CALIFORNIA STATE UNIVERSITY SAN MARCOS

PROJECT SIGNATURE PAGE

PROJECT SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE

MASTER OF ARTS

IN

EDUCATION

PROJECT TITLE: Preparing Students with Disabilities for the Transition from Special Education Services to Adulthood

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DATE OF SUCCESSFUL DEFENSE: December 1, 2015

THE PROJECT HAS BEEN ACCEPTED BY THE PROJECT COMMITTEE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN EDUCATION

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Preparing Students with Disabilities
for the Transition from Special Education Services
to Adulthood

by

Alisa Dean

Submitted in Partial Fulfillment of the
Requirements for the
Master of Arts Degree
in
Education

California State University San Marcos
December, 2015
Abstract

This project examined the transition from high school to adulthood for students eligible for special education services who have low incidence disabilities (i.e., intellectual and developmental disabilities). The research answered the question, “What are evidence-based best practices and community resources for assisting in the transition of individuals with low incidence disabilities from high school and special education services to adulthood?” To answer this question, the researcher reviewed literature of evidence-based practices that increased success rates of students in special education after they transitioned into adulthood. A review of literature revealed that interagency collaboration, functional skill curriculum and assessment, vocational skill training, and self-determination awareness and training delivered to student between the ages of 16 and 22 positively influenced transition from special education services into adulthood. The product of this project is a 16-chapter transition manual of evidence-based best practices in transition planning and community resources available to facilitate transition. The manual is designed for use by transition planning teams supporting students with low incidence disabilities, students themselves and their families, and adult service providers. The community resources included in the manual are those accessible to North County San Diego residents. The evidence-based best practices for transition presented in the manual are appropriate for any student eligible for special education diagnosed with a low incidence disability and who is preparing for the transition from high school to adulthood.

Keywords: community resources, low incidence disabilities, Individualized Education Program, Individual Transition Plan, special education, transition
Acknowledgments

I would like to thank the individuals I work with every day for inspiring me to create this project. Though at times they struggle with adversity, I am honored that they share with me the successes and triumphs for which they work so hard to attain. I look forward to continuing serving these individuals and being inspired by their determination.
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Chapter One

Introduction

Transition preparation is a crucial theme in the field of education. It is specifically important for students diagnosed with low incidence disabilities who receive special education services. Studies show that of roughly 70% of working age adults with disabilities are unemployed (Schmitz, 2008). There are a slew of services available to individuals with disabilities beyond special education and adult transition programs. However, many students are not equipped with the resources, knowledge, or know how to access such services. Not equipping students with the ability to tap into such resources is a huge disservice to the students and their families. In order to prepare our students for transition for success beyond high school and their current special education services, stakeholders such as general and special educators, parents, counselors, and the individuals themselves must become highly knowledgeable about every aspect of transition through a team approach. This team approach must go above and beyond free and appropriate education (FAPE) mandated by the Individuals with Disabilities Act (IDEA). The approach must be highly individualized and support every facet of an individual to ensure continued success beyond special education services.

It is the researcher’s experience that sometimes planning for postsecondary supports, services, and placements occurs very close to the time transition to adult services is set to take place. Even if transition planning was thoughtfully executed, many times interagency collaboration does not occur and postsecondary service agencies are left to start fresh with those transitioning into their program. This does not allow for a smooth continuation of services. The local Regional Center provides adult programs for transitioning student with disabilities who have collateral information such as a documented diagnosis or disability designation, a
psychological evaluation, and/or an adult Individual Program Plan (IPP). It is helpful to have this information as well as current assessment results, Individual Education Program (IEP) plans, and completed Individual Transition Plans (ITP). If this information is conveyed through agency collaboration, it could mean better postsecondary supports for individuals with disabilities.

An effective transition process also includes ongoing assessment from which data can be used to communicate about an individual’s progress and indicate the person’s areas of need. This information can guide ongoing teaching not only in the high school transition programs but also inform future adult habilitation programs as well. Having assessment data could save time and resources, by allowing any future service provider to successfully pick up where high school instruction left off. This also allows for the development of more meaningful goals and objectives for individuals on their IEP to ITP and eventually to their adult IPP.

Curriculum is as important as the assessment process in terms of preparing students for transition. Unfortunately, sometimes students are working toward IEP goals that do not align with an individual’s personal aspiration for independence, personal growth, or important milestones. The assessment process should make sure that this situation does not occur; assessment procedures must be ones that lead to person-centered postsecondary aspirations of the individual. Whatever curriculum is used, it should employ research-based practices to ensure effectiveness and to ensure that material covered is pertinent to the individual’s development and aligned with the individual’s personal goals for transition. A good transition curriculum should address domains that include daily living skills, functional academic skills, vocational skills, community training, interpersonal or communication skills, sexual education, and recreation or leisure activities.
There is a wide range of best practices to prepare students with low incidence disabilities for postsecondary transition. As mentioned above transition takes a lot of preparation and should not be implemented at the last minute in the student’s academic career. Family members, service coordinators, and other future and current service providers supporting the student should be involved in the planning process early on.

**Project Purpose and Significance**

The researcher posed the question, “What are evidence-based best practices and community resources for assisting in the transition of individuals with low incidence disabilities from high school and special education services to adulthood?” The researcher sought to answer this question through a review of current research and literature on the topic and an investigation and compilation of current resources available to students with low incidence disabilities who are preparing to transition to postsecondary life. The result or product of this research is a manual that can be used by students and their families, general and special educators and other related services professionals, social workers, and adult service provider to better inform them of their postsecondary support options and also make use of best practices to assist students make gains toward their transition goals. The project’s purpose, then, is to ensure that special education transition team members know about and use the various evidence-based practices and the various resources available to students who are ready to transition, so students make continued progress during and after the transition.

The project has significance to the field of special education because it seeks to improve transition services provided to individuals with low incidence disabilities through the development of the transition manual. Compiling and then presenting both evidence based practices and current resources available in an easy to read manual format can enable those
involved with transition planning process even more resources to ensure more successful outcomes for students with low incidence disabilities as they transition from special education to adulthood.

**Preview of Literature**

The literature reviewed relates to best practices in the transition planning process of students with low incidence disabilities preparing for transition from high school special education services to adult services, supports, and activities. The current literature suggests that contributors to successful transition planning are collaboration, attention to both functional and academic skills, development of IEPs and ITPs with meaningful goals, age-appropriate curriculum and assessments, evidence-based practices, and self-determination training (Schmitz, 2008).

**Preview of Methodology**

The methodology used to create the project involved a review of current research and literature and an investigation of current resources available to students with low incidence disabilities preparing for transition from high school to adulthood in school districts in North County, San Diego. As a means of compiling resources, the researcher reviewed sources from websites, books, as well as informational publications from the San Diego Regional Center as well as other sources. The information gained was then put together and presented in an easy-to-read 16-chapter manual of best practices in special education transition.
Chapter Two

Literature Review

It is the current expectation that educators must prepare students with pervasive and low incidence disabilities for adulthood by using transition-focused curriculum and evidence-based practices that have been scientifically proven to be effective in preparing students for the transition into adulthood (Mustian, Mazzotti, & Test, 2012; Test et al., 2009). The National Secondary Transition Technical Assistance Center (NSTTAC) has compiled evidence-based practices for transition. See the center’s website at http://www.nsttac.org/content/evidence-based-practices. The center also has created an assessment tool for states and districts to use to determine the extent to which they are employing these practices. This assessment may be obtained at http://www.nsttac.org/content/team-planning-tool-improving-transition-services.

This chapter reviews evidence-based practices for transition planning to promote smooth transitions and postsecondary outcomes for individuals with low incidence disabilities as they move out of secondary special education services to adulthood and adult supports, services and activities. The current literature suggests that contributors to successful transition planning are (a) collaboration, (b) attention to both functional and academic skills, (c) development of IEPs and ITPs with meaningful goals, (d) age-appropriate curriculum and assessments, and (e) self-determination training (Schmitz, 2008). What follows is a review of literature in four areas know to facilitate transition: (1) collaboration, (2) curriculum and assessment, (3) vocational skills training, and (4) self-determination.

Collaboration in Transition Planning

In Bridging the Transition Gap from High School to College, Gil (2007) describes ways in which students with disabilities can be best prepared for successful postsecondary experiences.
following transition out of high school special education services. Collaboration among secondary and postsecondary education professionals is one important practice to ensure transition planning sets students up for success. The best way to accomplish this is to invite a representative from each of the postsecondary organization with which a student might be involved. This will allow postsecondary representatives to present their services and help the team plan for objectives to progress toward postsecondary goals on a student’s ITP. Gil suggests the collaborative practice of having a transition night where postsecondary programs can gather to give secondary students with disabilities and their family more insight into the programs and services they provide.

In *Effects of Community Transition*, Noonan, Erickson, and Morningstar (2013) note that a majority of students with disabilities are failing to achieve high quality outcomes in postsecondary life. Noonan and colleagues conducted a phenomenological study of various high performing schools and identified 11 key factors contributing to positive postsecondary outcomes. As with Gil (2007), interagency collaboration with transition teams was identified as one of the success factors. Noonan and colleagues defined and describe a *community transition team*. A community transition team is composed of local agencies, school representatives, families and students, as well as other individuals who wish to improve the outcomes of students with disabilities after they transition from secondary special education services. They also note that despite the ample evidence of the need for interagency collaboration, there are few demonstrated exemplary community transition models. As part of their research, Noonan et al. conducted staff professional development on community transition teams with participating schools and then measured improvements in interagency collaboration through the use of the *Transition Collaboration Survey* administered following training. Results of the survey showed
significant improvement for each indicator of transition collaboration improved as a result of the development of a community transition team. Based on Noonan and colleagues’ research, the development of community transition team is a promising approach to increasing interagency transition collaboration.

Both the Gil and Noonan et al. studies highlight interagency and intra-agency collaboration as factors contributors to successful secondary to postsecondary transition. This information is vital to this researcher’s current project, and will be included as an evidence-based practice in the transition manual developed through this project.

Curriculum and Assessment in Transition Planning

In *Tips for Transition*, Kelems and Morningstar (2002) identify practices facilitating transition to include alignment of curriculum and courses with students’ transition goals. Namely, curriculum and instruction should teach skills needed for students to meet their postsecondary goals identified in the ITP. Curriculum and instruction that prepares individuals with low incidence disabilities for adulthood include community-based instruction, job shadowing, microenterprise development, budgeting for real life scenarios, and developing a comprehensive portfolio.

Curriculum

Alwell and Cobb (2009) reviewed literature on functional life skills curricula. The functional life skills they examined encompassed recreation and leisure, maintenance of home and personal care needs, and participation in the community. The main finding of their review of the literature was that many functional life skills interventions appear to be effective, but there is little literature evidencing their effectiveness. They emphasize that life skills should be taught as a part of a larger curriculum that includes academics. Many effective intervention strategies were
noted, with that being said most literature on functional life skills instruction in the secondary school setting was for students with low incidence disabilities. Fewer similar studies have examined instruction of life skills for students with high incidence disabilities, such as learning disabilities, during secondary or postsecondary years.

**Assessment**

Assessment is equally as important as curriculum in transition planning for students with low incidence disabilities. Curriculum and assessment go hand in hand. Assessment should be ongoing, indicate which aspects of curriculum to focus upon for an individual student, and inform educators of whether their instructional methods are working to help students make progress toward their IEP and transition goals.

The most prominent special education organization in the U.S, the Council for Exceptional Children (CEC), also recognizes the importance of transition assessment in guiding secondary instruction and postsecondary goals. Assessment is the ongoing process of collecting data of students’ needs, preferences, and interests relating to work, education, living skills, and social environments. Assessment is the cornerstone of the transition planning process. It is a way to measure students’ strengths and needs in order to develop appropriate goals and find the most appropriate postsecondary transition environment for the individual. Carter, Trainor, Sun, and Owens (2009) suggests that transition assessments should begin at least in middle school and continue throughout a student’s high school career. The authors argue that three questions should be answered through transition assessments – (1) Where is the student presently?, (2) Where is the student going?, and (3) How does the student get there? Multiple types of assessment should be used. Both formal and informal assessments provide valuable information about a student. Assessment instruments should examine vocational skills, education, independent living skills,
and self-determination skills. The way assessment data are shared is also extremely important. Results should be written and organized so that all members of the transition team can understand the findings, including the student assessed and their family.

In summary, the literature reviewed in this section examined the role of assessment and curriculum, particularly functional life skill curriculum, for students with low incidence disabilities. The findings are vital to this researcher’s study as it offers guidelines for curriculum and assessment practices to include in the transition manual that is the product of this project.

**Vocational Skills Training and Service Learning**

Brook, Revell, and Wehman note that “people with disabilities are at a disadvantage compared to other Americans in the area of employment” (2009, p. 58) and highlight the importance of community involvement for successful work outcomes for people with disabilities. Community programs such as rehabilitation providers can provide employment services after students have transitioned out of secondary school. Students and their families should be armed with information regarding such community programs during transition planning in the secondary school years. Brook et al. suggests transition planning team members ask such questions as the following:

- Does this program lead to meaningful job outcomes?
- Does the provider have job-retention support system in place?
- Does job planning review disability benefits and the effect of employment on such benefits?

Wehman (2013) notes the importance of transition planning for future employment. He focuses less on choosing the right employment program after transition and more on what teachers can do during students’ secondary education to prepare them to be successful after
transition. Focusing on workplace competence rather than postsecondary rehabilitation programs, Wehman argues that to be a valuable member of the workforce, a person with a disability must become competent in workplace skills through ongoing education and training. Wehman points out that schools must focus more on skill training related to the workplace as opposed to “isolated academic skills” (2013, p. 36).

Both Brook and colleagues and Wehman emphasize the importance of work-related skills, the teaching of vocational skills, careful planning and research to identify the best postsecondary placements for ongoing and meaningful employment. This research is useful to this researcher’s current study. Vocational skill training and workplace transition planning will be included as evidence-based practices in the transition manual that is the product of this project.

**Self-Determination**

Research has linked a student’s level of self-determination with successful transition outcomes in employment, recreation, independent living skills, and quality of life (Wehmeyer et al., 2012). Students who engage in self-determination instruction are taught how to (a) set their own goals based upon their own interests, abilities, and needs; and (b) increase their participation in the interventions set forth to meet such goals. Shogren, Wehmeyer, Palmer, Rifenbark, and Little (2013) determined that postsecondary outcomes are influenced by many factors, self-determination instruction being one. Research shows that self-determination is included as IEP and ITP goals for most secondary students with IEPs (Carter, Trainor, Ditchman, Swedeen, & Owens 2011). Educators seem to be in agreement that self-determination training is important for student outcomes. Special and general educators alike see three skills - problem solving, self-management, and decision making - as essential self-determination skills.
In summary, the literature on self-determination is less extensive than other areas related to transition planning. Nevertheless, there is clear agreement among educators that self-determination training in secondary classrooms leads to positive outcomes in adulthood for individuals with disabilities.

Summary

Many students with low incidence disabilities struggle after high school to acquire and maintain gainful employment, access needed services available to them, and advocate for themselves. There are predictors and interventions that can be included in the transition planning process to help students with low incidence disabilities fare better in the transition from high school to adulthood. The current literature suggests that the important components of transition planning include transition team collaboration, a focus on both functional and academic skills, development of a clear transition plan with associated meaningful IEP objectives, age appropriate curriculum and assessments, and self-determination instruction.
Chapter Three

Methodology

This project sought to address the situation that many students with intellectual and developmental disabilities and their families face during the students’ transition from special education to adulthood; that is, the need for information about local postsecondary resources and research-based practices that facilitate learning and transition.

The manual created was meant as an easy to read resource guide to not only inform the transition planning team of best practices they can use for students in the transition process but also inform and encourage the team to utilize resources available to the student to increase probability for success after transition.

Audience and Settings

The manual that is the product of this project is designed for use by transition teams in North County San Diego supporting students with low incidence disabilities that want to ensure the best outcomes in preparing students for transition to adulthood. The manual was designed to help meet the needs of students with low incidence disabilities attending high school and receiving special education services in North County, San Diego by disseminating local resource information and evidence-based practices in transition planning. The target audience, transition team members, may include students, parents, teachers, special and general educators, administrators, social workers other specialists, and members of postsecondary adult services and programs or any other stakeholders in the transition planning process. The manual is appropriate for any transition planning team that is preparing a student for postsecondary experiences. However, since the researcher included community resources available to students and families in North County, San Diego, it is most appropriate for students in this area. The
manual is designed for students and support team members to use at least by the time a student turns 16, the age when Individual Transition Plans are mandated for all students eligible for special education.

**Procedures for Project Development**

The project was created by reviewing the current literature on evidence-based practices that could be used by transition planning teams for students with low incidence disabilities to increase successful transition to postsecondary supports, services, and activities. Once the research was collected, community resources were also collected through a search of the Internet and current publications. Once the information was obtained and analyzed, it was compiled into an easy-to-read manual for transition planning team members supporting students with low incidence disabilities preparing for transition into adulthood.
Chapter Four

Results

The product of this project is a practical manual for students eligible for special education and their parents, members of high school transition teams, and adult service providers to help facilitate the transition from high school to adult life. The manual was written with the vision of ensuring students with intellectual and developmental disabilities who reside in North County San Diego are well prepared for life beyond high school. This manual is meant to help high school-aged students and their families navigate the sometimes daunting transition planning process and to become familiar with local post-secondary resources. Included in the manual is information on a range of topics - transition rights, the purposes of adult transition programs, Individual Education Program (IEP) plans, Individual Transition Plans (ITPs), preparing for meetings, and life after transition. Local resources available to students and families both before and after the postsecondary transition from high school to adulthood were also included. This manual also includes methods for promoting and teaching self-determination, which can further students’ independence and better prepare them for life beyond the classroom.

The manual is comprised of 16 chapters that address

I. Introduction: Why this Manual?
II. Knowing Your Rights
III. Adult Transition Program
IV. Individualized Transition Plan (ITP)
V. Transition Team
VI. Transition Portfolio
VII. Curriculum and Assessment
VIII. Self Determination and Self Advocacy
IX. Postsecondary Education
X. Employment
XI. San Diego Regional Center
XII. Adult Day Programs
XIII. Housing
XIV. Transportation
XV. Legal Issues
XVI. Additional Resources
Chapter Five

Discussion

This project examined the transition from high school to adulthood for students eligible for special education services who have low incidence disabilities (i.e., intellectual and developmental disabilities). The research answered the question, “What are evidence-based best practices and community resources for assisting in the transition of individuals with low incidence disabilities from high school and special education services to adulthood?” To answer this question, the researcher reviewed literature of evidence-based practices that increased success rates of students in special education after they transitioned into adulthood. A review of literature revealed that interagency collaboration, functional skill curriculum and assessment, vocational skill training, and self-determination awareness and training delivered to student between the ages of 16 and 22 positively influenced transition from special education services into adulthood. The product of this project is a 16-chapter transition manual of evidence-based best practices in transition planning and community resources available to facilitate transition. The manual is designed for use by transition planning teams supporting students with low incidence disabilities, students themselves and their families, and adult service providers. The community resources included in the manual are those accessible to North County San Diego residents. The evidence-based best practices for transition presented in the manual are appropriate for any student eligible for special education diagnosed with a low incidence disability and who is preparing for the transition from high school to adulthood.

The remainder of this chapter discusses the projects limitations, next steps for implementing this project, lessons learned and educational implications.
Limitations

One limitation of the project is that the manual, which is the product of the project, was developed based only upon what the researcher knows regarding best practices and local resources with some limited input from students, parents, education specialists, and regional center representatives with whom the researcher worked. There was limited input from members of various transition planning teams with regard to what might be the most useful information that might benefit students with low incidence disabilities as they transition from special education into adulthood.

A second limitation of the project is that the manual has not yet been used by transition teams. The manual was shared with community members such as parents of high school students with special needs, regional center representatives, and directors of adult day programs who sit as part of transition teams and received a warm reception. However, it has not been used by teams; so, it is yet been determined to what extent the content of the manual is actually effective in assisting students who are transitioning out of special education services to adult life. Further investigation would be to collect data from users as to the manual’s usefulness and effectiveness.

A final limitation is that the resources disseminated throughout the manual are specific to North County San Diego. Therefore, users outside of this area may find only some of the information useful. Resources similar to those presented in the manual may not be available to individuals living outside of North County San Diego. Resources available to individuals throughout the state would need to be included in order for the manual to be useful to a wider audience.
Next Steps

The researcher plans to have the manual professionally printed and made available to families and professionals who work with students with disabilities in the researcher’s professional circle and school district. This will allow the researcher to get feedback on the manual’s usefulness and revise the content of the manual for future use. The researcher also hopes to make the manual available at resource fairs, adult day program tours, and parent support group meetings to assist those who support students with disabilities in the transition process.

Lessons Learned and Educational Implications

The main lesson the researcher learned from completing this project is the importance of teaching and supporting student self-determination. As a result of the review of the research literature on current transition practices, the researcher was convinced that self-determination training should be included as a formal curriculum for all students and particularly students with IEPs. Self-determination skills provide students with tools to advocate for their rights based upon their individual needs. Self-determination skills enable students with IEPs who are transitioning out of special education services to continue to advocate for themselves as adults, so they may continue to receive appropriate supports and services to experience success as adults.

A second lesson the researcher learned while developing this manual was how daunting it can be to learn about and access appropriate services after a student transitions out of public school. Knowing where to go to find information, determining what services a person may or may not qualify for, making sure a person has the information needed to access services after transition, and knowing who to turn to for help are all things that students and their families must somehow sort through and navigate in preparing for a student’s transition from special education supports in high school to services that might be needed in adulthood. Many students and their
families are not thoroughly prepared to handle this. Special educators are compelled to provide students and their families with this knowledge where appropriate to ensure that students are fully trained to navigate adult services after transition. To ensure students are well prepared for transition may require special educators serving high school-age students to receive additional orientation or training at the district level on adult service resources and best practices in transition planning.

**Conclusion**

Through evaluating research on best practices in preparing students eligible for special education to transition from high school to adulthood, the researcher collected and compiled evidence-based practices and local community resources. The resultant product was a 16-chapter transition manual designed for students and their families as well as students’ transition planning teams. This project was developed with students with special needs in mind, with the hope that the information conveyed will allow these students the ability to access each and every educational resource available to them, set high goals for themselves, succeed to great heights, and live full and flourishing lives.
References


DOI: 10.1177/2165143412451119


Appendix A

Looking to the Future - A Manual for Students Transitioning from Special Education Services to Adulthood
Note: Pictured above is photograph of a hand holding a diploma in the air.

Looking to the Future

A Manual for Students Transitioning from Special Education Services to Adulthood

Alisa Dean, M.A.

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Chapter I

Introduction: Why this Manual?

This manual was written with the vision of ensuring students with intellectual and developmental disabilities who reside in North County San Diego and who are receiving special education services are well prepared for life beyond high school. This manual is meant to help high school-aged students and their families navigate the sometimes daunting transition planning process and become familiar with local post-secondary resources. Included in the manual is information on a range of topics - transition rights, the purposes of adult transition programs, Individual Education Program (IEP) plans, Individual Transition Plans (ITPs), preparing for meetings, and life after transition. Also included are local resources available to students and families both before and after the postsecondary transition from high school to adulthood. This manual also includes methods for promoting and teaching self-determination, which can further students’ independence and better prepare them for life beyond the classroom. Note that most chapters include information on how to contact human resources to help with whatever support you may need or are seeking information about. Enjoy!
Chapter II

Knowing Your Rights

The Individuals with Disabilities Act (IDEA) of 2004 is a federal law that mandates schools meet the needs of students with disabilities by providing Free and Appropriate Education (FAPE) to those who qualify due to a disability. Schools are required to provide education to such students in the Least Restrictive Environment (LRE) in order to meet their needs. Important mandates under IDEA and recent changes that concern students and transition from post-secondary education to adult life are the following:

1. Add “further education” of children with disabilities to the IDEA’s purposes.

The purposes of IDEA include ensuring that all children 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. [34 CFR 300.1(a)] [20 U.S.C. 1400(d)(1)(A)]

2. Change the definition of “transition services.”

The term “transition services” means a coordinated set of activities for a child with a disability that: Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’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; Is based on the individual child’s needs, taking into account the child’s strengths, 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 functional vocational evaluation. [34 CFR 300.43 (a)] [20 U.S.C. 1401(34)]

3. Change the secondary transition requirements in the IEP. Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include:
Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills; The transition services (including courses of study) needed to assist the child in reaching those goals; and Beginning not later than one year before the child reaches the age of majority under State law, a statement that the child has been informed of the child’s rights under Part B, if any, that will transfer to the child on reaching the age of majority under §300.520 [see 20 U.S.C. 1415(m)]. [34 CFR 300.320(b) and (c)] [20 U.S.C. 1414 (d)(1)(A)(i)(VIII)]

4. Add requirement to invite child to IEP Team meeting when purpose includes “consideration of postsecondary goals.”
The LEA must invite a child with a disability to attend the child’s IEP Team meeting if a 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 under §300.320(b). [34 CFR 300.321(b)] [20 U.S.C. 1414(d)(1)(B)]

5. Add requirement for consent prior to inviting a representative of any participating agency likely to be responsible for providing or paying for transition services to attend a child’s IEP Team meeting. To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of §300.321(b)(1), the public
agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services. [34 CFR 300.321(b)(3)]

Note: You may find the full text from which the above-noted changes are extracted at the following URL:

http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CTopicalBrief%2C17%2C
Chapter III

Adult Transition Program

Adult Transition Program (ATP) is offered through school districts to students aged 18 to 22 who qualify. A student’s ability to participate is decided upon on an individual basis. It is determined whether or not a student qualifies to participate in ATP based on the agreement of the student’s IEP team. The ATP provides continued education and training to ensure an individual is prepared for transition from the classroom to adulthood. The daily structure of each program can vary widely based on each individual’s need. The program does provide opportunities whether training is classroom based or if instruction takes place on an off-campus site to ensure individuals meet their goals toward independence. Curriculum and training in an ATP may include functional academic skills, independent living skills, money management, mobility training, vocational skills, Skills related to acquiring and maintaining employment, interpersonal communication skills, health and fitness, and recreation and leisure activities.

Note: The above information was extracted from the following school district website:

www.smusd.org
Chapter IV

Individualized Transition Plan (ITP)

What follows is a timeline for developing the mandated Individual Transition Plan (ITP) that must complement a student’s Individualized IEP no later than age 16.

Before the age of 15: Transition planning should begin. A transition team should be assembled and families should gather information regarding the strengths and preferences of the student and the possible paths that the student can take towards a specific long-term goal.

Before the age of 16: The first IEP must be in effect by age 16 and meetings should be conducted and the IEP must be updated annually. This should outline the strengths, weakness and the individual’s desires for their future. At 16, the student should be included in all IEP meetings.

Before the age of 17: The guardianship/conservatorship process should begin. (The age of majority in California is 18) California has no program that provides full guardianship over someone over the age of majority. Instead, if the individual is incapable of making informed decisions or is declared legally incompetent by the state system, there are two options of guardianship over the individual’s rights and decisions: conservatorship or limited conservatorship.

The vocational rehabilitation process should begin at least 2 years prior to high school graduation. You should meet with a counselor and discuss the best employment and living options for the student.

Before the age of 18: Add your name to the waiting list for residential placements in the state. Regardless of future residential plans, it is good to be on the waitlist, as these lists can be extremely long, and it is easy to remove your name than it is to add it. Apply for Social Security benefits, Social Security Disability Insurance and Medicaid. If ineligible for Medicaid, look into
other health insurance options, as it is likely the individual will no longer be covered by the parents plan after age 19 if not enrolled in college or covered by Medicaid.

**At age 18:** Register to vote. Male students should register for the draft, no matter the level of functioning. If applicable, individuals should apply to adult agencies for vocational and day programs, as well as for supported living.

**Before the age of 22:** Students are eligible to take the California High School Exit Examination

Note: This information was gathered from the Autism Speaks 2015 website.

**Preparing for an IEP meeting**

Be sure you are well aware of your student’s strengths, needs, and aspirations. A transition plan should be incorporated as a part of your student’s IEP. Ensure that the IEP goals are in line with goals your student wishes to attain once they have transitioned. If possible help your student to have their voice heard by advocating for themselves as a part of their IEP Team during the meeting. A worksheet completed before the meeting may be beneficial to help your student remember to communicate what they want in terms of their education and there hopes for the future. The *Student Dream Sheet* is an interview assessment that the student can complete prior to attending their IEP Meeting. It may be helpful in assisting the student be an active member of the team by expressing their wants, needs, and aspirations for the future. It is has been incorporated in this manual for your use.
Student Dream Sheet

Student Name: ___________________________ Date: __________
School: ___________________________ Teacher: ___________________________
Anticipated Date of Graduation: ___________________________

The following questions will be used to assist in transition planning activities and to determine post school goals.

1. Where do you want to live after graduation?

2. How do you intend to continue learning after graduation?
   
   What types of things do you want to learn after graduation?
   
   Where do you want this learning to occur?

3. What kind of job do you want now?

4. What kind of job do you want when you graduate?

5. Where do you want to work?

6. What type of work schedule do you want?

7. What type of pay and benefits do you want from your future job?

8. Do you have any significant medical problems that need to be considered when determining post school goals?

9. What type of chores do you do at home?

10. What equipment / tools can you use?

11. What choices do you make now?

12. What choices are made for you that you want to take charge of?

13. What type of transportation will you use after you graduate?

14. What do you do for fun now?

15. What would you like to do for fun in the future?

Adapted from materials developed by Cleveland County Schools, NC
Chapter V

Transition Team

Interagency collaboration is beneficial for students to ensure that a continuation of services happen once they transitioned from special education services into adulthood. Those who should be invited to and be a part of transition planning meetings include any stakeholder in the student’s education including the student, parents or family members, education specialist, paraprofessional, general education teacher, and any other professional that may be working with your child now or after transition takes place including adult day program representatives, representative from your colleges disabled students services department, supported employment representatives, or representatives from a future residential placement.

Note: Above is a diagram representing the eight required members of a student’s Individual Transition Team – the student, regular education teacher(s), school system representative, transition service agency representative(s), parents, others knowledgeable about the student, someone who can interpret evaluation results, and a special educator.

Retrieve from [http://www2.ed.gov/parents/needs/speced/iepguide/index.html#process](http://www2.ed.gov/parents/needs/speced/iepguide/index.html#process)
Chapter VI

Transition Portfolio

A transition portfolio is vital and should begin to be created as soon as the student begins their high school experience. It is a culmination of permanent products and other information pertaining to the student that is collected and presented in a way that anyone accessing it could develop a good understanding of the student. A transition portfolio is particularly helpful for students who want to pursue postsecondary education or other adult programs. A well put together portfolio would include all the information a student may need to enroll in the program. The content of a transition portfolio should include the following:

- List of Programs Attended
- Work Experience
- Current Resume
- ATP Contact Information
- SDRC Service Coordinator Contact Information
- Copy of Most Recent IEP
- Copy of Most Recent ITP
- Copy IPP from San Diego Regional Center
- Skills and Needs assessments
- Transportation Certification
- Current Physical
- Immunization Record
- Physicians Orders of Current Medications
- Primary Care Physician Contact
- Pharmacy Contact
- Dentist Contact
- Insurance Information
- Emergency Contact List
- Current copy of Conservatorship Paperwork (if applicable)
Chapter VII

Curriculum and Assessment

Ensure your students with low incidence disabilities have access to curriculum that is comprehensive and relevant in terms of teaching skills that will be beneficial to your student in real world settings. A curriculum should not only be comprehensive but also be based in research or evidence-based meaning it has been scientifically proven to be effective. A comprehensive curriculum should include:

- Functional Academic Skills
- Functional Living Skills
- Mobility Training
- Money Management
- Community Training
- Communication
- Social and Emotional

Teaching Methods

**Direct instruction.** Direct instruction is a teaching method where a teacher teaches a skill, usually in the classroom setting. The teacher may use a white board or other visual aids to convey the lesson. Students may work in groups or independently. Typically a permanent product is produced such as a completed work sheet, quiz, or test is administered.

**Community-based learning.** Community-based learning is instruction delivered in the community rather than at school. It is beneficial because students can learn in a real life natural setting. Students may still receive instruction from a teacher and also may work in groups but in
most cases students receive a set of instructions and through modeling and coaching students learn skills through navigating in the community.

**Visual Supports.** Visual supports are a useful teaching tool that can teach a wide variety of skills by breaking down the skill into a sequence of steps represented by a picture. Students follow the pictures or instructions on the schedule that guides them on what to do next in the sequence.

Note: Above is pictured a 14-step process for cleaning the kitchen, with written instructions accompanied by drawings of the actions in each step.

Prompts

Prompts are cues that help the student learning a new skill to demonstrate a correct response. While prompts are effective teaching strategies for individuals with intellectual and developmental disabilities who are acquiring new skills it is important that students are not over prompted and that prompts used are being faded accordingly. The idea behind fading prompts is to ensure we are not giving students cues to complete the skill but instead are empowering students to complete a skill or task independently.

Prompting

Regardless of the skill that is being taught a prompt is a sort of teaching method that cues the correct response for the individuals being taught. There is a wide variety of prompts available to use and prompts must always be faded to ensure the student is eventually able to demonstrate the skill independently. To determine what prompt level needs to be used you should have a good idea going into a lesson about the student’s current ability to demonstrate the skill.

Prompt Hierarchy

- Prompt: A cue that hints to the correct response.
- Full Verbal: Saying specifically what to do or talking an individual through completing the skill.
- Partial Verbal: Giving a verbal cue but not actually talking through the whole skill.
- Full Physical: Helping a person through a skill by doing it hand over hand.
- Partial Physical: Giving physical guidance without having to provide full hand-over-hand during training.
- Full Gestural: As its name implies this is when one points, taps, or gestured in another way throughout the skill to ensure the learner correctly completes the task.
• Partial Gestural: A less intrusive prompt than full gestural where the trainer briefly points or gestures to initiate a correct response.

• Modeling: This is when the trainer completes the whole or partial action of the set of skills being taught in hopes the learner imitates the response and correctly completes the skill.

Assessment and Assessment Instruments

During the transition process compiling assessments are important for many reasons. Both formal and informal assessments can inform instruction as a basis to know which skills have been mastered or met, as well as which skills need further instruction. Assessments can be done in the form an observation checklist, and interview with those familiar with the student or the student them self, a competency test, or by acquiring a permanent product of work the student completed.

Appendices A through D offer a various functional life, and vocational assessment that may be helpful for gathering information about a student during the transition process. The answers to the questions can inform instruction, provide information to make decisions at and Individual Education Program plan or Individual Transition Plan meeting, or suggest information to include in a student’s transition portfolio.

Appendix A presents a *Functional Skills Transition Assessment* adapted from materials developed by Western Hills Area Education Agency, Sioux City, Iowa. Appendix B offers a *Vocational Assessment* also adapted from materials developed by Western Hills Area Education Agency, Sioux City, Iowa. Appendix C presents a brief *Vocational Evaluation of Work-Related Behaviors and Interests Assessment*. Appendix D offers a *Functional Skills Inventory* adapted from an assessment developed by the Wisconsin Division of Vocational Rehabilitation Counselors.
Chapter VIII

Self Determination and Self-Advocacy

Self-determination and self-advocacy are relatively new concepts in the field of special education. Current research suggests that students who are given the tools to be self-determined fair better in postsecondary settings. Self-determination is best described as the ability to have a say in and control of one’s own future. The following are tips on how to promote self-determination and self-advocacy in your students:

- Make sure your student has a clear understanding of their disability and accommodations they may need along with their strengths and weaknesses.
- Talk with your student about their rights to ensure he or she is well informed to guide decisions regarding their future.
- Ask questions about your student’s future aspirations regarding life beyond high school in a way they will understand.
- Do your best to respect your student’s wishes and make compromises when necessary.
- Make sure your child is not only aware that they have a say in planning curriculum in school but promote them to voice their opinions and ensure the responsible parties follow through.
- Develop age appropriate rules and consequences with your student.
- Prepare for IEP and Transition meetings with your student and if needed complete a worksheet of your student’s opinions, wants, and needs.
- When attending IEP and ITP meetings let your student speak for themselves with appropriate prompting as needed.
- Discuss specific services available to your student and give them the tools to access services.
Chapter IX

Postsecondary Education Resources

In the North County San Diego region, the following institutions are the post-secondary institutions of higher education. Presented below are the offices and websites of the local community colleges and the California State University campus that serves this region.

California State University San Marcos
Disabled Student Services
CRA 4300/4200
http://www.csusm.edu/dss
(760) 750-4905

Palomar College
Disability Resource Center
http://www.palomar.edu/dsps/forms.htm
(760) 744-1150 ext. 2375

Mira Costa College
Disabled Student Programs and Services
Oceanside Campus
http://www.miracosta.edu/studentservices/dsps/index.html
(760) 795-6658
Chapter X

Employment

Resource #1: Workability

WorkAbility I: A California Department of Education Transition Program

San Marcos Contact: Karen Thompson, karen.thompson@smusd.org

The California WorkAbility I (WIA) program is funded and administered by the California Department of Education through their Special Education division. It is not in all districts, but San Marcos Unified School District has an exemplary program. So, the information and the contacts listed here are from the San Marcos team!

Mission

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.

WAI Provides

- comprehensive pre-employment skills training
- employment placement and follow-up for high school students in special education who are making the transition from school to work
- independent living and postsecondary education or training
- the opportunity for students to complete their secondary education while also obtaining marketable job skills
- introductions to employers in the business community who will give students with special needs a chance to prove themselves
Resource #2: California Department of Rehabilitation

The California Department of Rehabilitation (DOR) is an employment and independent living resource for people with disabilities. DOR provides Vocational Rehabilitation Services to Californians with disabilities who want to work. Services include employment counseling training and education, mobility and transportation aids, job search and placement assistance.

How to Apply for Services?

There are three requirements that comprise the application process.

1. Request services. You can do this through several methods:
   a. Complete and sign a DR 222 - Vocational Rehabilitation Services Application in person, online at https://www.dor.ca.gov/Online/DR-222/Online-V-R-Services-Application.html or by mail.
   b. Visit a One-Stop Center and complete an intake application form requesting vocational rehabilitation services; or
   c. Otherwise requesting services from the DOR.

2. Provide the DOR with information necessary to begin an assessment to determine your eligibility and priority for services.

3. Be available to complete the assessment process. This includes activities such as attending the initial interview, watching an orientation video, participating in the evaluation of your skills and capabilities, and completing your part of any actions you and your counselor agree upon.
Supported Employment Programs Funded by Department of Rehabilitation

Individual Placement (IP)

Individual placement programs are integrated employment where the person is hired by a business. A job coach is supplied to offer training at a 1:1 ratio. The goal of the program is to move the individual being supported to independent employment. Those who utilize this program must have a skill set to be successful in the business atmosphere with support from their coach.

Group Placement (GRP)

Similar to Individual Placements, Group Placements are programs that support integrated employment with complete supervision by a job coach. Each site may support anywhere from 3 to 8 individuals who may work anywhere between 20 to 40 hours per week. Pay is not paid on an hourly basis, instead it is based on participant productivity.
The San Diego Regional Center (SDRC) is a service of San Diego-Imperial Counties Developmental Services Inc. SDRC is the focal point of information and services for persons with developmental disabilities (e.g., intellectual disabilities, cerebral palsy, epilepsy, autism, or other disabling conditions similar to intellectual disabilities) living in San Diego and Imperial Counties, California.

SDRC is a private, non-profit 501 c(3) organization that contracts with the state of California to provide the services outlined in the Lanterman Developmental Disabilities Services Act. SDRC is one of 21 regional centers throughout the state of California. To apply or inquire about services please contact San Diego Regional Center main line at (858) 496-4318 to request an intake packet or go online for more information at SDRC.org.

Services of San Diego Regional Center

SDRC provides a variety of services to persons with developmental disabilities, their families, and the community. These services are in addition to those provided within the health, education, and social services systems. Services are briefly described here.

Assessment Services

Assessments are provided following an initial application for services for the purpose of establishing eligibility for Regional Center service, and also to provide the basis for an initial Individual Program Plan (IPP) or Individual Family Service Plan (IFSP)

After an individual is found to be eligible for Regional Center services and needs are identified, a written plan is developed. This plan is called the Individual Program Plan (IPP) or
Individual Family Service Plan (IFSP) for children 0-3 years of age. Both include goals and objectives designed to meet client/family needs.

**Case Management Services**

The primary goal of the San Diego Regional Center is to provide support services that allow the consumer to live as independently as possible. To achieve this goal, service coordinators assist the consumer in securing needed services through referral or purchase, by coordinating service programs, and by advocating for provision of services through other community agencies.

**Purchase of Services**

In securing services and supports, the Planning Team considers natural supports and community agencies. The Regional Center may purchase services that are necessary and not available through other organizations, which may include:

- Adult Day Programs
- Behavioral Training
- Independent Living Services
- Infant Programs and Services
- Licensed Residential Placement (parental reimbursement fees may be required for minors)
- Respite Services
- Supported Employment
- Supported Living Services
- Transportation to Work/Day Program

**Community Services**

Public information, community education and the development of needed resources are provided by the staff in this department.

**Who is eligible for San Diego Regional Center Services?**

- Residence in San Diego or Imperial County
- No financial qualifications
Anyone who has one or more of the following developmental disabilities:

- **Intellectual Disability** – When a person has certain limitations in mental function and adaptive skills, which cause a child to learn and develop more slowly than a typical child.

- **Cerebral Palsy** – (also known as CP) is a disorder that affects body movement and muscle coordination. It can be caused either when the brain does not develop properly during pregnancy or if there is damage to the brain before, during, or after birth.

- **Epilepsy** – is a neurological disorder that is characterized by recurrent seizures. Seizures may involve partial or complete loss of consciousness, uncontrolled body movements, excessive sleepiness, and loss of memory.

- **Autism** – is a disorder that affects an individual’s ability to communicate, understand language, play, and relate to others. A diagnosis of autistic disorder is made when an individual displays 6 or more of 12 symptoms across three major areas (a) social interaction, (b) communication, and (c) behavior according to the DSM IV (Diagnostic and Statistical Manual of Mental Disorders).

- **Other Conditions Similar to Intellectual Disability** -
  - Originated prior to age 18 years
  - Likely to continue indefinitely
  - Constitutes a substantial disability in 3 or more of the following areas:
    - Communication
    - Economic self-sufficiency
    - Learning
    - Self-Care
    - Self-Direction
    - Mobility
    - Capacity for independent living
Chapter XII

Adult Day Programs

Activity Center (AC)

An Activity Center (AC) is a community-based adult day program option for participants who are able to complete most self-care tasks as well as the ability to interact with others, and follow basic instructions. The staff-to-participant ratio is approximately 1-to-7. Staff assist with skills that support employment, community integration, and self-advocacy.

Adult Development Center (ADC)

An Adult Development Center (ADC) may be site-based, community-based, or a combination of both. ADCs accommodate individuals who may have more need with self-help skills. The staff-to-participant ratio is typically 1-to-3. Participants spend a portion of their week out in the community. Services includes training in community integration, employment training, behavioral, and self-care skills.

Behavior Management Day Training (BMDT)

Behavior Management Day Training (BMDT) programs are intended for individuals with challenging behaviors such that they would not thrive in the typical Activity Center or Adult Development Centers programs. BMDTs support individuals through a site-based or community-based option with behavior management programs at a staff-to-participant ratio of 1-to-3.

Tailored Day Service Option (TDSO)

Tailored Day Service Option is a community-based program in which individuals are supported to further develop skills such as employment, volunteerism, community integration, and postsecondary education in a 1-to-1 staff-to-participant ratio.
Chapter XIII

Housing

Many families prefer to have their son or daughter continue living in the family home after transitioning from high school. Others would like to see their child move into a home of their own. There are many options available to individuals after they transition from high school as well as a variety of funding sources available to individuals to assist them in maintaining a good quality of life after moving out of their families home:

**Licensed Group Homes**

These homes are equipped to house up to 6 residents usually. Trained staff provide around the clock supervision for individuals living in the home. Individuals living in these licensed group homes continue receiving training from staff in the areas of self-care and functional living skills. Individuals are assessed and placed in a home that meets their individual needs. Some homes offer nursing care for those with specific medical needs while other homes may specialize in behavior for those that may have behavioral challenges.

**Supported Living**

This is a good option to help an individual enjoy a level of independence while still receiving support or supervision. The individual may live in an apartment or house in the community often with a roommate who is able to provide training to the individual to continue living on their own. While the individual being supported still needs some functional skill training they are able to care for a good portion of their own needs with this option.

**Independent Living Skills**

An individual may live alone or in their family home and receive Independent Living Skill Services in which an instructor trains the individual to develop a wide range of skills to be
successful living independently. These skills may include cooking, cleaning, shopping, money management, transportation, and community safety. Independent Living Skills (ILS) allows the individual maximum independence.
Chapter XIV

Transportation

The ADA Paratransit Service gives people with disabilities access to the community. In order to use the Paratransit Service you must become ADA service certified. In North County San Diego regions LIFT is available to pick up and drop off within the ADA service area. Individuals can become ADA certified by following three steps on the ADA website: www.adaride.com

Steps to sign up:

1. Create an account in ADA ride system.
2. Complete Application form.
3. Print or email healthcare form.

Once ADA certified you may call LIFT at (760)726-1111 to schedule an appointment for pick up and drop off time.

Make sure you have the address where to pick up and where to drop off available. If needed a personal care staff can accompany a rider for free.
Chapter XV

Legal Issues

Conservatorship

A conservatorship can be set up after a judge decides that a person (called a "conservatee") cannot take care of him/herself or his/her finances. A judge will choose another person or organization (called the "conservator") to be in charge of the conservatee's care or finances, or both. A conservator can be a family member, friend, or professional.

A limited conservatorship is set up for adults with developmental disabilities who cannot fully care for themselves, but who do not need the higher level of care or help given under a general conservatorship. In general, a limited conservator has less authority than a general conservator. A limited conservator has authority to do only those things that are granted at the time of appointment. The judge decides which responsibilities the conservatee will keep and which ones the conservator will have.

For more information or general questions please call Legal Aid Society of San Diego, Inc. at (877)534-2524.

Social Security

When a person with a disability turns 18 he or she may be eligible for supplemental security income (SSI) and Medi-Cal. Eligibility is determined based on the individual’s income and severity of their disability. At age 18 please contact your social security office at 1-800-772-1213 or visit at 367 Via Vera Cruz, San Marcos, CA 92076.
<table>
<thead>
<tr>
<th>PROGRAM NAME &amp; ADDRESS</th>
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<tbody>
<tr>
<td>A Better Life Together, Inc.</td>
<td></td>
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<tr>
<td>215 S. Hickory Street, Suite 200, Escondido, CA 92025 (Escondido Office)</td>
<td></td>
</tr>
<tr>
<td>3322 Sweetwater Springs Blvd. Suite 104, Spring Valley, CA 91977 (San Diego Office)</td>
<td></td>
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<tr>
<td>Tel: 619 741 1548</td>
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<tr>
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<tr>
<th>CONTACT NAME/S &amp; TITLE</th>
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<tbody>
<tr>
<td>Kimberly Mills, CEO (San Diego/North County)</td>
<td><a href="mailto:kmills@abetterlifetogether.org">kmills@abetterlifetogether.org</a></td>
</tr>
<tr>
<td>Clyde Williams, Dir. Operations (San Diego/North County)</td>
<td><a href="mailto:cwilliams@abetterlifetogether.org">cwilliams@abetterlifetogether.org</a></td>
</tr>
<tr>
<td>Fernando Meza, Program/Case Manager (North County)</td>
<td><a href="mailto:fmeza@abetterlifetogether.org">fmeza@abetterlifetogether.org</a></td>
</tr>
<tr>
<td>Monica Bradley, Prog. Director (San Diego/North County)</td>
<td><a href="mailto:mbradley@abetterlifetogether.org">mbradley@abetterlifetogether.org</a></td>
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<tr>
<td>A Better Life Together, Inc. values choice, trust, mutual respect, honesty and integrity. We are a non-exclusionary program. We offer the following services:</td>
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<tr>
<td>• Independent Living Services</td>
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<td>• Supported Living Services</td>
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<td>• Community &amp; Tailored Day Services</td>
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<td>• Mobility Training Services</td>
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<td>• In Home Care Services</td>
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<tr>
<th>ELIGIBILITY REQUIREMENTS</th>
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<td>Any adult, ages 18 years and older who is a consumer of the San Diego Regional Center and who desires to live or work in the community can be served.</td>
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<tr>
<th>PROCEDURE FOR ACCESSING SERVICES</th>
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<td>To get started contact our headquarters office at 619-741-1548 for more information</td>
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<th>CATCHMENT AREA</th>
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<tr>
<td>San Diego County, including North County.</td>
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# AGENCY/PROGRAM INFORMATION SHEET

## PROGRAM NAME & ADDRESS

Access to Independence  
1440 South Escondido Blvd. Suite D, Escondido, CA 92025 (North County office)  
8885 Rio San Diego Drive #131, San Diego, CA 92108 (San Diego office)  
400 Mary Avenue Suite D, Calexico, CA 92231 (Imperial Valley office)  
Tel: 619 293 3500

## WEBSITE ADDRESS

www.accesstoinddependence.org

## CONTACT NAME/S & TITLE & EMAIL/S

<table>
<thead>
<tr>
<th>Name &amp; Title</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amy Kalivas, Program Manager (San Diego/North County)</td>
<td>aka@<a href="mailto:akalivas@a2isd.org">akalivas@a2isd.org</a></td>
</tr>
<tr>
<td>Vivian Radam, Independent Living Service Coord. (North County)</td>
<td><a href="mailto:vradam@a2isd.org">vradam@a2isd.org</a></td>
</tr>
<tr>
<td>Darah Gerou, Youth Services Coordinator</td>
<td><a href="mailto:dgerou@a2isd.org">dgerou@a2isd.org</a></td>
</tr>
<tr>
<td>Leticia Vizcarra, Program Manager (Imperial Valley)</td>
<td><a href="mailto:lvizcarra@a2isd.org">lvizcarra@a2isd.org</a></td>
</tr>
</tbody>
</table>

## SERVICES PROVIDED

Access to Independence provides services to people with disabilities to assist them in achieving independent living goals. Specific services include information and referral, peer counseling, independent living skills training, advocacy, employment, assistive technology, community organizing, and assistance transitioning from institutional settings to community living.

## ELIGIBILITY REQUIREMENTS

Must be a person with a disability and able to benefit from services offered by Access to Independence. All types of disabilities.

## PROCEDURE FOR ACCESSING SERVICES

Interested parties should contact Access to Independence through the main phone number 619-293-3500. They will be transferred to the appropriate staff member based on location and services requested.  
North County: ask for Vivian Radam ext. 210

## CATCHMENT AREA

San Diego County, Imperial County (San Diego, North County and Imperial Valley)
**AGENCY/PROGRAM INFORMATION SHEET**

<table>
<thead>
<tr>
<th>PROGRAM NAME &amp; ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Options</td>
</tr>
<tr>
<td>302 Enterprise Street, Suite C</td>
</tr>
<tr>
<td>Escondido, CA 92029</td>
</tr>
<tr>
<td>Tel: 760 743 7193</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEBSITE ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.independentoptions.org">www.independentoptions.org</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTACT NAME/S &amp; TITLE</th>
<th>EMAIL/S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Stevenson, Program Director</td>
<td><a href="mailto:lstevenson@independentoptions.org">lstevenson@independentoptions.org</a></td>
</tr>
</tbody>
</table>

**SERVICES PROVIDED**

Advanced Options is a center-based behavior management day program. We provide a full-time program, Monday-Friday, 9am-3pm. Strong focus on communication, sensory activities and a wide variety of pre-vocational, as well as academic skills. The program day is individualized as much as possible for each participant. Instructor to participant ratio is 1:3, with typical classroom structure of 2 instructors and 6 participants. Consulting behavior specialist and communication specialist regularly on-site.

**ELIGIBILITY REQUIREMENTS**

Participants must have at least two behaviors that are considered significant barriers to participation in other, non-behavior programs.

**PROCEDURE FOR ACCESSING SERVICES**

Contact SDRC Service Coordinator to make sure that individual qualifies for a BMDT program. Contact Program Director for more information or to schedule a tour.

**CATCHMENT AREA**

Most of North County
**AGENCY/PROGRAM INFORMATION SHEET**

<table>
<thead>
<tr>
<th>PROGRAM NAME &amp; ADDRESS</th>
</tr>
</thead>
</table>
| AVID Behavioral Day Program  
562 W. Grand Ave  
Escondido, CA 92025  
(442) 999-5740 |  
| WEBSITE ADDRESS | www.avidbdp.org |  
| CONTACT NAME/S & TITLE | EMAIL/S |  
| Lorena Maharaj, CEO | Imaharaj@avidbdp.org |  
| Sarai Marcelin, COO/Administrator | smarcelin@avidbdp.org |  
| SERVICES PROVIDED |  
AVID Behavioral Day Program is a center-based behavior management day program. We provide a full time program, Monday-Friday 9:00 AM- 3:00 PM.  
AVID BDP focuses on the individualized plans. Services provided is independent living skills, behavioral management, vocational skills, transportation training, Socialization skills, communication, and community integration. Ratio is 1:3. |  
| ELIGIBILITY REQUIREMENTS |  
Adults, ages 18-59 who is a consumer of the San Diego Regional Center with behavioral challenges. Must qualify for a Behavioral Management Program through San Diego Regional Center. |  
| PROCEDURE FOR ACCESSING SERVICES |  
Interested families and consumers should contact AVID Behavioral Day Program (760) 498-4931 and speak with Lorena Maharaj. They may also contact their Service Coordinator at San Diego Regional Center and express their interesting in AVID Behavioral Day Program to initiate the process. Individuals must qualify for a Behavioral Management Day Program. |  
| CATCHMENT AREA |  
Escondido, San Marcos, Vista, Oceanside, Valley Center, Carlsbad, Valley Center, Poway, Rancho Bernardo, Fallbrook, Oceanside (San Diego, North County) |
<table>
<thead>
<tr>
<th>AGENCY/PROGRAM INFORMATION SHEET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROGRAM NAME &amp; ADDRESS</strong></td>
</tr>
<tr>
<td>Casa de Amparo</td>
</tr>
<tr>
<td>325 Buena Creek Road, San Marcos, CA 92069</td>
</tr>
<tr>
<td>Tel: 760 566 3577</td>
</tr>
<tr>
<td><strong>WEBSITE ADDRESS</strong></td>
</tr>
<tr>
<td><a href="http://www.casadeamparo.org">www.casadeamparo.org</a></td>
</tr>
<tr>
<td><strong>CONTACT NAME/S &amp; TITLE</strong></td>
</tr>
<tr>
<td>Dr. Diane Bryant- Director of Residential Programs</td>
</tr>
<tr>
<td><strong>EMAIL/S</strong></td>
</tr>
<tr>
<td><a href="mailto:dbryant@casadeamparo.org">dbryant@casadeamparo.org</a></td>
</tr>
<tr>
<td><strong>SERVICES PROVIDED</strong></td>
</tr>
<tr>
<td>Residential Services to foster youth 16-21/Pregnant and Parenting ages 16-21</td>
</tr>
<tr>
<td>Transitional Housing for former foster youth ages 18-24 (new Direction)</td>
</tr>
<tr>
<td>Transitional Housing for non-minor dependents (NMD) ages 18-21 (new Direction)</td>
</tr>
<tr>
<td>Young Parent Network</td>
</tr>
<tr>
<td>Family Visitation</td>
</tr>
<tr>
<td><strong>ELIGIBILITY REQUIREMENTS</strong></td>
</tr>
<tr>
<td>Residential/ Foster care youth</td>
</tr>
<tr>
<td>Transitional Housing/ Former foster care youth and Non-Minor Dependents</td>
</tr>
<tr>
<td><strong>PROCEDURE FOR ACCESSING SERVICES</strong></td>
</tr>
<tr>
<td>Contact Casa de Amparo</td>
</tr>
<tr>
<td><strong>CATCHMENT AREA</strong></td>
</tr>
<tr>
<td>San Diego, North County</td>
</tr>
</tbody>
</table>
**Agency/Program Information Sheet**

<table>
<thead>
<tr>
<th>Program Name &amp; Address</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Catalysts</td>
<td></td>
</tr>
<tr>
<td>935 W. San Marcos Blvd., Ste. 103</td>
<td></td>
</tr>
<tr>
<td>San Marcos, CA 92078</td>
<td></td>
</tr>
<tr>
<td>Tel: 760 471 3700</td>
<td></td>
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</tbody>
</table>

**Website Address**

www.communitycatalystscalifornia.org

**Contact Name/S & Title**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Becky Labree</td>
<td>Supported Employment Case Manager</td>
<td><a href="mailto:beckylabree@communitycatalysts.net">beckylabree@communitycatalysts.net</a></td>
</tr>
<tr>
<td>Melia Cotter</td>
<td>Supported Living Case Manager</td>
<td><a href="mailto:meliacotter@communitycatalysts.net">meliacotter@communitycatalysts.net</a></td>
</tr>
<tr>
<td>Stacy Meyer</td>
<td>Independent Living Case Manager</td>
<td><a href="mailto:stacymeyer@communitycatalysts.net">stacymeyer@communitycatalysts.net</a></td>
</tr>
</tbody>
</table>

**Services Provided**

- Supported employment job coaching and job development
- Supported Living
- Independent Living

Note: CC can begin working with student prior to graduation with Regional approval if 18.

**Eligibility Requirements**

Must be a Regional Center client and 18 years or older

**Procedure for Accessing Services**

- Regional Center
  - Must have a case open with DOR
  - 18 years of age and up

**Catchment Area**

North County – Fallbrook to Solana Beach
# AGENCY/PROGRAM INFORMATION SHEET

<table>
<thead>
<tr>
<th>PROGRAM NAME &amp; ADDRESS</th>
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</thead>
<tbody>
<tr>
<td>Community Connections</td>
<td></td>
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<tr>
<td>New Haven Youth and Family Services</td>
<td></td>
</tr>
<tr>
<td>1146 N. Melrose Dr., Suite 804, Vista, CA 92093</td>
<td></td>
</tr>
<tr>
<td>Tel: 760 630 4035</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEBSITE ADDRESS</th>
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</thead>
<tbody>
<tr>
<td><a href="http://www.newhavenf4cc.org">www.newhavenf4cc.org</a></td>
<td></td>
</tr>
</tbody>
</table>

| CONTACT NAME/S & TITLE | EMAIL/S |  |
|------------------------|--|  |
| Kate Rubalcava – Career and Life Skill Development Director | krubalcava@newhavenyfs.org |  |
| Jessica Smith - Life Skills and Workforce Readiness Coordinator | jsmith@newhavenyfs.org |  |

<table>
<thead>
<tr>
<th>SERVICES PROVIDED</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Receive GED</td>
<td></td>
</tr>
<tr>
<td>Educational support from our special ed teacher</td>
<td></td>
</tr>
<tr>
<td>ILS workshops</td>
<td></td>
</tr>
<tr>
<td>Work readiness workshops and job search</td>
<td></td>
</tr>
<tr>
<td>Assistance into post secondary or vocational programs</td>
<td></td>
</tr>
<tr>
<td>A place to hang out (weight equipment, basketball, computer access, games, etc)</td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td></td>
</tr>
<tr>
<td>Outings</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELIGIBILITY REQUIREMENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>18-21 years</td>
<td></td>
</tr>
<tr>
<td>IEP or documented disability</td>
<td></td>
</tr>
<tr>
<td>To be enrolled in all services individuals need to be out of HS, however they can attend work readiness classes and support in job placement starting at age 16.</td>
<td></td>
</tr>
<tr>
<td>Program is free</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROCEDURE FOR ACCESSING SERVICES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Call 760-630-4035 ext 431 to set up an appointment or Jessica Smith 760 505 0609</td>
<td></td>
</tr>
<tr>
<td>We are open M-F 12p-5pm.</td>
<td></td>
</tr>
<tr>
<td>We are located at: 1146 N. Melrose Suite 804, Vista CA 92085</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CATCHMENT AREA</th>
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<tbody>
<tr>
<td>San Diego County</td>
<td></td>
</tr>
</tbody>
</table>
## AGENCY/PROGRAM INFORMATION SHEET

<table>
<thead>
<tr>
<th>PROGRAM NAME &amp; ADDRESS</th>
<th>CONTACT NAME/S &amp; TITLE</th>
<th>EMAIL/S</th>
</tr>
</thead>
</table>
| Community Interface Services  
2621 Roosevelt St. Carlsbad, CA 92008  
Tel: 760 729 3866 | Necole Vano/Special Projects Director | nvano@communityinterfaceservices.org |
| | Carisa Chavez/CIT - Day Program Supervisor | cchavez@communityinterfaceservices.org |
| | Maegan Monnig/CIT Day Program Supervisor | mmonnig@communityinterfaceservices.org |
| | Kristine Simpson/SE Supervisor | ksimpson@communityinterfaceservices.org |
| | Tom Dye/SLS Supervisor | tdye@communityinterfaceservices.org |
| | Ashley Floyd/DYW Supervisor (Tailored Day program) & SSF Supervisor | afloyd@communityinterfaceservices.org |
| | Iliana Keenan/ILS Supervisor | ikeenan@communityinterfaceservices.org |
| | Alisha Berendsen/Respite Supervisor | aberendsen@communityinterfaceservices.org |

### SERVICES PROVIDED
- Supported Employment (SE) *
- Tailored Day Service - Day Your Way (DYW) *
- Assistance with employment, volunteer work, pursuing college, community integration
- Community Based Day Program (CIT) *
- Independent Living (ILS) *
- Supported Living (SLS) *
- Respite Services: ages 3 yrs +
- Social Support Facilitation (SSF): ages 3 yrs +
- *Ages 18 + but usually 22 +

### ELIGIBILITY REQUIREMENTS
Eligibility for funding through the Regional Center and/or Department of Rehabilitation. Private pay arrangements may also be made.

### PROCEDURE FOR ACCESSING SERVICES
Please contact the supervisor of the program for any questions regarding a specific program or to set up an intake meeting.

### CATCHMENT AREA
San Diego County
**AGENCY/PROGRAM INFORMATION SHEET**

<table>
<thead>
<tr>
<th>PROGRAM NAME &amp; ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creel Industries 4715 30th Street, Suite 6, San Diego, CA 92116</td>
</tr>
<tr>
<td>Tel: 619 885 5775</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEBSITE ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.creelindustries.com">www.creelindustries.com</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTACT NAME/S &amp; TITLE</th>
<th>EMAIL/S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andy Reyes – President</td>
<td><a href="mailto:andy@creelindustries.com">andy@creelindustries.com</a></td>
</tr>
<tr>
<td>Tanya Ybanez – Director of Programs &amp; Services</td>
<td><a href="mailto:tanya@creelindustries.com">tanya@creelindustries.com</a></td>
</tr>
<tr>
<td>Charlene Nafrada – Asst. Director of Programs &amp; Services</td>
<td><a href="mailto:charlene@creelindustries.com">charlene@creelindustries.com</a></td>
</tr>
</tbody>
</table>

**SERVICES PROVIDED**

**ELIGIBILITY REQUIREMENTS**

Vendor to San Diego Regional Center. All clients/referrals must be clients of the San Diego Regional Center. We proudly serve San Diego County. Bi-lingual workers available.

**PROCEDURE FOR ACCESSING SERVICES**

All referrals must be approved by the Service Coordinator/Regional Center, before services can be started. For any further questions, please call Tanya Ybanez.

**CATCHMENT AREA**

San Diego County
AGENCY/PROGRAM INFORMATION SHEET

PROGRAM NAME & ADDRESS
Department of Rehabilitation (DOR) – North County Coastal and Inland
570 Rancheros Drive, Suite 170, San Marcos, CA 92069
Main office: 760 510 4705

WEBSITE ADDRESS
www.dor.ca.gov

CONTACT NAME/S & TITLE                    EMAIL/S
Marcy Martin: Senior Vocational Rehabilitation Counselor/QRP  marcy.a.martin@dor.ca.gov
Linda Kirk: Staff Services Manager 1 Team Manager  linda.s.kirk@dor.ca.gov
Laura Rasmussen: Senior Vocational Rehabilitation Counselor/QRP  laura.rasmussen@dor.ca.gov
Linda Zenner: Senior Vocational Rehabilitation Counselor/QRP  linda.s.zenner@dor.ca.gov
Jose Quintero: Staff Services Manager 1 Team Manager  jose.quintero@dor.ca.gov
Sabrina Saintil: Employment Coordinator  sabrina.saintil@dor.ca.gov
Debi Kirk: SVRC/QRP  debi.l.kirk@dor.ca.gov

SERVICES PROVIDED
• Counseling and guidance.
• Referrals and assistance to get services from other agencies.
• Job search and placement assistance.
• Vocational and other training services.
• Evaluation of physical and mental impairments.
• On-the-job or personal assistance services.
• Interpreter services.
• Rehabilitation and orientation/mobility services for individuals who are deaf/hard of hearing and/or blind/low vision.
• Occupational licenses, tools, equipment, initial stocks, and supplies.
• Technical assistance for self-employment.
• Rehabilitation assistive technology services and devices.
• Supported employment services.
• Services to the family.
• Transportation as required, such as travel and related expenses, that is necessary to enable you to participate in a VR service.
• Transition services for students.
• Expansion of employment opportunities for individuals with disabilities, which include, but are not limited to, professional employment and self-employment.
• Post-employment services.

ELIGIBILITY REQUIREMENTS
1. Have a physical or mental impairment that substantially impedes his or her ability to secure employment and VR services are required to prepare for, secure, retain or regain employment consistent with the applicant's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.
2. Be able to benefit from the DOR services in terms of an employment outcome in an integrated setting.
3. If you are receiving SSA benefits of have a valid “ticket to Work” you are presumed eligible for DOR services.
There are three priority categories:
- Individuals with the most significant disabilities (priority category 1).
- Individuals with significant disabilities (priority category 2).
- All other eligible individuals determined to have a disability (priority category 3).

## PROCEDURE FOR ACCESSING SERVICES

1. Request VR services in one of the following ways:
   a. Contact the local DOR office in your area. Complete and sign form **DR 222**—Vocational Rehabilitation Services Application.
   b. Apply for Services online at the [DOR website](www.dor.ca.gov) or print an application from the DOR website and mail the completed form **DR 222**—Vocational Rehabilitation Services Application to your local DOR office.
   c. Visit a One-Stop Center. Complete an intake application form requesting VR services.
2. Provide the DOR with information necessary to begin an assessment to determine eligibility and priority for services.
3. Be available to complete the assessment process. This includes activities such as attending the initial interview, watching an orientation video, participating in the evaluation of your skills and capabilities, and completing your part of any actions you and your VR counselor agree upon.

## CATCHMENT AREA

- **North County Inland** (communities from Penasquitos north to Riverside County and east to Imperial County)
- **North County Coastal** (Del Mar north to Orange County and east to Vista)
<table>
<thead>
<tr>
<th>AGENCY/PROGRAM INFORMATION SHEET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROGRAM NAME &amp; ADDRESS</strong></td>
</tr>
<tr>
<td>Easter Seals Southern CA</td>
</tr>
<tr>
<td>401 South Ivy Street, Escondido, CA 92025</td>
</tr>
<tr>
<td>Tel: 760 737 3990 ext. 81</td>
</tr>
<tr>
<td><strong>WEBSITE ADDRESS</strong></td>
</tr>
<tr>
<td><a href="http://www.easterseaslsouthencalifornia.com">www.easterseaslsouthencalifornia.com</a></td>
</tr>
<tr>
<td><strong>CONTACT NAME/S &amp; TITLE</strong></td>
</tr>
<tr>
<td>Jeff Fine/Program Director</td>
</tr>
<tr>
<td><strong>EMAIL/S</strong></td>
</tr>
<tr>
<td><a href="mailto:jeff.fine@essc.org">jeff.fine@essc.org</a></td>
</tr>
<tr>
<td><strong>SERVICES PROVIDED</strong></td>
</tr>
<tr>
<td>Community based program with a strong emphasis on volunteer work for other non-profits in the North County. All groups have a five day volunteer work week and sites include thrift stores, soup kitchens, humane societies, libraries and churches etc.</td>
</tr>
<tr>
<td><strong>ELIGIBILITY REQUIREMENTS</strong></td>
</tr>
<tr>
<td>Participants have to be clients of the San Diego Regional Center.</td>
</tr>
<tr>
<td><strong>PROCEDURE FOR ACCESSING SERVICES</strong></td>
</tr>
<tr>
<td>Participants have to contact their Regional Center service coordinator to show an interest in the program, and attend a tour/intake with the Easter Seals program director.</td>
</tr>
<tr>
<td><strong>CATCHMENT AREA</strong></td>
</tr>
<tr>
<td>Program serves Poway, Escondido, San Marcos, Vista and Oceanside.</td>
</tr>
<tr>
<td>PROGRAM NAME &amp; ADDRESS</td>
</tr>
<tr>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Employment &amp; Community Options (E&amp;CO)</td>
</tr>
<tr>
<td>9466 Black Mountain Rd. Ste 150, 92126</td>
</tr>
<tr>
<td>(Admin: 9370 Sky Park Ct, Ste 210, 92123)</td>
</tr>
<tr>
<td>Tel: 760 580 8386</td>
</tr>
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<table>
<thead>
<tr>
<th>WEBSITE ADDRESS</th>
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<tbody>
<tr>
<td><a href="http://www.communityoptions.org">www.communityoptions.org</a></td>
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<table>
<thead>
<tr>
<th>CONTACT NAME/S &amp; TITLE</th>
<th>EMAIL/S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lindsay MacPhee, Program Manager, Tel: 760 580 8386</td>
<td><a href="mailto:lmacphee@communityoptions.org">lmacphee@communityoptions.org</a></td>
</tr>
<tr>
<td>Ryan M White, Senior Program Manager, Tel: 619 548 6698</td>
<td><a href="mailto:rwhite@communityoptions.org">rwhite@communityoptions.org</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SERVICES PROVIDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Employment – community-based vocational day program</td>
</tr>
<tr>
<td>Supported Employment – individual vocational placement/support</td>
</tr>
<tr>
<td>Independent Living Services</td>
</tr>
<tr>
<td>Tailored Day program</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>ELIGIBILITY REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Center client</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROCEDURE FOR ACCESSING SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact E&amp;CO Program Manager for info/tour. Contact SDRC to initiate funding.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>CATCHMENT AREA</th>
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</thead>
<tbody>
<tr>
<td>North County</td>
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</tbody>
</table>
## AGENCY/PROGRAM INFORMATION SHEET

<table>
<thead>
<tr>
<th>PROGRAM NAME &amp; ADDRESS</th>
<th>WEBSITE ADDRESS</th>
</tr>
</thead>
</table>
| Escondido Education COMPACT  
220 S. Broadway, Escondido, CA  92025  
Tel: 760 839 4515 | www.educationcompact.org |

<table>
<thead>
<tr>
<th>CONTACT NAME/S &amp; TITLE</th>
<th>EMAIL/S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patty Huerta - Executive Director</td>
<td><a href="mailto:phuerta@ci.escondido.ca.us">phuerta@ci.escondido.ca.us</a></td>
</tr>
<tr>
<td>Yesenia Correa-Lopez - Lead Case Manager</td>
<td><a href="mailto:ycorrealopez@ci.escondido.ca.us">ycorrealopez@ci.escondido.ca.us</a></td>
</tr>
</tbody>
</table>

## SERVICES PROVIDED

**NORTH COUNTY YOUTH CAREER NETWORK (WIA SERVICES)**

**ACADEMIC SUPPORT:** Academic Support Specialist addresses needs, especially in preparation for the GED, CAHSEE, or SAT; also connects to additional academic support.  
Provides one-on-one and group tutoring for coursework and various exams

**CAREER:**

*Career Guidance*— research careers that interest you

*Job Skills and Training*— Create a professional portfolio which includes: resume, cover letter, I interviewing skills, and much more!!!

*Paid Internships*— get paid to gain work experience

*Job Search Assistance*— training leading to employment

**YOUTH DEVELOPMENT:** Engaging activities in cultural, civic, athletic, and recreational participation in the community. (Escondido Youth Court, Escondido Youth Voice, Safe Routes/Bike Walk, Helping Hands, and CX3.)

## ELIGIBILITY REQUIREMENTS

**To qualify you must meet ONE of these eligibility requirements:**  
- Low Income, Foster Care Youth, High School I.E.P/504 Plan

**IN-SCHOOL YOUTH:** Eligible youth (16-18) who are struggling to stay in school and complete graduation requirements. Priority is given to current Seniors enrolled in a Continuation School who are ready to start a Career Pathway.

**OUT-OF-SCHOOL YOUTH:** Eligible youth (17-21) that have stopped or dropped out of high school before obtaining their high school diploma or GED. Or youth with a diploma enrolled in a Community College or Adult Education/ROP and are basic skills deficient. (Youth will be tested to assess basic skills)

**YOUTH OFFENDERS:** Eligible youth (16-21) in-school and out-of-school, that have come into the Escondido Police Dept. or Probation Diversion Programs and are attending or returning to high school or JCCS. Youth that have been in a Youth Detention Facility or are on formal probation or potential parolee.

## PROCEDURE FOR ACCESSING SERVICES
Potential participants are asked to fill out our referral form. All youth (under 18 MUST be accompanied with a parent) are required to attend a program orientation – if it is determined that they are match for our program; they will then set up an eligibility and enrollment appointment to collect and document their eligibility for the program.

**CATCHMENT AREA**
Serving North San Diego County (Escondido, San Marcos, Vista & Oceanside)

**AGENCY/PROGRAM INFORMATION SHEET**

<table>
<thead>
<tr>
<th>PROGRAM NAME &amp; ADDRESS</th>
<th>WEBSITE ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goodwill Industries of San Diego</td>
<td><a href="http://www.sdgoodwill.org">www.sdgoodwill.org</a></td>
</tr>
<tr>
<td>3663 Rosecrans St., San Diego, CA 92110</td>
<td></td>
</tr>
<tr>
<td>Tel: 619 225 2200 x 519</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTACT NAME/S &amp; TITLE</th>
<th>EMAIL/S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deb Furlong - Programs Manager</td>
<td><a href="mailto:dfurlong@sdgoodwill.org">dfurlong@sdgoodwill.org</a></td>
</tr>
<tr>
<td>Ruth Davis – Snr. Program Recruiter</td>
<td><a href="mailto:rdavis@sdgoodwill.org">rdavis@sdgoodwill.org</a></td>
</tr>
<tr>
<td>Workforce Development</td>
<td></td>
</tr>
<tr>
<td>Cindy Romaine – Senior Employment Training Specialist</td>
<td><a href="mailto:cromaine@sdgoodwill.org">cromaine@sdgoodwill.org</a></td>
</tr>
<tr>
<td>Workforce Development</td>
<td></td>
</tr>
<tr>
<td>Maria Meyer – Program Recruiter</td>
<td><a href="mailto:mmeyer@sdgoodwill.org">mmeyer@sdgoodwill.org</a></td>
</tr>
<tr>
<td>Workforce Development</td>
<td></td>
</tr>
<tr>
<td>Anna Sevilla - Program Recruiter</td>
<td><a href="mailto:asevilla@sdgoodwill.org">asevilla@sdgoodwill.org</a></td>
</tr>
<tr>
<td>Workforce Development</td>
<td></td>
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<table>
<thead>
<tr>
<th>SERVICES PROVIDED</th>
<th>ELIGIBILITY REQUIREMENTS</th>
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</thead>
<tbody>
<tr>
<td>Individual Placement - DOR General</td>
<td>Must be a Regional Center Client 18 years or older for Supported Employment Services and Day Program Services</td>
</tr>
<tr>
<td>Supported Employment Job Development</td>
<td>Must be a DOR client 18 years or older for DOR Generalist Placement Services</td>
</tr>
<tr>
<td>Supported Employment Job Coaching</td>
<td>No dispensing of medications.</td>
</tr>
<tr>
<td>Supported Employment Group</td>
<td>No ‘behaviors’, must be independently able to self-care (restroom).</td>
</tr>
<tr>
<td>SDRC- Day program services</td>
<td></td>
</tr>
</tbody>
</table>

**PROCEDURE FOR ACCESSING SERVICES**
San Diego Regional Center to send referral and collateral to Programs Recruiter for assessment of services
DOR to send referral and collateral to Programs Recruiter for assessment of services

**CATCHMENT AREA**
San Diego County
AGENCY/PROGRAM INFORMATION SHEET

PROGRAM NAME & ADDRESS
Job Corps, U.S. Department of Labor
So. California Admissions Office: 1949 Avenida Del Oro, Suite 106, Oceanside CA 92056
Tel: 760 414 3564

WEBSITE ADDRESS
www.recruiting.jobcorps.gov

CONTACT NAME/S & TITLE
Patricia Padilla, Southern California Admissions & Outreach Counselor

EMAIL/S
Padilla.patricia@jobcorps.org

SERVICES PROVIDED
Education & Career Technical Training
Career Guidance and Mentoring
Work Based Learning / On the Job Training Opportunities
Social Skills & Independent-Living Skills
Residential Campus Dorms (includes meals, basic medical care and bi weekly living allowance)
Job Search & Transition Assistance

ELIGIBILITY REQUIREMENTS
Must be ages 16-24
Must be ready to work towards career training and education goals
Legal U.S. resident: Lawfully admitted permanent resident alien, refugee, asylee or other immigrant who has been authorized by the U.S. Attorney general to work in the United States; Or resident of a U.S. territory.
Meets Low-Income Criteria.
If he or she is a minor, must have a signed consent from a parent or legal guardian.
If he or she is the parent of a dependent child, they must have a child care plan in place.
Does not exhibit behavioral problems that could keep him, her or others from experiencing Job Corps full benefits. Must be free from face-to-face court or mandated supervision or court imposed fines while enrolled in Job Corps. Must be willing to follow zero tolerance rules against violence, drugs, tobacco and alcohol use on residential campus
Job Corps is a voluntary program students can choose to enroll in the program and may exit the program at any time.

PROCEDURE FOR ACCESSING SERVICES
Contact local Admissions Counseling Office to express interest to apply and request for more information to begin the admissions process
Attend one of the weekly Campus Tour/Admissions Presentations held every week on Wednesday at 9:00am, 1325 Iris Avenue, Imperial Beach CA 91932
No Appointment is required. This campus presentation/tour is open to the public and visitors are encouraged to arrive at least ½ hour early to sign in.
San Diego Job Corps phone# (619) 429-8500, ask to speak with onsite Admissions Department Representative

CATCHMENT AREA
# AGENCY/PROGRAM INFORMATION SHEET

<table>
<thead>
<tr>
<th>PROGRAM NAME &amp; ADDRESS</th>
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<tbody>
<tr>
<td>Mountain Shadows Outreach Services</td>
<td>970 Los Vallecitos Blvd., Suite 140 San Marcos, CA 92069</td>
</tr>
<tr>
<td>Tel: 760 888 4310</td>
<td></td>
</tr>
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<thead>
<tr>
<th>WEBSITE ADDRESS</th>
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<tbody>
<tr>
<td><a href="http://www.mtnshadows.org">www.mtnshadows.org</a></td>
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<thead>
<tr>
<th>CONTACT NAME/S &amp; TITLE</th>
<th>EMAIL/S</th>
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</thead>
<tbody>
<tr>
<td>Alisa Cordero, Program Director</td>
<td><a href="mailto:acordero@mtnshadows.org">acordero@mtnshadows.org</a></td>
</tr>
<tr>
<td>Joan Pierce, Assistant Program Director</td>
<td>j <a href="mailto:pierce@mtnshadows.org">pierce@mtnshadows.org</a></td>
</tr>
</tbody>
</table>

## SERVICES PROVIDED

**Mountain Shadows Outreach Services:** MSOS adult day program serves up to 120 consumers in a center-based environment accessible to community resources, shopping, recreation, and transportation. The overall ratio of staff to consumers is 1:3, unless consumer needs require and funding is approved for more intensive support. MSOS incorporates community integration, mobility training, arts/crafts, sensory therapy, cooking workshops, computer lab, volunteer opportunities and skilled nursing care.

**Restricted Healthcare:** MSOS can support consumers with medical and physical conditions that are considered health restriction conditions; contact MSOS for a detailed list of supported conditions.

**Tailored Day:** It is the purpose of MSOS Tailored Day Program to provide the one-on-one support necessary for consumers to build community and vocational relationships and skills. MSOS Tailored Day Program maintains the values that are central to the concept of person-centered support (e.g. choice, individuality, respect, and social interactions). These values enable a consumer, with support, to shape their future.

## ELIGIBILITY REQUIREMENTS

Consumers may enroll in MSOS based on their need for services provided they meet the following eligibility criteria:

1) Must be an adult with developmental disabilities, 18 years of age or older.
2) MSOS can support consumers with medical and physical conditions that are considered a Health Restriction Condition and require exceptions from Community Care Licensing (contact MSOS for a detailed list of supported conditions).
3) Must be able to participate safely in the program activities at a staffing ratio of 1:3 or lower ratio authorized and funded by the vending regional center.
4) The program will be notified if a consumer attending the program has or has had a
contagious infection or condition during the time that they are enrolled. No person with a contagious infection or condition is permitted to attend MSOS. A physician’s note indicating that a person is no longer contagious must be received by MSOS prior to a person returning to program.

PROCEDURE FOR ACCESSING SERVICES

To initiate the admission process, a referral packet must be submitted to MSOS. In most cases MSOS can request this from a potential client’s San Diego Regional Center Service Coordinator. The referral packet will include the following:

1. Current social assessment
2. Current psychological assessment
3. Current Consumer Program Plan
4. Current Annual Review
5. Current medical assessment/physicians orders
6. Immunization Record
7. State issued ID (if available)
8. Social Security (if available)
* Other documents may be required on an as needed basis

Upon acceptance, MSOS staff will notify the consumer and the Regional Center Service Coordinator by phone and/or in writing.

CATCHMENT AREA
San Diego-North County
<table>
<thead>
<tr>
<th>PROGRAM NAME &amp; ADDRESS</th>
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<tbody>
<tr>
<td>North County Lifeline – Employment and Housing</td>
<td></td>
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<tr>
<td>200 Michigan Avenue, Vista, CA 92084</td>
<td></td>
</tr>
<tr>
<td>3142 Vista Way Suite 400, Oceanside, CA 92056</td>
<td></td>
</tr>
<tr>
<td>Youth: 760 842 6214</td>
<td></td>
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<tr>
<td>Adult: 760 842 6268</td>
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<table>
<thead>
<tr>
<th>WEBSITE ADDRESS</th>
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<tbody>
<tr>
<td><a href="http://www.nclifeline.org">www.nclifeline.org</a></td>
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<thead>
<tr>
<th>CONTACT NAME/S &amp; TITLE</th>
<th>EMAIL/S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tamara Marthens/Director of Behavioral Health</td>
<td><a href="mailto:tmarthens@nclifeline.org">tmarthens@nclifeline.org</a></td>
</tr>
<tr>
<td>Nicole Heesen / Director of Employment &amp; Housing</td>
<td><a href="mailto:nheesen@nclifeline.org">nheesen@nclifeline.org</a></td>
</tr>
<tr>
<td>Melissa Haupt/Clinical Supervisor of Behavioral Health</td>
<td><a href="mailto:mhaupt@nclifeline.org">mhaupt@nclifeline.org</a></td>
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<tr>
<th>SERVICES PROVIDED</th>
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<tbody>
<tr>
<td><strong>Life Achievement Center</strong> - Employment coaching, financial coaching, assistance with accessing public benefits, enrolling for Covered California</td>
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<tr>
<td><strong>Bridges to Employment Program</strong> – Access to tuition and supportive services to access training in a healthcare occupation and employment</td>
<td></td>
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<tr>
<td><strong>Life Spring</strong> – Transitional housing for young men ages 18-24 transitioning out of foster care</td>
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<tr>
<td><strong>Centro</strong> – Transitional housing program for families</td>
<td></td>
</tr>
<tr>
<td><strong>Project Outreach</strong> – Emergency assistance and employment services for homeless families with children in the Vista Unified School District</td>
<td></td>
</tr>
<tr>
<td><strong>Educationally Related Mental health Services Program (ERMHS)</strong> Individual, group and/or family therapy to foster educational success for students preschool through age 21, or completion of high school education with active IEPs. Lifeline ERMHS currently partners with Vista, Bonsall, Fallbrook, Carlsbad and Cardiff school districts.</td>
<td></td>
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<tr>
<td>Tax preparation services</td>
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<thead>
<tr>
<th>ELIGIBILITY REQUIREMENTS</th>
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<tbody>
<tr>
<td>Eligibility for each service is different. So individuals can call intake line and the representative will conduct a brief assessment and help the individual identify which services they are eligible for and connect them to the appropriate person.</td>
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<thead>
<tr>
<th>PROCEDURE FOR ACCESSING SERVICES</th>
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<tbody>
<tr>
<td>Call intake line - 760-842-6268</td>
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<tr>
<th>CATCHMENT AREA</th>
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<tr>
<td>North County San Diego</td>
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</table>
AGENCY/PROGRAM INFORMATION SHEET

PROGRAM NAME & ADDRESS
Partnerships With Industry
4059 Oceanside Blvd. Ste. B Oceanside, CA 92056
Tel: 760 941 7534

WEBSITE ADDRESS
www.pwiworks.org

CONTACT NAME/S & TITLE EMAIL/S
Julia Savoy/Director jsavoy@pwiworks.org
Lisa Donato/Supported Employment Manager ldonato@pwiworks.org
Cynthia Garcia/Contract Services aka Work Activity Program (WAP) Manager cgarcia@pwiworks.org

SERVICES PROVIDED

**Contract Services/Outsourcing Solutions**
For clients that have never worked before, they will learn important basic jobs skills to prepare them for future positions in the community through ongoing support, guidance and supervision from Employment Training Specialist (ETS) who will coach them and help them gain confidence.

**Group Services/Employee Leasing**
As clients in Contract Services (CS) gain skills, they can choose to move into the community by working on-site in the first level of ‘supported employment’. Other clients begin directly in this group setting, where a team of 3-4 individuals works under the continuous supervision, training and support of an ETS. Commonly, clients work in food services, production support, laundry services, car washing, grounds keeping, litter abatement or janitorial services.

**Individual Placement/Direct Hire**
This type of ‘supported employment’ provides clients with maximum independence, working alongside co-workers with or without disabilities. An ETS provides 100% training, support and supervision for the first month of employment, gradually decreasing to part-time (20%) as clients become more comfortable and independent in their jobs. Some newly enrolled PWI clients begin directly in Individual Placement (IP). Others start in CS or GS before transitioning into IP.

**Vocational Assessment Services**
A unique service offered by PWI. Clients who are ready to make a transition into outside employment have the opportunity to work with a Vocational Assessment Services Specialist who will assist them to identify their strengths and interests, will assess them for work readiness and teach them the strategies and practical skills they need to ensure their success. Clients can visit various businesses, observe employees at work and even try a hand at jobs they may have an interest in. Services include Job Exploration (‘shadowing’ another employee to learn job duties or assist in job choice); External Situational Assessment (learning to perform ‘hands-on’ tasks of a job); and Personal,
Vocational and Social Adjustment (strategies for overcoming barriers to employment in the community, such as communication, assertiveness and decision-making skills).

ELIGIBILITY REQUIREMENTS
Partnerships With Industry’s (PWI) services are free of charge to all participating clients and/or family members. In order to qualify for Partnerships With Industry’s services potential clients need to:

- Have an active/open case with the San Diego Regional Center, or qualify for services with the CA Department of Rehabilitation
- Not present a danger of injury to himself/herself, others, or property
- Care for personal issues (e.g., medication, etc.) independently
- Adhere to PWI’s policies and procedures
- Arrange and maintain reliable transportation independent of Partnerships With Industry
- Coordinate funding before Partnerships With Industry services can be provided if they are not a client of the San Diego Regional Center
- Work the minimum number of hours required by their program
- Be willing to follow program guidelines, attendance, and punctuality
- Be willing to challenge themselves to succeed with support provided by Partnerships With Industry
- Be the leader of their vocational planning

PROCEDURE FOR ACCESSING SERVICES

1. **Contact San Diego Regional Center (SDRC)**– visit their website or call 760.736.1200
   Clients must meet certain requirements and be referred by a San Diego Regional Center Client Services Coordinator.

2. **Once approved by San Diego Regional Center**, PWI will conduct an assessment of the client’s vocational interests and goals and arrange an ‘intake meeting’ with the SDRC Coordinator or DR Counselor and PWI Staff. Eligibility for services will be determined at this time. **Please note: a copy of a most recent physical exam or a new physical examination may be requested at this time.** Opening a case with Department of Rehabilitation (DR) can take up to 60 (sixty) days or longer. We encourage constant communication with your PWI manager regarding your status or to answer any other questions. It is only when clients complete all steps that we can begin working together. The PWI manager is the client’s point of contact and will assist them with each step.

CATCHMENT AREA
North County
AGENCY/PROGRAM INFORMATION SHEET

<table>
<thead>
<tr>
<th>PROGRAM NAME &amp; ADDRESS</th>
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<tbody>
<tr>
<td>Bliss Escondido</td>
<td></td>
</tr>
<tr>
<td>1045 E. Pennsylvania Avenue, Escondido, CA 92025</td>
<td></td>
</tr>
<tr>
<td>Tel: 760 678 4230 ext. 3002</td>
<td></td>
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<tr>
<th>WEBSITE ADDRESS</th>
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<tbody>
<tr>
<td><a href="http://www.peoplescare.com">www.peoplescare.com</a></td>
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<tr>
<th>CONTACT NAME/S &amp; TITLE</th>
<th>EMAIL/S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelly Parisa, Program Manager</td>
<td><a href="mailto:kparisa@peoplescare.org">kparisa@peoplescare.org</a></td>
</tr>
<tr>
<td>Donna Ponomarenko, Site Supervisor</td>
<td><a href="mailto:dponomarenko@peoplescare.org">dponomarenko@peoplescare.org</a></td>
</tr>
<tr>
<td>Catherine Bennage, Day Program Director</td>
<td><a href="mailto:cbennage@peoplescare.org">cbennage@peoplescare.org</a></td>
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<table>
<thead>
<tr>
<th>SERVICES PROVIDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bliss Escondido supports individuals with intellectual and behavioral challenges in an effort to enhance positive behaviors that lend themselves to maximizing social, vocational and community participation. Our well-trained and experienced staff members provide supports with empathic understanding, respect and a desire to assist our participants in finding their bliss, in a 3:1 participant-to-instructor ratio. We have an LVN on staff as well as a behavioral consultant. On-going assessment, person-centered planning and a focus on functional, productive and meaningful activities are the building blocks of each individual’s program.</td>
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<thead>
<tr>
<th>ELIGIBILITY REQUIREMENTS</th>
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<tbody>
<tr>
<td>Bliss Escondido is designed to support individuals who are 18 years or older, diagnosed with a developmental disability, Cerebral Palsy, Epilepsy, Autism and/or individuals who function like a person with a developmental disability. Our participants require intensive supervision and training for severe behavioral excesses as well as for deficits in self-help, communication skills and adaptive functioning. Individuals may have co-occurring mental health diagnoses and/or restricted health care conditions.</td>
</tr>
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<table>
<thead>
<tr>
<th>PROCEDURE FOR ACCESSING SERVICES</th>
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<tbody>
<tr>
<td>Referrals typically come to us through our San Diego Regional Center partners. We welcome inquiries and enjoy touring families and community partners. A pre-placement interview is completed along with review of collateral information from the regional center. Our administrative team (program manager, site supervisor and behavioral consultant) determines the appropriateness of our program for the individual</td>
</tr>
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<tr>
<th>CATCHMENT AREA</th>
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<tbody>
<tr>
<td>Bliss Escondido partners with San Diego Regional Center’s San Diego and North County units. Transportation is a service People’s Care offers to our participants.</td>
</tr>
</tbody>
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AGENCY/PROGRAM INFORMATION SHEET

<table>
<thead>
<tr>
<th>PROGRAM NAME &amp; ADDRESS</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>San Diego Regional Center</td>
<td></td>
</tr>
<tr>
<td>5931 Priestly Drive Suite 100, Carlsbad, CA 92008</td>
<td></td>
</tr>
<tr>
<td>4355 Ruffin Road, San Diego, CA 92123 (Main)</td>
<td></td>
</tr>
<tr>
<td>Tel : 760 736 1200</td>
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<tr>
<th>WEBSITE ADDRESS</th>
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<tbody>
<tr>
<td><a href="http://sdrc.org">http://sdrc.org</a></td>
<td></td>
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<thead>
<tr>
<th>CONTACT NAME/S &amp; TITLE</th>
<th>EMAIL/S</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Filley/Habilitation Coordinator</td>
<td><a href="mailto:john.filley@sdrc.org">john.filley@sdrc.org</a></td>
</tr>
<tr>
<td>Jonathan Eckrich /Program Manager</td>
<td>jonathan.eckrich @sdrc.org</td>
</tr>
<tr>
<td>Unit 21: 3-18 age range (NC Inland)</td>
<td></td>
</tr>
<tr>
<td>Gabriella Ohmstede/Program Manager</td>
<td><a href="mailto:gabriella.ohmstede@sdrc.org">gabriella.ohmstede@sdrc.org</a></td>
</tr>
<tr>
<td>Unit 9: 18 + age range (NC Coastal)</td>
<td></td>
</tr>
<tr>
<td>Charlie Noakes/Program Mgr. Unit 11:</td>
<td><a href="mailto:charlie.noakes@sdrc.org">charlie.noakes@sdrc.org</a></td>
</tr>
<tr>
<td>Placement</td>
<td></td>
</tr>
<tr>
<td>+ Brandy Park/Program Mgr. Unit 5: 18</td>
<td><a href="mailto:brandyce.park@sdrc.org">brandyce.park@sdrc.org</a></td>
</tr>
<tr>
<td>age range (NC Inland)</td>
<td></td>
</tr>
<tr>
<td>Sue Evans/Program Mgr. Unit 26: 3-18</td>
<td><a href="mailto:sue.evans@sdrc.org">sue.evans@sdrc.org</a></td>
</tr>
<tr>
<td>age range (NC Coastal)</td>
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<tr>
<th>SERVICES PROVIDED</th>
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<tbody>
<tr>
<td>Assessment or diagnostic evaluations; Early intervention services for children</td>
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<tr>
<td>and their families from birth through 3 years of age; Case management and service</td>
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<tr>
<td>coordination; Development of an Individual Program Plan (IPP); Transition planning</td>
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<tr>
<td>services; Licensed residential placement services; Independent living services;</td>
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<tr>
<td>Supported living services; Supported employment services; Adult day training</td>
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<tr>
<td>activities; Consultant evaluations or services, as needed; Advocacy for the</td>
</tr>
<tr>
<td>protection of legal, civil, and service rights; Behavioral services; Respite;</td>
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<tr>
<td>Information and referral services.</td>
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<table>
<thead>
<tr>
<th>ELIGIBILITY REQUIREMENTS</th>
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<tbody>
<tr>
<td>The term “developmental disability” describes a group of conditions that include</td>
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<tr>
<td>intellectual disability, epilepsy, cerebral palsy, autism, and conditions that require</td>
</tr>
<tr>
<td>treatments similar to that provided to persons with an intellectual disability. A</td>
</tr>
<tr>
<td>developmental disability must have occurred prior to age 18, and the condition must be</td>
</tr>
<tr>
<td>substantially impacting and lifelong in nature (San Diego Regional Center, Intake</td>
</tr>
<tr>
<td>Services).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROCEDURE FOR ACCESSING SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>TO receive SDRC services, the intake process must be initiated to determine eligibility.</td>
</tr>
<tr>
<td>There is no cost associated, but you must inform SDRC that you wish to apply for</td>
</tr>
<tr>
<td>services. If the person is a minor or conserved adult, the parent or conservator needs</td>
</tr>
<tr>
<td>to initiate the process. Begin the process by calling: 858-576-2938 (Intake Unit). You</td>
</tr>
<tr>
<td>can also call our Main Office at: 858-576-2996.</td>
</tr>
</tbody>
</table>

* See addendum note on Contact List

<table>
<thead>
<tr>
<th>CATCHMENT AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Diego &amp; Imperial Counties with offices located in Kearny Mesa, Carlsbad,</td>
</tr>
<tr>
<td>National</td>
</tr>
</tbody>
</table>
### AGENCY/PROGRAM INFORMATION SHEET

<table>
<thead>
<tr>
<th>PROGRAM NAME &amp; ADDRESS</th>
</tr>
</thead>
</table>
| TERI/Center for the Arts & Adult Education  
251 Airport Road, Oceanside, CA 92058  
760 721 1706 |

<table>
<thead>
<tr>
<th>WEBSITE ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.teriinc.org">www.teriinc.org</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTACT NAME/S &amp; TITLE</th>
<th>EMAIL/S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teresa Martin, Director of Adult Services</td>
<td><a href="mailto:teresam@teriinc.org">teresam@teriinc.org</a></td>
</tr>
<tr>
<td>Meredith Martineau-Claunch, Assistant Director Adult Day Program</td>
<td><a href="mailto:meredithc@teriinc.org">meredithc@teriinc.org</a></td>
</tr>
</tbody>
</table>

### SERVICES PROVIDED

Site-based program that utilizes the surrounding for training and activities in the following areas:
- Fine arts instruction and production
- Commercial crafts instruction and production
- Music Therapy, music participation, instruction and performance
- Theater training and performance
- We also offer training in communication, self-help skills, vocational training, volunteer opportunities, organic gardening, animal husbandry, and cooking
- Behavior management

LVN available on site

Transportation to and from program provided in a limited area

### ELIGIBILITY REQUIREMENTS

Must be a Regional Center client over 22 years old. We are not able to accept non-ambulatory clients at this time.

### PROCEDURE FOR ACCESSING SERVICES

People interested in our program can contact us directly or thru their Regional Center service coordinator. A program introduction and tour is then scheduled to determine if this would be a good placement for the individual. We also request a collateral package from the service coordinator. Acceptance is based on a mutual determination of appropriateness of program and the openings available.

### CATCHMENT AREA

San Diego, North County
<table>
<thead>
<tr>
<th>PROGRAM NAME &amp; ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Arc of San Diego North County</td>
</tr>
<tr>
<td>1336 Rancheros Drive, San Marcos, CA 92069</td>
</tr>
<tr>
<td>Tel: 760 740 6800</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEBSITE ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.arc-sd.com">www.arc-sd.com</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTACT NAME/S &amp; TITLE</th>
<th>EMAIL/S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura Orcutt Area Director</td>
<td><a href="mailto:lorcutt@arc-sd.com">lorcutt@arc-sd.com</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SERVICES PROVIDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>All programs are Licensed by community care.</td>
</tr>
</tbody>
</table>

**100% Community Based Service** – vocational, computer skills, iPad, volunteering, mobility and daily skills in the community (1:3 ratio)

**Community Based Services starting at the center** including vocational, volunteering, computer lab, iPads, health and nutrition, intergenerational program, yoga, stepping out program for health and well-being, daily living skills and community integration in the community (1:3 ratio)

**Adult Day Center Based services** – daily living skills, vocational, music, computer, intergenerational social program, art program, computer lab, iPad, sensory, yoga arts and craft, and Art classes (1:4)

**Work services or Activity Center** : contract work available for individuals who like to have paid work in a sitting environment who can follow instructions and perform the functions of the job. The consumers are paid according to their ability to do the job and this is based on time studies of each individual. (1:8 ratio)

**Senior Services**: This is a program for individuals who are aging and enjoy retirement. Services in the community include groups at senior centers and community activities. This includes wellness, stepping out, trips and center activities.

**Tailor Day Service Options**: Individuals who need 1:1 services to attend college, or activities of their choice up to 10 hours a week. This service is designed for individuals who may not want a typical day program.

**Supported Employment**: ILS, Residential – South and central SD only (Toddler program in north county)

<table>
<thead>
<tr>
<th>ELIGIBILITY REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals diagnosed with intellectual disabilities or developmental disabilities who are at least 18 years of age or older. The consumer must have a current medical and TB clearance. The individual must not be consistently harmful to self and others. He/She must not have a controlled medical/physical life threatening problems that require extensive or ongoing medical intervention.</td>
</tr>
</tbody>
</table>

Admission is contingent upon individual assessment, in that The Arc of San Diego services can be beneficial to the individual.

The individual or representative must agree to conditions of program participation specified in the Participants Handbook and any additional requirements of funding sources.

In addition, the individuals must either be a Regional Center consumer or have the ability
to pay for services.

**PROCEDURE FOR ACCESSING SERVICES**

A person may refer her/himself to the Arc of San Diego or he/she may be referred by a personal representative, e.g., parent or service coordinator. Upon the request an intake packet is mailed to the prospective applicant or representative. Once the packet is returned a meeting and tour will be scheduled as soon as possible. This meeting will allow the applicant and/or representatives to meet the staff, tour the site and ask additional questions regarding the program.

At the same time this will allow The Arc staff an opportunity to gain additional information about the applicant’s goal, expectation and eligibility.

**CATCHMENT AREA**

The Arc of San Diego North County serves all of North county including Oceanside, Carlsbad, Escondido, Valley Center, Poway, Rancho Bernardo, Rancho Penasquitos, Del Mar as a southern border and to county lines on the east and north.
<table>
<thead>
<tr>
<th>PROGRAM NAME &amp; ADDRESS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Toward Maximum Independence</td>
<td></td>
</tr>
<tr>
<td>1900 Sunset Drive, Ste E, Escondido, CA 92025</td>
<td></td>
</tr>
<tr>
<td>Tel: 760 839 5255 x 351</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEBSITE ADDRESS</th>
<th></th>
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<tbody>
<tr>
<td><a href="http://www.tmi-inc.org">www.tmi-inc.org</a></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTACT NAME/S &amp; TITLE</th>
<th>EMAIL/S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jessie Campbell Director for Supported Employment</td>
<td><a href="mailto:jessiec@tmi-inc.org">jessiec@tmi-inc.org</a></td>
</tr>
<tr>
<td>Brent Ramsey Division Manager for Supported Employment NC</td>
<td><a href="mailto:brentr@tmi-inc.org">brentr@tmi-inc.org</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SERVICES PROVIDED</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Individual placement and group Supported Employment services. Serving the North County.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>ELIGIBILITY REQUIREMENTS</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Regional Center approved.</td>
<td></td>
</tr>
<tr>
<td>Department of Rehabilitation approved.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROCEDURE FOR ACCESSING SERVICES</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Either the Service Coordinator makes a referral from the Regional Center, or the Department of Rehabilitation Counselor for services.</td>
<td></td>
</tr>
<tr>
<td>TMI will assess the client to determine if services can be provided.</td>
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</table>

<table>
<thead>
<tr>
<th>CATCHMENT AREA</th>
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</thead>
<tbody>
<tr>
<td>Mira Mesa North to Fallbrook, then Solana Beach to Oceanside, and of course anything in between Escondido and the coast.</td>
<td></td>
</tr>
</tbody>
</table>
## AGENCY/PROGRAM INFORMATION SHEET

<table>
<thead>
<tr>
<th>PROGRAM NAME &amp; ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCP (United Cerebral Palsy) North County Center</td>
</tr>
<tr>
<td>205 W Mission Ave., Suite G &amp; F, Escondido, CA 92025</td>
</tr>
<tr>
<td>760 743 1050</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEBSITE ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.ucpsd.org">www.ucpsd.org</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTACT NAME/S &amp; TITLE</th>
<th>EMAIL/S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gillian Hennessey, Director of North County Programs</td>
<td><a href="mailto:ghennessey@ucpsd.org">ghennessey@ucpsd.org</a></td>
</tr>
<tr>
<td>Joyce Magner, Hab. Coordinator</td>
<td><a href="mailto:jmagner@ucpsd.org">jmagner@ucpsd.org</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SERVICES PROVIDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADC</td>
</tr>
<tr>
<td>ADC Community Based (UCP Networks)</td>
</tr>
<tr>
<td>Habilitation Workshop</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELIGIBILITY REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must be regional center clients</td>
</tr>
<tr>
<td>Must be eligible for transportation services from SDRC or independent we DO NOT provide transportation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROCEDURE FOR ACCESSING SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDRC referrals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CATCHMENT AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of North County San Diego</td>
</tr>
</tbody>
</table>
### AGENCY/PROGRAM INFORMATION SHEET

**PROGRAM NAME & ADDRESS**

Unyeway, Inc.
4065 Oceanside Blvd., Suite J, Oceanside, CA 92056
760 643 9394

**WEBSITE ADDRESS**

Unyeway.org

**CONTACT NAME/S & TITLE**

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Margie Swafford, Program Director</td>
<td><a href="mailto:margie.unyeway@gmail.com">margie.unyeway@gmail.com</a></td>
</tr>
</tbody>
</table>

**SERVICES PROVIDED**

1. **ADC 1:3 program:** This program is intended for people who require the presence of a Licensed Medical Professional to meet his or her health needs. This program focuses on providing range of motion, specialized eating/feeding programs, mobility skills training, g-tube feeding, tracheostomy care, oxygen administration and many other incidental medical needs.

2. **BMP 1:3 program:** This program provides services to people who display challenging behaviors. The focus is on creating individualized plans, which focus on positive aspects of a person’s own personal and unique abilities. The staff work closely with our Consulting Psychologist to address areas of concern. The goal is to reduce or eliminate the need to engage in inappropriate behaviors. Areas of focus can include teaching new alternatives when dealing with feelings of anger and frustration, overcoming communication barriers, increasing tolerance in a variety of environmental settings and learning how to interact with others in a positive and appropriate manner.

3. **CBP 1:3 program:** People attending this program meet at the program site and from there access the community via public transportation or Unyeway vehicles. Other than bad weather conditions the community-based groups strive for 100% of their activity time in the community. The people in the community-based program seek to enjoy and become involved in community activities, create natural community supports, access community resources, learn safety skills, and engage in appropriate community interactions.

**ELIGIBILITY REQUIREMENTS**

Must be over the age of 18.
Current physical and clear TB test before start date.
*Other requirements may be needed prior to start date depending on level of need of the person.

**PROCEDURE FOR ACCESSING SERVICES**

To access services we would like to meet the person and his or her family or care provider.
This is usually accomplished during a tour of our facility and during the intake process.
SDRC would send us a referral and collateral packet. Admissions packets must be completed and funding in place before a person would start.

**CATCHMENT AREA**

North County San Diego
## AGENCY/PROGRAM INFORMATION SHEET

| PROGRAM NAME & ADDRESS | William’s Quest  
| 640 Civic Center Drive, Suite 112, Vista, CA 92084  
| 760 806 7500 |
| WEBSITE ADDRESS | www.williams.quest.org |
| CONTACT NAME/S & TITLE | EMAIL/S |
| Leslieann Bagalso, Administrator | lesliebagalso@gmail.com |
| Rey Lunario, Program Director | reylunario@hotmail.com |

### SERVICES PROVIDED
Our mission at William’s Quest is to provide community and site based training for adults with developmental/intellectual disabilities. We believe that through community involvement, functional activities and innovative learning experiences, these individuals will become more independent. Each day is a journey for change in the present and moving into the future. We are vendored through the San Diego Regional Center and licensed through Community Care Licensing.

### ELIGIBILITY REQUIREMENTS
Must be a client of the San Diego Regional Center.

### PROCEDURE FOR ACCESSING SERVICES
Potential clients can contact the San Diego Regional Center or William’s Quest directly and schedule a tour. If all parties agree that it is a good placement or the client, then they would proceed with the intake process.

### CATCHMENT AREA
San Diego, North County
**AGENCY/PROGRAM INFORMATION SHEET**

<table>
<thead>
<tr>
<th>PROGRAM NAME &amp; ADDRESS</th>
<th></th>
</tr>
</thead>
</table>
| WorkFirst – A Division of Easter Seals  
401 S. Ivy St.  
Escondido, CA  92025 |  |

<table>
<thead>
<tr>
<th>WEBSITE ADDRESS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.workfirst.us">www.workfirst.us</a></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTACT NAME/S &amp; TITLE</th>
<th>EMAIL/S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maureen Carasiti – Director</td>
<td><a href="mailto:maureen.carasiti@essc.org">maureen.carasiti@essc.org</a></td>
</tr>
<tr>
<td>Tel: 760 525 4249</td>
<td></td>
</tr>
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<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Terri Hout – Vocational Specialist</td>
<td><a href="mailto:terri.hout@essc.org">terri.hout@essc.org</a></td>
</tr>
<tr>
<td>Tel: 619 206 1188</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SERVICES PROVIDED</th>
<th></th>
</tr>
</thead>
</table>
| WorkFirst offers a creative and individualized employment approach to successfully find customized jobs for young adults with intellectual/developmental disabilities.  
Through a grant from the CA State Council on Developmental Disabilities Easter Seals WorkFirst in partnership Jay Nolan is working on increasing employment outcomes for young adults ages 18 to 30 years who are transitioning into today’s work force using Customized Employment strategies. |  |

<table>
<thead>
<tr>
<th>ELIGIBILITY REQUIREMENTS</th>
<th></th>
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</thead>
</table>
| Young adults between the ages of 18 and 30 with developmental/intellectual disabilities.  
Be committed to getting a job. |  |

<p>| | |</p>
<table>
<thead>
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</thead>
</table>
| Individuals must be eligible to work in the United States.  
Individuals must be able to get to and from work utilizing transportation resources available to them. |  |

<table>
<thead>
<tr>
<th>PROCEDURE FOR ACCESSING SERVICES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion and submission of referral form for services at <a href="http://www.work4me.com">www.work4me.com</a>. All referrals are reviewed to ensure they meet the eligibility requirements. An initial meeting will be scheduled to determine if WorkFirst transition Grant services are a good match for the individuals desired employment desires.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CATCHMENT AREA</th>
<th></th>
</tr>
</thead>
</table>
| Currently serving South Bay, parts of East County and North County San Diego.  
Geographic considerations include a 15 mile radius to Easter Seals vendored locations. |  |
<table>
<thead>
<tr>
<th>PROGRAM NAME &amp; ADDRESS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Xcite Steps Adult</td>
<td></td>
</tr>
<tr>
<td>3978 Sorrento Valley Blvd, Suite 100, San Diego, CA 92121</td>
<td></td>
</tr>
<tr>
<td>Tel: 858 353 5595</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEBSITE ADDRESS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.excitestepsadults.com">www.excitestepsadults.com</a></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTACT NAME/S &amp; TITLE</th>
<th>EMAIL/S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drew Jeglinski – Program Director</td>
<td><a href="mailto:drew@excitesteps.com">drew@excitesteps.com</a></td>
</tr>
<tr>
<td>Lisa Fletcher – Program Manager</td>
<td><a href="mailto:lfletcher@excitesteps.com">lfletcher@excitesteps.com</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SERVICES PROVIDED</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Center Services – Tailored Day Services, Independent Living Services, Community-based Adult Day Program</td>
<td></td>
</tr>
<tr>
<td>We also provide private pay social clubs that meet every Monday, Wednesday, and Friday afternoons. Once per month, we have a “Girls Night Out” club, and we also provide a Saturday club activity once per month.</td>
<td></td>
</tr>
<tr>
<td>We provide all of our services through private pay as well. We are a skill-building program that helps young adults with life skills coaching, academic support, vocational skills, independent living skills, and social skill development. We have several one-on-one coaching programs, each of which is customized to the specific needs and goal of each family/client. We also help support young adults.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ELIGIBILITY REQUIREMENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>We work with young adults who are 18+ years of age.</td>
<td></td>
</tr>
<tr>
<td>We work with young adults whose goals are: employment, independent living, higher education, and healthy, adult socialization.</td>
<td></td>
</tr>
<tr>
<td>Regional center programs require authorization by the client’s service coordinator.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROCEDURE FOR ACCESSING SERVICES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>We encourage all families to call or email for a free consultation, either over the phone or in person, to ensure that our services are an effective match.</td>
<td></td>
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</table>

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<tr>
<th>CATCHMENT AREA</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>San Diego County</td>
<td></td>
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</tbody>
</table>
# AGENCY/PROGRAM INFORMATION SHEET

## PROGRAM NAME & ADDRESS

**YEOP** – Youth Employment Opportunity Program  
(Through America’s Job Center of California North Coastal Career Center)  
1949 Avenida del Oro, Ste. 106, Oceanside, CA 92056  
Tel: 760 414 3543

## WEBSITE ADDRESS

http://www.edd.ca.gov/jobs_and_training/Services_for_Youth.htm

## CONTACT NAME/S & TITLE | EMAIL/S
--- | ---
Sandra Stapp/ YEOP Mentor/Employment Program Representative | sandra.stapp@edd.ca.gov
Melanie Bautista/YEOP Program Specialist | melanie.bautista@edd.ca.gov
Maria Davila/Employment Program Manager 1 | mdavila2@edd.ca.gov
Miriam Maciel/YEOP Program Specialist (at risk youth) | miriam.macie1@edd.ca.gov
Stephanie Rubio/YEOP Program Specialist (disabled youth) | stephanie.rubio@edd.ca.gov

## SERVICES PROVIDED

- Services for At-Risk Youth: peer advising, labor market information, enrolling in school, college or vocational.
- Referrals to supportive services
- Job referrals and placements
- YEOP Workshops
- Referral to training

## ELIGIBILITY REQUIREMENTS

- Youth offender
- Gang member of a minority group
- Poor literacy skills
- Economically disadvantaged
- Teen parent
- Youth with a disability
- Limited English Skills
- Age between 15 to 25 years old
- Foster or homeless youth

## PROCEDURE FOR ACCESSING SERVICES

Contact Edward or Melanie YEOP Specialists at 760 414-3525 for the application and assessment.

- Face to face meeting
- Assessment form
- Determination of qualification

## CATCHMENT AREA

North County
Resources

ADA Ride. (2015), Overview of Services and Applying On-Line, Retrieved from

services/tool-kits/transition-tool-kit

http://www.csusm.edu/dss/

Department of Rehabilitation. (2015) Vocational Rehabilitation. Retrieved from
http://www.rehab.cahwnet.gov/

http://www.miracosta.edu/studentservices/dsp/index.html

http://www.smusd.org/Page/14940

http://www2.palomar.edu/pages/drc/

Retrieved from http://www2.ed.gov/parents/needs/specied/iepguide/index.html#process


http://sdrc.org/resources-support/

http://www.smusd.org/Page/8955
Appendix A

Functional Skills Transition Assessment

(Adapted from assessment developed by Western Hills Area Education Agency, Sioux City, Iowa.)
FUNCTIONAL SKILLS TRANSITION ASSESSMENT

School District

Student: ___________________________ Date Completed ____________________

School Building ___________________________ Grade: __________

Completed By: ___________________________

Please complete using the following code:

M to indicate he/she has mastery of this skill or competency,

P to indicate he/she is progressing in this but it is not always correct or complete,

No to indicate no he/she is not able to do this or with little accuracy or completeness, or

DK to indicate don’t know if he/she can do this from your observations

SUPPORTED EMPLOYMENT

SELF-DETERMINATION is defined as the competencies needed to understand one’s abilities, needs and rights. Although the individual may not be able to act as his/her own advocate, family and professionals may assume that role.

_____ 1. Knows where to get assistance when needed
_____ 2. Asks for assistance when needed
_____ 3. Can explain own disability
_____ 4. Can accept their disability
_____ 5. Can describe successful coping behaviors
_____ 6. Takes responsibility for appointments during school
_____ 7. Takes responsibility for appointments outside school
_____ 8. Demonstrates ability to act as own advocate
_____ 9. Understands need for goals
_____10. Looks at alternatives
_____11. Anticipates consequences
_____12. Knows where to find good advice
_____13. Is self-accepting of their responsibilities
_____14. Identifies and requests appropriate accommodations for various situations
ACADEMIC AND LIFELONG LEARNING is defined as the academic and functional competencies needed to pursue and benefit from future educational and learning opportunities.

Communicates Adequately with Others

1. Speaks at a level needed for projected adult living and work environments
2. Understands communications necessary to complete a task
3. Reads at a level needed for projected adult living and work environments
4. Writes at a level needed for projected adult living and work environments
5. Possesses math skills needed for projected adult living and work environments
6. Uses a calculator accurately to compute basic math problems
7. Makes local telephone calls
8. Responds appropriately to incoming telephone calls
9. Uses a pay telephone
10. Accurately uses TDD (hearing impaired students only)

Lifelong Learning

1. Follows a problem solving strategy
2. Makes choices
3. Understands cause/effect relationship
4. Discriminates size, shapes, and colors
5. Follows sequence of steps
6. Identifies community resources
7. Attends during instruction
8. Follows verbal directions
9. Follows written directions
10. Remains on-task
11. Is able to verbalize understanding of instructions given
12. Ignores distractions
DAILY LIVING is defined as the academic and functional competencies needed to live independently as possible and desired. Following are several areas of daily living skills.

**Housekeeping**
- 1. Selects adequate housing
- 2. Maintains a comfortable room temperature
- 3. Gathers housekeeping supplies
- 4. Strips and makes beds
- 5. Recognizes when specific things need cleaning
- 6. Cleans bathroom fixtures
- 7. Cleans floors
- 8. Collects and disposes of trash
- 9. Vacuums carpet
- 10. Dusts furniture
- 11. Performs dishwashing tasks
- 12. Cleans refrigerator and freezer

**Food Preparation**
- 1. Sets and clears table
- 2. Follows simple recipes
- 3. Plans nutritious meals
- 4. Makes purchases from a grocery store
- 5. Stores food properly
- 6. Prepares food from packages
- 7. Operates small appliances
- 8. Operates a microwave oven
- 9. Operates a conventional oven/stove

**Clothing Care**
- 1. Sorts laundry according to care label
- 2. Load/unloads washer/dryer
- 3. Chooses and measures detergent
- 4. Starts washer/dryer
- 5. Folds laundry
6. Puts away folded laundry
7. Recognizes when clothing repair is necessary
8. Performs simple mending

**Manage Clothing**
1. Puts possessions in designated place (i.e. locker)
2. Adjusts own clothing
3. Identifies own clothing
4. Keeps track of personal items
5. Chooses clothing appropriate to environment
6. Shops for and chooses own clothing
7. Utilizes comparison shopping techniques
8. Chooses and wears clothing appropriate in size, color, pattern and style

**HEALTH AND PHYSICAL CARE** is defined as the academic and functional competencies needed to maintain the full range of physical, emotional, and mental well being of an individual.

**Exhibits Proper Grooming and Hygiene**
1. Maintains a clean body
   a. Consistently washes using soap
   b. Consistently uses deodorant
2. Maintains a neat appearance
3. Locates public restroom
4. Has own grooming supplies available
5. Initiates use of tissue
6. Practices good oral hygiene

**Manages Meals Away From Home**
1. Uses cafeteria or restaurant independently
2. Reads and chooses from menu
3. Orders meal According to available funds
4. Pays for meal, including tip

**Manages Personal Health Needs**
1. Practices preventive health care
2. Treats minor illnesses
3. Determines temperature by reading thermometer
4. Recognizes emergency situations
5. Implements emergency procedures
6. Knows when and how to seek medical advice
7. Takes prescription and non-prescription medicines appropriately

LEISURE is defined as the academic and functional competencies, interests and self-expression of the individual that can lead to enjoyable and constructive use of leisure time.
1. Participates in age-appropriate individual activities
2. Participates in simple interactive games
3. Demonstrates cooperative skills
4. Chooses appropriate free time activity
5. Initiates involvement in recreation/leisure activities
6. Plans and attends activities outside the home
7. Entertains friends and others at home

MOBILITY is defined as the academic and functional competencies needed to interact and travel within and outside of the community.
1. Demonstrates knowledge of traffic rules
2. Demonstrates knowledge of safety practices
3. Reads and interprets public transportation schedules
4. Demonstrates appropriate behavior needed for use of public transportation
5. Is able to locate and get to relevant community resources
6. Has a means of transportation for accessing community environments

MONEY MANAGEMENT is defined as the academic and functional competencies such as budgeting, and balancing a checkbook, and insurance planning.
1. Identifies money and makes correct change
2. Plans and uses a simple budget
3. Utilizes comparison shopping techniques
4. Pays bills on time  
5. Maintains a checking account  
6. Maintains a savings account  
7. Keeps basic financial records  
   a. health  
   b. auto  
   c. personal property  
   d. life  
   e. disability  
8. Files personal income tax

**SOCIAL** is defined as the competencies needed to participate and interact in a variety of settings in society.

**Personal Interaction With Others**

1. Speaks in appropriate tone of voice  
2. Makes eye contact  
3. Deals with anger appropriately  
4. Accepts responsibility for actions  
5. Is able to delay gratification  
6. Dresses appropriately for occasion  
7. Expresses affection appropriately  
8. States disagreement appropriately  
9. Compromises when needed  
10. Is honest  
11. Respects the property of others

**Initiates Interaction With Others**

1. Initiates conversation appropriately  
2. Greets others appropriately  
3. Seeks attention appropriately  
4. Disagrees appropriately
5. Initiates apology as needed
6. Introduces self to others

**Responds to Social Contacts**
1. Respects “personal space” of others
2. Avoids inappropriate gestures
3. Takes turns in conversation
4. Responds appropriately to teasing
5. Manages frustration appropriately
6. Responds appropriately to feedback
7. Recognizes informal social rules
8. Participates in group activities
9. Resists peer pressure
10. Makes refusals appropriately
11. Accepts “no” for an answer
12. Responds appropriately to an angry person

**WORKPLACE READINESS** is defined as the academic and functional competencies and basic work behavior, such as endurance and working continuously, responding appropriately to instructions, ability to work under pressure. Knowledge of occupational alternatives and self-awareness of needs, preferences and abilities related to occupational alternatives.

**Exhibits Appropriate Work Habits and Behaviors**
1. Displays acceptable attendance
2. Displays acceptable punctuality
3. Checks in with supervisor
4. Responds appropriately to criticism
5. Works without complaining
6. Maintains productivity with change in routine
7. Listens to and follows instructions
8. Remembers instructions from day to day
9. Pays attention to work
10. Displays initiative
11. Seeks help when needed and waits for assistance
12. Continues working in spite of difficulties
13. Organizes work efficiently
14. Follows safety procedures
15. Follows work schedule
16. Records time worked
17. Maintains work productivity with reduced supervisor contacts
18. Independently awakens each day in time to meet appointments/ maintain schedule
19. Demonstrates balance and coordination necessary for lifting, carrying, etc.
20. Demonstrates manual dexterity necessary for grasping, stacking, turning, unwrapping, transferring, etc.
21. Demonstrates stamina and endurance required to work at a job for _____ hours
22. Identifies occupational aptitudes
23. Identifies occupational interests
24. Identifies requirements of available jobs
25. Makes realistic occupational choices
26. Recognizes and uses break time appropriately

**OCCUPATIONALLY SPECIFIC SKILLS** is defined as the academic and functional competencies that would be needed in specific occupations or clusters of occupations

1. Demonstrate ability to learn job specific skills
2. Demonstrates ability to maintain employment in the community
3. Improves quality of work with experience
4. Improves quantity of work with experience
5. Does more work than assigned

Adapted from materials developed by Western Hills Area Education Agency, Sioux City, Iowa.
Appendix B

Vocational Training Assessment

(Adapted from assessment developed by
Western Hills Area Education Agency, Sioux City, Iowa)
VOCATIONAL TRAINING ASSESSMENT

School District ____________________________________________

Student: ___________________________ Date Completed __________

School: ___________________________________________ Grade: __________

Completed By: ____________________________________________

Please complete each item using the following code:

M to indicate he/she has mastery of this skill or competency
P to indicate he/she is progressing in this but it is not always correct or complete
No to indicate he/she is not able to do this or with little accuracy or completeness
V to indicate that one or more verbal prompts are needed for he/she to accomplish
DK to indicate you don’t know if he/she can do this from your observations
A to indicate that advocacy from someone is needed in support of he/she accomplishing this
AT to indicate that assistive technology is needed for he/she to accomplish this

SELF-DETERMINATION is defined as the individual's ability to act as his or her own advocate.

_____1. Knows where to get assistance when needed
_____2. Asks for assistance when needed
_____3. Can explain own disability
_____4. Can accept disability
_____5. Can describe successful coping behaviors
_____6. Takes responsibility for appointments during school
_____7. Takes responsibility for appointments outside school
_____8. Demonstrates ability to act as own advocate
_____9. Understands need for goals
_____10. Looks at alternatives
_____11. Anticipates consequences
_____12. Knows where to find good advice
_____13. Sets immediate goals
_____14. Sets long-term goals
_____15. Is self-accepting
_____16. Identifies and requests appropriate accommodations
_____17. Is familiar with ADA and education/employment rights
ACADEMIC/LIFELONG LEARNING is defined as competencies needed for future education.

**English Skills**

1. Has reading skills that are adequate for college program selected
2. Uses dictionary
3. Demonstrates basic grammar, punctuation, and spelling skills
4. Can develop sentences into paragraph
5. Can develop outline
6. Writes about own experiences
7. Demonstrates adequate keyboarding skills OR is willing to hire papers typed
8. Knows how to use word processor
9. Makes local telephone calls
10. Responds appropriately to incoming telephone calls
11. Uses a pay telephone
12. Accurately records telephone messages

**Mathematic Skills**

1. Use a calculator accurately
2. Computes without calculator
   a. addition
   b. subtraction
   c. multiplication (without using times table)
   d. division (without using division table)
   e. all decimal operations
   f. all fraction operations
   g. positive-negative numbers
   h. measurements
   i. percentages
   j. averages
   k. algebra
   l. geometry
Science Skills
   1. Has background adequate for selected vocational program

Social Studies
   1. Has background adequate for selected vocational program
   2. Is aware of current events
   3. Reads newspaper to gain information

Study Skills
   1. Sets realistic goals
   2. Practices time management
   3. Uses personal planner
   4. Is prompt
   5. Has necessary supplies and equipment
   6. Utilizes various resources (text, study guides, handouts, etc.) when preparing for tests
   7. Summarizes written or verbal information
   8. Uses self-management strategies to complete assignments
   9. Completes assigned work by deadlines
   10. Takes notes
   11. Underlines and highlights text and/or handouts appropriately

Test Taking
   1. Independently prepares for tests
   2. Can manage test anxiety
   3. Brings needed supplies
   4. Knows day, time and location of test
   5. Knows format of test and skills needed to pass test
   6. Knows what topics the test will cover

Lifelong Learning
   1. Identifies community resources
   2. Possesses critical and creative thinking skills
   3. Obtains and analyzes data and information
   4. Follows problem solving strategy
   5. Makes decisions
6. Evaluates consequences and outcomes
7. Obtains internal and external feedback
8. Is self-motivated
9. Demonstrates initiative, perseverance, determination, accountability and flexibility
10. Attends during instruction
11. Follows verbal directions
12. Follows written directions
13. Remains on-task
14. Able to verbalize instructions given
15. Ignores distractions

**DAILY LIVING** is defined as competencies needed to live independently.

**Selects, Manages & Maintains a Home**
- 1. Selects adequate housing

**Buys & Prepares Food**
- 1. Plans balanced meals
- 2. Purchases food
- 3. Prepares meals
- 4. Cleans food preparation areas
- 5. Stores food

**Buys and Cares for Clothing**
- 1. Washes clothing or chooses appropriate alternatives
- 2. Irons and stores clothing
- Performs simple mending
- Purchases clothing

**HEALTH AND PHYSICAL CARE** is defined as the academic and functional competencies needed to maintain the full range of physical, emotional, and mental well being of an individual.

**Cares for Personal Needs**
- 1. Demonstrates knowledge of physical fitness, nutrition & weight control
- 2. Demonstrates knowledge of common illness prevention and treatment
3. Demonstrates adequate personal hygiene

**Emergencies**

1. Recognizes emergency situations
2. Knows what to do in an emergency
3. Selects health care professionals

**LEISURE** is defined as the interests and self-expression of an individual.

**Utilizes Recreation and Leisure**

1. Knows activities and available community resources
2. Uses recreational facilities in the community
3. Plans and chooses activities wisely

**MOBILITY** is defined as the academic and functional competencies needed to interact and travel.

1. Demonstrates knowledge of traffic rules & safety practices
2. Drives a car
3. Demonstrates ability to read and interpret public transportation schedules

**MONEY MANAGEMENT** is defined as the academic and functional competencies such as budgeting, balancing a checkbook, and insurance planning.

**Manages Family Finances**

1. Identifies money and makes correct change
2. Plans, uses and adjusts a budget
3. Utilizes comparison shopping
4. Obtains and uses bank and credit facilities
5. Keeps basic financial records
6. Files personal income tax
7. Understands basic contracts

**Insurance Planning**

1. Identifies resources for insurance
   ___ a. health
   ___ b. auto
2. Utilizes comparison shopping techniques for insurance
   ___ a. health
   ___ b. auto
   ___ c. personal property
   ___ d. life
   ___ e. disability

**SOCIAL** is defined as competencies to participate and interact in a variety of settings in society.

**Personal Interaction With Others**
   _____ 1. Speaks in appropriate tone of voice
   _____ 2. Makes eye contact
   _____ 3. Deals with anger appropriately
   _____ 4. Accepts responsibility for actions
   _____ 5. Is able to delay gratification
   _____ 6. Dresses appropriately for occasion
   _____ 7. Expresses affection appropriately
   _____ 8. States disagreement appropriately
   _____ 9. Compromises when needed
   _____10. Is honest
   _____11. Respects the property of others

**Initiates Interaction With Others**
   _____ 1. Initiates conversation appropriately
   _____ 2. Greets others appropriately
   _____ 3. Seeks attention appropriately
   _____ 4. Disagrees appropriately
   _____ 5. Initiates apology as needed
   _____ 6. Introduces self to others
Responses to Social Contacts

1. Respects “personal space” of others
2. Avoids inappropriate gestures
3. Takes turns in conversation
4. Responds appropriately to teasing
5. Manages frustration appropriately
6. Responds appropriately to feedback
7. Recognizes informal social rules
8. Participates in group activities
9. Resists peer pressure
10. Makes refusals appropriately
11. Accepts “no” for an answer
12. Responds appropriately to an angry person

WORKPLACE READINESS is defined as academic and functional competencies and basic work behaviors.

Exhibits Appropriate Work Habits and Behaviors

1. Follows directions
2. Exhibits collaborative work skills
3. Works at a satisfactory rate
4. Accepts supervision
5. Displays acceptable attendance
6. Is punctual
7. Produces quality work
8. Demonstrates occupational safety
9. Works independently
10. Demonstrates responsibility
11. Demonstrates dependability
12. Independently awakens each day in time to meet appointments/maintain schedule

Knows & Explores Occupational Possibilities

1. Identifies personal values met through work
Identifies social values met through work
3. Identifies financial value of work
4. Is familiar with job clusters
5. Identifies job opportunities available locally
6. Identifies sources of job information

Selects & Plans Occupational Choices
1. Identifies occupational interests
2. Identifies occupational aptitudes
3. Identifies requirements of appropriate and available jobs
4. Make realistic occupational choices

Exhibits Adequate Physical-Manual Skills
1. Demonstrates balance and coordination
2. Demonstrates manual dexterity
3. Demonstrates stamina & endurance
4. Demonstrates sensory discrimination

OCCUPATIONALLY SPECIFIC SKILLS is defined as the academic and functional competencies that would be needed in specific occupations or clusters of occupations.

Obtains a Specific Occupational Skill
1. Is cognizant of job specific skills required for career choice
2. Completes vocational courses with accommodations as needed
3. Selects and enrolls in a post-secondary vocational training program

Adapted from materials developed by Western Hills Area Education Agency, Sioux City, Iowa.
Appendix C

Vocational Evaluation of Work-Related Behaviors and Interests
VOCATIONAL EVALUATION of WORK-RELATED BEHAVIORS AND INTERESTS

School ____________________________________________________________

Student ____________________________________________ Sex_______ Grade .

Parent/Guardian _____________________________________________

Evaluator_______________________________________________________

Date__________________________________________________________

DIRECTIONS: Rate the student on a three point scale as to their proficiency level for the following behaviors with: 1 - LOW  2 - MEDIUM  3 – HIGH

WORK-RELATED BEHAVIORS

Social Behaviors Rating                                      Rating

1. Handles stress and frustration.                          _____
2. Handles failure.                                          _____
3. Admits mistakes.                                         _____
4. Accepts praise.                                          _____
5. Makes eye contact.                                       _____
6. Has neutral or pleasant facial expression.              _____
7. Respects the feelings of others.                         _____
8. Responds to friendly gestures/smiles.                   _____
9. Refrains from unnecessary social interaction.         _____
10. Sets personal goals.                                    _____

Communication

1. Participates in social conversation                      _____
2. Expresses personal needs.                               _____
3. Initiates and ends conversations.                       _____
4. Interrupts appropriately.                               _____
5. Listens and pays attention.                             _____
6. Takes part in group activities.                         _____
7. Respects rights and privacy of others.  
8. Asks for help at appropriate times.  

**Appearance**  
1. Maintains clean appearance.  
2. Maintains good hygiene.  
3. Maintains good posture.  
4. Dresses appropriately for the job.  
5. Is cheerful and has a sense of humor.  

**Job Performance**  
1. Follows adult directions.  
2. Accepts adult criticism.  
3. Follows general rules and regulations.  
4. Follows a schedule.  
5. Maintains good attendance.  
6. Attends to job task consistently.  
7. Completes tasks independently.  
8. Completes tasks accurately.  
10. Keeps work area neat.  
11. Returns supplies to proper area.  
12. Initiates new tasks.  
13. Works at appropriate rate.  
14. Works well with co-workers.  
15. Asks for help when needed.  

**INTEREST INVENTORY**  

**Vocational Attitudes**  
1. Shows a desire to do specific jobs.  
2. Knows what to look for in a job (e.g., duties, salary, hours, location).
3. Communicates about the best place to work (e.g., indoors or outdoors, large or small business).

4. Knows which jobs he/she does best.

5. Is willing to try different jobs.

6. Can identify jobs he/she is not willing to do.

7. Can identify training needed for specific jobs.

8. Is aware of own limitations that limit types of jobs.

9. Can identify jobs that are too hard to learn to do.

10. Is aware of health problems that limit his/her ability to do specific jobs.

**TOTAL POINTS**

**TOTAL RATING RANGE:** Low: 50-83 Medium: 84-117 High: 118-150

Comments:
Appendix D

Functional Skills Inventory

Adapted from Wisconsin Division of Vocational Rehabilitation Counselors
Functional Skills Inventory
(Adapted from Wisconsin Division of Vocational Rehabilitation Counselors)

School __________________________________________________________
Student __________________________ Gender _______ Grade ______
Parent/Guardian_____________________________________________________
Evaluator________________________ Date__________________________

Rate the student’s ability on the following skills with YES or NO. Leave blank items you don’t have enough knowledge to rate. Note you are asked to answer a few open-ended questions.

Independence

1. Will need parental support to arrange and complete interviews with
   a Vocational Rehabilitation counselor. ______ ______
2. Follows a schedule if someone else prepares it. ______ ______
3. Prepares and follows own schedule. ______ ______
4. Can tell time to the minute. ______ ______
5. Meets new people easily. ______ ______
6. Accurately states his or her:
   - Social Security number ______ ______
   - Phone number ______ ______
   - Complete mailing address ______ ______

Reading

7. Can read, understand, and interpret a single-sentence statement or question. ______ ______
8. Can read, understand, and interpret a paragraph-length statement or question. ______ ______
9. Can read, understand, and carry out instructions that are:
   - Typed ______ ______
   - Handwritten ______ ______
   - In paragraph form ______ ______
10. Can read and understand a job application. ______ ______
11. Can read and understand newspaper articles. ______ ______
12. Summarize this individual's reading skills. Be specific in relation to the individual's career goals and expected achievement in post-secondary education and/or job performance.

Math

13. Counts to 100 accurately.

14. Performs the following accurately 95% or better of the time:
   - ☐ ☐ Adding whole numbers
   - ☐ ☐ Adding fractions
   - ☐ ☐ Subtracting whole numbers
   - ☐ ☐ Subtracting fractions

   __ __

   ☐ ☐ Uses a pocket calculator correctly

   __ __

15. Can make correct change for purchases under $20. __ __

16. Summarize this individual's math skills.

Writing

17. Accurately writes his or her:
   - ☐ ☐ Social Security number __ __
   - ☐ ☐ Phone number __ __
   - ☐ ☐ Complete mailing address __

18. Can correctly fill in an application for a job, a school, or a training program. __ __

19. Has prepared a complete resume. __ __

20. Summarize this individual's writing skills.

Physical coordination and orientation

21. Has this person been observed to have any physical coordination problems? __ __

   If “YES” describe how this might limit the individual's employment possibilities:

22. Does this person have any directionality problems? __ __

   If “YES” the problems are:
Health and Hygiene

23. Practices good grooming and hygiene.____  ____

24. Implements good health practices:
   □□Balanced diet ____  ____
   □□Exercise ____  ____
   □□□□□□□□□□□□□□□□□□□□Medical checkups ____  ____
   □□Dental checkups ____  ____

25. Missed more than 4 days of school per year.____  ____

26. If “YES”, why?

Travel

27. Uses public transportation. If yes, describe type(s) used.____  ____

28. Possesses valid driver's license.____  ____

29. Knows route to:
   □□Place of work ____  ____
   □□Vocational Rehabilitation office ____  ____
   □□Grocery store ____  ____
   □□Bank ____  ____
   □□Laundromat ____  ____

30. Can determine routes to new locations without assistance.____  ____

31. Can follow verbal directions to a new location.____  ____

32. Can follow written directions to a new location.____  ____

33. Must be “walked through” route to a new location in order to learn it.____  ____

Employment

34. Can use telephone directory to obtain addresses and phone numbers of
potential employers and social services agencies.

35. Will need assistance and encouragement to arrange and complete successful job interviews.

36. Determines appropriate time to arrive at work or other scheduled events (not too early nor too late).

37. Once at work, finds own work station.

38. Asks questions of supervisor if does not understand work assignment.  
   YES  NO

39. Reacts well to changes in work assignment

40. Learns and follows safety procedures.

41. Can read and understand technical manuals.

42. Understands that work can result in earning money.

43. What does this individual do if assigned work is finished?

44. If completes work ahead of schedule, uses unassigned time appropriately.

45. Works cooperatively in a group of three or more.

46. Works appropriately alone.

47. Behaves appropriately during work breaks.

48. Behaves appropriately during lunch breaks.

49. Handles criticism from fellow workers appropriately.

50. List the work history of this individual and state how he/she obtained these jobs.

   Jobs performed in the school setting:

   Jobs performed in the community:

51. Can accurately describe verbally what he or she did on these jobs.

52. Can accurately describe in writing what he or she did on these jobs (e.g., when asked to fill out a job application).

Other skills

53. Understands and follows three-step verbal directions.

54. Can explain how he or she learns best.

55. List other skills that this individual has (e.g., musical, athletic).
Learning style and strategies

56. Needs extra time to answer questions
   □ Verbally
   □ In writing

57. Gets distracted by sounds (e.g., people talking).

58. Gets distracted by visual stimuli not related to the task at hand
   (e.g., people, birds).

59. What approaches work best if this person needs to learn or practice a new skill that involves
    eye/hand/body coordination?

Learning Style/Strategies

60. What approaches work best when teaching this person information he or she does not know?

61. Describe this individual’s attitudes and abilities in regard to his or her career choice. Include
    work habits, initiative, teacher comments, and so forth.

Note: Adapted from Wisconsin Division of Vocational Rehabilitation Counselors, Wisconsin
Association of Children and Adults With Learning Disabilities, and Vocational Studies Center.
Best practices: Successful vocational rehabilitation of persons with learning disabilities [pp. 133-
138]. Madison: University of Wisconsin-Madison