

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 though 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

WIOA

Laws

504

**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

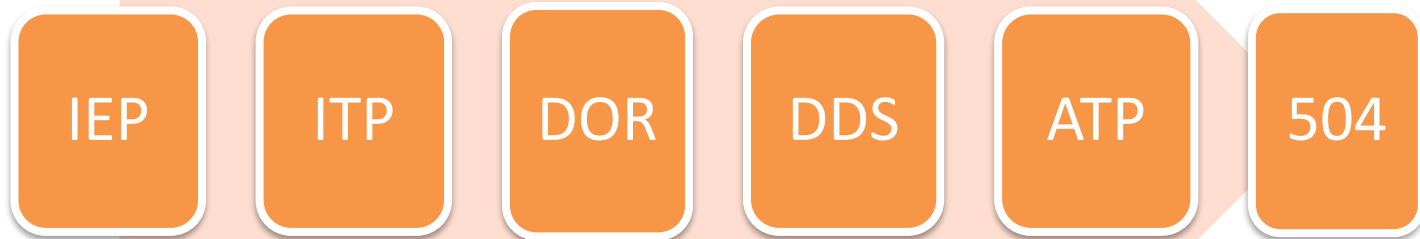


All People at age 18 are considered LEGAL ADULTS (regardless of their disability)

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





ITP

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.



ITP

Areas of Focus

Education/
Employment

Independent
Living Skills

Agency
Assistance

Community
Residential
Social
Recreational



ITP

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.

IEP

Focus: Education Goals



ITP

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

ITP

Top 10 Soft Skills

Strong Work Ethic

Dependable

Positive Attitude

Self Motivated

TEAM ORIENTED

Organized

WORKS WELL UNDER PRESSURE

Effective Communicator

Flexible

Confident





Workforce Innovation & Opportunity Act

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.

DOR

Pre-Employment Transition Services

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





Services after HS/ATP For Work Based Goals



\$\$ 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.



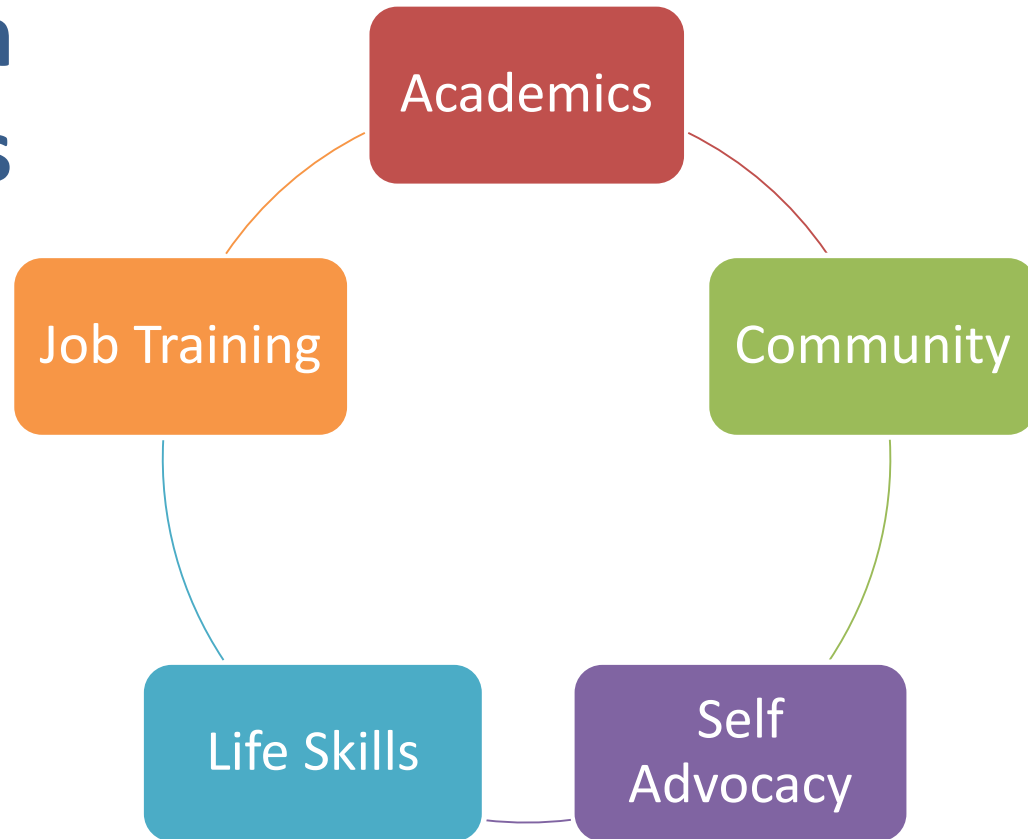
Services to Build Independence And Access Community



Regional Centers Coordinate Services

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

ATP Program Components



504

504 plan

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.**

504

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

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

- 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

- 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.***



Office of Special Education Programs
U.S. Department of Education

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