AbilityFirst™

Employment Facilitation Training Services

What is Employment Facilitation Training Services?
The Employment Facilitator Services Program model is a flexible blend of strategies, services, and supports designed to increase employment opportunities for individuals with developmental disabilities. The program helps adults with complex needs, from identification of personal interests, goals and skills, through every step of the process of job search and placement, and throughout the period of employment. The individual participant is the primary source of information and drives the placement process.

Who Qualifies for EFTS?
(a) 18 years of age or older;
(b) diagnosed with a developmental disability;
(c) able to demonstrate a strong interest or desire to work in community employment;
(d) a U.S. citizen or legal resident authorized to work in the United States;
(e) authorized to engage in vocational exploration with a support team agreement;
(f) able to provide self-care with or without support; and
(g) able to conduct him- or herself safely in the community without harm to self or others.

Why Should I choose EFTS over Supported Employment?
The EFTS program is ideal for clients with little to no work history who need assistance in determining what type of employment opportunities are available, what they qualify for, and identifying employment goals. This program is great for transition clients who need a step between high school and working in the community.

Who do I contact for more information?
AbilityFirst – Employment Services
2555 E. Colorado Blvd. Suite 202, Pasadena, CA 91107

➢ **Employment Regional Manager: Shanna Hart**
   Phone: (562)972-1609, email: shart@abilityfirst.org

➢ **Director of Employment Services: Eddie Zhang**
   Phone: (562)343-3041, email: ezhang@abilityfirst.org

Adult Development Center

Adult Development Center (**ADC**) refers to day programs which serve adults by providing training and support in activities of daily living. Individuals who attend adult development centers generally need sustained support and direction in developing the ability to interact with others, to make their needs known, and to respond to instructions. Adult development center programs focus on the development and maintenance of the functional skills required for self-advocacy, community integration, work, and self-care.

SG/PRC offers two types of day programs, those that have a licensed center (**center based**) and those that strictly operate in the community (**community based**). Each individual case is evaluated to determine appropriateness of programming location. Staffing ratios for these programs are typically 1:3 or 1:4.

While all programs must provide activities related to employment and volunteerism, there are employment-focused day programs that are time-limited and focused on developing employment skills for clients to transition to supported employment or competitive integrated employment.

Community-Based Adult Service

Community-Based Adult Services (**CBAS**) also called Adult Day Health Care Programs (**ADHC**) means an organized day program of therapeutic, social, and skilled nursing health activities and services provided to elderly persons or adults with disabilities with functional impairments, either physical or mental, for the purpose of restoring or maintaining optimal capacity for self-care.

Provided on a short-term basis, **CBAS** serves as a transition from a health facility or home health program to personal independence. Provided on a long-term basis, it serves as an alternative to institutionalization in a long-term health care facility when 24-hour skilled nursing care is not medically necessary or viewed as desirable by the recipient or his or her family.

Behavior Management Program

Behavior Management Program (**BMP**) refers to day programs which serve adults with behavioral challenges and who require support from staff with behavioral expertise. Individuals who are appropriate for a **BMP** focus on decreasing behaviors which may be a barrier to socializing, communicating, integrating into their community, and being employed.

Like ADC's, Behavior Management Programs also offer both licensed center-based or community-based programs and each client situation is evaluated on individual circumstances. Staffing ratios for BMPs are typically 1:3.

———————————————————————

The mission of the San/Gabriel Pomona Regional Center is to work in partnership with individuals with developmental disabilities, their families and the community, to promote choice, empowerment, independence, and full integration into community life.

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For more information about any of the services mentioned in this pamphlet and the process, please contact your Service Coordinator to discuss appropriate employment and day program options.

Employment and Day Program Options

SAN GABRIEL/POMONA REGIONAL CENTER

Community Services Department
75 Rancho Camino Drive
Pomona, CA 91766

(909) 620-7722

www.sgprc.org

Employment First Policy

The San Gabriel/Pomona Regional Center, in accordance with California's Employment First policy, shall give employment the highest priority for working age individuals with developmental disabilities. Employment is a significant way for adults to lead an independent and productive life. Therefore, competitive integrated employment shall be the first option considered for all working age individuals served by SG/PRC. SG/PRC recognizes that individuals may need training and/or other supports to achieve integrated competitive employment. This training may include individual and group job coaching, job exploration, technical or vocational training, post/secondary education, and internship programs. For more information please see:

http://www.dol.gov/odep/topics/EmploymentFirst.htm

http://www.cde.ca.gov/sp/se/st/employmentfirstpolicy.asp

http://worknow1.com/

Supported Employment

Supported Employment (**SE**) is a service primarily offered by the Department of Rehabilitation (**DOR**). The goal of **SE** services is finding competitive work in a *community integrated work setting* for persons with disabilities who need ongoing support services to learn and perform the work. **SE** placements can be individual placements, or group placements (called enclaves), or work crews, such as landscaping crews. Support is usually provided by a job coach who meets regularly with the individual on the job to help him or her learn the necessary skills and behaviors to work independently. As the individual gains mastery of the job, the support services are gradually phased out.

DOR is the main vocational rehabilitation program for **SE** service providers for adults with developmental disabilities. However, if the **DOR** is unable to provide services due to fiscal reasons, the regional center may be able to help individuals served get a job by funding **SE**.

If you are interested in SE services, you should contact your Service Coordinator or local Department of Rehabilitation at **www.dor.ca.gov**

Tailored Day Services (TDS) & Vouchered-Community Based Training (VCBT)

Additional day service options have been added to the Lanterman Act to include Tailored Day Services (**TDS**) and Vouchered Community-Based Training (**VCBT**). Both services place high priority on opportunities for adults with developmental disabilities to choose & customize their day services to meet their individualized needs; have opportunities to further the development or maintenance of employment and volunteer activities; direct their services; pursue postsecondary education; and increase their ability to lead integrated and inclusive lives. To further these goals, a client may choose a tailored day service or vouchered community-based training service, in lieu of any other regional center vendored day program, look-alike day program, supported employment program, or work activity program.

Both **TDS** and **VCBT** have specific service requirements and maximum amount of hours that can be provided. If interested interest in **TDS** or **VCBT**, please contact your Service Coordinator.

Paid Internship Program

Effective 7/1/16, there is now funding allocated for a **Paid Internship Program**. The purpose of this program is to increase the vocational skills and abilities of clients who choose, via the IPP process, to participate in an internship.

Goals of this program include the acquisition of experience and skills for future paid employment, or for the internship itself to lead to full or part-time paid employment in the same job.

Some of the requirements of the program include:
- Maximum funding for payment of an internship is $10,400 per year, per client;
- Multiple paid internships may be possible, as determined through the IPP process;
- There is no minimum or maximum hour requirement; however there is a cap on funding as previously mentioned
- Internship funds may be available for a variety of models, including self-employment enterprises and apprenticeships, and other business opportunities that can lead to future paid employment.
- The employer of record will be reimbursed by the regional center after verification of payment to the intern.

Employment Options Hierarchy
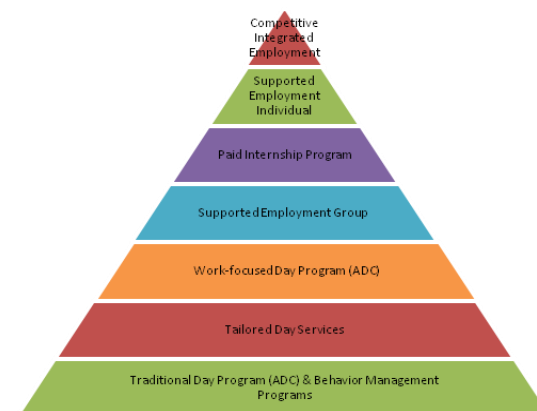
Fantastic Facts
About Hiring People
With Developmental Disabilities

Reliability, Productivity, & Loyalty

#1. Rated higher with less sick days and low absenteeism.

#2. Arrives to work on time daily and returning on time from breaks more than co-workers.

90%

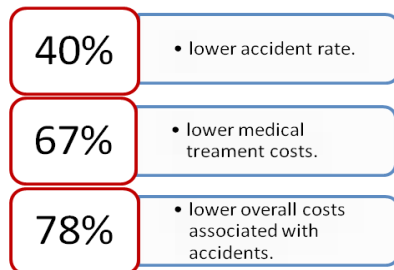#3. Dupon Study showed 90% of employees with disabilities rated average or better on job performance.

Low Cost Supervision
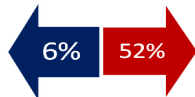
#4. Systems are in place to match employer needs with employee job skills.

#5. No-cost consultation and technical assistance is available to help employers hire people with developmental disabilities.

Increase In Employer Bottom-Line And Cost Savings

#6. According to Walgreens, disabled employees had:

40% • lower accident rate.

67% • lower medical treament costs.

78% • lower overall costs associated with accidents.

#7. Marriot reported 6% turnover rate among persons with disabilities vs. 52% overall.

6% ◀ ▶ 52%

Fantastic Facts
About Hiring People
With Developmental Disabilities

Tax Incentives and Credit

#8. *The Work Opportunity Tax Credit* allows employers to earn up to 40% of tax credit of a new employee's first year wages.

#9. *The Barrier Removal Tax Deductions* allows businesses to make annual deductions to expense related to removing physical, structural, and transportation barriers for people with disabilities.

#10. In most cases, 80% of accommodations will cost less than $500, which are tax deductable.

Promotes Positive Corporate Image and Workforce Diversity

#11. Based on a survey conducted by the University of Massachusetts, 87% of those surveyed would prefer to give their business to companies that hire individuals with disabilities.

#12. A 2014 Institute for Corporate Productivity research report surveyed several corporation reported the following benefits:

47% – reported an inclusive culture is attractive to talent pools.

60% – said it supports their diversity and inclusion strategy.

San Gabriel/Pomona Regional Center
75 Rancho Camino Drive
Pomona, CA 91766
(909) 620-7722

SAN GABRIEL/POMONA REGIONAL CENTER

got internship?

The No Cost to Employers Paid Internship Program

Qualifying employers may receive up to $10,400 per year towards wages, payroll costs, and mandated employer cost towards hiring individuals with a developmental disability.

About the Us

The San Gabriel/Pomona Regional Center is a private, non-profit social services organization contracted with the Department of Developmental Services to provide services to individuals with developmental disabilities.

Our Mission

The promotion of independence and full integration into community life through competitive integrated employment of individuals with developmental disabilities.

The Purpose

To give Employers access to a pool of motivated individuals who bring fresh thinking and innovation and diversity to their workplaces.

About the Paid Internship Program

Recent State Legislation has provided funding for employers to be reimbursed up to $10,400 per year towards the employment of an individual with a developmental disability.

Frequently Asked Questions

Q: What is the length of the internship?

A: There is only a maximum allowable cost of **$10,400** per year, per intern. There is no set length of time or number of hours to be completed.

Q: Am I required to hire the intern after the internship is over?

A: No, however if your intern has done a good job and you have an open position we strongly encourage you to hire them on as a permanent employee. Please refer to the back for Fantastic Facts About Hiring an Individual with Development Disability.

Q: Who is responsible for paying the intern?

A: The employer, Supporting Vendor, or a Financial Management Service (FMS) provider.

Q: Must I wait until I have reached the $10,400 in expenses before submitting for reimbursement?

A: No you can submit your expenses as you incur them.

Q: What costs are associated with hiring a paid intern? What costs are covered?

A: There is **no cost** to the employer up to **$10,400** per year, per individual. Cost that are covered by the reimbursement include: wages, payroll costs, and employer mandated costs such as insurance and liability.

Q: What is the process and what documentation is needed from the employer?

A: The employer must keep accurate records of time sheets, wages, and associated expenses. Employers will submit an invoice and be reimbursed by the service provider placing and supporting the individual or to the Financial Management Service (FMS) provider.

Q: Who is responsible for supervision of the intern?

A: The employer can provider overall supervision of the intern as you would all other employees. The employer may also choose to have a service provider to provide individualized support to the intern as needed.

Q: Who can I contact to get started?

Linh Lee, Employment Specialist
(909) 706-3579 or
email: llee@sgprc.org

the life and CAREER assessment
m a t r i x

developed by Dr. George Tilson and Sandra Miller

career seeker name

date of birth

person assisting/organization

date initiated

The Life and Career Assessment Matrix (LCAM) is for anyone. It has been designed to assist you in focusing your thoughts about where you are on your life path, so you can have meaningful conversations about your goals – and develop a plan for further assessment, exploration, education and training, job search, employment success and career advancement/change. By fully completing and updating the LCAM you will have the information you need to develop goals that are personally meaningful to you. This information can also help you write your resume and prepare for interviews.

The LCAM expands on the concepts of the Positive Personal Profile developed by George Tilson and Lisa Cuozzo Stern (2001). There are 10 sections to the LCAM. Each one is a place for you to record your ideas and experiences. You may work on this by yourself, or with others who know you well and want to assist you. Take your time. The idea is to reflect on things that are most important to you. Feel free to skip around; it is not necessary to complete the sections in a particular order. You can always go back to a specific section and add or change information. And remember to attach any related documents you think would be helpful.

As you gain new experiences, skills, and ideas you can add them into the LCAM. Over time you will have built a solid document of your strengths, life and career experiences, and supports.

Note: The LCAM is useful in developing an IEP/Transition Plan, VR Invidual Plan for Employment (IPE), 504 plan, or other service plans.

1 my community

Use the space below to identify your **Support Team** – people you can ask for ideas and help. (such as family, friends, employers, neighbors, professionals who know you well).

Support Team Member	Relationship to You	Email Address	Preferred Telephone (Indicate work/home/cell)

Overall, I would rate my support team as:

◯ Very strong   ◯ Strong   ◯ Okay   ◯ Weak   ◯ Very Weak   ◯ Don't Know yet

Other people I'd like to invite to my support team:

Outside experts/consultants (professionals who may be able to assist me with my career and life goals)

Name/Position/Organization/role in helping me	Email Address	Preferred Telephone (Indicate work/home/cell)

How do you communicate with people?

◯ Talk with them

◯ Use an augmentative device or assistive technology: (identify)

Who is your Mentor/Champion?

A personal support person identified by you – with whom you can regularly touch base to receive encouragement and guidance. Ideally this is someone within the school, community, residential and/or work settings who has an interest in your success and is in a position to advocate for you when needed.

Name/Position/organization	Email Address	Preferred Telephone (Indicate work/home/cell)

Neighborhood Mapping

What resources can be found in your immediate community, within 1 mile walking distance of your house?

Resource	Description
Familiar neighbors	
Transportation	
Health care	
Grocery/drug stores	
Schools	
Community Centers/recreation	
Places of worship	
Other businesses/resources:	

Your Family and Friends

Where do they work and what do they do?

What would help me become more connected in my community? What resources are out there to help me?

❷ my interests

At this point in time, what do I enjoy doing? What am I passionate about?
Here are some indicators of my interests and some areas I've thought about exploring.

Career field(s)	
Avocation/Hobbies	
Recreational Activities / Entertainment	
People I enjoy being around / Activities I enjoy sharing with them.	
Favorite places to go in my free time	
Household chores/errands I enjoy	
Belongings/Collections that mean something to me	
Favorite decor & furnishings in my home	
Favorite sports/ TV/ Movies / Video Games	
Favorite types of clothing and accessories	
Favorite food & beverages	
School/organization-sponsored Extracurricular activities I enjoy(ed)	
Awards/recognitions I have received Accomplishments I'm proud of	
Other	

What do my interests suggest about things I can be doing in the future (work, recreation, further learning, community participation)?

3 my talents

I have the following skills, knowledge, and abilities

Skill Area	Describe	Assessment tool/strategy; Conducted by whom; date)
Academic include reading/math levels		
Manual/Physical examples of strength, stamina, coordination		
Artistic/Creative attach photos, samples		
Mechanical/Technical tools, equipment, machinery used		
People/ Customer-Oriented list examples		
Reasoning/Logic; Systems Thinking problem solving examples		
Daily Living Activities list chores/errands		
Organization keeping items orderly		
Computer gaming, typing, internet		
Job Seeking finding leads, applying, interviewing		
Traveling how I get around		
Other		

What do my talents suggest about things I can be doing in the future (work, recreation, further learning, community participation)?

4 my positive personal attributes

I have the following things going for me.

Attribute	Describe	Assessment tool/strategy; Conducted by whom; date)
Positive personality traits & Temperament (What people appreciate about me)		
Values ("I value….")		
Degree of self-determination and self-advocacy		
Personal motivation Work Ethics / Follow through on tasks		
Preferred settings (Where I feel most, competent, confident and comfortable)		
Learning styles (most/ least dominant)		
Dislikes, pet peeves, idiosyncrasies. Situations, activities, people, places to avoid		
Things that worry/ concern me		

What do my personal attributes suggest about things I can be doing in the future (work, recreation, further learning, community participation)?

I have participated in career assessments. ◯ Yes ◯ No ◯ Not Sure

If so, please identify:

On the career development continuum I think I am here: (indicate with checkmark)

◯ Awareness, Exploration, Preparation   ◯ Active Job Search   ◯ Job Maintenance/Career Advancement

Career Ideas and Focus Areas Identified Through Discussion and/or Assessment. (Important: Identify at least two).
It may be helpful to refer to Career Clusters on page 13.

Occupation/Position	Related Career Fields/Pathways	Assessment tool/strategy; Conducted by whom; date	Prior Related Educ/ Training/Experience

Do I need further assessment and/or exploration of this career interest area? ◯ Yes ◯ No ◯ Not Sure

Identify assessment strategy/tool to be used:

Will I need further education/training in order to pursue this career goal? ◯ Yes ◯ No ◯ Not Sure

Post Secondary Institutions to Explore (2-year/4-year college, Technical Schools, Adult Education):

What do my career assessments suggest about things I can be doing in the future, as far as further learning and/or work?

◯ Currently enrolled in Middle School/High School

	Comments
School: Grade: GPA:[ ] Attendance: ◯ Excellent ◯ Good ◯ Fair ◯ Poor List General Education classes: List Career/Tech Ed classes: List Special Education services (Attach IEP): 504 Student? ◯ Yes (Attach plan) ◯ No Other vocational training/work experiences (note whether in-school or community):	

⬤ Completed High School

	Comments
School: Exit Date:	
Overall GPA:[ ] Attendance: ◯ Excellent ◯ Good ◯ Fair ◯ Poor	
Exit document: ◯ Diploma ◯ Alternative certificate ◯ GED	
Transcript? ◯ Yes (Attach) ◯ No	
504 Student? ◯ Yes (Attach plan) ◯ No	
IEP? ◯ Yes (Attach IEP, with Summary of Performance) ◯ No	
Received technical/trade license/certification? ◯ Yes (Attach copy) ◯ No	
Trade area:	
Other vocational training experiences (note whether in-school or community):	

⬤ Completed some post secondary education/training

	Comments
Area of Study/Major/Trade:	
◯ College (name of institution):	
◯ Technical School:	
◯ Adult Education:	
◯ Other:	
Year: [ ] Attach transcript.	

⬤ Earned college degree or post secondary trade certification	
Area of Study/Major/Trade: ◯ College (name of institution): ◯ Technical School: ◯ Adult Education: ◯ Other: ◯ Associates ◯ Bachelors ◯ Masters ◯ Doctorate ◯ Trade License (field): Copy of transcript and/or completion document? ◯ Yes (Attach) ◯ No	Comments

What I liked about my school experiences:

My school experiences could have been better if:

I participated in school-sponsored extracurricular activities (ex. sports, clubs, student government) ◯ Yes   ◯ No
What I liked and did not like about these experiences:

I accomplished special projects or participated in activities/events that I really enjoyed. ◯ Yes   ◯ No
Identify:

I agree/disagree with the high school Summary of Performance on my IEP. ◯ N/A   ◯ Yes   ◯ No Explain:

What do my education and training experiences suggest about things I can be doing in the future (work, recreation, further learning, community participation)?

my career development
exploratory activities
including online research, tours, job shadowing, volunteer jobs, informational interviews, etc.

Year	Describe experience (and where it took place)

What I enjoyed about my career exploration experiences:

My experiences could have been better if:

In my volunteer jobs, my supervisor(s) had these positive things to say about me and my work:

My supervisor(s) suggested I could improve in these areas:

What do these exploratory activities suggest about things I can be doing in the future (work, recreation, further learning, community participation)?

Start/End Dates	Company/Organization	Position/Primary Tasks

What I enjoyed about my jobs:

My jobs could have been better if:

In my jobs, my supervisor(s) had these positive things to say about me and my work:

My supervisor(s) suggested I could improve in these areas:

 What does my employment history suggest about things I can be doing in the future (work, recreation, further learning, community participation)?

❻ my career aspirations

Everyone interested in pursuing careers must try to determine where their interests, passions, skills and life aspirations come together. You have just gathered a lot of information leading you to one or more possible career areas that you may want to pursue further.

Quick Reference
Careers and jobs can be classified into various groupings. Different organizations may use unique categories or job clusters. The U.S. Department of Labor, for example, uses 16 groupings that can be explored in detail at **www.onetonline.org** Through this resource you can learn a lot about job requirements, and even job openings!

1. Agriculture, Food, and Natural Resources

2. Architecture and Construction

3. Arts, Audio/Video Technology and Communications

4. Business, Management and Administration

5. Education and Training

6. Finance

7. Government and Public Administration

8. Health Science

9. Hospitality and Tourism

10. Human Services (including Personal Services)

11. Information Technology

12. Law, Public Safety, Corrections and Security

13. Manufacturing

14. Marketing, Sales and Service

15. Science, Technology, Engineering and Mathematics

16. Transportation, Distribution and Logistics

Based on what I have learned about myself so far, my top three career areas are:

7 my life experiences so far

(ex. travel, community activities)

8 my other life aspirations

Things I'd like to accomplish in my life (ex. desired living arrangements, relationships, community participation, education/training, transportation, personal property, avocations/hobbies etc.)

List life aspirations	Who can help me?

What things could I be doing to achieve these other life aspirations? What resources might help me?

9 my challenges & solutions

Specific challenge or barrier in these areas	Potential solution(s) or accommodations Strategies that might alleviate or lessen the impact of the challenge. (Could be physical, special services, or creative problem-solving; high, low, or no tech.)	Who can assist? Name / role / email / cell phone
Residence and Daily Living		
Career/Employment		
Further Education/Training		
Health, Well-Being and Personal Care		
Community Participation/Membership/Contribution		
Leisure Pursuits/Avocations		
Relationships/Social Interactions		
Transportation		
Financial, Government Benefits, & Legal Issues		
Physical Safety and Security		

(10) my ideas for ELP goals

In my plan I will need to develop goals in the following areas, based on the information gathered. These could be things I want to achieve, and areas where I need help.

Key Life Areas	Ideas
Residence and Daily Living	
Career/Employment	
Further Education/Training	
Health, Well-Being and Personal Care	
Community Participation/ Membership/Contribution	
Leisure Pursuits/Avocations	
Relationships/Social Interactions	
Transportation	
Financial, Government Benefits, & Legal Issues	
Physical Safety and Security	

Direct Involvement
of service recipients with disabilities

Did the service recipient directly provide information gathered in this assessment?   ◯ Yes ◯ No

Level of participation.
On the line below, indicate with a checkmark an estimate of the service recipient's level of direct contribution/participation:

| 100% | 75% | 50% | 25% | 0% |

What supports were provided to the service recipient to assist him/her participate in this assessment?

◯ A member of his/her personal network (other than professional staff) participated by prompting and contributing information.

◯ He/she was able to directly enter information into electronic version of the instrument, using accessible formats/assistive technology

◯ A professional prompted him/her, by re-phrasing or referring to previous information and observations

◯ He/she used a communication board or augmentative device to provide information

◯ Other:

Voucher – Community-Based Training Service

A vouchered community-based training service is a client-directed service that assists the client in the development of skills required for community integrated employment or participation in volunteer activities, or both, and the assistance necessary for the client to secure employment or volunteer positions or pursue secondary education. Vouchered community-based training service must be provided in natural environments in the community, separate from the client's residence. A client, parent, or conservator vendored as a vouchered community-based training service must utilize the services of a Financial Management Services (**FMS**) entity, and the regional center must provide information about available FMS and assist the client in selecting a FMS vendor to act as co-employer. A parent or conservator is prohibited from being the direct support worker employed by the vouchered community-based training service vendor.

Transportation

If the direct support worker will be required to transport the client, the vouchered community-based training service vendor must verify that the direct support worker can transport the client safely and has a valid California driver's license and proof of insurance.

Rate

The rate of vouchered community-based training

service shall not exceed $14.99 per hour. The rate include employer-related taxes and all transportation needed to implement the service, except a client vendored as a vouchered community-based training service may also be eligible for a regional center-funded bus pass, if appropriate and needed. The rate does not include the costs of the **FMS** (which is funded separately).

Hours

Vouchered Community-Based Training Services are limited to a maximum of 150 hours per quarter. The services to be provided and the service hours must be documented in the client's IPP. A direct support worker of VCTS must be an adult who possesses the skill, training, and experience necessary to provide services in accordance with the IPP.

IPP

The type and amount of vouchered community-based training service must be determined through the IPP process and the IPP must contain, but not be limited to:

- A detailed description of the client's individualized choices and needs & how these choices and needs will be met; and,

- The type & amount of services and staffing needed to meet the client's individualized choices and unique health and safety and other needs.

Tailored Day Service & Vouchered Community-Based Training

SAN GABRIEL/POMONA REGIONAL CENTER

Community Service Department
75 Rancho Camino Drive
Pomona, CA 91766

(909) 620-7722
www.sgprc.org

resources@sgprc.org

For questions regarding these service options, please contact your Service Coordinator

Tailored Day Service (**TDS**) Vouchered Community-Based Training Statute

Due to changes in the law, additional day service options have been added to the Lanterman Act to include Tailored Day Services (**TDS**) and Vouchered Community-Based Training. Both services place high priority on opportunities for adults with developmental disabilities to choose & customize their day services to meet their individualized needs; have opportunities to further the development or maintenance of employment and volunteer activities; direct their services; pursue postsecondary education; and increase their ability to lead integrated and inclusive lives. To further these goals, a client may choose a tailored day service or vouchered community-based training service, in lieu of any other regional center vendored day program, look-alike day program, supported employment program, or work activity program

Tailored Day Service (TDS) – Service & IPP requirements

A tailored day service must do both of the following:

- Include an individualized service design, as determined through the IPP and approved by the regional center that maximizes the client's individualized choices and needs.

  o This service design may include, but may not be limited to, fewer days or hours than in the program's approved day program, look-alike day program, supported employment program, or work activity program design; and flexibility in the duration and intensity of services to meet the client's individualized needs; and,

- Encourage opportunities to further the development or maintenance of employment, volunteer activities, or pursuit of postsecondary education; maximize client direction of the service; and increase the client's ability to lead an integrated and inclusive life.

The type and amount of tailored day service must be determined through the IPP process, and the IPP must contain, but not be limited to:

- A detailed description of the client's individualized choices and needs and how these choices and needs will be met; and,

- The type and amount of services and staffing needed to meet the client's individualized choices and needs, and unique health and safety and other needs.

As TDS is an individualized service option (typically offered in a 1:1 ratio) the approved staffing requirements for a program offering TDS would not apply. A regional center shall establish TDS for a program based on the following:

- A daily or hourly rate and maximum units of service design that does not exceed the equivalent cost of 4 days per week of the vendor's current rate, if the vendor has a daily day program rate; and,

- A rate & maximum units of service design that does not exceed the equivalent cost of 4/5 (80%) of the hours of the vendor's current rate, if the vendor has an hourly rate.

Transition Planning Time Line Checklist

Any transition process must take into account all of the necessary procedures and issues that will facilitate the student's transition to adulthood. While this may vary from state to state, a practical timeline will assist you in helping both the student and the parents be as prepared as possible. You should help families consider the following checklist of transition activities when preparing transition plans with the IEP team. The student's skills and interests will determine which items on the checklist are relevant and whether these transition issues should be addressed at IEP transition meetings. The checklist can also help identify who should be part of the IEP transition team. Responsibility for carrying out the specific transition activities should be determined at the IEP transition meetings.

The following chapters of the text will take you through this transition timeline process in an organized process. All of the major transition concepts will be discussed in this text so refer to the specific chapter to gain further information. The following list is provided to serve as an optional planning tool and only as a guideline:

Four to Five Years before Leaving the School District

_____ Introduce and discuss transition services with parents and student.

_____ Notify parents that transition services will be incorporated into the IEP, beginning at age 15.

_____ Initiate vocational assessment

_____ Develop and implement strategies to increase responsibilities and independence at home

_____ Identify personal learning styles and the necessary accommodations if the child is to be a successful learner and worker.

_____ Identify career interests and skills, complete interest and career inventories, and identify additional education or training requirements.

_____ Explore options for post secondary education and admission criteria.

_____ Consider the need for residential opportunities, including completing applications, as appropriate.

_____ Identify interests and options for future living arrangements, including supports.

_____ Learn to help the child communicate his or her interests, preferences, and needs effectively.

_____ Teach the student how to explain his or her disability and the necessary accommodations.

_____ Learn and practice informed decision-making skills.

_____ Investigate assistive technology tools that can increase community involvement and employment opportunities.

_____ Broaden the child's experiences with community activities and help him or her form friendships.

_____ Pursue and use transportation options.

_____ Investigate money management and identify necessary skills.

_____ Acquire identification card and the ability to communicate personal information.

_____ Identify and begin learning skills necessary for independent living.

_____ Learn and practice personal health care.

Two to Three Years before Leaving the School District

_____ Identify community support services and programs (vocational rehabilitation, county services, centers for independent living, etc.).

_____ Invite adult service providers, peers, and others to the IEP transition meeting.

_____ Begin exploring recreation/community leisure activities

_____ Match career interests and skills with vocational course work and community work experiences.

_____ Involve state vocational rehabilitation agencies, as appropriate within two years of school exit.

_____ Gather more information on post secondary programs and the support services offered, and make arrangements for accommodations to take college entrance exams.

_____ Assure that copies of work-related documents are available:

_____ Social security card

_____ Birth certificate

_____ Working papers (if appropriate)

_____ Identify health care providers and become informed about sexuality and family planning issues.

_____ Consider summer employment or volunteer experience.

_____ Determine the need for financial support (Supplemental Security Income, state financial supplemental programs, Medicare).

_____ Learn and practice appropriate interpersonal, communication, and social skills for different settings (employment, school, recreation, with peers, etc.).

_____ Explore legal status with regard to decision making prior to age of majority--wills, guardianship, special needs trust.

_____ Practice independent living skills--budgeting, shopping, cooking, and housekeeping.

_____ Identify needed personal assistance or enabling supports, and if appropriate, learn to direct and manage these services.

One Year before Leaving the School District (for the Child)

_____ Apply for financial support programs. (Supplemental Security Income, vocational rehabilitation, and personal assistant services).

_____ Identify the post secondary school plan and arrange for accommodations.

_____ Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations at post secondary and work environments.

_____ Obtain driver's training and license.

_____ Develop transportation/mobility strategies such as:

-Independent travel skills training

-Public or paratransit transportation

-Needs for travel attendant

_____ Specify desired job and obtain paid employment with supports as needed.

_____ Investigate SSDI/SSI/Medicaid programs.

_____ Consider and seek guardianship or emancipation.

_____ Develop and update employment plans.

_____ Investigate and apply for post school opportunities (further educational vocational training, college, military, etc.)

_____ Develop a resume

_____ Take responsibility for arriving on time to work, appointments, and social activities.

_____ Assume responsibility for health care needs (making appointments, filling and taking prescriptions, etc.)

_____ Register to vote.

_____ Male students register for the draft (no exceptions).

_____ Review health insurance coverage: inform insurance company of child's disability and investigate rider of continued eligibility.

Prior to Graduation or Aging Out of School

Complete transition to employment, further education or training, and community living, affirming that arrangements are in place for the following:

_____ Post secondary/continuing education

_____ Employment

_____ Legal/advocacy

_____ Personal independence/residential

_____ Recreation/leisure

_____ Medical/health

_____ Counseling

_____ Financial/income

_____ Transportation/independent travel skills

Transition Resource Tables

There is an abundance of information regarding transition planning for students with disabilities available on the internet. The Transition Resource Tables contain the most frequently used low-cost/ no-cost web-based transition resources available to professionals, students with disabilities and their families. To find specific information, use the content and tool columns to identify resources. The tables contain resources for professional development, teacher use, student use, and parent/family use. In the leftmost column, the resource name and URL are listed. The content available in the resource appears in the yellow columns in the middle of the tables. Content in the areas of self-determination, assessment, career/employment, postsecondary education, Indicator-13, IEP/SOP, universal design for learning, evidence-based practice, social, health, financial, family, learning strategies, legislation, law, and special education policy are available. The blue columns contain the type of tools available on the website. Web-based resources include tools such as modules, training guides, presentations, webinars, technical assistance, publications, videos, certification and training, conference information, and other additional resources.

Sample Table:

Transition Resources for Teacher Use

Resource	Self-Determination	Assessment	Career/ Employment	Postsecondary Education	I-13/IEP/SOP	Universal Design for Learning	Evidence-Based Practices	Social/ Health/ Financial/ Family/ Learning Strategies	Legislation/ Law/ Policy	Modules	Instructional Materials	Presentations	Webinars	Student Templates	Publications/ Videos	Assessments	Additional Resources
NSTTAC: http://www.nsttac.org/	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓		✓
Transition Coalition: http://transitioncoalition.org	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓			✓	✓	✓
I'm Determined: http://www.imdetermined.org/	✓	✓								✓	✓			✓	✓		
Zarrow Center for Learning Enrichment: http://education.ou.edu/zarrow/	✓	✓	✓	✓							✓	✓			✓	✓	✓
National Dissemination Center for Children with Disabilities (NICHCY): http://nichcy.org	✓		✓	✓	✓		✓					✓	✓		✓		✓
National Center on Secondary Education and Transition (NCSET): http://ncset.org	✓	✓	✓	✓	✓	✓	✓	✓	✓						✓		
National Collaborative on Workforce and Disability for Youth http://www.ncwd-youth.info/	✓	✓	✓	✓		✓		✓	✓						✓		✓
O*NET Resource Center: http://www.onetcenter.org/online.html	✓		✓	✓											✓	✓	✓
Casey Life Skills: http://www.caseylifeskills.org/								✓								✓	
Think College: http://www.thinkcollege.net/				✓						✓			✓		✓		✓

Transition Professional Development Resources

Transition resources for professional development are available to support school and community professionals in obtaining transition information on a variety of topics including employment, post-secondary education and independent living. The low-cost/no-cost web-based resources contain information on evidence-based practices in transition, state performance indicators, disability fact sheets, modules and videos on a variety of transition topics and more.

[Transition Resources for Teacher Use](#)

Transition resources for teacher use are available to support teachers in developing transition plans and coordinating transition services for students with exceptionalities. The web-based resources contain lesson plans, fact-sheets, information on transition assessments, interactive transition planning websites to use with students and much more.

[Transition Resources for Student Use](#)

Transition resources for student use are available for students to explore their post-school options in employment, postsecondary education, and independent living. A variety of web-based resources are available to support students in learning about and communicating their strengths, needs, interests, and preferences. Several interactive websites are available to engage students in participating in their transition planning.

[Transition Resources for Family Use](#)

Transition resources for parent/family use are available to support families through the transition planning process. An excellent way to collaborate with families, the web-based resources provide a wealth of information on a variety of transition topics such as health care, adult services, employment, postsecondary education, and independent living for youth with exceptionalities.

Transition Professional Development Resources

Resource	Content									Tools							
	Self-Determination	Assessment	Career/ Employment	Postsecondary Education	I-13/IEP/ SOP	Universal Design for Learning	Evidence-Based Practices	Social / Health/ Financial/ Family/ Learning Strategies	Legislation/ Law/ Policy	Modules	Training Guides	Presentations	Webinars	Technical Assistance	Publications/ Videos	Certification / Training/ Conferences	Additional Resources
Beach Center: http://www.beachcenter.org/	✓	✓	✓				✓	✓	✓			✓			✓	✓	✓
Center for Applied Special Technology (CAST): http://www.cast.org						✓			✓			✓	✓	✓	✓	✓	✓
Center for Parent Information and Resources: www.parentcenterhub.org	✓				✓		✓	✓	✓	✓			✓		✓		✓
Disabilities, Opportunity, Internetworking and Technology (DO-IT): http://www.washington.edu/doit/	✓		✓	✓		✓			✓		✓				✓		✓
Division on Career Development and Transition (DCDT): http://dcdt.org/	✓	✓	✓	✓	✓	✓		✓	✓						✓	✓	✓
George Washington HEATH Resource Center: http://www.heath.gwu.edu/				✓					✓	✓					✓		✓
I'm Determined: http://www.imdetermined.org/educators/	✓	✓			✓		✓		✓			✓			✓		
IDEA Partnership: http://www.ideapartnership.org/																	
IRIS Center: http://iris.peabody.vanderbilt.edu	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓		✓
National Center on Secondary Education and Transition (NCSET): http://ncset.org	✓	✓	✓	✓	✓	✓	✓	✓	✓						✓		✓

Transition Professional Development Resources

Resource	Content									Tools							
	Self-Determination	Assessment	Career/ Employment	Postsecondary Education	I-13/IEP/ SOP	Universal Design for Learning	Evidence-Based Practices	Social / Health/ Financial/ Family/ Learning Strategies	Legislation/ Law/ Policy	Modules	Presenter Guides	Presentations	Webinars	Technical Assistance	Publications/ Videos	Certification / Training/ Conferences	Additional Resources
National Collaborative on Workforce and Disability for Youth (NCWD): http://www.ncwd-youth.info/	✓	✓	✓	✓		✓		✓	✓	✓					✓		✓
National Council on Disability (NCD): http://www.ncd.gov/									✓						✓		✓
National Dropout Prevention Center: http://www.ndpc-sd.org							✓	✓	✓		✓		✓	✓	✓		✓
National Technical Assistance Center on Transition (NTACT): www.transitionta.org	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓
TransCen Inc.: http://www.transcen.org/	✓		✓	✓					✓					✓	✓		✓
Transition Coalition: http://transitioncoalition.org	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓
Wright's Law: http://www.wrightslaw.com/	✓		✓	✓	✓				✓						✓		✓
US Department of Labor Office of Disability Employment Policy: http://www.dol.gov/odep/index.htm	✓		✓						✓						✓		✓
Zarrow Center for Learning Enrichment: http://education.ou.edu/zarrow/	✓	✓			✓				✓			✓			✓		

Transition Resources for Teacher Use

Resource	Content									Tools							
	Self-Determination	Assessment	Career/ Employment	Postsecondary Education	I-13/IEP/ SOP	Universal Design for Learning	Evidence-Based Practices	Social / Health/ Financial/ Family/ Learning Strategies	Legislation/ Law/ Policy	Modules	Instructional Materials	Presentations	Webinars	Student Templates	Publications/ Videos	Assessments	Additional Resources
Beach Center: http://www.beachcenter.org/	✓	✓	✓				✓	✓	✓						✓	✓	✓
Casey Life Skills: http://www.caseylifeskills.org/								✓								✓	
Center for Parent Information and Resources: www.parentcenterhub.org	✓	✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓		✓
CollegeBoard: http://www.collegeboard.org				✓					✓	✓					✓		✓
Disabilities, Opportunity, Internetworking and Technology (DO-IT): http://www.washington.edu/doit/	✓		✓	✓		✓			✓		✓				✓		✓
Division on Career Development and Transition (DCDT): http://dcdt.org/	✓	✓	✓	✓	✓	✓		✓	✓						✓		✓
George Washington HEATH Resource Center: http://www.heath.gwu.edu/	✓		✓	✓				✓	✓	✓					✓		✓
IES What Works Clearinghouse: http://ies.ed.gov/ncee/wwc/				✓							✓				✓		
I'm Determined: http://www.imdetermined.org/	✓	✓								✓	✓			✓	✓		
IRIS Center: http://iris.peabody.vanderbilt.edu	✓	✓	✓	✓		✓		✓	✓	✓		✓	✓		✓		✓

Transition Resources for Teacher Use

Resource	Content									Tools							
	Self-Determination	Assessment	Career/ Employment	Postsecondary Education	I-13/IEP/ SOP	Universal Design for Learning	Evidence-Based Practices	Social / Health/ Financial/ Family/ Learning Strategies	Legislation/ Law/ Policy	Modules	Instructional Materials	Presentations	Webinars	Student Templates	Publications/ Videos	Assessments	Additional Resources
National Alliance for Secondary Education and Transition http://www.nasetalliance.org	✓		✓					✓							✓		✓
National Center on Secondary Education and Transition (NCSET): http://ncset.org	✓	✓	✓	✓	✓	✓	✓	✓	✓						✓		✓
National Collaborative on Workforce and Disability for Youth http://www.ncwd-youth.info/	✓	✓	✓	✓		✓		✓	✓	✓	✓				✓		✓
National Dropout Prevention Center: http://www.ndpc-sd.org							✓	✓	✓				✓		✓		✓
National Technical Assistance Center on Transition (NTACT): www.transitionta.org	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓		✓
O*NET Resource Center: http://www.onetcenter.org/online.html	✓		✓	✓											✓	✓	
PACER Center: www.pacer.org	✓		✓								✓		✓		✓		✓
Think College: http://www.thinkcollege.net/				✓						✓			✓		✓		✓

Transition Resources for Teacher Use

Resource	Content									Tools							
	Self-Determination	Assessment	Career/ Employment	Postsecondary Education	I-13/IEP/ SOP	Universal Design for Learning	Evidence-Based Practices	Social / Health/ Financial/ Family/ Learning Strategies	Legislation/ Law/ Policy	Modules	Instructional Materials	Presentations	Webinars	Student Templates	Publications/ Videos	Assessments	Additional Resources
Transition Coalition: http://transitioncoalition.org	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓			✓	✓	✓
US Department of Education Office of Civil Rights: http://www.ed.gov/about/offices/list/ocr/transitionguide.html	✓			✓					✓						✓		
US Department of Labor Office of Disability Employment Policy: http://www.dol.gov/odep/index.htm	✓		✓						✓		✓						✓
Wright's Law: http://www.wrightslaw.com	✓		✓		✓				✓								
Youthhood: www.youthhood.org	✓		✓	✓				✓	✓		✓					✓	✓
Zarrow Center for Learning Enrichment: http://education.ou.edu/zarrow/	✓	✓	✓	✓							✓	✓			✓	✓	✓

Transition Resources for Student Use

Resource	Content							Tools				
	Self-Determination	School Completion	Career/ Employment	Postsecondary Education	IEP/SOP	Social / Health/ Financial/	Legal Issues/Law	Modules	Templates	Publications/ Videos	Assessment	Additional Resources
A Life4Me: http://www.alife4me.com/	✓		✓			✓				✓	✓	✓
Casey Life Skills: http://www.caseylifeskills.org/						✓					✓	
George Washington HEATH Resource Center: http://www.heath.gwu.edu/	✓		✓	✓		✓	✓	✓				✓
Going to College: http://www.going-to-college.org/	✓			✓		✓	✓	✓		✓	✓	✓
I'm Determined: http://www.imdetermined.org/	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Mapping Your Future: http://mappingyourfuture.org/			✓	✓		✓				✓	✓	
National Collaborative on Workforce and Disability for Youth (NCWD): http://www.ncwd-youth.info	✓	✓	✓	✓		✓			✓	✓		
O*NET Resource Center: http://www.onetcenter.org/online.html	✓		✓	✓						✓	✓	✓
Think College: http://www.thinkcollege.net/				✓						✓		✓
Youthhood: www.youthhood.org	✓	✓	✓	✓		✓	✓	✓	✓		✓	

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Transition Resources for Student Use

Resource	Content							Tools				
	Self-Determination	School Completion	Career/ Employment	Postsecondary Education	IEP/ SOP	Social / Health/ Financial/	Legal Issues	Modules	Templates	Publications/ Videos	Assessment	Additional Resources
US Department of Education Office of Civil Rights: http://www2.ed.gov/about/offices/list/ocr/transition.html	✓			✓			✓			✓		
Wright's Law: http://www.wrightslaw.com/	✓				✓					✓		

Transition Resources for Parent/Family Use

Resource	Content							Tools					
	Self-Determination	Assessment	Career/ Employment	Postsecondary Education	IEP/ SOP	Social / Health/ Financial/ Family/ Learning Strategies	Legislation/ Law/ Policy	Modules	Training Guides	Presentations	Webinars	Publications/ Videos	Additional Resources
A Life4Me: http://www.alife4me.com/	✓		✓	✓		✓	✓					✓	✓
Center for Parent Information and Resources: www.parentcenterhub.org	✓		✓	✓	✓	✓	✓				✓	✓	✓
CollegeBoard: http://www.collegeboard.org				✓			✓	✓				✓	✓
George Washington HEATH Resource Center: http://www.heath.gwu.edu/	✓		✓	✓		✓	✓	✓				✓	✓
I'm Determined: http://www.imdetermined.org/	✓	✓			✓			✓	✓			✓	
Institute for Community Inclusion: http://www.communityinclusion.org	✓		✓	✓		✓	✓					✓	
National Center on Secondary Education and Transition (NCSET): http://ncset.org	✓		✓	✓	✓	✓	✓					✓	✓
National Collaborative on Workforce and Disability for Youth: http://www.ncwd-youth.info/	✓		✓	✓		✓	✓					✓	✓
O*NET Resource Center: http://www.onetcenter.org/online.html	✓		✓	✓						✓		✓	✓

Transition Resources for Parent/Family Use

Resource	Content							Tools					
	Self-Determination	Assessment	Career/ Employment	Postsecondary Education	IEP/ SOP	Social / Health/ Financial/ Family/ Learning Strategies	Legislation/ Law/ Policy	Modules	Training Guides	Presentations	Webinars	Publications/ Videos	Additional Resources
PACER Center: www.pacer.org	✓		✓	✓	✓	✓	✓				✓	✓	✓
Think College: http://www.thinkcollege.net/				✓			✓	✓		✓			✓
Transition Coalition: http://transitioncoalition.org	✓							✓		✓	✓	✓	✓
Wright's Law: http://www.wrightslaw.com	✓	✓	✓	✓	✓		✓					✓	
Zarrow Center for Learning Enrichment: http://education.ou.edu/zarrow/	✓	✓			✓								

Transition Planning TIMELINE

Prior to age 14

- Explore Special Rec
- Develop self-care routines
- Assign chores

Age 14-17

- Complete PUNS
- Explore SSI
- Get Social Security Card
- Consider Estate Planning & Special Needs Trust

- Student participates in IEP planning / mtg.
- Develop Transition Plan with IEP team

- Obtain state ID
- Stay in touch with PAS agent & update PUNS annually

- Explore adult living, vocational, & day programs

- Promote independence in choice-making, communication, & daily living skills
- Consider employment strengths and post-school goals

*Finalize a post-school plan!

THINK:
- Residential
- Vocational
- Day program
- Transportation
- Recreation
- Respite or in-home services

Age 17-21

- Plan for post-school communication (AAC) or assistive tech (AT) needs

AT AGE 18:
- Apply for Medicaid
- Register to vote
- Males register for selective service

- Plan for health coverage
- Explore SSI
- Make plans for legal guardianship

The future!

PACTT

Connecting People with Autism to the Community * www.pactt.org

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