessment, personality or preference assessment, and, if indicated (e.g., a student shows promise in a given aptitude), aptitude testing. A level two assessment targets students having difficulty making a career choice or clarifying their interests, preparing for adult living, or contemplating leaving school as a dropout. The level two would expand to include assessments targeting information as to one's work-related behaviors, general career maturity, and job readiness. A level three assessment would be reserved for students needing additional assistance with identifying long term career goals, when earlier transition assessments were inconclusive, or for those with more significant disabilities. This level generally takes several days and is conducted by a vocational assessment specialist (Sarkees-Wircenski & Scott, 1995).

Clark, G. M. (1996). *Transition planning assessment for secondary-level students with learning disabilities Journal of Learning Disabilities*, 29, 79-92.

Kapes, J.T., & Whitfield, E.A. (2002). *A guide to career assessment instruments (4th Edition).* Tulsa, OK: National Career Development Association.

Neubert, D. A. (2003). *The role of assessment in the transition to adult life process for students with disabilities*. Exceptionality, 11, 63-75.

Rojewski, J. (2002). *Career assessment for adolescents with mild disabilities: Critical concerns for transition planning*. Career Development for Exceptional Individuals, 25, 73-95.

Sarkees-Wircenski, M. & Scott, J.L. (1995). *Vocational special needs (3rd Edition).* Homewood, IL: American Technical.

Sitlington, P. L., Neubert, D. A., & LeConte, P. J. (1997). *Transition assessment: The position of the Division on Career Development and Transition*. Career Development for Exceptional Individuals, 20, 69-79.

Age-Appropriate Transition Assessment (Appendix C)

Test, D. W., Aspel, N. P., & Everson, J. M. (2006). *Transition methods for youth with disabilities*. Upper Saddle River, NJ: Pearson Education, Inc.

Thoma, C. A., Held, M. F., & Saddler, S. (2002). *Transition assessment practices in Nevada and Arizona: Are they tied to best practices?* Journal of Learning Disabilities, 17, 242-250.Why conduct transition assessments?

Why conduct transition assessments?

Transition assessments may be undertaken for several reasons. These reasons include: to develop IEP goals and objectives for the transition component of the IEP, to make instructional programming decisions, and to include information in the present level of performance related to a student's interests, preferences, and needs. In addition, transition assessment is an excellent way to learn about individual students, especially their strengths outside of academics and their career ambitions (Kortering, Sitlington, & Braziel, 2004).

The results of transition assessments should be used in making recommendations for instructional strategies, accommodations in instruction, and environments to meet the student's strengths and needs. The results also should help students make a connection between their individual academic program and their post-school ambitions.

Clark, G. M. (1996). *Transition planning assessment for secondary-level students with learning disabilities*. Journal of Learning Disabilities, 29, 79-92.

Kortering, L., Sitlington, P. & Braziel, P. (2004). *The use of vocational assessment and planning as a strategic intervention to help keep youths with emotional or behavioral disorders in school. In Transition of Students with Emotional or Behavior Disorders: Current approaches for positive outcomes*. (Ed. Doug Cheney). Arlington, VA: Council for Children with Behavior Disorders and Division on Career Development and Transition.

Sitlington, P. L., Neubert, D. A., & LeConte, P. J. (1997). *Transition assessment: The position of the Division on Career Development and Transition*. Career Development for Exceptional Individuals, 20, 69-79.

How do I select instruments and methods?

First, become familiar with the different types of transition assessments and their characteristics. Again, it is recommended that you use multiple evaluations and do them on an ongoing basis.

Second, select assessment instruments and methods that assist in answering the following questions with the student:

- Who am I?
- What do I want in life, now, and in the future?
- What are some of life's demands that I can meet now?
- What are the main barriers to getting what I want from school and my community?

Age-Appropriate Transition Assessment (Appendix C)

» What are my options in the school and community for preparing me for what I want now and in the future?

Third, select instruments and methods that is appropriate for your students. Key considerations include the nature of their disability, post-school ambitions, and community opportunities. For example, students with more involved disabilities would be best served by a person-centered planning approach. The nature of the disability may preclude the relevancy of most standardized assessments, notable exceptions include interest inventories that do not require reading (e.g., Beck's Reading Free Interest Inventory, Wide Range Interest and Opinion Test – Revised) and other instruments that require minimal reading levels (Career Decision Making System, Self-Directed Search Form E). Similarly, some students may need special accommodations during the assessment.

By selecting instruments and methods that answer these questions, you will be able to select informative and useful transition assessment tools.

Clark, G. M. (1996). *Transition planning assessment for secondary-level students with learning disabilities.* Journal of Learning Disabilities, 29, 79-92.

How do I conduct an age-appropriate transition assessment?

Transition assessments will vary depending on the actual instrument(s) and procedures being used and various student characteristics. However, Sitlington, Neubert, and Leconte (1997) suggest that the following guidelines may be followed when selecting methods to be used in the process:

1. "Assessment methods must incorporate assistive technology or accommodations that will allow an individual to demonstrate his/her abilities and potential.
2. Assessment methods must occur in environments that resemble actual vocational training, employment, independent living, or community environments.
3. Assessment methods must produce outcomes that contribute to ongoing development, planning, and implementation of "next steps" in the individual's transition process.
4. Assessment methods must be varied and include a sequence of activities that sample an individual's behavior and skills over time.
5. Assessment data must be verified by more than one method and by more than one person.
6. Assessment data must be synthesized and interpreted to individuals with disabilities, their families, and transition team members.
7. Assessment data and the result of the assessment process must be documented in a format that can be used to facilitate transition planning (p. 75)."

Finally, selected methods should be appropriate for the learning characteristics of the individual, including cultural and linguistic differences.

Age-Appropriate Transition Assessment (Appendix C)

Rojewski, J. (2002). *Career assessment for adolescents with mild disabilities: Critical concerns for transition planning*. Career Development for Exceptional Individuals, 25, 73-95.

Sitlington, P. L., Neubert, D. A., & Leconte, P. J. (1997). *Transition assessment: The position of the Division on Career Development and Transition*. Career Development for Exceptional Individuals, 20, 69-79.

Sample Instruments

Informal Transition Assessment Methods

"Interviews and questionnaires"

Interviews and questionnaires can be conducted with a variety of individuals for the purpose of gathering information to be used to determine a student's needs, preferences, and interests relative to anticipated post-school outcomes. In other words, what is currently known about a student and his/her family, that can be used to help develop post-school outcomes and to plan a course-of-study that will help the student reach his/her goals? An important part of this data collection process involves gathering information about a student and her family's current and future resources. For example, if a student's future education choice is to enroll in postsecondary education, it is helpful to know as soon as possible what financial resources a family might have or need. Another example might involve current and future transportation needs to get to work or to various activities/places in the community. Finally, families can often provide current and future resources in terms of employment options for their daughter or for other students in a high school program" (Test, Aspel, & Everson, 2006, pp. 74). Examples include:

- Employment related questions questionnaire (http://www.nsttac.org/pdf/transition_guide/TA%20Graph%20_3_.pdf)
- Dream Sheet (http://www.nsttac.org/pdf/transition_guide/TA%20Graph%20_3_.pdf)

"Direct observation"

Direct observation student performance should be conducted within the natural or school employment, postsecondary, or community setting (Sitlington, Neubert, & Leconte, 1997). Sometimes called "situational assessment" (Sitlington, Neubert, Begun, Lomard, & Lecconte, 2007; Sitlington & Clark, 2001), direct observations are often done by an "expert" in the environment such as a job coach, co-worker, recreation specialist, and/or general/vocational educator. However, in keeping with a self-determined philosophy, students should be taught to record their own (performance) data. Direct observation data typically includes task analytic data of steps in completing a task, work behaviors (e.g., on-task, following directions, getting along with co-workers), and affective information (e.g., is student happy, excited, frustrated, or bored?). For example, if (you are) observing at a work site, and a student quickly and accurately completes her tasks, interacts well with co-workers, and appears happy, this could provide evidence that this type of job is one that the student likes. However, after visiting a community residential setting a student appears withdrawn, this may be an indication

that the particular situation may not be suitable (for her)" (Test, Aspel, & Everson, 2006, pp. 74). Examples include:

- Example of Task Analysis 1 (URL: http://www.nsttac.org/pdf/transition_guide/TA_work_area_3_.pdf)
- Example of Task Analysis 2 (URL: http://www.nsttac.org/pdf/transition_guide/TA%20Graph%20_3_.pdf)

"Environmental or Situational Analysis"

Environmental analysis, sometimes referred to as ecological assessment involves carefully examining environments where activities normally occur. For example, a student may express an interest in attending karate classes at the local YMCA. In this case an environmental analysis might be conducted to look at transportation needs and the expectations at the YMCA for attending (e.g., being a member, using the locker room, taking a shower). In a second example, if a student expressed interest in a specific type of job, an environmental job analysis could be conducted comparing requirements of the job to the student's skills (Griffin & Sherron, 1996). A critical part of a job analysis should be to identify types of accommodations that could be provided to help a student perform the necessary functions of a particular job (e.g., job restructuring, modifying equipment, acquiring an adaptive device, re-organizing the work space, hiring a personal assistant) (Griffin & Sherron, 1996)" (Test, Aspel, & Everson, 2006, pp. 74). Perhaps the best source for on the job accommodations is the Job Accommodation Network (www.jan.org)

Curriculum-based assessments (CBA)

"CBAs are typically designed by educators to gather information about a student's performance in a specific curriculum (McLoughlin & Lewis, 2005)...(and) to develop instructional plans for a specific student. To gather (these) data...an educator might use task analyses, work sample analyses, portfolio assessments, and/or criterion- referenced tests" (Test, Aspel, & Everson, 2006, pp. 78). Examples include:

- Example of Data Sheet 1 (URL: http://www.nsttac.org/pdf/transition_guide/Data%20sheet%20_2_.pdf)
- Example of Data Sheet 2 (URL: http://www.nsttac.org/pdf/transition_guide/Data%20sheet%20_2_.pdf)

Formal Transition Assessment Methods

Adaptive Behavior Assessment information

Adaptive behavior assessment helps determine the type and amount of special assistance that people with disabilities may need. This assistance might be in the form of home-based support services for infants and children and their families, special education and vocational training for young people, and supported work or special living arrangements such as personal care attendants, group homes, or nursing homes for adults.

Each test relies on a respondent such as a parent, teacher, or care-provider to provide information about an individual being assessed. With some tests respondents are interviewed; with other tests respondents fill out a response booklet directly. Examples include:

- The Scales of Independent Behavior - Revised (SIB-R)

Age-Appropriate Transition Assessment (Appendix C)

- The Vineland Adaptive Behavior Scales
- AAMR Adaptive Behavior Scales (ABS)
- The Inventory for Client and Agency Planning (ICAP)

General and Specific Aptitude Tests

An aptitude test is a measure of a specific skill or ability. There are two types of aptitude tests: multi-aptitude test batteries and single tests measuring specific aptitudes. Multi-aptitude test batteries contain measures of a wide range of aptitudes and combinations of aptitudes and provide valuable information that can be used in career decision-making. Single aptitude tests are used when a specific aptitude needs to be measured, such as manual dexterity, clerical ability, artistic ability, or musical ability. Examples include:

- Differential Aptitude Test (DAT)
- Armed Services Vocational Aptitude Battery (ASVAB)
- Inventory of Work-Relevant Abilities (IWRA)
- OASIS-III Aptitude Survey
- ONET Ability Profiler
- Wiesen Test of Mechanical Aptitude
- Bennett's Mechanical Comprehension Test

Interest and Work Values Inventories

Strong (1943) was one of the original vocational theorists to stress the importance of gathering data concerning individuals' likes and dislikes for a variety of activities, objects, and types of persons commonly encountered. Interest inventories provide the opportunity for individuals to compare their interest with those of individuals in specific occupational groups or selected peer groups. Fouad (1999) states that regardless of which specific measure is used interest inventories appear to be generalizable across time. Examples of Interest Inventories include:

- Career Interest Inventory – Levels One and Two
- The Strong Interest Inventory
- Self-Directed Search Form R, E, and Career Explorer
- The Harrington/O'Shea System for Career Decision-Making
- Wide Range Interest-Opinion Test Revised (WRIOT-R)

Intelligence Tests

Intelligence tests involve a single test or test battery to assess a person's cognitive performance. Because populations experience IQ gains over time, IQ tests must be constantly re-standardized so that subjects are

not scored against inaccurate norms. Using obsolete IQ norms can cause problems especially when comparing scores between different groups and populations. Examples include:

- The Stanford-Binet Intelligence Scale, Form L-M (SBL-M)
- The Wechsler Intelligence Scale for Children-IVI (WISC-IV)
- The Wechsler Intelligence Scale for Adults – III (WAIS-III)
- The Wechsler Abbreviated Scale of IntelligenceTM (WASITM)
- Kaufman Brief Intelligence Test (K-BIT)
- Kaufman Adolescent & Adult Intelligence Test (KAIT)

Achievement Tests

Achievement tests measure learning of general or specific academic skills. Achievement tests provide results that can be linked to most occupational requirements while helping to identify potential areas needing remediation (such as vocabulary). They are usually either general survey batteries covering several subject areas or single- subject tests. They can be criterion-referenced, norm-referenced, or both. Achievement tests are usually identified by grade level. It is important to establish the specific purpose for giving an achievement test to decide what type to use. Examples include:

- Stanford Achievement Test (STAT)
- Wide Range Achievement Test-Revision 3 (WRAT 3)
- Basic Achievement Skills Inventory (BASI)
- Basic Achievement Individual Screener (BASIS)
- Kaufman Test of Educational Achievement, Second Edition
- Peabody Individual Achievement Test-Revised-Normative Update (PIAT-R/NU)
- Woodcock Johnson III
- Adult Basic Learning Examination (ABLE)

Personality or Preference Tests

Personality inventories measure individual differences in social traits, motivational drives and needs, attitudes, and adjustment. Personality measures offer a means of evaluating support for, or opposition to a, career under consideration. The score alone should not be viewed as a predictor of success or failure but rather should be compared with other data, including abilities and interests. Examples include:

- Sixteen Personality Factor Questionnaire (16PF, Fifth Edition)
- Personal Career Development Profile (PCDP) and PC/DP Plus
- Myers-Briggs Type Indicator® (MBTI®) Instrument

Age-Appropriate Transition Assessment (Appendix C)

» Student Styles Questionnaire (SSQ)

Career Maturity or Employability Tests

Career maturity inventories are designed to measure developmental stages or tasks on a continuum. The degree of an individual's career maturity is determined by the individual's location on the developmental continuum. Examples include:

» Career Maturity Inventory (CMI)

» Career Thought Inventory (CTI)

» Career Beliefs Inventory (CBI)

» Career Development Inventory (CDI)

» Career Decision Scale (CDS)

Self-Determination Assessments

Self-determination assessments provide information as to one's readiness to make decisions related to his/her postsecondary ambitions. Such assessments provide data to help a student identify his/her relative strengths and limitations related to self-determination and factors that may be promoting or inhibiting this outcome. Examples include:

» The Arc's Self-Determination Scale – Adolescent Version

» Self Determination Assessment Battery

» Choice Maker Self-Determination Assessment

Work-Related Temperament Scales

These tools assess work-related temperament and can help develop individual transition components of the IEP for students with disabilities. An example is:

» The Work Adjustment Inventory (WAI)

Transition Planning Inventories

Transition planning inventories involve a process that identifies transition strengths and needs. These areas encompass various aspects of adult living, including employment, postsecondary schooling and training, independent living, interpersonal relationships, and community living. Examples include:

» Transition Planning Inventory

» Transition to Work Inventory (TWI)

» www.caseylifeskills.org

Age-Appropriate Transition Assessment (Appendix C)

Sources Used:

Griffin, C., & Sherron, P. (1996). *Finding jobs for young people with disabilities*. In P. Wehman (Ed.), *Life beyond the classroom: Transition strategies for young people with disabilities* (2nd ed., pp. 163-187). Baltimore, MD: Paul H. Brookes.

McLoughlin, J. A., & Lewis, R. B. (2005). *Assessing students with special needs (6th ed.)*. Upper Saddle River,
NJ: Merrill Prentice Hall.

Osborn, D. S., & Zunker, V. G. (2006). *Using assessment results for career development*. California: Thomson
Publishing.

Sitlington, P.L, Neubert, D.A., Begun, W.H., Lombard, R.C., & Lecconte, P.J. (2007). *Assess for success: A practitioner's handbook on transition assessment (2nd Ed.)*. Thousand Oaks, CA: Corwin Press.

Sitlington, P. L., & Clark, G. M. (2001). *Career/ vocational assessment: A critical component of transition planning*. Assessment for Effective Intervention, 26(4), 5-22.

Sitlington, P. L., Neubert, D. A., & Leconte, P. J. (1997). *Transition assessment: The position of the Division on*
Career Development and Transition. Career Development for Exceptional Individuals, 20, 69-79.

Test, D. W. , Aspel, N. P., & Everson, J. M. (2006). *Transition methods for youth with disabilities*. Columbus, OH:
Merrill Prentice Hall.

Osborn, D. S., & Zunker, V. G. (2006). *Using assessment results for career development*. Thousand, Oaks, CA:
Thomson Publishing.

Informative links to Podcasts and other sources of information about age-appropriate transition assessment

Podcasts:

- The IEP Process for Secondary Transition using an outcome-oriented process (URL: http://www.opi.state.mt.us/streamer/SpecEd/NewIEPprocess.html) is a podcast of Ed O'Leary
- NSTTAC Transition Assessment Guide (URL: http://www.nsttac.org/products_and_resources/tag.aspx)
- This is a podcast of a presentation by Gary Clark and Jacque Hyatt on "Using Assessment Information for Planning Transition Services."(URL: http://itcnew.idahotc.com/pages/pastwebinars.htm#feb15-06)

Websites:

- A Guide To Functional Vocational Evaluation developed in Washington State (October 2004). by: The Center for Change in Transition Services, a Washington State Needs Project funded by the Office of Superintendent of Public Instruction in collaboration with Seattle University. (URL: http://www.seattleu.edu/ccts/func_eval/index.asp)
- Career Planning Begins with Assessment: A Guide for Professionals Serving Youth with Educational and Career Development Challenges (URL: http://www.ncwd-youth.info/resources_&_Publications/assessment.html). This guide serves as a resource for multiple audiences within the workforce development system. Youth service practitioners will find information on selecting career-related assessments, determining when to refer youth

Age-Appropriate Transition Assessment (Appendix C)

for additional assessment, and additional issues such as accommodations, legal issues, and ethical considerations. Administrators and policymakers will find information on developing practical and effective policies, collaboration among programs, and interagency assessment systems.

- The Vocational Information Center; Career and College Planning Resources (URL: http://www.khake.com/page51.html). This page provides links for students and guidance counselors including resources to self-assessments, career planning, career development and college planning.
- Assessments helping you make better career decisions - Testing and Assessment Consumer Guides by the Occupational Information Network (O*Net) resource Center (URL: http://www.onetcenter.org/guides.html#tests).
- Assessing Students with Disabilities : Transition Planning for the IEP (URL: http://transitioncoalition.org/transition/module_home.php) is a website developed by Gary Clark at the University of Kansas.
- Produced in November 2003 by the Oregon Department of Education and Transition, this issue of the Transition Toolbox newsletter (URL: http://www.ode.state.or.us/gradelevel/hs/transition/newsletters/2004/ttvol02issue03.pdf) focuses on Vocational Transition Assessment- its purpose, types, and uses, and the role of professionals in the vocational assessment process and resources for vocational assessment.
- Produced by the Colorado Department of Education, Special Education Services Unit. This site offers a brief document explaining Transition Assessment (URL: http://www.cde.state.co.us/cdesped/download/pdf/TK_TransAssessment.pdf).

Presentations:

- A Transcript of NCSET teleconference call held on October 25, 2005, with associated PowerPoint. Presented by Joe Timmons, (Project Coordinator) and Mary Podmostko, (Senior Project Associate) from the National Collaborative on Workforce and Disability/ Youth and titled 'Career Planning Begins with Assessment'(URL: http://www.ncset.org/teleconferences/transcripts/2005_10.asp).
- PowerPoint developed by Pamela LeConte (URL: http://sharedwork.org/documents/CATheOngoingJourney1.ppt), the George Washington University and Lecestor Johnson at the 2006 PA Community on Transition Conference.

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Appendix D

Summary of Performance (Appendix D)

FAQs

SUMMARY OF PERFORMANCE (SOP)
Transition Services

What is the Summary of Performance?

ANSWER: The summary of performance is: (1) summary of academic achievement; (2) summary of functional performance as it relates to measurable postsecondary goals; and (3) recommendation(s) on how to assist the student in meeting his/her measurable postsecondary goals.

Who needs a Summary of Performance?

ANSWER: Students who will graduate during the current school year with a high school diploma, or students who will exceed the age eligibility for a Free Appropriate Public Education (FAPE).

What is the purpose of the Summary of Performance?

ANSWER: The purpose is to: (1) assist the student in obtaining reasonable accommodations and supports in the postsecondary setting; and (2) to assist the student in transitioning from high school.

Why should you complete the Summary of Performance?

ANSWER: It is required under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004.

When is the Summary of Performance completed?

ANSWER: It is completed during the last year the student is in high school. The specific timing may be different for students because it is individually based on the student's postsecondary goals.

Must an IEP meeting be held?

ASNWER: A district must provide the parent/guardian prior written notice (PWN) whenever the district proposes or refuses to begin or change the identification, evaluation, or educational placement of the student or the provision of FAPE. The district meets the PWN requirement so long as the PWN is provided at a reasonable time before the district implements the proposed or refused or refused action in the PWN.

The district is not required to convene an IEP team meeting before it proposes a change in the identification, evaluation, or educational placement of the student or the provision of FAPE. The proposed changes and/or refusal to change, however, trigger the obligation for the district to convene an IEP team meeting. If the PWN can be the IEP team meeting and it triggers an IEP meeting then that would mean that PWN cannot stand on its own. Because graduation with a regular high school diploma is considered a change in placement, prior written notice to the parent/guardian (and student, if appropriate) is required. Districts will have to hold an IEP meeting if it is anticipated that a child with a disability will graduate from high school with a regular high school diploma.

Are new assessments needed?

ANSWER: No.

CDE Compliance Test Item: 3-6-5

Does the LEA provide the student whose eligibility was terminated due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for FAPE, with a summary of the student's academic achievement and functional performance that includes recommendations on how to assist the student in meeting their postsecondary goals?

Summary of Performance (Appendix D)

DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA
DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA
17800 HIGHWAY 18 • APPLE VALLEY, CA 92307
(760) 552-6700 • (760) 242-5363 FAX

Summary of Performance

(Please check the appropriate box)

☐ Student exiting special education due to graduating with a diploma ☐ Student exceeds age eligibility requirement for special education

SECTION 1: STUDENT INFORMATION

Student Name: _____ Date: _____

Primary Disability: ... _____ Date of Birth: _____ Grade: _____ Gender: ☐ M ☐ F

Street Address: _____ City: _____ State: _____ Zip Code: _____

Home Phone: _____ Other Phone: _____

School Site: _____ District of Attendance: ... _____

Date of Most Recent IEP: _____ Date of Most Recent Transition Plan: _____ Anticipated Exit Date: _____

SECTION 2: ASSESSMENT REPORTS

The following is a list of the most recent assessment reports (see attached copies). These reports diagnose and clearly identify the student's disability or functional limitations and are being provided in order to assist the student in postsecondary planning.

Assessment Type	Date of Assessment

SECTION 3: SUMMARY OF ACADEMIC ACHIEVEMENT AND/OR FUNCTIONAL PERFORMANCE

Area of Need (Academics)	Present Level of Performance	Accommodation and/or Modification
Reading		
Written Language		
Math		
Communication		
Motor Skills / Mobility Access		

Area of Need (Functional)	Present Level of Performance	Accommodation and/or Modification
Social / Emotional Skills		
Behavioral Skills		
Self-Help Skills		
Independent Living Skills		
Health		

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Summary of Performance (Appendix D)

Summary of Performance

☐ Student exiting special education due to graduating with a diploma
☐ Student exceeds age eligibility requirement for special education

SECTION 4: RECOMMENDATIONS FOR MEETING POSTSECONDARY GOALS

	Post-High School Goals (As identified on Transition Plan dated: _____)	Recommendations to Assist Student (As appropriate, include accommodations/modifications)
Employment		
Instruction		
Community Experiences / Independent Living		

SECTION 5: AGENCY LINKAGES

The agencie(ies) selected below are known to be working with or could be a resource to the student	Agency Contact Person	Contact No (if known)

SECTION 6: EXIT SUMMARY

Name: _____ Position/Title: _____ Date: _____

District: ... _____ Contact No: _____

Summary of Performance (Appendix D)

SAMPLE

DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA
DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA
17800 HIGHWAY 18 • APPLE VALLEY, CA 92307
(760) 552-6700 • (760) 242-5363 FAX

Summary of Performance

(Please check the appropriate box)

☒ Student exiting special education due to graduating with a diploma ☐ Student exceeds age eligibility requirement for special education

SECTION 1: STUDENT INFORMATION

Student Name: James Joseph Date: 10-13-14

Primary Disability: Specific Learning Disability Date of Birth: 3/4/89 Grade: 12 Gender: ☒ M ☐ F

Street Address: 202 Highway 18 City: Apple Valley State: CA Zip Code: 92307

Home Phone: (760) 242-6666 Other Phone: N/A

School Site: AVHS District of Attendance: Apple Valley

Date of Most Recent IEP: 9/1/14 Date of Most Recent Transition Plan: 9/1/14 Anticipated Exit Date: 5/22/15

SECTION 2: ASSESSMENT REPORTS

The following is a list of the most recent assessment reports (see attached copies). These reports diagnose and clearly identify the student's disability or functional limitations and are being provided in order to assist the student in postsecondary planning.

Assessment Type	Date of Assessment
Psycho Education Report	9/1/13

SECTION 3: SUMMARY OF ACADEMIC ACHIEVEMENT AND/OR FUNCTIONAL PERFORMANCE

Area of Need (Academics)	Present Level of Performance	Accommodation and/or Modification
Reading	James' recent achievement testing showed that he is reading at approximately the 7th grade level. Jame's comprehension is stronger than his decoding skills. James' test performance in Social Studies and English coursework has improved greatly when tests are read to him and when he has more time to complete the tests. James has used Books on Tape in American Lit and in American History. He reads slowly, and teachers report that these technologies have helped him to improve speed and comprehension.	Tests are read to him and extra time on tests
Written Language	James' recent assessments show that he is functioning at about an 8th grade level. His spelling and content are relative strengths, while his mechanic, punctuation and handwriting are areas of need. James has learned to utilize spelling and grammar correction features in Microsoft Word. He enjoys working with computers and has started using the computer for more of his written assignments.	Computer and Microsoft Word using auto correct for spelling
Math	James tested at grade level on his most recent achievement battery test. He has completed Algebra I and Geometry, earning low B's without any accommodations. He tends to do best on computation problems and he does sometimes struggle with multiple-step problems.	No accommodations are needed
Communication	James has started asking for clarification of written instructions. He easily converses with instructors as well as peers.	No accommodations are needed
Motor Skills / Mobility Access	James participates in regular PE and uses pencil and paper for writing but prefers to use computer for written communication. Writing can sometimes be slow and laborious for James.	Use of computer for written communication

Area of Need (Functional)	Present Level of Performance	Accommodation and/or Modification
Social / Emotional Skills	James is well-liked by school staff and peers. He is generally polite and is the Captain of the basketball team.	No accommodations are needed
Behavioral Skills	James is well-liked by school staff and peers. He is generally polite and is the Captain of the basketball team.	No accommodations are needed

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Summary of Performance (Appendix D)

SAMPLE

Self-Help Skills	James drives, prepares his own meals, manages a checking account and payments on his truck and insurance.	No accommodations are needed
Independent Living Skills	James drives, prepares his own meals, manages a checking account, and payments on his truck and insurance.	No accommodations are needed
Health	According to James' overall health history is a healthy 17 year old male.	No accommodations are needed

Summary of Performance

☒ Student exiting special education due to graduating with a diploma
☐ Student exceeds age eligibility requirement for special education

SECTION 4: RECOMMENDATIONS FOR MEETING POSTSECONDARY GOALS

	Post-High School Goals (As identified on Transition Plan dated: 9/1/14)	Recommendations to Assist Student (As appropriate, include accommodations/modifications)
Employment	Upon graduating from high school, James will be employed as a Diesel Mechanic.	James may need additional time when reading information from a manual in order to complete tasks. James would benefit from working in a mechanic-related job while attending school. He should be careful not to work too many hours while attending school as not to interfere with his school work.
Instruction	Upon graduating from high school, James will enroll and attend Apple Valley Technical Institute's Two year Diesel Certificate Program.	James should meet with the Disability Coordinator at Apple Valley Technical Institute as soon as possible to request accommodations, assistive technology, possibly tutoring and Books on Tape. James may need a notetaker during classroom instruction and additional time to complete tasks. James should plan to manitain regular contact, possibly weekly with the Disability Coordinator in order to work on and improve his self-advocay skills on a continuing basis.
Community Experiences / Independent Living	James is self-sufficient and an Independent Living goal was not warranted; therefore, a goal was not developed.	James is self-sufficient and an Independent Living goal was not warranted; therefore, a goal was not developed.

SECTION 5: AGENCY LINKAGES

The agencie(ies) selected below are known to be working with or could be a resource to the student	Agency Contact Person	Contact No (if known)
Department of Rehabilitation	Counselor Garcia	760 242-0000
Transition Partnership Program	Ms. Taylor	760 246-0101

SECTION 6: EXIT SUMMARY

Name: Carmen Downs Position/Title: Case Carrier, Special Education Teacher Date: 10-13-14

District: Apple Valley Contact No: 760 243-3941

Appendix E

Resource Guide (Appendix E)

Education

Mountain Desert Career Pathways (MDCP) JPA

Mountain Desert Career Pathways (MDCP) JPA is a collaborative Career Technical Education effort between nine school districts in the high desert. The purpose of MDCP is to coordinate with industry, government, and higher education to build better opportunities for the future of the region's students. These opportunities are accomplished through the fostering of educated, informed individuals with in-demand skills and knowledge, who will be an asset to regional business and industry as a strong and desirable workforce. MDCP coordinates and hosts regional industry advisory councils to ensure that district curriculum is tightly aligned to industry needs. Furthermore, MDCP works to expand work-based learning opportunities for students in the region to further explore and learn about quality careers in the region.

Contact Information

Matthew Wells
Director
Phone: (760) 247-8001, ext. 20811 | Email: matt.wells@mdcareerpathways.com

Kendle Crowell
Assistant
Phone: (760) 247-8001, ext. 20812 | Email: kendle.crowell@mdcareerpathways.com

Victor Valley College (VVC)

VVC offers support and accommodations through the ACCESS Resource Center, formerly Disability Programs and Services (DPS), and enrichment and CTE classes. They explore class offerings that support the local employment support vendors (i.e., job coaching, targeted instruction, conducting an assessment, behavior management, etc.). VVC offers CTE classes to enhance workplace skills for students with ID/DD (i.e., foundational employment skills, self-determination, workplace technology, etc.) and provides support to Department of Rehabilitation (DOR) clients as the employer of record for work experience.

Contact Information

Cathy Ekpo
Direct Access
Phone: (760) 245-4271, ext. 2939 | Email: cathy.ekpo@vvc.edu

Jacqueline Stahlke
Phone: (760) 245-4271, ext. 2765 | Email: jacqueline.stahlke@vvc.edu

Resource Guide (Appendix E)

Family Resources

Early Start Family Resource Network (ESFRN)

The Early Start Family Resource Network provides parent-to-parent support, information, and resources to families who have children with special needs. The organization is staffed by parents of children with special needs. The ESFRN serves families in both Riverside and San Bernardino counties.

Contact Information

Janice Hinton
ESFRN Manager
Phone: (800) 974-5553 | Email: jhinton@inlandrc.org

Employment Development Department CalJobs

This web system allows users to easily search jobs, build resumes, access career resources, find quick candidates for employment, and gather information on education and training programs.

Contact Information

P.O. Box 826880, MIC 83, Sacramento, CA 94280-0001
800-758-0398 Customer Service Desk | 855-716-3518 Spanish
Website: Employment Development Department CalJOBS
(URL: https://www.caljobs.ca.gov/vosnet/Default.aspx)

Goodwill Southern California Youth Centers

Goodwill Southern California Youth Centers provide at-risk youth with leadership training, work-based mentoring, internships, and paid work experience, as well as basic education, educational competency classes, tutoring, and recreational activities. These programs help guide youth on their way to becoming self-sufficient and productive community members by helping them earn a high school diploma or equivalent and transitioning into higher education and employment.

Contact Information

Elizabeth Hulsey
Program Manager
Phone: (760) 780-4970, ext. 4853 | Email: ehulsey@goodwillsocal.org
Website: Goodwill Southern California
(URL: www.goodwillsocal.org)

Resource Guide (Appendix E)

Hesperia Unified School District (HUSD) Family Resource and Parent Center

The HUSD Family Resource Center provides services for parents and youth within the Hesperia region of the High Desert. The HUSD Resource Center offers classes to gain skills in education, computer literacy, and many other classes.

Contact Information

9144 Third Ave, Hesperia, CA 92345
(760) 244-4411, ext 7290
Website: HUSD Family Resource and Parent Center
(URL: https://www.husdfamilyresources.org)

High Desert Relative Caregivers (HDRC)

The HDRC is a unique, one-of-a kind program in the Victor Valley area. HDRC offers support group meetings with age-appropriate activities for children (all staff and volunteers are fingerprinted with background checks). Trained facilitators, instructors, and other relative caregivers help participants find support in providing emotional security and caring discipline that is needed in a warm and loving atmosphere at home.

Contact Information

15150 La Paz Drive, Victorville, CA 92395 (United Methodist Church)
(760) 881-7364 or (760) 508-9871
Website: HDRC
(URL: www.highdessertrelativecaregivers.webs.com)

Inland Empire Health Plan (IEHP)

IEHP provides supplemental health insurance and linkages to community resources related to healthy living, such as medical services, transportation, food, and housing. IEHP provides in-home assessments to identify vocational barriers and referrals to employment agencies as appropriate.

Contact Information

Sonja Marquez
Disability Community Representative
Phone: (909) 890-2781 | Email: marqez-s@iehp.org

Resource Guide (Appendix E)

Rolling Start Resource Center

Rolling Start is an independent living center that works directly with willing and eligible individuals with disabilities, their support networks, and providers to facilitate and monitor the individual's transition from facilities to community settings. Eligible individuals of all ages with physical and mental disabilities have an opportunity to participate.

Contact Information

15550 Main St, #C12, Hesperia, CA 92345
(760) 949-7626
Website: Rolling Start
(URL: www.rollingstart.org/main.html)

San Bernardino County Employment Resource Center

Visit the Employment Resource Center for help finding job leads, creating resumes, completing job applications, and interview assistance.

Contact Information

17310 Bear Valley Road, Suite 109, Victorville, CA 92395
760-552-6550
Website: SB County Employment Resource Center
(URL: http://wp.sbcounty.gov/workforce/)

Town of Apple Valley Community Resource Foundation

The town of Apple Valley's goal is to create programs that benefit families, individuals, and children in need. The foundation supports programs that assist elderly residents, low-income residents, and persons with disabilities in the community.

Contact Information

14955 Dale Evans Parkway, Apple Valley, California 92307
(760) 240-7000
Website: Town of Apple Valley Community Resource Foundation
(URL: http://www.applevalley.org)

Victor Community Support Services (VCSS)

VCSS is a community-based focused agency that delivers mental health and family support services in the homes, schools, and communities in which people live.

Resource Guide (Appendix E)

Contact Information

15095 Amargosa Rd., Ste 21, Victorville, CA 92395
(760) 245-4695
Website: VCSS
(URL: http://www.victor.org/victor-community-support-services/victorville)

Victor Valley Family Resource Center (VVFRC)

The Victor Valley Family Resource Center (VVFRC) is a non-profit organization, organized to provide mental, sociological, and educational services to strengthen the Victor Valley one family at a time. The vision of the VVFRC is to provide its community with literacy, computer skills, life-skill services, work-readiness training, entrepreneurial skills, and counseling services. The VVFRC's 3800 square feet "State of the Art" building is centrally located for easy access by car, bus, or train. The VVFRC's goal is to enrich the lives of the families most traumatized by the economy and to divert youth from getting involved in crime, drugs, violence, and gangs. VVFRC is dedicated to enhancing the community by providing the support services needed to families with limited financial means but committed to a better way of life.

Contact Information

16000 Yucca Street, Hesperia, CA 92345
(760) 669-0300 | (760) 669-0220 Fax
Website: VVFRC
(URL: www.vvfrc.com)

Financial Assistance and Benefits

CalFresh Program

The CalFresh Program, federally known as the Supplemental Nutrition Assistance Program (SNAP), can add to your food budget to put healthy and nutritious food on the table. The program issues monthly electronic benefits that can be used to buy most foods at many markets and food stores. The program helps to improve the health and well-being of qualified households and individuals by providing them a means to meet their nutritional needs.

Contact Information

Phone: (877) 847- 3663 (FOOD)
Website: CalFresh
(URL: www.calfresh.ca.gov)

CalWorks

CalWorks is a welfare program that gives cash aid and services to eligible California families in need. The program serves all 58 counties in the state and is operated locally by county welfare departments. Families that

apply for CalWorks and qualify for ongoing assistance receive money each month to help pay for housing, food, and other necessary expenses.

Contact Information

Phone: (916) 657-2128
Website: CalWorks
(URL: www.cdss.ca.gov/calworks/default/htm)

Medi-Cal

Medi-Cal is California's Medicaid program. This is a public health program that provides needed health care services for individuals including families with children, seniors, persons with disabilities, foster care, pregnant women, and clients who qualify as low-income with specific diseases such as tuberculosis, breast cancer or HIV/AIDS. Medi-Cal is financed equally by the state and federal government.

Contact Information

(800) 735-2922 | (800) 735-2929 TYY
Website: Medi-Cal
(URL: www.dhcs.ca.gov)

Social Security Administration

The Social Security Administration administers two of the largest disability programs in the United States, and perhaps the world: the Social Security Disability Insurance (SSDI) program and the Supplemental Security Income (SSI) disability program. Both programs share a common goal, which is to provide financial assistance and benefits for the public who are eligible for their programs. To learn more about their programs and services they can offer you and your family, contact their office.

Contact Information

13955 Park Avenue, Victorville, CA 92392
Phone: (800) 772-1213
Website: SSA
(URL: http://www.ssa.gov)

Military

Air Force

The United States Air Force (USAF) is the aerial warfare service branch of the United States Armed Forces.

Website: Air Force
(URL: www.airforce.come/careers)

Resource Guide (Appendix E)

Army

The United States Army (USA) is the main branch of the United States Special Armed Forces responsible for land-based military operations.

Website: Army
(URL: www.goarmy.com/about/army-training.html)

Marines

A branch of the United States Armed Forces responsible for providing power projections from the sea using the mobility of the United States Navy to rapidly deliver combined-arms task forces.

Website: Marines
(URL: www.marines.com)Navy

The United States Navy (USN) is the naval warfare service branch of the United States Armed Forces.

Website: Navy
(URL: www.navy.com)

Postsecondary Education

Postsecondary education is an optional final stage of formal learning that occurs after secondary education. Postsecondary education is often delivered at universities, academies, colleges, seminaries, and institutes of technology, higher education is also available through certain college-level institutions, including vocational schools, trade schools, and other career colleges that award academic degrees of professional certifications.

Four-Year Colleges

Azusa Pacific University

High Desert Regional Campus
15283 Pahute Ave.,
Victorville, CA 92395
(760) 952-1765

Contact Information

E-Mail: HighDesert@apu.edu

(URL: www.apu.edu/highdesert)

Brandman University

Victorville Campus
13911 Park Ave. Ste. 100
Victorville, CA 92392
(800) 746-0082

Contact Information

E-Mail: victorville@brandman.edu

(URL: www.brandman.edu/victorville)

University of La Verne

Victorville Campus
15447 Anacapa Rd. Ste. 100
Victorville, CA 92392
(760) 955-6440

Contact Information

E-Mail: hdcv@laverne.edu

(URL: www.laverne.edu)

Resource Guide (Appendix E)

Two-Year Colleges

San Joaquin Valley College

9331 Mariposa Rd.
Hesperia, CA 92344
(760) 948-1947
(URL: www.sjvc.com)

Victor Valley College

18422 Bear Valley Rd.
Victorville, CA 92395
(760) 245-4271
(URL: www.vvc.edu)

Trade Schools

American University of Medical Technology

12402 Industrial Blvd.
Victorville, CA 92395
(760) 952-2121
(URL: www.aumt.org)

Bridges Beauty School

16515 Mojave Dr.
Victorville, CA 92395
(760) 245-2522
(URL: www.bridgesbeautycollege.com)

Career & Adult Education School

16527 Lemon Street
Hesperia, CA 92345
(760) 244-1771
(URL: www.careeradulteducation.com)

Ed2Go – Cal State San Bernardino

(855) 520-6806
URL: https://wcareertraining.ed2go.com/csusb)

Kirks Dental Lab

16272 Victor St.
Victorville, CA 92395
(760) 245-4877
(URL: www.kirksdentallab.com)

Inland Paraflite Inc.

17100 Bear Valley Rd. Ste. B 263
Victorville, CA 92395
(760) 242-3359
(URL: www.paraplane.com)

ACE Care Education

18145 Highway 18 Suite F & G
Apple Valley, CA 92307
(760) 503-9640
(URL: www.acecareeducation.com)

Skyway Trucking School

16934 Smoketree St.
Hesperia, CA 92345
(877) 675-9929
(URL: www.skywaytruckingschool.com)

Southwestern Vocational College

15776 Main Street
Hesperia, CA 92340
(909) 972-4957 ext. 705
(URL: www.svc-edu.org)

Signature Barber Academy

14400 Bear Valley Road
Victorville, CA 92392
(760) 381-8787
(URL: https://signaturebarbering.com)

Resource Guide (Appendix E)

Other Training Programs

Job Corps

3173 Kerry Street
San Bernardino, CA 92348
(909) 887-6305
(URL: http://inlandempire.jobcorps.gov)

California Conservation Corp (CCC)

1824 Commerce Center
San Bernardino, CA 92408
(909) 708-8470

(URL: www.ccc.ca.gov)

Contact Information

For more information contact our office or visit our website.

Desert/Mountain Special Education Local Plan Area

17800 Highway 18, Apple Valley, CA 92308
Phone: (760) 843-3982 | Fax: (760) 843-3984
Website: www.cahelp.org/

Resource Guide (Appendix E)

Programs and Services

B.E.S.T. Opportunities

B.E.S.T. Opportunities is a center for adults with developmental disabilities located in Apple Valley, Barstow, and Hesperia and offers the following programs: Adult Development Center (promotes the independence and integration of adults with disabilities in the community), Supported Employment (helps adults with disabilities obtain and maintain meaningful employment), and Situational Assessments (assists a person with a disability to make choices about the types of jobs and work environments that they would enjoy using actual employment and community settings).

Contact Information

B.E.S.T. Opportunities, Inc.
120 Cal Avenue, Barstow, CA 92311
Phone: (760) 256-1030 | Fax: (760) 255-2344
Website: B.E.S.T.
(URL: http://www.bestopportunities.org/)

California Mentor

The Mentor Network is a national network of local health and human services providers in more than 30 states offering an array of quality, community-based services to adults and children with intellectual and developmental disabilities, brain and spinal cord injuries, and other catastrophic injuries and illnesses. The Mentor Network also assists youth with emotional, behavioral, and medically complex challenges and their families, as well as elders in need of support. Founded in 1980, the Network has made a positive impact in the lives of thousands of children and adults across the country.

Contact Information

Kayava Lenoir
Area Director
Phone: (760) 998-2829 | Cell: (909) 243-2560 | Email: kayava.lenoir@thementornetwork.com

Department of Behavioral Health (DBH)

The Department of Behavioral Health has many programs for adults ages 18 and over, ranging from screening to mental health services and prevention services.

Contact Information

Alfredo Jauregui
Housing and Employment Program
Phone: (909) 421-9430 | Email: ajauregui@dbh.sbcounty.gov

Resource Guide (Appendix E)

Department of Rehabilitation (DOR)

The California Department of Rehabilitation (DOR) works in partnership with consumers and other stakeholders to provide services and advocacy resulting in employment, independent living, and equality for individuals with disabilities.

DOR administers the largest vocational rehabilitation and independent living programs in the country. Vocational rehabilitation services are designed to help job seekers with disabilities obtain competitive employment in integrated work settings. Independent living services may include peer support, skill development, systems advocacy, referrals, assistive technology services, transition services, housing assistance, and personal assistance services. DOR believes in the talent and potential of individuals with disabilities.

They invest in the future through creativity, ingenuity, and innovation. The DOR ensures that their decisions and actions are informed by interested individuals and groups. The agency pursues excellence through continuous improvement, and they preserve the public's trust through compassion and responsible provision of services.

Contact Information

15415 W. Sand Street - Second Floor, Victorville, CA 92392
Phone: (760) 243-6024 | TTY: (760) 245-4127
Website: DOR
(URL: www.dor.ca.gov)

Susan Wright
Team Manager
Phone: (760) 243-6024 | Email: swright@dor.ca.gov

Ramona Flores
Service Coordinator
Phone: (760) 955-5707 | Email: rflores@dor.ca.gov

Jennifer Ross
Service Coordinator
Phone: (760) 243-6024 | Email: jennifer.ross@dor.ca.gov

Deaf/Hard of Hearing Field Services Contact:

Craig Rubenstein
Team Manager
Video Phone: (951) 801-4220 | Phone (951) 782-6658 | Email: craig.rubenstein@dor.ca.gov

Deaf/Hard of Hearing Field Services Contact:

Josephina Yepez
Service Coordinator
Video Phone: (951) 801-4220 | Phone: (951) 782-6658 | Email: josephina.yepez@dor.ca.gov

Resource Guide (Appendix E)

Blind Field Services Contact:

Yuki Long
Team Manager
Phone: 909-383-4298 | Email: yuki.long@dor.ca.gov

Desert/Mountain Children's Center (DMCC)

The Desert/Mountain Children's Center (DMCC) is a counseling center designed to meet the therapeutic needs of infants, children, and youth, birth to 22 years of age. The DMCC provides screening, psychological assessment, mental health treatment planning, and mental health treatment services. Services are provided through individual, group, and family therapy.

Services are provided at the DMCC clinic, schools, and/or in the home. The DMCC offers services on a continuum of care, from mild to severe mental health needs. It is the goal of the DMCC to assist clients in developing skills to reach their full potential. Referrals may be made through the child's school, parent, doctor, or an external source

Contact Information

17800 Highway 18, Apple Valley, CA 92307
Phone: (760) 955-3601 | Fax: (760) 242-5363
Website: DMCC
(URL: www.dmchildrenscenter.org)

Inland Regional Center (IRC)

For the past 40 years, IRC's qualified and supportive employees strive daily to serve more than 25,000 individuals with developmental disabilities in San Bernardino and Riverside counties. As the largest of the regional centers in the State of California, IRC is a nonprofit, private community-based agency that is proud to help obtain services and support for it's constituents. The core values of independence, inclusion and empowerment are the foundation that drives all staff in interactions, provisions of services, and program planning processes.

Contact Information

Vince Toms
Community Services Director
vtoms@inlandrc.org

Felipe Garcia
Director of Children and Transition
fgarcia@inlandrc.org

Resource Guide (Appendix E)

Angelica Serrano
Program Manager
Phone: 909-890-3230 | Email: aserrano@inlandrc.org

Andrew Burdick
Employment Specialist
Phone: 909-890-3120 | Email: aburdick@inlandrc.org

Beth Crane
Employment Specialist
Phone: 909-890-3499 | Email: bcrane@inlandrc.org

Brenda Martinez
Consumer Services Coordinator
Phone: 909-890-3243 | Email: bmartinez@inlandrc.org

Daniel Timmons
Consumer Services Coordinator
Phone: 909-890-3218 | Email: dtimmons@inlandrc.org

Debrah Merces-Spindler
Consumer Services Coordinator
Phone: 909-890-3028 | Email: dmerces@inlandrc.org

Imalay Rivera
Consumer Services Coordinator
Phone: 909-382-4641 | Email: irivera@inlandrc.org

Nelson Pascua
Consumer Services Coordinator
Phone: 909-890-3134 | Email: npascua@inlandrc.org

Sarah Crosthwaite
Consumer Services Coordinator
Phone: 909-890-3115 | Email: scrosthwaite@inlandrc.org

Sommier Schene
Consumer Services Coordinator
Phone: 909-890-4705 | Email: sschene@inlandrc.org

People's Care

At People's Care, their most valuable resource is the extraordinary people who support and care for their clients. Their expert direct support professionals have years of experience in the highly demanding health care industry. They have received specialized training to support individuals with special needs or those who are otherwise unable to fully care for themselves.

At People's Care, they are all about building relationships.

Resource Guide (Appendix E)

People's Care matches each individual with the most appropriate professional support staff. They create unique support plans with each person's best interest in mind, whether in one's home or out in the community, in an adult day program, assisted living facility, or residential care facility. They offer a loving and compassionate environment, while respecting the cultural uniqueness of all individuals in helping them to maintain their cultural and/or religious heritage.

Contact Information

Day Program Locations
People's Care Kaiser Adult Behavioral Center (KABC)
13901 Amargosa Road, Suite 102 Victorville, CA 92392
Phone: (760) 962-1900

People's Care Community Based Day Program (PCCBDP)
Phone: (760) 962-9797
Website: Peoples Care
(URL: http://www.peoplescare.com/)

Rolling Start Resource Center

Rolling Start is an independent living center that works directly with willing and eligible individuals with disabilities, their support networks, and providers to facilitate and monitor the individual's transition from facilities to community settings. Eligible individuals of all ages with physical and mental disabilities have an opportunity to participate.

Contact Information

15550 Main St, #C12, Hesperia, CA 92345
(760) 949-7626
Website: Rolling Start
(URL: www.rollingstart.org/main.html)

Social Vocational Services, Inc. (SVS)

SVS was founded in 1977 as a small after-school program for teenagers with autism in Manhattan Beach. In the 35 years since its establishment, SVS has grown to serve over 4,000 individuals with intellectual or developmental disabilities throughout California. They offer a wide variety of services to meet the needs and interests of a diverse population.

Although large in scope with 75 locations, each individual SVS program site has its own distinctive ambiance. This allows each facility the opportunity to customize its activities to the interests and talents of the individuals it serves and to make use of the resources available in its community.

SVS offers a wide range of services. They include, adult day programs, supported employment, residential, transportation, and financial management services. SVS prides itself in providing quality, individualized

programs for each individual it serves. SVS clients choose a lifestyle that has meaning for them and with the assistance of their Circle of Support, designs the SVS service plan they believe will help them achieve it.

Contact Information

Adult Day Program Supported Employment
15387 Cholame Rd. Victorville, CA 92392
Phone: (760) 955-7535 | Fax: (760) 955-7537
Website: SVS
(URL: http://www.vic@svsinc.org)

Vocational Improvement Program, Inc. (VIP)

Vocational Improvement Program, Inc., is a private nonprofit organization dedicated to servicing individuals with disabilities, with quality vocational training and job placement services. Established in 1986, VIP has grown to assist more than 600 individuals with disabilities annually through the support and guidance of 150 dedicated staff and exceptional board of directors. VIP offices are located in Rancho Cucamonga, Hesperia, and San Bernardino. It is the Mission of Vocational Improvement Program, Inc., to maximize the potential of individuals with disabilities.

Programs

Work Activity Program provides valuable experience through a variety of in-house contract work and trial community placements. Each client's skill level and interests are evaluated and used to develop appropriate individualized employment services.

Supported Employment Program offers assistance in securing and maintaining community employment with the assistance of a job developer and job coach. Individual and group placements are located throughout VIP's service areas.

Direct Placement services are specifically geared for individuals referred by the DOR. Individuals are assisted in the procurement of integrated and competitive employment based upon individuals' interest, experience, abilities, and training. Job coaching services are provided as needed to maintain employment.**Vocational Evaluation** is a short-term (one to three months) program for any DOR client used to assess community placements, group presentations, and discussions.

Contact Information

Vocational Improvement Program Inc.
17292 Eucalyptus Street, Hesperia, CA 92345
Phone: (760) 948-1312 | Fax: (760) 948-0993
Website: VIP
(URL: http://www.vipsolutions.com)

Resource Guide (Appendix E)

Training

Cole Vocational Services

Cole Vocational Services, a partner of California MENTOR, strives to create successful employment experiences for the individual as well as the employer. Their wide range of employment services helps individuals find and maintain meaningful jobs in California and 38 other states. Their Supported Employment program offers vocational training and other job-related resources to help adults with intellectual and developmental disabilities achieve goals and thrive in the working world. They carefully match individuals with employers, based on interests and skills and provide full training and job assistance to ensure continued success. Interested individuals meet with a job developer, who assesses their unique skills and interests to develop a personalized employment plan. This program also helps employers hire capable workers and make a positive impact on the community. Support and guidance is offered to help employers successfully integrate individuals with intellectual and developmental disabilities into the workplace

Contact Information

Kimberly Bagley
Program Director
Phone: (760) 998-2829 | Email: kimberly.bagley@californiamentor.com

Brenda Robledo
Job Developer
Phone: (951) 375-9408 | Email: brenda.robledoDionicio@californiamentor.com

San Bernardino County Workforce Development Department

The Workforce Development Board educates businesses while attending employer events and through targeted information sessions and committee meetings on the employment support programs available through WDD, IRC, and DOR, i.e., Paid Internship Programs and Customized Employment. They also link employers to LEA, IRC, and DOR. They help individuals explore training options with job coaching, targeted instruction, conducting assessments, or behavior management to also assist the local employment support vendors. They offer training to enhance workplace skills for students with Intellectual Disability/Developmental Disability, including foundational employment skills, self-determination, workplace technology, etc. The WDD provides a referral to the youth program and assists with a campaign to recruit businesses and potential employers.

Stephanie Murillo
Administrative Supervisor I
Phone: (909) 387-9831 | Email: smurillo@wdd.sbcounty.gov

Resource Guide (Appendix E)

Sal Monica
Business Services Specialist Representative
Phone: (760) 552-6533 | Email: salm@wdd.sbcounty.gov

Jillian Lanphear
Workforce Development Specialist
Phone: (760) 552-6550 | Email: jillian.lanphear@wdd.sbcounty.gov

Transition Programs and Services

California Career Innovations (CCi)

The DOR is partnering with San Diego State University Interwork Institute to evaluate the effects and benefits of work-based learning experiences to prepare students with disabilities to enter postsecondary education and obtain competitive integrated employment (CIE). The DOR is the lead agency for the California Career Innovations Work-Based Learning Initiative. Collaborations will include LEAs throughout California, led by region managers from the Vallejo Unified School District, California State University - Los Angeles, Riverside County Office of Education, and San Diego Health Sciences High & Middle College. Students with disabilities throughout these regions, between ages 16-21, with Individualized Education Programs (IEPs) or 504 plans will be identified to participate in this project.

Contact Information

Jessica Thompson
Transition Project Assistant
Phone: (760) 843-3982, ext. 217 | Email: jessica.thompson@cahelp.orgEmployment Network (EN)

Employment Network (EN)

The goal of the EN is to help individuals become employed and work their way off benefits completely, but not immediately. The EN can offer adults returning to the workforce a clear vision of what to expect concerning their disability benefits. Information about Social Security Disability Insurance (SSDI) and Social Security Income (SSI) rules and procedures are clearly explained. Pre-employment assistance, job development, and Social Security Administration (SSA) benefits planning provide individuals returning to work the necessary services and supports to be successful.

Contact Information

Issac Medina
Independent Living Technician
Phone: (760) 843-3982, ext. 215 | Email: issac.medina@cahelp.org

Resource Guide (Appendix E)

Paid Internship Program (PIP)

The PIP is a collaborative effort between IRC and the Desert/Mountain SELPA Career Technical Education (CTE) team. The purpose of the program is to increase the vocational skills and the abilities of the individuals served by IRC who choose, via the Individualized Program Plan (IPP) process, to participate in the internship. The acquisition of work experience and skills should lead to full-time Competitive Integrated Employment (CIE) in the same job. Participants have an opportunity to earn a maximum of $10,400 per year while earning CIE at multiple work sites.

Contact Information

Shannon Sweda
Transition Case Technician
Phone: (760) 843-3982, ext. 202 | Email: shannon.sweda@cahelp.orgTransition Partnership Program (TPP)

Transition Partnership Program (TPP)

The TPP builds partnerships between LEAs and the DOR for successfully transitioning high school students with disabilities into meaningful employment opportunities and/or postsecondary education. The student populations served through the Desert/Mountain TPP program include high school students with learning disabilities and those who meet the eligibility criteria for the Individuals with Disabilities Act (IDEA), and those with physical and mental disabilities, who are eligible for DOR student services. Specifically, the Desert/ Mountain SELPAs cooperative agreement provides for the following new and different pattern of services to TPP students: job exploration and counseling; workplace readiness training; work-based learning experiences; and instruction in self-advocacy.

Contact Information

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WorkAbility (WAI)

WAI is a nationally recognized school-to-work program that provides pre-employment skills, employment training, and follow-up for high school students in special education who are making the transition from school to work. Students with a current IEP may apply. Eligible high school students are paid minimum wage while working in the community to gain employment skills.

Resource Guide (Appendix E)

Contact Information

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Apple Valley USD WorkAbility Contact Information

11827 Navajo Road, Apple Valley, CA 92308 | Phone: (760) 247-7206, ext. 268

Hesperia USD WorkAbility Contact Information

16527 Lemon Street, Hesperia, CA 92345 | Phone: (760) 244-1771, ext. 5114 or 5118

Victor Valley UHSD WorkAbility Contact Information

16350 Mojave Drive, Victorville, CA 92395 | Phone: (760) 955-3201Workforce Innovation and Opportunity Act (WIOA) GenerationGo!

Workforce Innovation and Opportunity Act (WIOA) GenerationGo!

The Workforce Development Board is partnering with the Desert/Mountain SELPA to make key investments in serving out-of-school youth. The program will prepare vulnerable youth and other young job seekers for successful employment through increasing the use of proven service models. The transition staff will enroll out-of-school youth between the ages of 16-24 and will either directly provide or use linkages to access several of the 14 WIOA program elements. Youth will receive services in the following areas: paid and unpaid work experiences, occupational skills training, support services, adult mentoring, leadership development, financial literacy, and linkage(s) to adult education programs and community colleges.

Contact Information

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Transition Programs and Services Contact

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Resource Guide (Appendix E)

Transportation

Victor Valley Transit Authority (VVTA)

The Consolidated Transportation Service Agency, (CTSA) of VVTA is currently responsible for the operation and oversight of 12 mobility management projects that benefit the residents of the Victor Valley and North Desert regions of San Bernardino County. The Travel Training program provides one-on-one instruction for riding and navigating VVTA's fixed route system based on the individual needs of clients and small groups. The Transportation Reimbursement for Individuals Program (TRIP) allows seniors and disabled individuals to receive funds to reimburse a volunteer driver who provides them with transportation to vital medical, human services, and social appointments. The Transit Ambassador program consists of a group of voluntary travel trainers who are trained and retrained at regular intervals to provide no-cost training to fellow members of the community. Other programs operated by the CTSA include the Travel Trainer Certification program, Transit Orientations, the Vanpool program, the Fare Media Scholarship, and the Needles Carshare program

Contact Information

17150 Smoketree St, Hesperia, CA 92345
Phone: (760) 948-4021 | Route Schedule: (760) 948-3030 | TTY: (760) 948-3990

Aaron Moore
Consolidated Transportation Services Agency Director
Phone: (760) 948-4021, ext. 128 | Email: amoore@vvta.org

Bethany Hagen
Lead Travel Trainer
Phone: (760) 948-4021, ext. 141 | Email: bhagen@vvta.orgOnline Resources

Online Resources

Below are available websites for you to explore different resources for career development, benefits planning, working incentives, employment, financial assistance, housing support, and more opportunities for you and your family.

- California Career Zone (URL: https://www.cacareerzone.org)
- California Career Resource Network (URL: http://www.californiacareers.info)
- California Career Center (URL: https://www.calcareercenter.org)
- O*Net Online (URL: https://www.onetonline.org)
- Disability Benefits 101 (URL: https://www.db101.org)
- Social Security (URL: https://www.ssa.gov)
- California Association of Health and Education Linked Professions (URL: www.cahelp.org)

Resource Guide (Appendix E)

- Ticket to Work (URL: http://choosework.net)
- My Money Website (URL: https://www.mymoney.gov)
- Housing Authority County of San Bernardino Website (URL: http://ww2.hacsb.com)
- Federal Deposit Insurance Corporation (URL: https://www.fdic.gov)

Dial 2-1-1

Free and confidential information and referrals 24 hours, 7-days a week. Veterans/food/clothing/shelter/counseling/crisis services/health & dental care/elder assistance/reentry/and much more.

Appendix F

WorkAbility I High School
Array of Services

The following matrixes list a full continuum of services that are consistent with components of an effective transition system for high school students. Coordinated through a student's Individualized Education Program (IEP), these components are used to create a successful transition experience for students with disabilities to competitive, integrated employment (CIE). This document will assist WorkAbility I (WAI) programs to define their role within the local educational system. WAI recognizes that effective transition requires collaboration with key stakeholders.

A WAI-served student must be provided career/vocational assessment and employment/post-secondary education planning from the School-Based Preparatory Experiences, a minimum of one service from the Career Preparation and Work-Based Learning Experiences and one service from the Youth Development and Leadership Collaboration section. Of these, at least one must be directly provided by WAI or documentation must exist of WAI's role in the indirect provision of the service. WAI Programs are strongly encouraged to collaborate with the local school and community to design a quality transition system that provides the full array of services in order to prepare for CIE

I. **School-Based Preparatory Experiences**: Elements that are commonly part of the school curriculum and/or educational delivery system.

Age and Grade Appropriate Services	General Education	Special Education	(WAI)	Career Technical Education (CTE) / Regional Occupational Center Program (ROCP)	Transition Partnership Program (TPP)/ Dept. of Rehabilitation (DOR)	School Counselor	Business	Employment Development Department (EDD) / Workforce Investment Act	Community College	Department of Development Services (DDS) / Regional Centers	Other
Career/Vocational Assessments: Provide career and transition assessments to help students identify their school and post-school career interests and goals. May include formal and informal assessments including authentic assessments.											
Employment/Post-Secondary Education Planning: Assist students to understand the career decision-making process that culminates with their personal career and educational plan and provision of transition-related guidance including exploration of post-secondary options. Use student interests and measurable post-secondary goals to develop course of study.											

WorkAbility I High School
Array of Services

II. Career Preparation and Work-Based Learning Experiences: Activities, learning experiences or strategies to increase career awareness, provide students with work-readiness skills, connect the classroom to work and engage in work-based learning experiences. **A student must receive at least one of the following services to qualify as served by WAI. A student must participate in employment to qualify as placed.**

Age and Grade Appropriate Services	General Education	Special Education	(WAI)	Career Technical Education (CTE) / Regional Occupational Center Program (ROCP)	Transition Partnership Program (TPP)/ Dept. of Rehabilitation (DOR)	School Counselor	Business	Employment Development Department (EDD) / Workforce Investment Act	Community College	Department of Development Services (DDS) / Regional Centers	Other
Career Awareness/Exploration Activities: Provide opportunities to engage in activities that increase knowledge of career options and enhance informed decision making (e.g., career fairs, tours, job shadowing and use of technology to explore choices).											
Career Preparation/Job Search: Improve job readiness–basic job skills (soft skills, 21st Century Skills, SCANS skills). Provide training on how to seek and obtain CIE, Teach students to develop applications, interview, create and update resumes, maintain a portfolio, use labor market information. Provide training to utilize social media responsibly to search and apply for employment opportunities. Resources: (O'NET, My Next Move, Occupational Outlook Handbook).											
Work-Based Learning: Includes participation in classroom and community based experiences that develop knowledge and job skills through internships, service learning, and workplace mentoring experiences. Students may earn entry job certifications/permits (e.g., food handler's permit, forklift operations permit) preparing them for CIE.											

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WorkAbility I High School
Array of Services

Age and Grade Appropriate Services	General Education	Special Education	(WAI)	Career Technical Education (CTE) / Regional Occupational Center Program (ROCP)	Transition Partnership Program (TPP)/ Dept. of Rehabilitation (DOR)	School Counselor	Business	Employment Development Department (EDD) / Workforce Investment Act	Community College	Department of Development Services (DDS) / Regional Centers	Other
Job Development: Establish training and/or employment opportunities for students. Requires the development of training plans with the work site supervisor.											
Employment/Work Experience: Assist the student to obtain subsidized and/or nonsubsidized work, and on-the-job training experiences that link to school credit.											
Job Retention: Provide training on maintaining, upgrading, leaving employment.											
Work-Site Mentor/Supervisor: Identify and train another employee who could be a natural support at the student's work-site.											
Job Coach: Student support and assistance either on or off the job. For example, teaching or breaking down job tasks.											
Work-Site Follow-Along/ Employer Communication: Establish routine contact with employer to evaluate, troubleshoot and coach student and monitor work training plan.											

III. Youth Development and Leadership: Engage youth in the process of developing self advocacy and self-determination skills that apply to the classroom and the community.

Collaboration: Link students with community agencies that provide support for transition after they leave high school; Engage business partners to advise and support work-based learning opportunities that lead to career readiness. **A student must receive at least one of the following services to qualify as served by WAI.**

133 Page | © Intellectual Property of CAHELP (Rev. 01/2021)

WorkAbility I High School
Array of Services

Age and Grade Appropriate Services	General Education	Special Education	WAI	Career Technical Education (CTE) / Regional Occupational Center Program (ROCP)	Transition Partnership Program (TPP)/ Dept. of Rehabilitation (DOR)	School Counselor	Business	Employment Development Department (EDD) / Workforce Investment Act	Community College	Department of Development Services (DDS) / Regional Centers	Other
Self-Advocacy/Disability Awareness: Provide training and encourage students to find, formally request and secure appropriate supports and reasonable accommodations in education, training and employment settings. Resource: Job Accommodation Network (JAN)											
Youth Leadership: Provide training in self advocacy and conflict resolution. Present students opportunities to develop and demonstrate team and leadership skills.											
Destination/Transportation Training: Provide training to use transportation resources, and support student independence (including use of public transportation obtaining driver's license).											
Life Skills/Independent Living: Provide training in the use of community resources, domestic skills, money management, finding and maintaining housing, identification of post-school support. May include benefits planning.											
Family Participation and Support of Transition: Involve, train parents/family and supportive adults to support and mentor youth as they transition. Includes knowledge of disabilities, accommodations, rights and access to programs and services.											
Partnership and Collaboration: Engage business partners and post-school support agencies in local/regional communities of practice to advise, share expertise and resources and offer opportunities to students. Connect students to America's Job Center.											

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WorkAbility Resources (Appendix F)

WorkAbility I Element Requirement

Section 56471 of the California Education Code states that:

"WorkAbility project applications shall include, but are not limited, to the following elements:
(1) recruitment, (2) assessment, (3) counseling, (4) pre-employment skills training, (5) vocational training, (6) student wages for try-out employment, (7) placement in unsubsidized employment, (8) other assistance with transition to a quality adult life, (9) utilization of an interdisciplinary advisory committee to enhance project goals.

(1) ***Recruitment:*** The Desert/Mountain SELPA Policy and Procedures Manual includes the eligibility criteria for students interested in participating in the WorkAbility I program. Students receiving special education services from our participating Local Education Agencies who are 16 - 22 years of age are eligible to participate in the program as long as openings are available. The D/M SELPA utilizes a variety of strategies, resources and tools to recruit students from our LEA districts and participation is voluntary. The following methods are used to advertise and market the program in hopes of gaining interest from students, parents and stakeholders in the local communities and high schools: Interactive Workshops with parents and students, Networking Opportunities with parents and educators at our Community Advisory Meetings (CAC), distribution of flyer's, brochures and pamphlets at IEP meetings, resource fairs, and direct 1:1 or small group orientation sessions with students at the local high schools. Once the outreach and recruitment of students has been conducted, the Transition Case Technician schedules small and large group enrollment sessions for interested applicants. The case technician assists applicants with the completion of WorkAbility referral packets and collects supporting documents such as the IEP, psycho-educational report, signed social security card, and a copy of the student's California identification to provide to the human resources department of the San Bernardino County Superintendent of Schools (SBCSS).

(2) ***Assessment:*** WorkAbility I students are assessed by the Transition Case Technician (TCT) assigned to the WA I program using age appropriate transition assessments, mandated by Individuals with Disabilities Education Act (IDEA). Assessments are administered to students on a 1:1 basis as well as in small and large group settings. The following assessments have been authorized and approved for use by the Desert Mountain SELPA WA I program: Scans for Me; Career Interest Inventory: Career Explorer/ Career Game; Pro Ed: Postsecondary Education and Training, Employment and Independent Living; and the California Career Zone. Once assessments have been administered and completed, students are given the opportunity to use the O'Net database to research career areas that are of specific interest to them. All students are expected to research at least three career areas and complete a fact sheet on each area that provides detailed information about each career field. All transition assessments are added to the students' WA I portfolios and teachers are able to use the assessment information along with parent concern an input to develop postsecondary and annual goals for students' transition plans.

(3) ***Counseling:*** The Transition Case Technician along with support staff guide students in making and implementing informed educational and occupational choices; help students develop career options with attention to surmounting gender, race, ethnicity, disability, language or socioeconomic

impediments to career options; self-advocacy and many encourage non-traditional career choices. The WA I staff provide services to students on a 1:1 basis as well as in small and/or large group settings. Information from counseling sessions can be used and integrated in the development of students' Individualized Transition Plan (ITP). In addition to the above-mentioned services, students who are medi-cal eligible, have access to crisis counseling through the Desert Mountain SELPA Children's Center.

(4) ***Pre-Employment Skills Training:*** The opportunity to develop core workplace literacy skills and career -related technical skills are provided to all students receiving services from the WorkAbility I program in the WA I classes. Students are provided direct instruction on the following topics: Application Completion, Interviewing Techniques, Mock Interviews, Resume Writing, and Soft Skills (i.e., showing up to work on time, no cell phone use unless during scheduled break times etc.) Skills acquired in the classroom during direct instruction are transferred into the work environment giving students an opportunity to generalize new skills in a work setting (applying new skills). Student progress is reviewed with parents, students and teachers monthly (progress report) in order to provide feedback to ensure student success. During the school year students have an opportunity to participate in an annual resource fair facilitated by the D/M SELPA. The resource fair provides students and family members information regarding services and resources that are available to students while they are in high school and as they transition from school to adult life. In addition, the WorkAbility case technician schedules field trips and has guest speakers visit the classrooms once or twice a year.

(5) ***Vocational Training:*** Assessments are administered to students on a 1:1 basis as well as in small and large group settings to help determine their career goals and areas of interest. Information from the assessments is used by the classroom teacher during the development of students' Individual Transition Plans. Each student's course of study along with postsecondary and annual goals are aligned with the students interests and preferences and they are able to register for career technical classes as well as ROP classes based on their short and long term goals. The Desert/Mountain SELPA in collaboration with the San Bernardino County Superintendent of Schools provides opportunities for students to participate in career and technical classes and Regional Occupation Programs (ROP). Each local LEA under the direction of SBCSS provides students the opportunity to participate in classes that introduce job skills in the areas of business, home economics, health care and auto mechanics. Job skills' classes are provided through ROP. The job skills classes provide students occupational training and certification in entry-level positions through a community classroom model or school based classes.

(6) ***Student Wages for Subsidized Employment:*** The Desert/Mountain SELPA Policy and Procedures Manual includes information regarding the WorkAbility I program and student wages for subsidized employment. Students are paid minimum wage for try-out employment training for approximately 50 hours per participant funded to work for the entire school year. The Desert/Mountain SELPA is funded to serve 209 students and place 52 students. The Transition Case Technician works throughout the school year to meet the individual needs of the students and to meet the goals outlined in the WorkAility I contract/budget. WorkAbility I students are assessed by the Transition Case Technician (TCT) assigned to the WA I program using age appropriate transition assessments. Assessments are administered to students on a 1:1 basis as well as in small and large group settings. Student progress while on the job is reviewed with parents, students and teachers monthly (progress

report) in order to provide feedback to ensure student success. All transition assessments as well as progress reports(on-the-job training reports) are added to the students' WA I portfolios and teachers are able to use this information along with parent concern an input to develop postsecondary and annual goals for students' Individual Transition Plans.

(7) ***Placement in Unsubsidized Employment:*** Students are provided direct instruction on the following topics: Application Completion, Interviewing Techniques, Mock Interviews, Resume Writing, and Soft Skills (i.e., showing up to work on time, no cell phone use unless during scheduled break times etc.) Skills acquired in the classroom during direct instruction are transferred into the work environment giving students an opportunity to generalize new skills in a work setting (applying new skills). Students are provided job leads and are asked to look into the leads on their own and complete a detailed fact sheet on each job lead visited. Although the WorkAbility I program provides subsidized employment, the ultimate goal of the program is to empower students to look for and secure unsubsidized employment on their own while in high school and as they transition from school to adult life. The Transition Case Technician works with employers who volunteer time in the classroom to conduct mock interviews, evaluate students' performance, and provide each student with feedback regarding their performance. The Transition Case Technician collaborates with the classroom teacher by providing on-going support and provides the teacher with a completed portfolio enabling the teachers to use the information along with parent concern an input to develop postsecondary and annual goals for students' Individual Transition Plans.

(8) ***Other Assistance with Transition to Quality Adult Life:*** The Desert/Mountain SELPA WorkAbility I program, Transition Partnership Program, and California Promise program are in the process of creating a local resource guide to synthesize information regarding resources, services and agencies available to provide services to students and family members with disabilities in the High Desert. The resource guide will be available to students, family members, educators, and stakeholders in the community who are interested in linking families to community services agencies (i.e., Regional center, Department of Rehabilitation, EDD, HHSS, Mental Health facilities, Social Security Agency etc.) The resource guide can be distributed at IEP meetings, resource fairs and downloaded from the Desert/Mountain SELPA website. The guide will include an address, phone number, contact name and email address for each agency.

(9) ***Utilization of an interdisciplinary Advisory Committee to Enhance Project Goals:*** Collaboration has been established between key stakeholders of the Desert/Mountain Special Education Local Plan (SELPA), other services and programs within the school system and between agencies that assist with facilitating access to community resources for students. Several interdisciplinary advisory teams have been established to discuss program goals, youth issues and ways to develop community partnerships. Employer Network Meetings are held annually to discuss work trends and the needs of the employers in this globally competitive labor market. Annual trainings are also held and facilitated by the Desert/Mountain SELPA Transition Services Coordinator to ensure that stakeholders understand the scope of the program and the supports available to them while students are participating in the WorkAbility I program and gaining job readiness skills at training sites.

Appendix G

Person Centered Planning (Appendix G)

Person Centered Planning is an ongoing problem-solving process used to help people with disabilities plan for their future. In person centered planning, groups of people focus on an individual and that person's vision of what they would like to do in the future. This "person-centered" team meets to identify opportunities for the student to develop personal relationships, participate in their community, increase control over their own lives, and develop the skills and abilities needed to achieve these goals. Person Centered Planning depends on the commitment of a team of individuals who care about the student. These individuals take action to make sure that the strategies discussed in planning meetings are implemented.

Directions. It is best when there is a facilitator and a person to record what is being shared. The facilitator should be a person that is neutral and unbiased, leads the group through the process, handles conflict and assures equal opportunity for all to participate. Others that may be included are parents/guardians, other family members, friends, professionals, and anyone else who has a personal interest in the person. Students are encouraged to participate in discussing these questions as much as possible. Parents/family members are encouraged to contribute to the discussions to make sure this planning is pertinent to the family.

History

- Where and when were you born?
- What schools have you attended?
- What activities did you participate in at school? Outside of school?
- Tell us about any special events that have affected your life.

Places

- Tell us about the places you spend your free time.
- What do you like about these places?
- What activities are you participating in?
- Is there anything you would like to do regarding how you spend your free time?

Participants

- Who are the family members who will be participants if your life assisting with your transition from school to adult life?
- What agencies will play a role in your life during your high school years and after?
- What friends/community members will play a part in your high school years and after?

Education

- What kind of educational opportunities would you like in the future?
- What kind of classes would you like to take?

Person Centered Planning (Appendix G)

- Are there any other educational opportunities you would like to participate in? Functional academics? Independent living skills?
- What kind of support will you need to be successful with educational activities?

Employment

- Would you like to participate in community service activities or volunteer work?
- What kind of volunteer work would you be interested in?
- What kind of a job would you like to have?
- Where do you want to work?
- What kind of a work schedule do you want?
- What kind of a schedule are you willing to work? Weekends? Holidays? AM/PM?
- Do you need work site accommodations? Explain needs.
- Will you need a job coach?
- How much time will you need a job coach?

Independent Living Skills

- How much assistance do you need for everyday activities? Personal care? Eating/Fixing meals & snacks? Medications? Communication? Supervision?
- If assistance is provided, who provides the help?
- Is there anyone else who provides assistance or who could help?
- What ILS skills do you need to learn? Grocery shopping? Cooking? Housecleaning? Laundry? Shopping?
- Who will help you learn these skills?

Recreation/Socialization

- What do you like to do for fun?
- What choices do you make for your leisure activities?
- What kinds of recreation activities would you like to do? City of Irvine? Small group? Special Olympics or other disability groups? Self planned? Sports? Fitness activities?
- Do you need assistance to participate in these activities?
- Who provides assistance?
- If your parent provides this assistance, how could someone else be trained to provide this assistance?
- What needs to be done to get you involved in these kinds of activities?
- How do you get to these activities? Do you need help with transportation?

Person Centered Planning (Appendix G)

Transportation

- What methods of transportation will you be using as you become a young adult?
- Do you have experience using all of those transportation options?
- Are you a TRIPS client? Do you know how to make reservations?
- Are you approved for OCTA Access use? Do you know how to make reservations?
- Do you know how to use the OCTA bus? Do you have a Reduced Faire Card?
- Do you need mobility/travel training support? Please explain.
- Please explain any alternate travel options that you will be using? Parents? Siblings? Car Pools? Relatives? Friends?
- Do you travel around the community on foot or bike? Independently?

Financial Planning/Money Management

- Do you know how to pay for food in a restaurant?
- Do you know how to pay for food at a fast food location?
- Do you go into stores and pay for things that you want to buy?
- Do you know how to go grocery shopping on a budget? Coupons? Menu planning?
- Do you need help reading the food labels and prices?
- Do you need help counting money when you are paying for things or getting change?
- If you need help, who usually helps you?
- Do you have your own bank account? Checking? Savings? ATM? Debit Card?
- Do you have a monthly budget?
- Who will help you with your money management?
- Have you and your family made long-range financial plans?

Interwork Institute, 1991. Adapted from materials developed by Beth Mount.

“
Take pride in how far you’ve come. Have faith in how far you can go. But don’t forget to enjoy the journey. - Michael Josephson
”