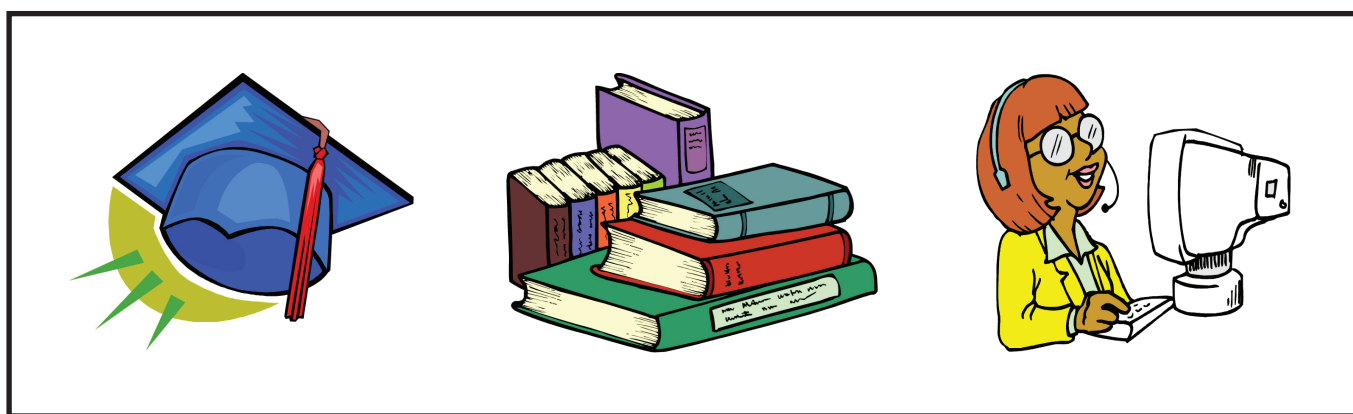
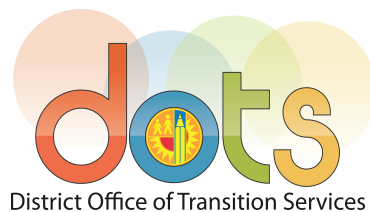


Life After High School



**for students with developmental disabilities
and their families**

Sponsored by:



Life After High School

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Is There Life After High School?

What kinds of programs are available for our young adults with developmental disabilities after they leave school? Many post-school programs and resources exist, and new resource options are being developed as adults with disabilities are taking a more active part in their communities.

A productive way for you and your adolescent to prepare for the future is to visit the programs that may be available to provide training or other services after exiting from high school.

As you learn about post-school options and visit the programs available in your community, your Regional Center service coordinator can help advise you in what specifically to look for — including training curriculum, relationships between program staff and clients, and learning environments.

Please share your thoughts with your Regional Center service coordinator, so that post-school options can be selected that best support your young adult.

The information in this guide is a sample of services based on the need of each individual and planned with the Regional Center service coordinator annually.

NLACRC has made every effort to include the most accurate information possible in this guide.

Los Angeles Unified School District (LAUSD) District Office of Transition Services (DOTS)

Mission Statement

The District Office of Transition Services (DOTS) is committed to empowering all students with disabilities, beginning at age 14, with the skills necessary to achieve their full potential in adult living, through support and collaboration with families, schools, and communities.

Instruction

- Assessment: evaluation of students' career interests, abilities and learning style
- Self-advocacy skills: providing the students with the ability to speak up for themselves in the school, community and work place
- Career skills: including vocational counseling, communication skills and appropriate work-related behaviors
- Career awareness activities: including field trips, career speakers and participation in career/agency fairs
- Work-based learning experiences: participation in on- or off-campus vocational classes and paid or un-paid work experiences

Interagency Collaboration

- Regional Centers
- Department of Rehabilitation
- Regional Occupational Centers
- Disabled Student Services at local community colleges and trade schools
- Community business and support agencies

For more information, contact LAUSD's District Office of Transition Services at (213) 241-8050, or visit their Web site (dots.lausd.net).

North Los Angeles County Regional Center

Many daytime service options are available through NLACRC. After reviewing these options with the IPP support team, (the consumer, parent/provider, or conservator, if appropriate, the Regional Center service coordinator, and other members of the consumer's support team), the Regional Center can help you set up tours of appropriate service options.

It is recommended that you schedule tours to allow the consumer and others from the support team to ask questions of the staff and see first-hand the type of services that are available. This enables everyone involved to decide if the service or program best meets his or her needs. Upon determination by all parties that the service is appropriate and meets the consumer's needs, the service coordinator will request funding for services (if applicable). These services are funded from the Regional Center's Purchase of Services (POS) budget.

Services that may be funded by Regional Center include adult day programs, behavior management services, transportation and mobility training and other community-based programs.

What you can expect from your Regional Center service coordinator when participating in a NLACRC funded day program. Your service coordinator may:

- assist you in locating and obtaining transportation
- help you advocate for your choices of employment, educational support or vocational training
- ask you about your program and help you determine if it meets your current and future needs
- monitor your progress in post-school options

***For more information, please contact your Regional Center
Service Coordinator.***

Transition Services from School

What are transition services?

- Activities based on an individual student's preferences, interests, and needs that help move students into a successful life after school;
- Could include academic instruction, community experiences, planning and preparing for employment and other post-school living objectives;
- Transition services are regulated by the Individuals with Disabilities Education Improvement Act (IDEA), the federal law that governs educational programs for students with disabilities.

Individualized Education Program (IEP)

- The IEP document serves as a record of decisions made by the IEP team regarding the student's needs for special education and their educational program and related services, including any necessary modifications or supports;
- The IEP must include transition services beginning at age 14. These transition services are documented on the Individual Transition Plan (ITP);
- The IEP/ITP meeting serves as a yearly communication vehicle between student, parents, district staff, and agency representatives.

Transition Planning

- Includes students, their family, school personnel, agency personnel, and others;
- Is a sequence of activities that takes place over several years to ensure that students are well prepared for life after school;
- Families need to encourage their young adult to talk about his/her preferences for the future, participate in his/her IEP meeting and share this information with school personnel.

Remember, family members are an equal and an important member of the transition team!

For more information, visit www.dots.lausd.net

Life After High School Information Sheet North Los Angeles County Regional Center

What kind of programs are available for young adults with developmental disabilities after they leave high school? A productive way is to prepare for the future, visit community based program that provides vocational training or other services after high school. Your Regional Center Service Coordinator can help advise you in what specifically to look for, including vocational/employment curriculum, learning environment and relationships between program staff and consumers.

What you can expect from your Regional Center service coordinator when participating in a NLACRC funded programs. Your service coordinator may:

- assist you in locating and obtaining transportation
- help you advocate for your choices
- provide resources/ programs affiliate with Employment First and Workforce Innovative Opportunities Act **(PLEASE NOTE CALIFORNIA IS AN EMPLOYMENT FIRST STATE)**

What are transition services?

- Activities based on an individual student's preferences, interests, and needs that help move students into a successful life after school
- Could include vocational training from the school district, your community experiences, by planning and preparing for employment and other post-school living objectives
- Transition services are regulated by the Individuals with Disabilities Education Improvement Act (IDEA 2004), the federal law that governs educational programs for students with disabilities.
- Individualized Education Program (IEP)
- The IEP document serves as a record of decisions made by the IEP team regarding the student's needs for special education and their educational program and related services, including any necessary modifications or supports;

- The IEP must include transition services beginning at age 14. These transition services are documented on the Individual Transition Plan (ITP)
- The IEP/ITP meeting serves as a yearly communication vehicle between student, parents, district staff, **Regional Center**, and agency representatives.

Transition Planning

- Includes students, their family, school personnel, agency personnel, and others.
- Is a sequence of activities that takes place over several years to ensure that students are well prepared and Informed for life after high school
- Families need to encourage their young adult to talk about his/her preferences for the future, participate in his/her IEP meeting and share this information with school personnel
- Families are encouraged to ask questions at the Annual Planning meeting with your Regional center representative beginning at 14 years old
- Families are encouraged to Plan to visit programs, schools and centers up to 24 months prior to exiting High School or completing at Career Transition Center (CTC)

How Can We Prepare for Life After High School?

Assessment

- Families can assist in the assessment process. Who knows the student better than his/her family?
- The purpose is to identify career interests and personal choices for the future;
- Review current and future needs
- Request that the educational plan be based on the student's post-school goals
- Identify the desired goals and how programs or specific classes can help your adolescent achieve those goals.

Ask questions like:

- Will your child have opportunities to interact with non-disabled peers to develop social interaction skills?
- Will integrated experiences within the school and community be provided?
- Will training be geared to tasks like reading a bus schedule, identifying coins or adding the cost of grocery items and support on the job?
- Does the school promote training experiences for students with local employers?
- Does the day program, community service program provide support tailored to your desired goals?

Setting realistic objectives:

- Set objectives that are challenging, but not so hard that they cannot be accomplished in a reasonable amount of time;
- Tell the school which objectives are a priority to you, so that they are given time during classroom instruction
- Encourage your adolescent to participate in planning his/her own objectives. They will feel rewarded when they reach objectives that they helped to create;
- Ask the school what you can do at home to help reinforce what your child is learning in school.

How your Regional Center service coordinator can help:

Ask the school or parent to contact your Regional Center Service Coordinator to invite to participate in the IEP meeting. He/She can be an important team member and can help ensure a smooth transition from school to adult training activities after exiting high school.

Remember, training success at school is dramatically increased when teachers, parents, and Service Coordinators collaborate.

WIOA Subminimum Wage Requirements

On July 22, 2016, the implementation of the Workforce Innovation and Opportunities Act (WIOA) had three distinct impacts on the usage of subminimum wage settings. These are:

- Requires individuals age 24 or younger who begin a subminimum wage job after July 22, 2016 to complete all of the following first:
 - Transition services under special education:
 - A referral to the Department of Rehabilitation (DOR) and been found ineligible OR been unable to succeed under his or her individual plan for employment; and,
 - Career counseling, including information and referrals to programs and in the employer's geographic area.
- Requires individuals of any age who begin a subminimum wage job after July 22, 2016 to complete career counseling, including information and referrals to programs and in the employer's geographic area within the first six months of hire, between six and twelve months of hire, and annually thereafter.
- Requires individuals of any age who were already working in a subminimum wage job before July 22, 2016 to complete career counseling, including information and referrals to programs and in the employer's geographic area no later than July 22, 2017 and annually thereafter.

The Department of Labor holds employers responsible for meeting these requirements.

Employers need to request Career Counseling and information and Referral services from DOR. (Online form). If an individual is absent on the day of the group training, the employer can request a separate training for him or her. Upon completing the required training, each individual will receive a verification form from DOR. An individual can decline the training, but then the employer must pay at least minimum wage to that person. If an individual has a conservator, the conservator must sign the form declining the training.

If a youth (age 24 or under) refuses DOR services, he or she may not be paid subminimum wages. Individuals age 25 or over do not have to be referred to DOR before beginning subminimum wage employment.

Employers must refer individuals to resources for information on self-advocacy, self-determination (generic term, not California's Self-Determination Program), and peer mentoring. Employers cannot provide this information themselves. They may look to regional centers, DOR, and Independent Living Centers to help with this.

Additional information is available at the DOR website on this topic.

How Can We Prepare for Life After High School?

Assessment

- Families can assist in the assessment process. Who knows the student better than his/her family?
- The purpose is to identify career interests and personal choices for the future;

Review current and future needs

- Request that the educational plan be based on the student's post-school goals;
- Identify the desired goals and how programs or specific classes can help your adolescent achieve those goals.

Ask questions like:

- Will your child have opportunities to interact with non-disabled peers to develop social interaction skills?
- Will integrated experiences within the school and community be provided?
- Will training be geared to tasks like reading a bus schedule, identifying coins or adding the cost of grocery items?
- Does the school promote training experiences for students with local employers?

Setting realistic objectives

- Set objectives that are challenging, but not so hard that they cannot be accomplished in a reasonable amount of time;
- Tell the school which objectives are a priority to you, so that they are given time during classroom instruction;
- Encourage your adolescent to participate in planning his/her own objectives. They will feel rewarded when they reach objectives that they helped to create;
- Ask the school what you can do at home to help reinforce what your child is learning in school.

How your Regional Center service coordinator can help:

Ask the school to invite your service coordinator to participate in the IEP meeting. He/she can be an important team member and can help ensure a smooth transition from school to adult training activities after exiting high school.

Remember, training success at school is dramatically increased when teachers and parents work as a team.

What are the Post-School Training Options?

Supported Employment

Supported employment is individualized employment placement and training with support services. After identifying personal interests and special skills, a job placement is created and the individual works with a job “coach” who assists her/him to learn work tasks, and learn responsibility for task completion, on-the-job behavior, and work quality.

Adaptive Living Skills

Teaches skills needed to live more independently with priorities based on the individual’s skills and training needs. Instruction includes cooking, cleaning, shopping, menu planning, personal hygiene, health care, money management, riding public transportation, and use of community resources.

Community Day Training

Community day training focuses on the development of basic functional skills, including gross and fine motor, cognitive development, independent living and prevocational skills. These programs generally serve adults with developmental disabilities who have some ability to interact with others, and the ability to respond to verbal instructions that are located in their community.

Behavior Management Day Training Community Based Programs

These programs provide training for individuals who, for reasons of severe behavioral challenges, are unable to participate in other programs. Primary focus is on behavior management and elimination of problem behavior. These programs also engage in a variety of learning activities such as recreation and leisure, self-care, community integration, and activities of daily living.

Mobility Training and Transportation Services

To achieve independence, employment, community living and social activities, consumers with developmental disabilities benefit from training that instructs them in how to use public transportation effectively and safely. Mobility training services may be arranged by the Regional Center, either as a separate support service or as a component of one of the programs described earlier.

“Destination training” teaches basic skills for traveling to and from a single, local and more advanced training in several transportation routes, transfers, etc. Personal safety and emergency skills are addressed with trainees so that they may cope with such experiences as getting lost, missing the bus, etc.

Regional Center also contracts with transportation service providers to offer transportation to and from a primary day program when needed, so that all consumers may benefit from training options away from home.

Transition Checklist

Student: _____ *Grade:* _____ *Date:* _____

Domestic Skills – Can he/she:

- ___ prepare a breakfast, lunch, dinner, snack or pack a lunch
- ___ clean own room
- ___ do laundry: use washer, dryer and iron
- ___ budget time

Vocational Skills – Can he/she:

- ___ get to/from work on time
- ___ punch/sign in appropriately
- ___ perform work satisfactorily
- ___ work cooperatively with co-workers
- ___ take break/lunch appropriately
- ___ wear suitable clothing
- ___ use appropriate safety procedures
- ___ follow directions
- ___ accept supervision

Recreation Leisure – Can he/she:

- ___ use free time for pleasure
- ___ choose reasonable activities
- ___ pick a hobby
- ___ perform required activities
- ___ use community resources

Community Skills – Can he/she:

- ___ use public transportation
- ___ shop for groceries, clothing
- ___ make necessary appointments
- ___ use phone
- ___ use bank accounts
- ___ be safe in traffic, among strangers
- ___ know how to seek help
- ___ handle money

Social/Personal Skills – Can he/she:

- ___ supply appropriate personal information
- ___ greet people appropriately
- ___ use good grooming, hygiene skills
- ___ talk with friends/co-workers
- ___ be courteous
- ___ be responsible

Community Collaborations

- ___ Access services
- ___ Department of Rehab (DOR)
- ___ Regional Center (RC)
- ___ Social Security Administration (SSA/SSI)
- ___ In-home supportive services (IHSS)
- ___ Disability Rights office

Four to Five Years Before Leaving the School District, Students Should...

- Identify career interests
- Identify additional education or training they are interested in
- Identify options for future living (support)
- Demonstrate the ability to explain disability and accommodations
- Use public transportation in the local community
- Master money management skills
- Acquire identification cards
- Participate in community activities
- Plan for “Age of Majority”* (18) and conservatorship if needed

*When students with disabilities reach the age of 18 (also known as the Age of Majority), all legal rights, including making decisions regarding education, move from the parent to the student. Parents and students are notified one year before the student’s 18th birthday. It is a good idea for parents to begin early to prepare for this transfer of rights.

Two to Three Years Before Leaving the School District, Students Should...

- Identify community support services and programs
- Match their career interest with vocational coursework or community work experiences
- Gather information on post-secondary programs with the help of their Regional Center service coordinator
 - Appropriate coursework needed for entry
 - Transportation
 - Financial support
 - Living arrangements
 - Arrange tours of programs that interest you
- Practice independent living skills
 - Budgeting
 - Shopping
 - Cooking
 - Housekeeping
- Plan for “Age of Majority”* (18) and conservatorship if needed

*When students with disabilities reach the age of 18 (also known as the Age of Majority), all legal rights, including making decisions regarding education, moves from the parent to the student. Parents and students are notified one year before the student’s 18th birthday. It is a good idea for parents to begin early to prepare for this transfer of rights.

One Year Before Leaving the School District, Students Should...

- Work with the Regional Center service coordinator to identify post-secondary schools or programs
 - Appropriate coursework needed for entry
 - Transportation
 - Financial support
 - Living arrangements
 - Arrange tours of programs that interest you
- Practice effective communication
 - Ask for assistance when needed
 - Explain disability and accommodations
 - Develop job search and interview skills
 - Ask questions for vocational and educational opportunities
- Assume responsibility for:
 - Scheduling appointments and visits to programs
 - Social activities
 - Health care needs
- Plan for “Age of Majority”* (18) and conservatorship if needed

*When students with disabilities reach the age of 18 (also known as the Age of Majority), all legal rights, including making decisions regarding education, moves from the parent to the student. Parents and students are notified one year before the student’s 18th birthday. It is a good idea for parents to begin early to prepare for this transfer of rights.

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