My Child is Growing Up, Now What?

Youth to Adulthood for students on an IEP

Diploma Track ● Certificate Track

...and Beyond!
This Journey needs a Road Map!

Fortunately, it comes with a guide: Family
Importance of Family
The First Role Model

Career guidance and support
Exposure to careers and occupations
Contacts/networks in the community
Values & attitudes around key factors like:
time management, social skills and hygiene
Importance of Family

You will be the only person(s) at the IEP meeting that is in love with this child for their lifetime.
A Goal without a Plan is a Dream

Planning is important...
STUDENTS on an IEP:
(National statistics for all disability groups)

40% High School Drop Out Rate
80% Unemployment Rate
4x More likely to end up in Criminal Justice System

.5% adults who begin SSI ever get off of benefits
Average yearly income on SSI = approximately $11,000
Change those Statistics

Good Transition Planning leads to:
- Academic success
- Better school attendance
- Increased opportunity for social development
- Increased soft skills
- Overall happier lives

College, Training and Vocational experiences lead to better post-school outcomes
Plan Ahead

Students receiving a Certificate of Completion may remain on an IEP through 22.
Plan Ahead

Upon Graduation, the IEP is over. Then it is up to the students to advocate for their own services. Involve your student in the IEP process early to learn self-advocacy skills.
Self-Advocacy

Assisting and guiding students as they begin making decisions that affect the rest of their lives including:

- Education
- Where to Live
- Medical Decisions
- Budget
- Who to live with
- Daily Life Skills
Protections under the Law

IDEA

504

WIOA

Laws

Age of Majority
Individuals with Disabilities Education Act (IDEA)

Federal Education Law protecting students 3-22 who are eligible for a Special Education Plan (IEP)

The IEP is a **legally binding contract** that secures educational services and supports to help ensure a successful outcome for your student throughout High School.
Work Investment Opportunity Act (WIOA)

Collaboration of 3 Departments to Coordinate their Transition Services for a smoother process into Adulthood

| Department Of Education (CDE) | Department Of Rehabilitation (DOR) | Department of Developmental Services (DDS) |
Section 504 of the Rehabilitation Act

Serves those with a disability of any kind

Prohibits Discrimination by any federally funded program or activity

Serves those eligible throughout LIFE
Age of Majority

All People at age 18 are considered LEGAL ADULTS (regardless of their disability)

Parents/Legal Guardians: You can no longer legally make decisions regarding:

- Education
- Health Care
- Finances
- Living Options
Age of Majority

All People at age 18 are considered LEGAL ADULTS (regardless of their disability)

Parents/Legal Guardians can continue to support their children:

- Supported Decision Making
- Assignment of Educational Decision-Making Authority (CDE 56041.5)
- FERPA
- Power of Attorney
- Conservatorship/Guardianship
Education
Road Map
IEP Individual Education Plan

• IEP will remain in effect
• Updated Annually
• Focus on Academic Goals to complete Graduation or Certificate Requirements
Individualized Transition Plan

For a student on an IEP, an ITP must be added before the student is 16.

*Families may request* transition planning be added upon entering high school.
Areas of Focus

- Education/Employment
- Agency Assistance
- Independent Living Skills
- Community
  - Residential
  - Social
  - Recreational

ITP

EPU Children's Center
Creating the Plan

This document should include Post-Secondary Goals based on assessments in:

**Education** — College, Trade School, Apprenticeship, etc.

**Employment** — Job Training Skills

**Independent Living Skills (Soft Skills)** — Functional Daily Living Activities such as budgeting, transportation, cleaning, hygiene, etc.
These two documents should result in blending services from Academic to Adult Services to form a productive plan for Adulthood.

Focus: Education Goals

Focus: Future Goals
Example Goal

Jessica would like to attend college after graduation and obtain a degree in Computer Processing

Short Term objectives:
- Enroll Jessica in Computer Science/Computer Processing classes
- Secure Job at the school or in community related to Computer Processing
- Research local colleges for Computer Processing Programs
- Plan a visit to college / Fill out College Application(s) for Admission

Long Term objective: (after graduation)
After High School graduation Jessica will be enrolled to attend her local college in the Fall semester in Computer Programing
Example Goal

John would like to work in a retail store

**Short Term objectives:** (may include)
Resume building
Work Ability work experience
Researching different types of retail outlets
Learning proper “Soft Skills” needed to maintain a retail job
Securing Transportation-if needed

**Long Term objective:**
Student will have the necessary skills to obtain and maintain a retail position with the supports needed to be successful
Top 10 Soft Skills

1. Strong Work Ethic
2. Dependable
3. Positive Attitude
4. Self Motivated
5. Team Oriented
6. Organized
7. Works Well Under Pressure
8. Effective Communicator
9. Flexible
10. Confident
WIOA mandates that every High School will be provided with a Department of Rehabilitation counselor to further assist students and families in planning a successful transition into an educational experience or job placement after graduation.
Pre-Employment Transition Services

Pre-ETS are available to eligible 16-22 year olds.

- Job Exploration Counseling
- Workplace Readiness
- Work Based Learning
- Post School Opportunities
- Self-Advocacy Skills
$DOR$ may assist with expenses $$

• College: Tuition, books, lab fees – leading to a job
• Apprenticeship Programs
• Trade Schools
• Work expenses - Transportation costs, clothing allowance, etc.
Services to Build Independence And Access Community

Regional Centers Coordinate Services

- Independent Living
- Accessing the Community
- Higher Education options and Day Programs
- Residential Programs
- Medical and Dental Services
ATP Program Components

- Academics
- Job Training
- Community
- Life Skills
- Self Advocacy
If your student is on track to graduate:

At the last IEP meeting before Graduation, ask the Case Manager to set up a meeting with the 504 coordinator to create an accommodation plan for after high school.
Persons with a disability may receive a 504 plan under Section 504 of the Rehabilitation Act.

A 504 plan will inform an institution receiving federal funding that the student needs assistance/accommodations.

The individual with the disability must alert the site of their needs.
504 Accommodations do not change the school assignments or work responsibilities. They will merely give you the assistance you may need to fulfill the assignment.

Accommodations may include:

- Extra time to complete assignments
- Preferred seating
- Note taking
- Specialized computer devices
- Testing in a smaller setting
True or False?

Adult service providers, including college programs, will pick up where the school districts left off and continue to provide intensive services to your student to maximize their employment and independent living goals.
High School vs. College

High School:

- Parent requests or school offers Special Education services
- Eligibility determined by evaluation conducted or paid for by school district
- IEP defines needed services
- Parent permission is needed for assessment and IEP implementation

College:

- Student requests / self refers for accommodations only
- Eligibility determined by documentation supplied by the student. Assessments are the student’s financial responsibility
- 504 plan defines needed accommodations
- Parent permission is not needed at all
High School vs. College

- Parents are part of the IEP team and advocate for student’s needs
- Legal Responsibility: Provision of FAPE
- Families have access to records
- Procedural Safeguards: Due Process or OCR complaint

- Families are not part of the team and students advocate for themselves
- Legal Responsibility is to ensure non-discrimination
- Families do not have access to records
- Procedural Safeguards: Internal grievance or OCR complaint
Adulthood: Services
Things to consider
SSI
CalABLE
Center for Independent Living
Regional Center
IHSS
DOR
...and more!
Additional Workshops

Got Support? Services Available to Youth and Adults with Disabilities

A Guide to IEPs and the Special Education Process

504: Removing Barriers and Creating Access

Navigating the Regional Center System
Thank you for joining us!

*Please fill out an evaluation before you leave.*

The contents of this resource were developed under a grant from the U.S. Department of Education #H328M200055. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.