

# Transition Planning

with the School District, the Regional Center, and the  
Department of Rehabilitation

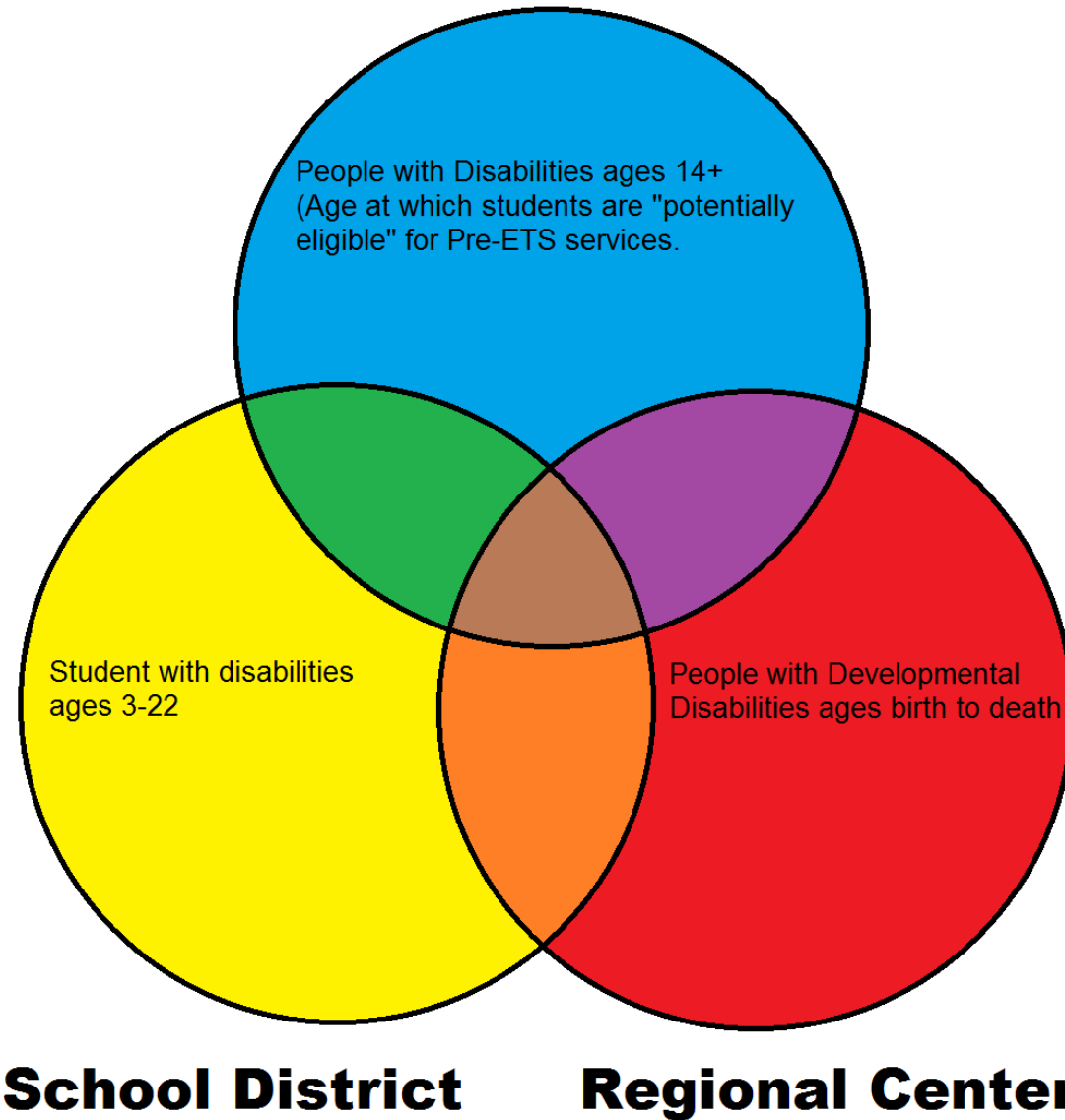


Presentation by: Disability Rights California

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# Department of Rehabilitation



# Introduction

High Expectations Lead to a Rigorous Plan for Competitive Integrated Employment

# Competitive Integrated Employment (CIE)



- Real jobs with real wages
- A job where a person makes minimum wage or more, works with people with and without disabilities, and has equal opportunities to advance (get promotions)

# NO to Low Expectations



- You can't do that
- People who have autism can't work with others
- You need to be more realistic
- A day program is your only option
- You can't make minimum wage

# YES to High Expectations

- You can do it, with the right supports
- People with autism can be good at all kinds of jobs
- You can set goals, and achieve them
- You have many options
- I expect you to work hard
- I believe in you



# A good plan

- Specific to you
- Concrete goals, that are achievable
- Specific, realistic timelines
- Reflects your choices
- Reflects high expectations
- Includes supports
- Includes a date to review



# A bad plan

- Generic transition words
- No goals, or unachievable goals
- No timelines, or unrealistic timelines
- Does not reflect choices
- Reflects low expectations
- Does not include supports
- Does not include a date to review





# Pre-Employment Transition Services

Services to help students with Disabilities (under 22) prepare for their careers!

# Pre-Employment Transition Services: Job Exploration

## **Job Exploration Counseling:**

- Talking about different options
- Career speakers
- Learning about the labor market  
(what careers hire a lot of people)
- Career assessments
- Mentors



# Pre-Employment Transition Services: Work-Based Learning

## Work-Based Learning Experiences:

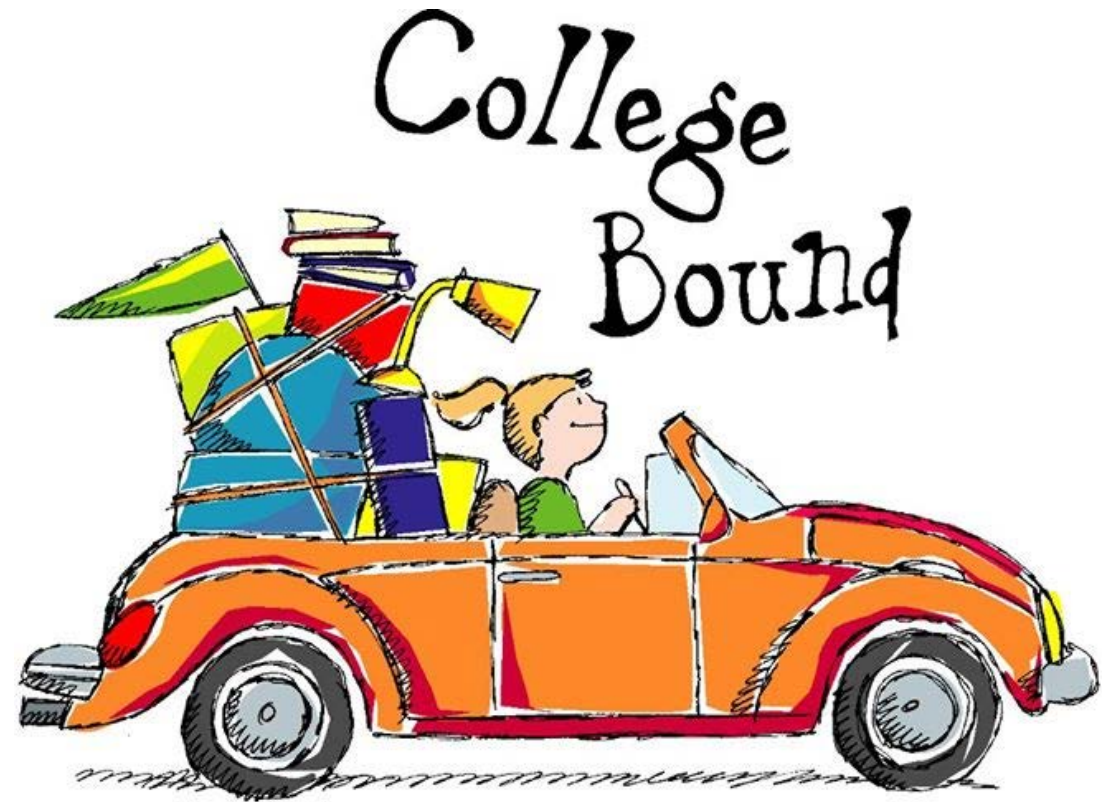
- Job shadowing
- Volunteering
- Paid internships
- Summer jobs



# Pre-Employment Transition Services: Counseling on Post-Secondary Options

## **Counseling on post-secondary education opportunities:**

- Talking about schools, such as colleges, universities, and trade schools
- Taking college-level classes
- Summer programs
- Campus visits



# Pre-Employment Transition Services: Work Readiness Training

## **Work readiness training:**

- Social skills
- Understanding instructions
- Punctuality and planning
- Getting ready for work
- Transportation training
- Resumes and interviewing





# Pre-Employment Transition Services: Self-Advocacy

## **Instruction on self-advocacy:**

- Confidence
- Making choices
- Know your rights
- Community resources
- How to challenge a decision



# The School District

“Individual Transition Plan” within the Individualized Education Program/Plan

# ITP: Individualized Transition Plan

- Part of the IEP by the time student turns 16
- Describe/focus on strengths and interests
- Include measurable goals
- Services to support goals
- Based on assessment
  - If assessment is not appropriate, consider Independent Educational Evaluation (IEE) request.





# Diploma vs. Certificate Track

- What is a regular high school diploma?
- What is a certificate of completion?
- Track determined in the IEP process
- Can request advocacy assistance from Regional Center



# Example: ITP

## TEMPLATE INDIVIDUAL TRANSITION PLAN

Name: \_\_\_\_\_ Birth Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ IEP Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
7-106) Student Invited: Yes/No 8-107) If appropriate, and agreed upon, agencies invited: Yes/No Describe how the student participated in the process: (drop down)  
Present at meeting Interview Prior Interest Inventories  
Questionnaire

3-102) Age-appropriate transition assessments/instruments were used. Yes/ No Describe the results of the assessments:

### Student's Post Secondary Goal Training or Education (Required):

Upon completion of school I will

Transition Service Code (Required): (dropdown-link to svcs pg)

820 College awareness

860 Mentoring

890 Other Transition Service

Activities to Support Transition Service:

Community Experiences Appropriate:

Linked to Annual Goal # \_\_\_\_\_

Person/Agency Responsible: \_\_\_\_\_

Related Services as Appropriate: (dropdown)

All CASEMIS Services, except 800 s. Link to service page and show code #

### Student's Post Secondary Goal Employment (Required):

# Example: ITP

	show code #
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Student's Post Secondary Goal Employment (Required):	
Upon completion of school I will	<b>Transition Service Code (Required):</b> (dropdown-link to svcs pg) 830 Vocational assessment, counseling & guidance 840 Career awareness 850 Work experience education 855 Job coaching
	<b>Activities to Support Transition Service:</b>
	<b>Community Experiences Appropriate:</b>
Linked to Annual Goal # _____ Person/Agency Responsible: _____	<b>Related Services as Appropriate:</b> (dropdown) All CASEMIS Services, except 800 s Link to service page and show code #

# Regional Center

Individual Program Plan

# IPP: Individual Program Plan (Regional Center)

- Your IPP lists your goals, and the services you need
- You can ask for an IPP meeting to add transition-related goals (like a goal to work in competitive integrated employment)
- There are some restrictions on services for transition-aged youth ages 18-22 (under WIC section 4648.55)
- Your service coordinator can help you advocate for services from the school and/or Department of Rehabilitation

# Regional Center and Living Arrangements

- Living arrangements for after you turn 18
  - There are many options for where to live, including: living with friends or family, living in your own home, Foster Family Agency (FHA), living in a group home with other people with developmental disabilities.
  - Other options to support you in living independently include: Independent Living Services (ILS), Supported Living Services (SLS) respite, Personal Care Attendants (PCA), and day programs.



# Paid Internship Program

- Under Welfare and Institutions Code Section 4870 (a)(1-4), paid internship programs are administered by regional center providers.
- Ask your service coordinator to add a paid internship goal to your IPP
- Available to students too!
- Regional Center can pay up to \$10,400 per year, per person in wages
- You can get supports to find and keep your internship



Hello  
my name is

INTERN



# Department of Rehabilitation

Individualized Plan for Employment



# Apply for DOR Services (it's not automatic!)



# IPE: Individualized Plan for Employment (Department of Rehabilitation)

Includes:

- Your employment goal (your future job)
- Timelines (can be updated)
- Steps to reach your goal
- Services needed to reach goal
- Who will provide each service, when will they start
- Everything is based on your choices

# Advocacy

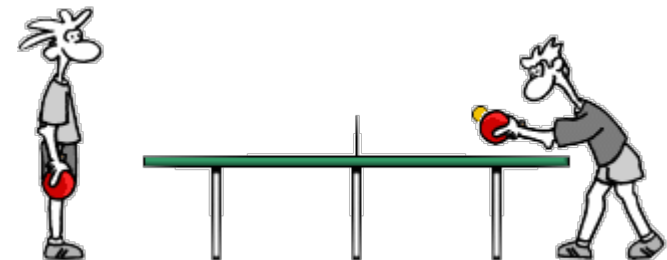
Tips, Strategies, and Examples

# Getting bounced around

Sometimes when you are working with multiple agencies, you get bounced back and forth between the agencies

Here are some tips:

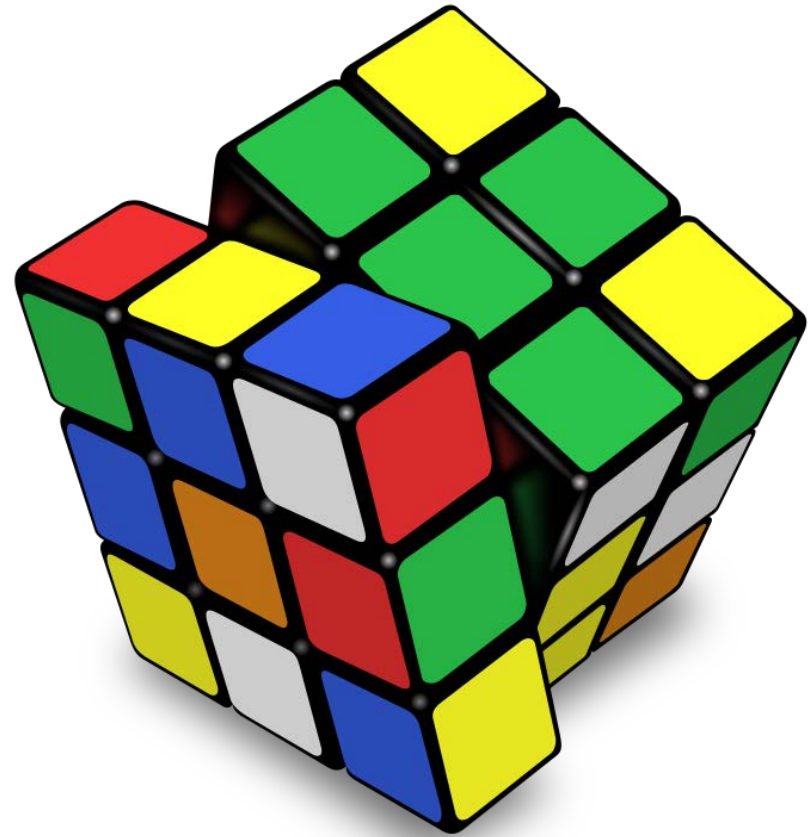
- Start by figuring out the services you need, then decide who will pay
- Ask them to talk to each other (with releases)
- Schedule a meeting where everyone is there
- Provide a denial to show that the other agency is not paying for what you need
- Contact Disability Rights California



# How can I solve a problem?

## **Less formal:**

- Talk to your counselor, or service coordinator
- Bring a friend or family member to a meeting
- Ask for an explanation in writing
- Ask for a note taker
- Contact a supervisor



# How can I solve a problem?

## **More formal:**

- Contact Disability Rights California and/or Office of Clients' Rights Advocates
- Find out about your appeal rights
- Appeal by the deadline
- Make a customer service complaint
- Attend public meetings and voice your concerns
- Contact your representatives



# Example One: Liza

Liza is a junior in high school. She has Cerebral Palsy, and uses a wheelchair. She loves books, and dislikes being bored.

- ITP: Liza updates her ITP to include job shadowing. She visits libraries, bookstores, and a publishing company. She decides she really enjoys the bookstore.
- IPP: Liza updates her IPP to include a paid internship at a bookstore. She works at Barnes and Nobles over the summer.
- IPE: Liza applies for DOR services, and she is found eligible. DOR pays for the assistive technology she needs to do her job at Barnes and Nobles. She wants to become a Librarian, which requires a Master's Degree. DOR helps her find a community college that meets her needs, and then she will transfer to a state university.

# Example Two: Jose

Jose is 18 years old, and attends a transition program. He has autism. Jose loves routines, and learning how things work. He dislikes loud environments.

- ITP: Jose updates his Individualized Transition Plan to include goals related to writing, and building tools. He learns he enjoys writing, and working on a computer.
- IPE: Jose applies for DOR services, and he is found eligible. Jose decides that he would like to write technical manuals. With funding from the DOR, he attends a certificate program, and gets help to apply for a job
- IPP: Jose updates his IPP to reflect his goal of competitive integrated employment. The Regional Center will help him access these services from the School District and DOR.



# Example Three: Brittany

Brittany is 14 years old. She is Deaf and has an intellectual disability. She loves soccer, and being around other people. She dislikes writing.

- ITP: As part of her ITP, Brittany gets extended services in the summer. She attends a summer sports and academic program for Deaf/HOH students for two years.
- IPP: When she is 17, Brittany asks to be referred to the Paid Internship Program. She works as a coach at the summer program she attended in the past.
- IPE: Brittany applies for DOR services, and is found eligible. She attends a program to become a referee, and the DOR pays for her tuition and an ASL interpreter.

# How to Contact Us:

## **Disability Rights California (DRC):**

Intake: 1-800-776-5746

TTY: 1-800-719-5798

DRC Website: <https://www.disabilityrightsca.org/>

## **Office of Clients' Rights Advocates (OCRA):**

(Advocacy for people who get Regional Center services)

Arthur Lipscomb, CRA: (510) 267-1280

TTY: 1-877-669-6023

# Discussion

