

# Week 9 Special Education Parent Workshop

## Semana 9 Taller para Padres de Educación Especial



---

Century Community Charter School

Dr. Gail Gordon, Special Education Director/

Director de Educación Especial

Dr. Brenda Garcia, Assistant Principal & Spanish Interpreter/

Subdirectora e Intérprete de Español

Tuesday, May 14, 2024

Martes, 14 de Mayo de 2024

# Topic/Tema

- Transition Planning AND the Age of Majority.
- Planificación de la transición y la mayoría de edad.



# Transition Planning/Planificación de la Transición

1. A Transition Planning IEP Meeting must take place no later than when the student turns 16 years old, or before if determined appropriate by the IEP Team.
2. The school must invite the student to the meeting.
3. Transition Planning and Transition Services must be based on the student's needs AND must consider the student's strengths, preferences, and interests.
4. The IEP team must determine "postsecondary goals AND transition services to prepare the student with an IEP to lead a productive and independent adult life, to the maximum extent possible" after high school [20 U.S.C. 1400(c)(5)(A)(ii)].
5. The IEP Team must update the Transition Services and Goals annually.

1. Se debe llevar a cabo una reunión del IEP de planificación de transición a más tardar cuando el estudiante cumpla 16 años, o antes, si el equipo del IEP lo determina apropiado.
2. La escuela debe invitar al estudiante a la reunión.
3. La planificación de la transición y los servicios de transición deben basarse en las necesidades del estudiante Y deben considerar las fortalezas, preferencias e intereses del estudiante.
4. El equipo del IEP debe determinar "metas postsecundarias Y servicios de transición para preparar al estudiante con un IEP para "llevar una vida adulta productiva e independiente, en la máxima medida posible" después de la escuela secundaria [20 U.S.C. 1400(c)(5)(A)(ii)].
5. El Equipo del IEP debe actualizar los Servicios y Metas de Transición anualmente.

# Transition Planning Page 1 / Planificación de la Transición Página 1

Page \_\_\_\_ of \_\_\_\_

## SOUTHWEST SPECIAL EDUCATION LOCAL PLAN AREA (SELPA) INDIVIDUAL TRANSITION PLANNING (ITP)

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ IEP Date: \_\_\_\_\_

Student Invited:  Yes  No

If Appropriate, and agreed upon, agencies invited:  
 Yes  No  N/A

Describe how the student participated in the process:  Present At Meeting  Interview Prior  Interest Inventories  Questionnaire

Age-appropriate transition assessments/instruments were used:  Yes  No

Describe the results of the assessments:

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

Upon completion of school I will	Transition Service Code as Appropriate:
	Activities to Support Post Secondary Goal:
	Community Experiences as Appropriate:
Linked to Annual Goal #	Related Services as Appropriate:
Person/Agency Responsible:	

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

Upon completion of school I will	Transition Service Code as Appropriate:
	Activities to Support Post Secondary Goal:
	Community Experiences as Appropriate:
Linked to Annual Goal #	Related Services as Appropriate:
Person/Agency Responsible:	

### Student's Post Secondary Goal Independent Living (As appropriate):

Upon completion of school I will	Transition Service Code as Appropriate:
	Activities to Support Post Secondary Goal:
	Community Experiences as Appropriate:
Linked to Annual Goal #	Related Services as Appropriate:
Person/Agency Responsible:	

Page \_\_\_\_ of \_\_\_\_

## PLAN LOCAL DE EDUCACION ESPECIAL DEL AREA DE SOUTHWEST PLANIFICACIÓN DE TRANSICIÓN INDIVIDUAL

Nombre del Estudiante: \_\_\_\_\_ Fecha de Nacimiento: \_\_\_\_\_ Fecha del IEP: \_\_\_\_\_

Estudiante Invitado:  Sí  No

De ser apropiado, y convenido, agencias invitadas:  
 Sí  No  N/A

Describe como el estudiante participó en el proceso:

Asistió al IEP  Asistió al IEP  Cuestionario  
 Questionnaire

Fueron utilizadas las evaluaciones/instrumentos de transición apropiados de la edad:  Sí  No

Describir los resultados de las evaluaciones:

### Meta Postsecundarias de Entrenamiento o Educación del Estudiante (requerido):

Al finalizar la escuela yo voy a	Código de Servicio de Transición como Apropriado:
	Actividades para Apoyar Objetivos Postsecundarios:
	Experiencias de Comunidad como Apropriado:
Conectado al Objetivo Anual #	Servicios Relacionados como Apropriados:
Persona/Agencia Responsable:	

### Metas Postsecundarias de Empleo del Estudiante (Requerido):

Al finalizar la escuela yo voy a	Código de Servicio de Transición como Apropriado:
	Actividades para Apoyar Objetivos Postsecundarios:
	Experiencias de Comunidad como Apropriado:
Conectado al Objetivo Anual #	Servicios Relacionados como Apropriados:
Persona/Agencia Responsable:	

### Metas Postsecundarias de Vida Independiente del Estudiante (Como Apropriado):

Al finalizar la escuela yo voy a	Código de Servicio de Transición como Apropriado:
	Actividades para Apoyar Objetivos Postsecundarios:
	Experiencias de Comunidad como Apropriado:
Conectado al Objetivo Anual #	Servicios Relacionados como Apropriados:
Persona/Agencia Responsable:	



# Transition Planning Page 2 / Planificación de la Transición Página 2

Page \_\_\_\_ of \_\_\_\_

**SOUTHWEST SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)  
INDIVIDUAL TRANSITION PLANNING (ITP)**

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ IEP Date: \_\_\_\_\_

---

**District Graduation Requirements:**

**Course of Study**

A multi-year description of student's coursework from current year to anticipated exit year, in order to enable the student to meet their post secondary goal.  Yes  No

Units/Credits Completed: \_\_\_\_\_ Units/Credits Pending: \_\_\_\_\_

Student's course of study leads to: \_\_\_\_\_ Anticipated Completion Date: \_\_\_\_\_  
 Certificate of Completion  Diploma

The IEP team has determined the Student is eligible to pursue an Alternative Pathway to a Diploma (Ed Code 51225.31) because 1) They are eligible to participate in the California Alternative Assessment AND 2) They are enrolled in coursework aligned with the state standards:  
 Yes  No

---

**Age of Majority:**

On or before the student's 17th birthday, he/she has been advised of rights at age of majority (age 18)

By whom: \_\_\_\_\_ Date: \_\_\_\_\_

---

**Conservatorship**

Is the student conserved for educational decision making?  Yes  No

If you are non-conserved for educational decision making and have reached the age of 18, the age of majority, you have the right to receive all information about your educational program and make all decisions related to your education. This includes the right to represent yourself at an IEP meeting and sign the IEP in place of your parent or guardian.

---

Is there an appropriate measurable post secondary goal(s) that covers education or training, employment and, as needed, independent living?  Yes  No

Is the Post secondary goal(s) addressed/updated in conjunction with the development of the Annual IEP?  Yes  No

Are there transition services included in the IEP that will reasonably enable the student to meet his or her post secondary goals?  Yes  No

Are there annual goal(s) included in the IEP that are related to the student's transition services needs?  Yes  No

Page \_\_\_\_ of \_\_\_\_

**PLAN LOCAL DE EDUCACION ESPECIAL DEL AREA DE SOUTHWEST  
PLANIFICACIÓN DE TRANSICIÓN INDIVIDUAL**

Nombre del Estudiante: \_\_\_\_\_ Fecha de Nacimiento: \_\_\_\_\_ Fecha del IEP: \_\_\_\_\_

---

**Requisitos de Graduación del Distrito:**

**Curso de Estudio**

Una descripción de muchos años del trabajo de curso del estudiante del presente año al año anticipado que termina.  Sí  No

Unidades/Créditos Terminados: \_\_\_\_\_ Unidades/Créditos Pendientes: \_\_\_\_\_

**El curso de estudio del estudiante conduce a:** \_\_\_\_\_ Fecha de Finalización Esperada: \_\_\_\_\_  
 Certificado de Finalización  Diploma

El equipo del IEP ha determinado que el estudiante es elegible para continuar mediante un Programa Alternativo Pathway para obtener un Diploma (Código de Educación 51225.31) debido a que: 1) Es elegible para participar en la Evaluación Alternativa de California Y 2) Está inscrito en cursos que cumplen con los estándares estatales:  
 Sí  No

---

**Mayoría de Edad:**

En o antes que el estudiante cumpla 17 años, él/ella ha sido informado de sus derechos de la mayoría de edad (18 años de edad)

Por quién: \_\_\_\_\_ Fecha: \_\_\_\_\_

---

**Tutela**

¿Está el estudiante bajo la custodia y control legal de alguien para tomar decisiones educativas?  Sí  No

Si usted no está bajo la custodia y control legal de alguien que pueda tomar decisiones educativas por usted, y ha alcanzado la edad de 18 años, la mayoría de edad; usted tiene el derecho de recibir toda la información acerca de su programa educativo y tomar todas las decisiones relacionadas con su educación. Esto incluye el derecho a representarse usted mismo en una junta del IEP y firmar el IEP en lugar de su padre o tutor legal.

---

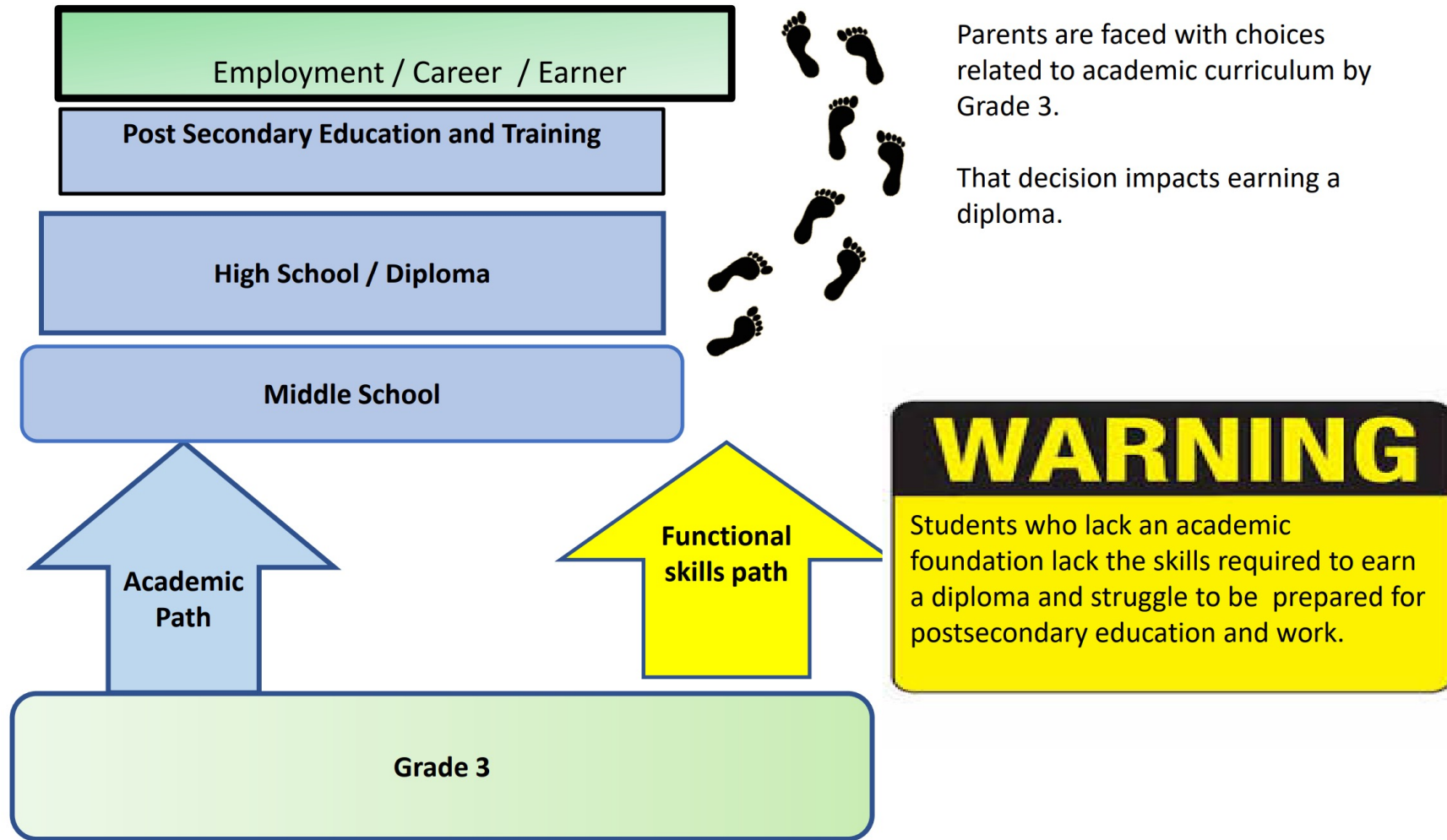
¿Hay una medida apropiada de las metas post-secundarias que cubran la educación, o entrenamiento, empleo, y, si es necesario, la vida independiente?  Sí  No

¿Es la meta(s) Pos-secundaria atendida/actualizada en conjunto con el desarrollo del IEP Anual?  Sí  No

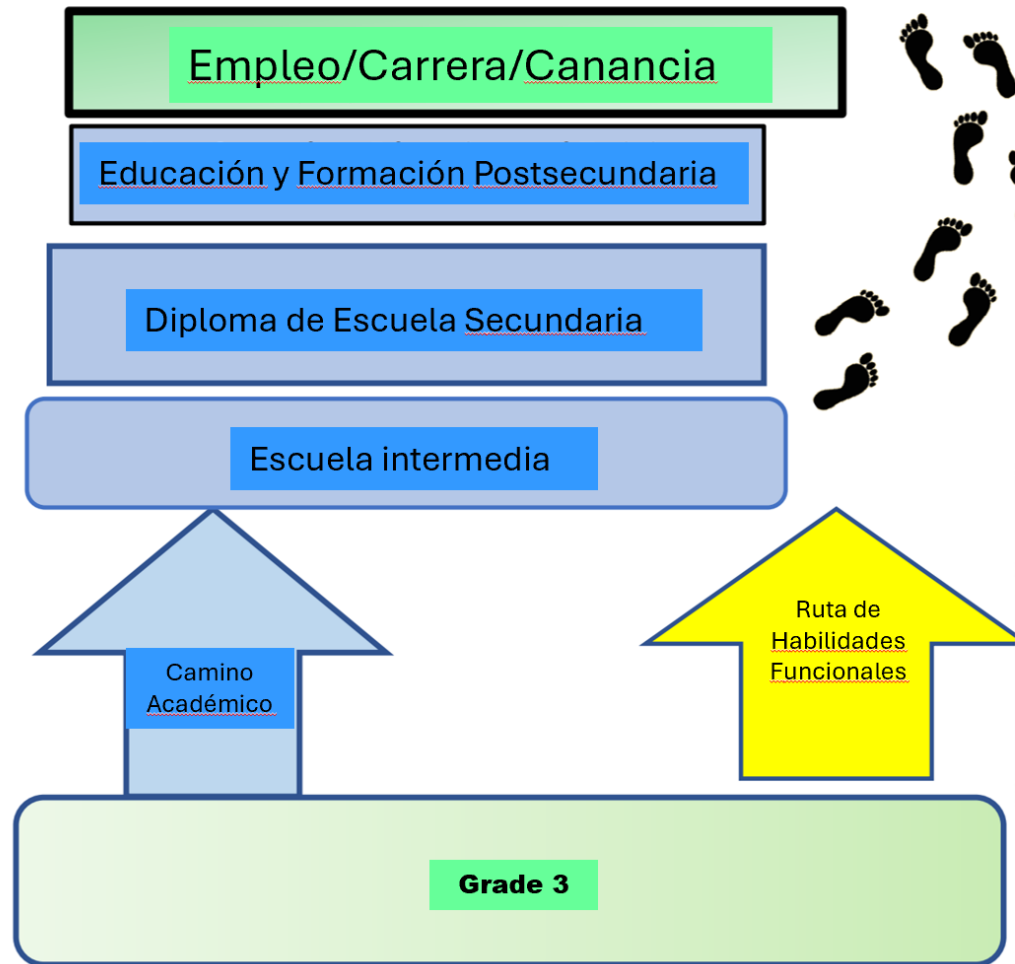
¿Hay allí servicios de transición incluidos en el IEP que permitirán razonablemente al estudiante cumplir con sus metas pos-secundarias?  Sí  No

¿Hay meta anual(es) incluidas en el IEP que se relacionen con los servicios de las necesidades de transición del estudiante?  Sí  No

# Academic Path or Functional Skills Path?



# ¿Ruta Académica o vía de Habilidades Funcionales?



Los padres se enfrentan a opciones relacionadas con el plan de estudios académico en el tercer grado.

Esa decisión afecta la obtención de un diploma.

## WARNING

Algunos estudiantes que carecen de una base académica, carecen de las habilidades necesarias para obtener un diploma y luchan por estar preparados para la educación postsecundaria y el trabajo.

## REACHING THE AGE OF MAJORITY

- The Age of Majority is age 18.
- The 18-year-old is legally identified as an adult in the state of California.
- The Parent's Rights & Procedural Safeguards transfers to the student.
- At least 1 year before your son or daughter with an IEP reaches the Age of Majority (age 18), the school must let the parent AND the student know about the upcoming transfer of rights.



## ALCANZANDO LA MAYORÍA DE EDAD

- La mayoría de edad es 18 años.
- La joven de 18 años está legalmente identificada como adulta en el estado de California.
- Los derechos de los padres y las garantías procesales se transfieren al estudiante.
- Al menos 1 año antes de que su hijo o hija con un IEP alcance la mayoría de edad (18 años), la escuela debe informar a los padres Y al estudiante sobre la próxima transferencia de derechos.





## AT THE AGE OF MAJORITY, TEENAGERS ACQUIRE THE RIGHT TO:

- Get a copy of social security AND birth certificate.
- Register to vote.
- Manage own health care.
- Live independently.
- Pay own bills.
- Sign contracts (e.g., rent an apartment, purchase a car, etc.).
- Join the military without parental consent.
- Sue or be sued in their own name.
- Marry without the written consent of a parent.
- Pay state & federal taxes, if working.

## CUANDO LLEGA A LA MAYORÍA DE EDAD, LOS ADOLESCENTES TIENEN DERECHO A:

- Obtenga una copia del seguro social Y del certificado de nacimiento.
- Registrarse para votar.
- Gestionar la propia atención sanitaria.
- Vive de forma independiente.
- Pagar sus propias facturas.
- Firmar contratos (por ejemplo, alquilar un apartamento, comprar un coche, etc.).
- Únase al ejército sin el consentimiento de sus padres.
- Demandar o ser demandado en nombre propio.
- Casarse sin el consentimiento escrito de uno de los padres.
- Pague impuestos estatales y federales, si trabaja.



## REACHING THE AGE OF MAJORITY

- Participates AND makes own decisions at IEP meeting.
- Decides who is invited to the IEP meeting (e.g., parent, Regional Center service provider, etc.).
- Signs the IEP instead of the parent(s).
- The Age of Majority happens whether the parent or student is ready or not to take on this responsibility.



## ALCANZANDO LA MAYORÍA DE EDAD

- Participa Y toma sus propias decisiones en la reunión del IEP.
- Decide quién está invitado a la reunión del IEP (por ejemplo, padre, proveedor de servicios del Centro Regional, etc.).
- Firma el IEP en lugar de los padres.
- La mayoría de edad ocurre independientemente de que el padre o el estudiante esté listo o no para asumir esta responsabilidad.



## REACHING THE AGE OF MAJORITY

- “Special Rule”
- Individuals who do not have the ability to provide informed consent (sign IEP).
- Individuals who have been determined by a court to be “incapacitated” or “incompetent” to make “informed decision” about their personal care or affairs due to a mental illness or physical illness disability, or other condition.
- A parent may access “conservatorship” through the court system, who may then make decisions for the individual.
- The individual may become a “ward” of the state, in which the state would make decisions for the individual.



## ALCANZANDO LA MAYORÍA DE EDAD

- “Regla Especial”
- Individuos que no tienen la capacidad de dar consentimiento informado (firmar IEP).
- Las personas que un tribunal haya determinado que son “incapacitado” o “incompetente” para tomar decisiones “informadas” decisión” sobre su cuidado o asuntos personales debido a un problema mental enfermedad o dolencia física, discapacidad u otra condición.
- Un padre puede acceder a la “tutela” a través del sistema judicial, quien luego puede tomar decisiones por el individuo.
- El individuo puede convertirse en un “pupilo” del Estado, en el que el Estado tomaría decisiones por el individuo.



**When an individual reaches the Age of Majority (age 18), he/she should:**

1. Understand their disability.
2. Advocate for themselves.
3. Understand why they receive special education services.
4. Participate/lead their IEP meetings.
5. Understand the interpretation of their test results.
6. Review their educational records.
7. Know their special education rights.

**Cuando una persona alcanza la mayoría de edad (18 años), deberá:**

1. Comprender su discapacidad.
2. Abogar por sí mismos.
3. Comprenda por qué reciben servicios de educación especial.
4. Participar/dirigir sus reuniones del IEP.
5. Comprender la interpretación de los resultados de sus pruebas.
6. Revisar sus registros educativos.
7. Conozca sus derechos de educación especial.

Final IEP Process/ Proceso Final del IEP :  
Post Secondary Exit/ Salida Postsecundaria

# Post Secondary Exit Page 1/ Salida Postsecundaria Página 1

Page \_\_\_\_ of \_\_\_\_

**SOUTHWEST SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)**  
**SUMMARY OF THE STUDENT'S ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**

Student Name: \_\_\_\_\_ Birthdate: \_\_\_\_\_ IEP Date: \_\_\_\_\_

Date of Initial IEP: \_\_\_\_\_ Date of Most Recent IEP: \_\_\_\_\_ Date of Summary: \_\_\_\_\_  
Primary Disability: \_\_\_\_\_ Secondary Disability: \_\_\_\_\_ Native Language: \_\_\_\_\_

EL: \_\_\_\_\_

If the student is an English Learner, list services provided to assist the student:  
Summary Completed by: \_\_\_\_\_

Please Note: Your District/LEA is mandated to contact you one year after you finish your school program to determine your schooling/job status. Please indicate the ways in which you can be contacted:

Social Media Accounts (Facebook, Twitter): \_\_\_\_\_  
 Email Address: \_\_\_\_\_  
 Cell Phone #: \_\_\_\_\_

**Reason for Exit** (check the **one** that applies):

Graduated per District's requirements/policy, to include passing of California High School Exit Examination (CAHSEE) if applicable, earning a regular high school diploma  
 Reached age 22 and earned Certificate of Achievement or Certificate of Completion and is no longer eligible for special education  
 Received a Certificate of Achievement/ Completion

**Summary Of the Student's Academic Achievement And Functional Performance**  
Strengths/Interests/Learning Preferences: \_\_\_\_\_

**Pre-Academic/Academic/Functional Skills** (Note results of any general state or district-wide assessments): \_\_\_\_\_

**Cognitive Abilities:** \_\_\_\_\_

**Communication Skills:** \_\_\_\_\_

**Motor Skills (Fine/Gross):** \_\_\_\_\_

**Health:** \_\_\_\_\_

**Social/Emotional/Behavioral:** \_\_\_\_\_

**Self Help/Adaptive:** \_\_\_\_\_

**Students Post-Secondary Goal(s):**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

If employment is the primary goal, student's top three job interests:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Page \_\_\_\_ of \_\_\_\_

**PLAN LOCAL DE EDUCACION ESPECIAL DEL AREA DE SOUTHWEST**  
**SUMEN DE APROVECHAMIENTO ACADÉMICO DEL ESTUDIANTE E INTERPRETACIÓN FUNCIONAL**

Nombre del Estudiante: \_\_\_\_\_ Fecha de Nacimiento: \_\_\_\_\_ Fecha del IEP: \_\_\_\_\_

Fecha Inicial del IEP: \_\_\_\_\_ Fecha del Más Reciente IEP: \_\_\_\_\_ Fecha de Resumen: \_\_\_\_\_  
Discapacidad Principal: \_\_\_\_\_ Discapacidad Secundaria: \_\_\_\_\_ Idioma Materno: \_\_\_\_\_

EL (Estudiante de Inglés como Segunda Lengua): \_\_\_\_\_

Si, el estudiante es un Estudiante de Inglés como Segunda Lengua, nombrar los servicios proporcionados para ayudar al estudiante  
Resumen Completado por: \_\_\_\_\_

Tenga en cuenta que: Su distrito/LEA está encargado de ponerse en contacto con usted después de un año de haber terminado su programa escolar, para determinar su escolaridad/estado de trabajo. Favor de indicar las diferentes formas en las que usted puede ser contactado:

Cuentas en las Redes Sociales (Facebook, Twitter): \_\_\_\_\_  
 Dirección de Correo Electrónico: \_\_\_\_\_  
 # de Teléfono Celular: \_\_\_\_\_

**Razón de salida** (escoja una que le corresponda):

Graduated per District's requirements/policy, to include passing of California High School Exit Examination (CAHSEE) if applicable, earning a regular high school diploma  
 Reached age 22 and earned Certificate of Achievement or Certificate of Completion and is no longer eligible for special education  
 Received a Certificate of Achievement/ Completion

**RESUMEN DE APROVECHAMIENTO ACADÉMICO DEL ESTUDIANTE E INTERPRETACIÓN FUNCIONAL**

**Puntos Fuertes /Intereses/Preferencias de Aprendizaje:** \_\_\_\_\_

**Pre-Académico / Académico / Habilidades funcionales** (Notar resultados de cualquier evaluación general Estatal o por todo el distrito): \_\_\_\_\_

**Habilidades para aprender:** \_\_\_\_\_

**Habilidades de Comunicación:** \_\_\_\_\_

**Habilidades de motor (Fino/Grueso):** \_\_\_\_\_

**Salud:** \_\_\_\_\_

**Autoestima / Adaptable:** \_\_\_\_\_

**Meta(s) post Secundarias del estudiante:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Si el empleo es el objetivo principal, los tres principales intereses de trabajo del estudiante son:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



# Post Secondary Exit Page 2/ Salida Postsecundaria Página 2

Page \_\_\_\_ of \_\_\_\_

## SOUTHWEST SPECIAL EDUCATION LOCAL PLAN AREA (SELPA) SUMMARY OF THE STUDENT'S ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

### Recommendations to assist the student in meeting post-secondary goals:

1. Higher Education or Career-Technical Education:
2. Employment:
3. Independent Living:
4. Community Participation:

#### Agency Linkages

(check agencies known to be working with the individual or could be a resource to the individual) **Agency Contact Person and phone number, if known**

- Regional Center
- California Children's Services (CCS)
- County Department of Health and Human Services
- Mental Health Services
- Employment Development Department
- California Department of Rehabilitation
- Community College / University Disabled Student Services
- Other

**For Additional Information** such as however not limited to; last cognitive assessment results (psycho-educational report), academic/functional assessment results, Individual Educational Program Packet, or other k-12 schooling documentation contact:

**Name of School District:**

**School District's Phone number:**

**Title of Contact Person:**

**Best if contact is made no later than:**

Page \_\_\_\_ of \_\_\_\_

## SOUTHWEST SPECIAL EDUCATION LOCAL PLAN AREA (SELPA) SUMMARY OF THE STUDENT'S ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

### Recomendaciones para ayudar al estudiante a cumplir con las metas después de la preparatoria:

1. Educación Superior o Educación para una Carrera Técnica:
2. Empleo:
3. Vida Independiente:
4. Participación Comunitaria:

#### Agencias de conexión

(comprobar que la agencia este trabajando con el individuo o que podría ser un recurso para el individuo) **Persona de Contacto de la Agencia y número de teléfono, si se conoce**

- Centro Regional
- Servicios de Niños de California (CCS)
- Departamento de Salud y Servicios Humanos del Condado
- Servicios de Salud Mental
- Departamento de Desarrollo de Empleo
- Departamento de Rehabilitación de California
- Colegio Comunitario / Universidad de Servicios para Estudiantes con Discapacidades
- Otro

**Para Información Adicional** tal como sin embargo no limitado a; los últimos resultados de la evaluación cognoscitiva (reporte psico-educativo), resultados de la evaluación académica/funcional, Paquete del Programa de Educación Individualizado, u otro contacto de documentación educativa de k-12.

**Nombre del Distrito Escolar:**

**Número de Teléfono del Distrito Escolar:**

**Título de la Persona de Contacto:**

**Mejor ponerse en contacto no más tarde de:**

Transition from Cradle to Adulthood



Begin with the End in Mind: Adulthood

Roles: Powerful Self- Advocate (Earn Diploma), Lifelong Learner (Enroll Post-Secondary Education/Training), Worker/ Earn Income (Enter Employment), Contributing Citizen (Live Independently), Responsible Family Member (Participate in Community)

Birth - Pre-School		Pre- K - Grade 3		Middle School		High School		Last Year - Early Adulthood	
<b>Youth Leadership Self Advocate</b>									
Express wants, needs Communicate with family, friends Develop social, interpersonal skills		Express choices, preferences Develop sense of self respect Build teamwork skills Take responsibility for self Learn about disability, ask for help		Develop a learner profile of assets Actively participate in IEP Develop awareness of disability Explore accommodations Speak up for what you want, need		Communicate strengths, needs Explain disability to the IEP team Accommodate self- then seek help Set goals based on informed choices Learn about legal rights, laws		Lead your IEP meeting Take steps to make choices happen Apply for jobs, postsecondary education and training Apply for services accommodations	
<b>Family Role: Parent, Ally, Life Coach, Mentor, Advocate, Support System</b>									
Praise accomplishments Set expectations high Nurture Encourage development Read Communicate Listen Give Choices Play - Encourage creativity		Encourage friendships, social skills Expect / assign Chores Encourage interest through hobbies, Recreation, youth organizations Learn about disabilities Actively participate in IEPs		Expect positive study habits Encourage volunteer activities Develop problem-solving skills Encourage learning, accepting disability Support development of career interests		Slowly allow freedom Encourage use of self -advocacy skills Travel skills Move from child to adult health care Encourage decision-making skills Independent living skills-household tasls		Master independent living skills Driver's License Mobility plan to access your community Benefits planning, Financial Literacy Maintain safe social media presence Apply for Independent Living services	
<b>Learning School-Based Experiences</b>									
Inclusion Contextual Learning Universal Design Multi-tiered System of Support Differentiated Instruction Accommodations Modifications									
Early knowledge, skills Enrich language skills Communication, Interpersonal skills Explore environment Encourage social competence		Academic Standards Social-Emotion skills development Pre-employment skills (communication, attitude, teamwork, problem-solving Guest speakers, career fairs		Career Exploration- Research jobs Research education jobs require Use Discovery process to identify interests, skills, talents Service Learning		Academic Standards Career-Technical Education Connect to College - Dual Enrollment Transition/Education/Career Counseling Transition Assessments / Portfolio		Earn a high school diploma or certificate Use transition portfolio to apply for employment or for DOR services Apply academic standards and CTE	
<b>Career Development Work-Based Learning - Collaboration with Business Partners</b>									
Self-Awareness		Career Awareness		Career Exploration		Career Planning		Employment	
Observe people doing jobs Talk with child about working Encourage developing skills and interests		College Awareness/ College Fairs Interest surveys Industry Tour Mentors and Role Models		Volunteer Job Shadow Interview people who work Exposure to College and Career options Provide Career, Education guidance		Career Pathway- Stackable Credentials Apprenticeships, Internships Job Search Training -Work Experience Participate in student organizations Match career choices to labor market		Earn Stackable Credentials Apprenticeships, Internships Make informed career/training choices based on your interests, employment options. Avoid pursuing obsolete jobs.	

**Interagency Collaboration:** America's Job Center, Department of Rehabilitation, Regional Center, Independent Living Center, College/University, Military, Industry Certification On the Job Training  
 Eligibility Access Local Agreements that define roles, services, contributions, Benefits Planning, Coordinate Wrap-Around Family Services Link to community





**Essential Life Skills for All Youth**  
Which Skills Do You Know? Need to Develop?

**Independent Living Skills**

**At Home Skills**

Locate housing options  
Arrange rent, utilities, phone  
Basic routine maintenance  
Clean, vacuum, dust  
Find a circuit breaker/use it  
Locate, use water, furnace shut-off  
Fix basic plumbing,

**Food Skills**

Plan, shop for healthy diet  
Prepare, store food  
Cook balanced meal  
Use kitchen appliances

**Personal Appearance Skills**

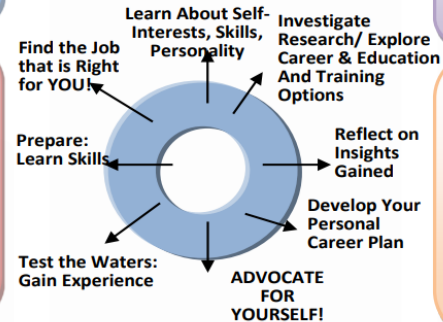
Basic clothing repair-buttons, hems)  
Iron garments  
Fold, put away clothes  
Laundry, Follow care labels, treat stains  
Maintain personal appearance

**Financial Literacy**

Understand gross, net pay, deductions  
Make a budget-stick to it  
Use a bank and/or ATM / On-Line Banking  
Open, use, balance checking account  
Apply for credit card, use wisely  
Benefits planning  
Saving account,  
Keep track of documents file taxes

**Health and Wellness**

Basic First Aid  
Maintain healthy diet  
Use medication safely  
Routine exercise  
Make healthy lifestyle choices  
Maintain hygiene /grooming  
Be aware of personal safety



**Transportation  
Community Access**

**Drive / Maintain a Car  
Driver's License**

Buy car, buy insurance  
Registration

**Pump gas**

Maintain vehicle oil, fluid,  
Maintain, change tires,  
Follow traffic laws/ safety

**Use Public Transportation**

Know schedules  
Know routes, pick up points  
Know options (bus, taxi, on demand)

**Community Access**

Know options  
Read a map/ Use GPS  
Know landmarks  
Community orientation

**Social / Recreation**

Explore social / recreational opportunities  
Pursue hobbies, recreational interests  
Develop, maintain healthy friendships

**Postsecondary options**

Explore career options- through print, web media  
Explore postsecondary education options  
Apply decision-making skills  
Submit applications, take qualifying tests  
Use labor market info. to guide choices  
Develop resume  
Submit applications / resume on line

**Citizenship**

Register to vote, Vote  
Comply with laws, regulations  
Be environmentally responsible  
Participate in community activities  
Volunteer

**Self Determination and Self Management**

Know yourself-your strengths, limitations  
Manage your time  
Set priorities  
Monitor your performance  
Balance your responsibilities and priorities.  
Adapt and accept Change  
Advocate for yourself to meet your needs

**Believe in Yourself**

**Employability Skills**

Communication Skills (listen, speak, customer service)  
Interpersonal Skills (leadership, social skills, teamwork)  
Personal Qualities / Work Ethic  
Thinking Skills (Analyze, Prioritize, Visualize, Problem Solve)  
Application of core academic skills  
Use of Technology  
Manage resources, time  
Be adaptable

**Use Technology- at work, at home, socially**

Use social media responsibly-know cyber presence  
Validate sources of information  
Maintain safe identity  
Maintain current knowledge of technology/applications

**Be A LifeLong Learner: Be curious, interested to learn something new or apply old info in new ways**

Seek opportunities to learn-in classrooms, with computers, with books, with people  
Learn from and with others. Share what you learn. Recognize you aren't "The Expert"  
Take in information-analyze it, join it with other information, then apply it

# Parent Resources

- <https://selfhelp.courts.ca.gov/conservatorships>
- <https://selfhelp.courts.ca.gov/conservatorships-legal-and-social-service-resources>
- <https://westsiderc.org/help-with-becoming-an-adults-legal-conservator/>
- <https://www.dor.ca.gov/Home/StudentServices>
- [https://westsiderc.org/wp-content/uploads/2019/06/ENG\\_Services-and-Supports\\_Ages-11-17.pdf](https://westsiderc.org/wp-content/uploads/2019/06/ENG_Services-and-Supports_Ages-11-17.pdf)
- [https://westsiderc.org/wp-content/uploads/2019/06/SPAN\\_Services-and-Supports\\_Ages-11-17-1.pdf](https://westsiderc.org/wp-content/uploads/2019/06/SPAN_Services-and-Supports_Ages-11-17-1.pdf)
- <https://westsiderc.org/wp-content/uploads/2021/05/ENG-Services-and-Supports.11-to-17.pdf>
- <https://westsiderc.org/wp-content/uploads/2021/05/SPAN-Servicios-y-Apoyos.11-a-17.pdf>

# Mental Health Resources

Helping Kids Grieve

- <https://sesameworkshop.org/topics/grief/>

Guided Meditation for Teens

- <https://www.mindfulnessforteens.com/guided-meditations>

Responding to Change & Loss

- <https://indd.adobe.com/view/c213f5cc-0e37-4c6d-b1b9-1aacd7a10aa7>

How to Support Students Struggling with Focus and Sustained Attention

- [https://d3kdbh1wduemv1.cloudfront.net/\\_educators/How%20to%20Support%20Students%20Struggling%20with%20Focus%20and%20Sustained%20Attention.pdf](https://d3kdbh1wduemv1.cloudfront.net/_educators/How%20to%20Support%20Students%20Struggling%20with%20Focus%20and%20Sustained%20Attention.pdf)



# Resources

## Engaging Disengaged Students

- [https://d3kdbh1wduemv1.cloudfront.net/\\_educators/Engaging%20Disengaged%20Students.pdf](https://d3kdbh1wduemv1.cloudfront.net/_educators/Engaging%20Disengaged%20Students.pdf)

## How to Support Basic Student and Family Needs

- [https://d3kdbh1wduemv1.cloudfront.net/\\_educators/How%20to%20Support%20Basic%20Students%20and%20Family%20Needs.pdf](https://d3kdbh1wduemv1.cloudfront.net/_educators/How%20to%20Support%20Basic%20Students%20and%20Family%20Needs.pdf)

## How to Support Multilingual Students Labeled as English

### Learners

- [https://d3kdbh1wduemv1.cloudfront.net/\\_educators/How%20to%20Support%20Multilingual%20Students%20Labeled%20as%20English%20Learners.pdf](https://d3kdbh1wduemv1.cloudfront.net/_educators/How%20to%20Support%20Multilingual%20Students%20Labeled%20as%20English%20Learners.pdf)

Thank you!  
¡Gracias!

