

Transition Services 2026



Disclaimer

The following presentation is meant for education only and does not constitute legal advice nor counsel. Your situation may be unique and require careful attention.

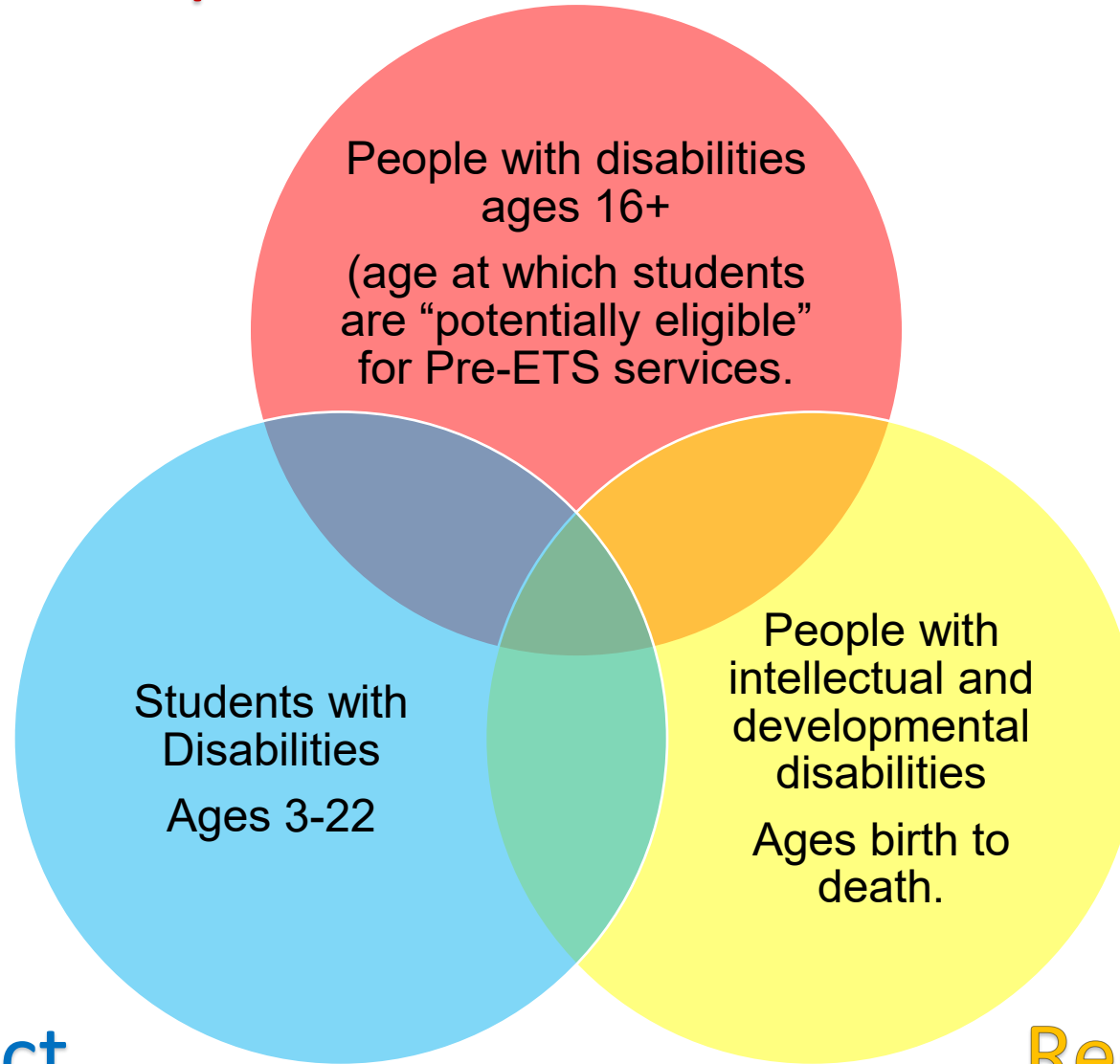
Keep in mind that the information in these slides could become out of date, as the laws and practices relating to these matters are constantly developing.



What are transition services?

- Helps special education students move from school to adulthood
- Prepares them for postsecondary education, vocational training, employment, living in the community and living independently.

Department of Rehabilitation



School District

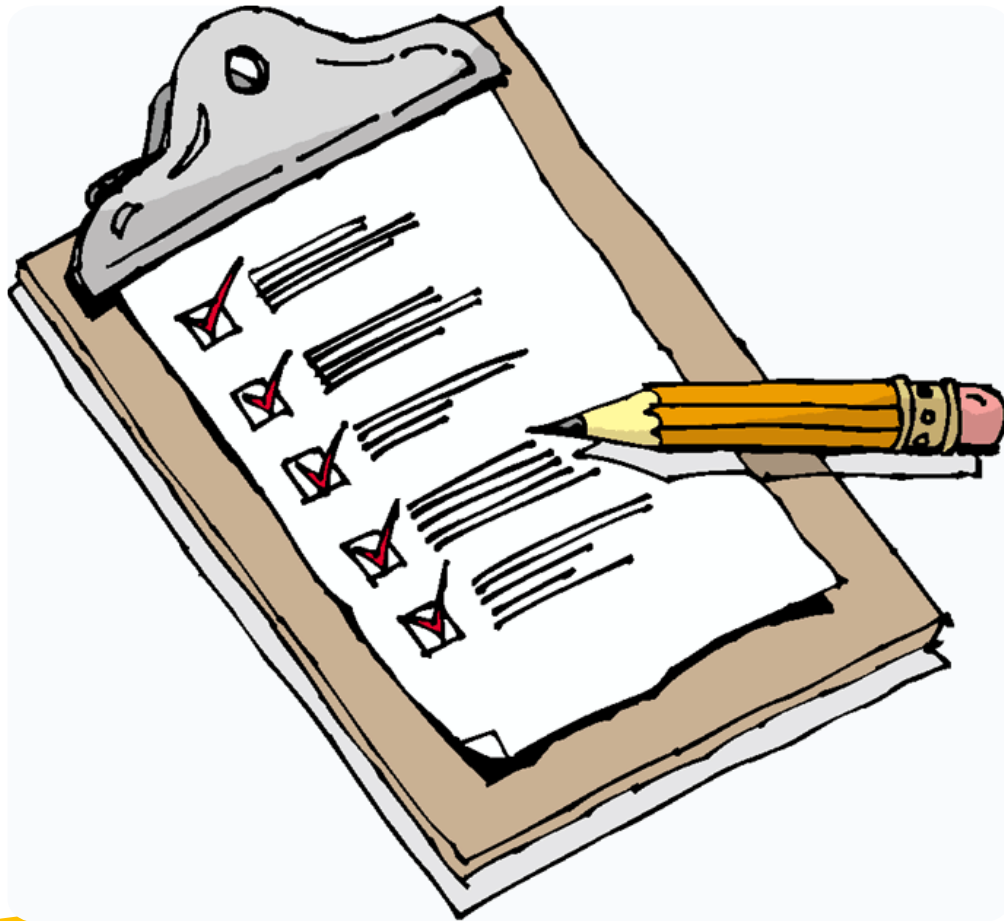
Regional Center

Agenda for Today

- Creating solid transition plans
 - Planning with the School District
 - IEPs!
 - Planning with the Regional Center
 - IPPs!
 - Planning with the Department of Rehabilitation(DOR)
 - IPEs!
- How to deal with disagreements, hurdles



Planning for the Future



A good plan

- Specific to you
- Concrete goals, that are achievable
- Specific, realistic timelines
- Reflects your choices
- Reflects high expectations
- Includes supports
- Includes a date to review

YES to High Expectations

- You can do it, with the right supports
- People with disabilities can be good at all kinds of jobs
- You can set goals and achieve them
- You have many options
- Expect you to work hard
- Believe in yourself



Tips for Drafting Plans for Transition

- Include specific language in your plans about your long-term goals!
 - competitive employment?
 - going to college?
 - living in the community?
- Identify people/agencies that can assist in achieving the goals and write them in the plan and request that they attend the plan meeting.
- Include specific language in plan that details agencies' roles in meeting the transition goal(s).
- Include specific timelines for the transition goals will be accomplished.
- Identify programs of interest associated with with the specific goal/objective.
- If any request is denied, request a written Notice of Action including your rights.



The School District

“Individual Transition Plan” within the Individualized Education Program/Plan



ITP: Individualized Transition Plan

- Should be part of the IEP when a student begins high school (no later than 16 years of age)
- Describe/focus on strengths and interests
- Include measurable goals
- Services to support goals
- Based on assessment
 - If you do not like the result of the assessment, consider Independent Educational Evaluation (IEE) request.

What should be included in the Transition Plan?

- Part One: GOALS
- Employment: Competitive integrated employment including supported employment, customized employment, military, self-employed, or family business.
- Functional Evaluation:
 - If you need help developing your employment goal, a functional evaluation can give you guidance. The evaluation assesses you in a situation that is two-year the type of work in which you are interested and gives you practical information about your strengths and skills.
- Education/Training: Four-year college/university, technical college, two-year college, military, church mission, vocational training program, apprenticeship, internship (paid or unpaid), on-the-job training, Job Corps.

What should be included in the Transition Plan? Cont....

- Independent Living Skills: Daily living skills, financial, transportation, recreation/ leisure, maintain home, community participation, self-advocacy, self-determination, skills, social skills, interpersonal skills, assistive technology training.
- Independent Living Skills can help if you need practice in activities like: Preparing meals
 - Shopping
 - Budgeting
 - Maintaining a home
 - Paying bills
 - Grooming
 - Using public transportation

What should be included in the Transition Plan? Cont.....

- Part Two: ACTIVITIES
- Instructional Services
- Community Experiences
- Employment Related Objectives
- Related Services
 - Speech
 - Occupational Therapy
 - Career Guidance
 - Transportation
 - Counseling

[Chapter 10: Information on Transition Services Including Vocational Education – SERR – Special Education Rights and Responsibilities](#)

[Transition Services for Students | Disability Rights California](#)

**TEMPLATE
INDIVIDUAL TRANSITION PLAN**

Name: _____ **Birth Date:** ___/___/___ **IEP Date:** ___/___/___
 Describe how the student participated in the process: (drop down)
 7-106) Student Invited: Yes/No 8-107) If appropriate, and agreed upon, agencies invited: Yes/No
 Present at meeting Interview Prior Interest Inventories
 Questionnaire

3-102) 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 Linked to Annual Goal # _____ Person/Agency Responsible: _____	Transition Service Code (Required): (dropdown-link to svcs pg) 820 College awareness 860 Mentoring 890 Other Transition Service <hr/> Activities to Support Transition Service: <hr/> Community Experiences Appropriate: <hr/> Related Services as Appropriate: (dropdown) All CASEMIS Services, except 800's. Link to service page and show code #

Student's Post Secondary Goal Employment (Required):	
Upon completion of school I will Linked to Annual Goal # _____ Person/Agency Responsible: _____	Transition Service Code (Required): (dropdown-link to svcs pg) 830 Vocational assessment, counseling & guidance 840 Career awareness 850 Work experience education 855 Job coaching <hr/> Activities to Support Transition Service: <hr/> Community Experiences Appropriate: <hr/> Related Services as Appropriate: (dropdown) All CASEMIS Services, except 800's. Link to service page and show code #



Example: ITP





Regional Center

Individual Program Plan

IPP: Individual Program Plan (Regional Center)

- Your IPP lists your goals, and the services you need
- You can ask for an IPP meeting to add transition-related goals (like goals to work in competitive integrated employment, live in the community, go to college).
- There are some restrictions on services for transition-aged youth ages 18-22. More on that later...
- Your service coordinator can help you advocate for services from the school and/or Department of Rehabilitation.
- The Regional Center is required to help families secure transition services from the school district!

Welfare and Institutions Code (WIC) § 4648.55



Regional Center Role Implementing the Employment First Mandate

- In 2013, the Lanterman Act was amended to establish an **Employment First Policy**.
 - That the state give the **highest priority** to increasing opportunities for integrated, competitive employment for individuals with developmental disabilities, *regardless* of the severity of their disabilities.
WIC §4869(a)(1)
- The planning team should consider competitive integrated employment as the **first option** if you are working age.
WIC §4689(a)(3)
 - However, you can choose goals other than integrated competitive employment.
- Postsecondary education (aka college), technical or vocational training, and internship programs may be considered to achieve **integrated competitive employment** or **career advancement**.
WIC §4689(a)(4)

Transition Services from the Regional Center

- Living arrangements for after you turn 18
- Supports for independence
- Recreation
- Financial assistance
- Trainings
- Advocacy and Information
- Much more!

WIC § 4512(b)





Supported Living Services (SLS)

- Services provided to people with developmental disabilities so that they can live in their own homes or apartments. SLS cannot be denied to you based solely on the nature or severity of your disability. SLS must be tailored to your needs and preferences.
- Requirements for Receiving SLS – You are eligible to receive SLS if the consumer is:
 1. *At least 18 years old;
 2. You have expressed directly or through an advocate a preference for SLS; and
 3. You are living in a home that you own or rent.

**Assessment for SLS can begin before you turn 18 years old, to help you move into your own home when you turn 18.
WIC § 4689(c)*

List of SLS Supports:

- Assessment of your needs;
- Help in finding and maintaining a home;
- Development of employment goals
- Social, behavioral, and daily living skills training;
- Training, hiring, and firing (if necessary) individuals to provide personal care and other assistance;
- Facilitate participation in the community;
- Securing adaptive equipment and supplies;
- And more! The list is non-exhaustive!

WIC § 4689.

Accessing SLS and Owning a Home

- The Individual Program Plan (IPP) process determines SLS eligibility. Regional centers contract with a “vendor” to coordinate the services and supports needed for you to live in your own home. The vendor may be:
 - A supported living agency; or
 - A family member or friend (with IPP team approval); or
 - You may coordinate the services yourself.
 - 17 CCR § 58616(a)-(b)
- Regional center cannot pay your rent, mortgage, lease or household expenses. Exceptions:
 - Payments are required to meet your unique and specific care needs as described in the IPP addendum; and
 - Your condition presents a risk to the health and safety of the consumer or another person.
WIC §4689(h)(i)(1)

Independent Living Skills (ILS)

- Skills that you need to learn to live independently in the community. You can receive ILS in any setting.
- Independent Living Programs provide or coordinate ILS services. These programs can teach skills that include:
 - Cooking, cleaning, shopping, meal prep, money management, use of public transportation, community resource awareness (police, fire, emergency, etc.), home and community safety, and more.

17 CCR § 56742(b)(3)

- Requirements for Receiving ILS
 - You are an adult (at least 18 years old)
 - If ILS will enable you to live independently in your own home or achieve greater independence while living in someone else's home.

WIC § 4688.05

Generic Resources

- Regional center is the “payer of last resort”. Regional centers are prohibited from purchasing any service that would otherwise be available from generic agencies.
- Examples of generic resources and agencies:
 - Medi-Cal, Medicare;
 - In-Home Supportive Services (IHSS);
 - Department of Rehabilitation (DOR);
 - School districts.
- Regional centers can pay for services while the coverage is being pursued, pending a final administrative decision or until the commencement of the services.
17 CCR §54302(a)(31)

Paid Internship Program (PIP)!

- DDS gets funding to develop a Paid Internship Program (PIP) for regional center consumers like you!
- Program provides incentives to service providers to find you an appropriate paid internship placement.
- Available to consumers 18 and older, and students too!
- You can participate in more than one paid internship.
- To get started, ask your service coordinator about the PIP. Ask your regional center to add a paid internship goal to your IPP

WIC §4870 (a)(1-4)



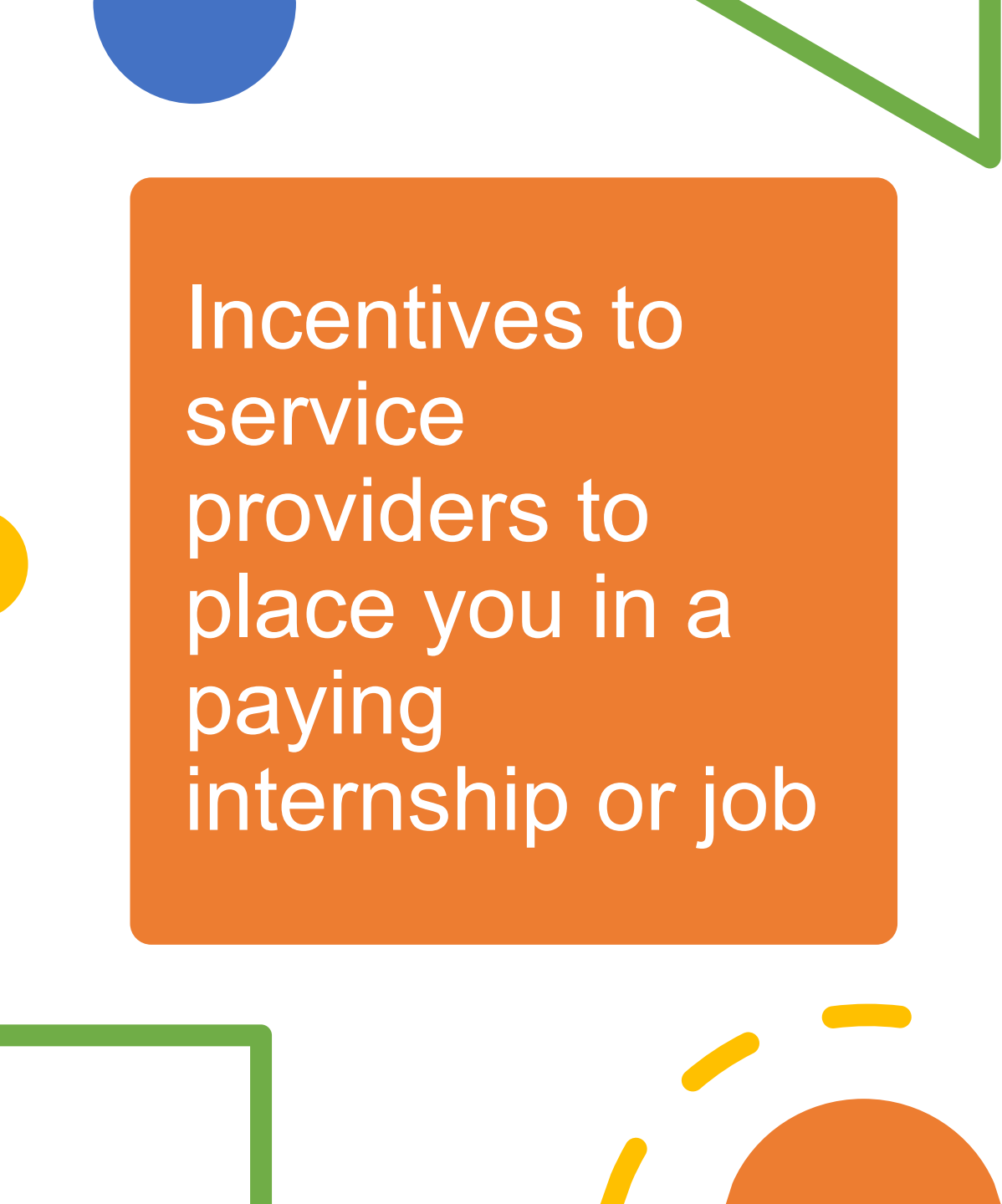
Hello
my name is

INTERN



Paid Internship Programs – Recent Changes

- Recent changes implemented in 2021:
 - You can't work more than 1,040 hours per year in a paid internship.
 - You are paid at least minimum wage.
 - The internship or job is in an integrated work environment.
 - Regional Center must pay for all employer-related costs
 - **Example:** “Your business provides a minimum wage, or better position to an intern, and Inland Regional Center funds the costs of the wages, worker's compensation, and any additional expenses. These wages are paid directly through a Financial Management Service (FMS) that acts as the Employer on record. IRC reimburses the FMS for all expenses. Therefore, no cost to the business.”
<https://www.inlandrc.org/wp-content/uploads/2022/03/Paid-Internship-Information-Flyer.pdf>.




Incentives to service providers to place you in a paying internship or job

- Regional centers will offer incentive payments to persuade service providers to locate competitive integrated employment for individuals who have intellectual and developmental disabilities
- Regional centers will pay service providers who are able to find a stable, paid internship or job for you.
- On or after July 1, 2021:
 - Regional centers will pay \$750 to the service provider after you work at the paid internship for 30 consecutive days.
 - Regional center pays \$1,000 more to the service provider (on top of the \$750), if you work in the internship for 60 consecutive days.
WIC §4870(a)(4) & (5).
- Other initiatives to advance employment:
https://www.dds.ca.gov/wp-content/uploads/2021/12/EmploymentWG_Handout_12132021.pdf.
- See also, <https://www.dds.ca.gov/services/work-services/>


Are there certain transition services the regional center cannot provide?

- Yes. If an individual is 18-22 years old who is eligible for special education and has not received a diploma or certificate of completion, the regional center is barred from funding 5 types of transition services, with few exceptions:
 1. Day program
 2. Vocational education
 3. Work services
 - 4. Independent living programs**
 5. Mobility training and related transportation services
- If you have left the school system, you may be asked to return to the school system to obtain these services.

WIC § 4648.55(a)



Are there any exemptions that allow regional centers to pay for these transition services?

- Yes!
 - An exemption or exception is granted if any of the following apply:
 - There is a determination during the IPP process that generic services are not appropriate to meet your needs.
WIC §4648.55(d)(2)
 - The IPP team determines that your needs cannot be met by the educational system (school).
WIC § 4648.55(b)
 - Participation in a paid internship program.
WIC § 4648.55(d)(1)
 - The regional center must inform you about the exemptions, and the process for obtaining an exemption.
WIC §4648.55(d)(2)
 - If there is a generic resource available, the regional center has to help you access that resource.
WIC §4648.55(b)
- 



Department of Rehabilitation

Pre-Employment Transition Services
and Individualized Plan for Employment



Pre-Employment Transition Services

- A set of services that can help students with disabilities (under 22) prepare for their careers.
- DOR is required to help ensure these services are available to students with disabilities.
- No need to apply for Pre-ETS!

Pre-Employment Transition Services: Job Exploration

Job Exploration Counseling:

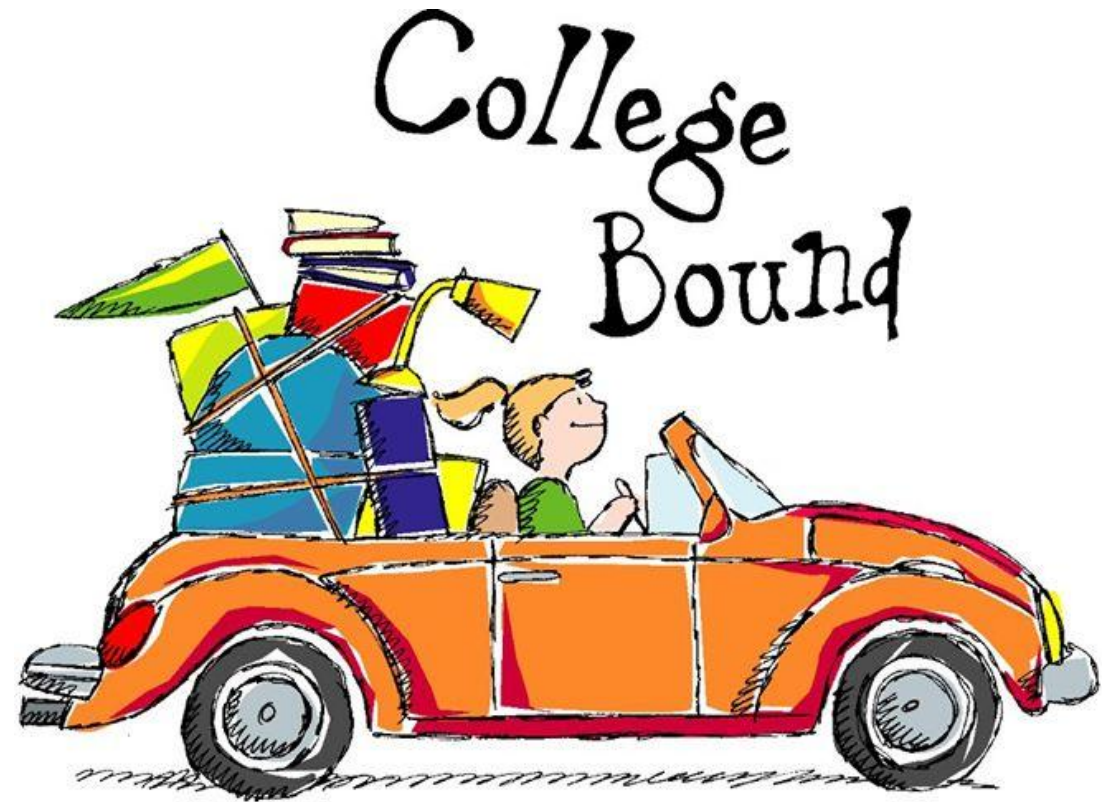
- Talking about different options
- Career speakers
- Learning about the labor market (what careers hire a lot of people)
- Career assessments
- Mentors



Pre-Employment Transition Services: Counseling on Post-Secondary Options

Counseling on post-secondary education opportunities:

- Talking about schools, such as colleges, universities, and trade schools
- Taking college-level classes
- Summer programs
- Campus visits





Pre-Employment Transition Services: Work Readiness Training

- **Work readiness training:**
- Social skills
- Understanding instructions
- Punctuality and planning
- Getting ready for work
- Transportation training
- Resumes and interviewing

Pre-Employment Transition Services: Self-Advocacy

Instruction on self-advocacy:

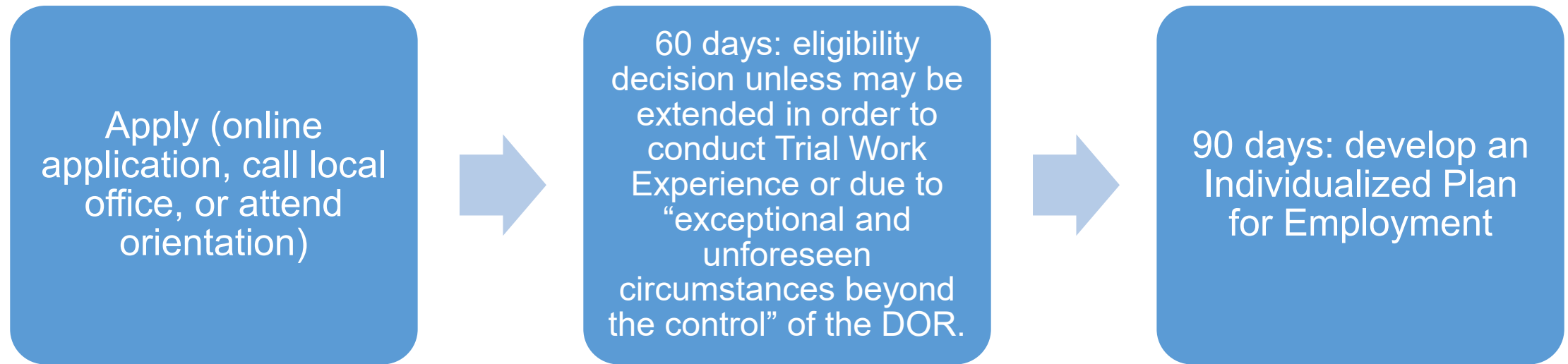
- Confidence
- Making choices
- Know your rights
- Community resources
- How to challenge a decision



Becoming a DOR client

- Have a physical or mental impairment that substantially impedes his / her ability to secure employment, and vocational rehabilitation services are required to prepare for, secure, retain, or regain employment consistent with the applicant's unique strengths, resources, priorities, concerns, abilities, interests, and informed choice;
- be able to benefit from the DOR's services in terms of an employment outcome in an integrated setting.
- You are presumed eligible if receiving SSA benefits or if you have a valid "Ticket to Work"
- Ticket to Work Hotline: 1-866-449-2730 Voice 1-866-359-7705 Telecommunications Device for the Deaf (TTY/TDD)

Apply for DOR Services (it's not automatic!)



IPE: Individualized Plan for Employment (Department of Rehabilitation)

Includes:

- Your employment goal (your future job)
- Timelines (can be updated)
- Steps to reach your goal
- Services needed to reach goal
- Who will provide each service, when will they start
- Everything is based on your choices

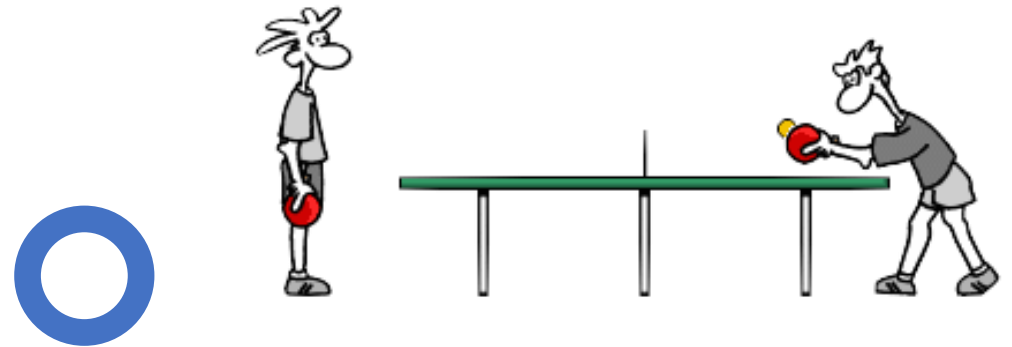


Disagreements and Hurdles

Tips, Strategies, and Examples

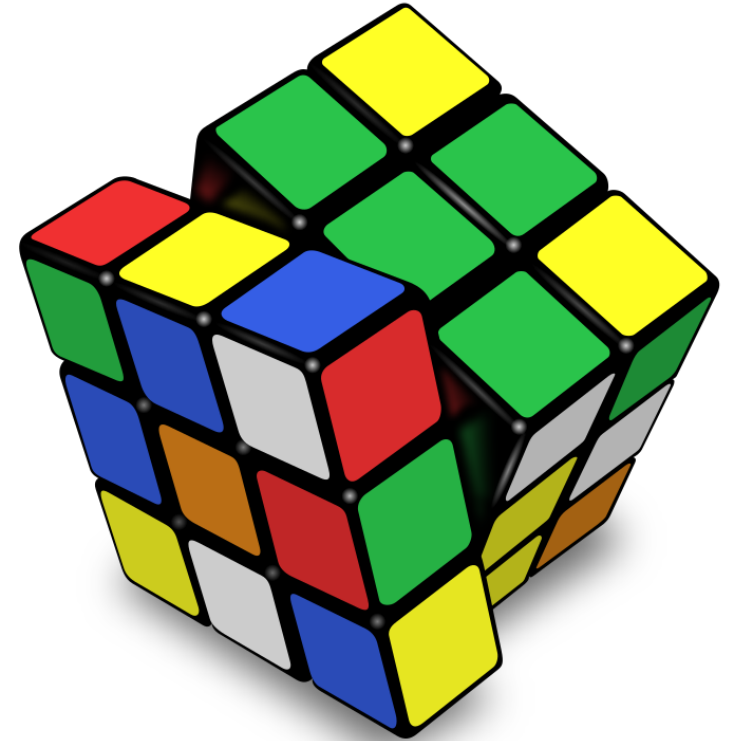
Getting bounced around

- Sometimes when you are working with multiple agencies, you get bounced back and forth between the agencies
- Here are some tips:
- Start by figuring out the services you need, then decide who will pay
- Ask them to talk to each other (with releases)
- Schedule a meeting where everyone is there
- Provide a denial to show that the other agency is not paying for what you need
- Contact Disability Rights California



How can I solve a problem?

- **Less formal:**
- Talk to your counselor, or service coordinator
- Bring a friend or family member to a meeting
- Ask for an explanation in writing
- Ask for a note taker
- Contact a supervisor/director



How can I solve a problem?

More formal:

- Contact Disability Rights California and/or Office of Clients' Rights Advocates
- Find out about your appeal rights
- Appeal by the deadline
- Make a customer service complaint
- Attend public meetings and voice your concerns
- Contact your representatives



How to Contact Us:

Disability Rights California (DRC):

- Intake Line: 1-800-776-5746
- TTY: 1-800-719-5798
- Online Form:
<https://www.disabilityrightsca.org/get-help>

Office of Clients' Rights Advocacy (OCRA):

- Intake Line: 1-800-390-7032

Questions?

