



Adult Transition & Workability Program

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What is an Individual Transition Plan?

A written plan that is part of the IEP for students who have not turned 16 years of age. The goal of the Individual Transition Plan is to prepare individuals to live and work in their community as independently as possible.

What do Individual Transition Plans include?

- The Individual Transition Plan should begin no later than the student's 16th birthday.
- The ITP is updated annually.
- Measurable postsecondary goals
- Age-appropriate transition assessments
- Education/Training goal
- Employment goal
- Independent Living goal when appropriate
- Course of study needed to reach the student's goals
- Student informed of rights one year prior to age of majority
- Must be evidence that student was invited to participate in their IEP meeting where transition services are being discussed.

Assessment Methods for Transition Planning

Informal Assessments:

- Observation checklist
- Student self-evaluation, interviews
- Interest surveys/Inventories/Questionnaires
- Job history, portfolios, videos
- Hands-on-work (i.e vocational tasks)

Formal Assessments:

- Standardized
- Criterion-referenced/Curriculum Based
- Academic Data, Previous Test Results
- Interest tests

What Transition Assessments does CNUSD Utilize?

Living and Leisure Assessments:

- Casey Life Skills Inventory
- Life Skills inventory
- Vineland Adaptive Behavior Scales
- Adaptive Behavior Scale
- Support Intensity Scale
- Unique Learning Systems
- SANDI

Vocational Interest and Life Skills Assessments:

- Pictorial Interest Inventory
- Career Interest Inventory Illustrated
- COPS PICS Picture Interest Inventory
- Vocational Behavior Inventory
- RIASEC (Holland Code Assessment)
- Unique Learning Systems
- SANDI

Self-Determination Assessments:

- Community Based Assessment Questionnaire
- CITE Learning Style Inventory
- Values Inventory
- Self-Awareness Inventory
- Unique Learning Systems

What should we assess?

-Student's Preferences, Interests, and Needs.

-Functional Life Skills

-Academic Skills

-Aptitude in skills such as mechanical, spatial, and clerical.

-Learning ability, reasoning and problem-solving skills.

-Communication Skills

-Self-awareness and self-advocacy skills

-Physical Strengths and limitations

-Health needs

-Learning style

-Leisure and recreational activities

-Work experience (work habits, interpersonal skills (ability to work with others), transferable skills)

-Community-based

TRANSITION SERVICES FLOW CHART



Developing an Appropriate ITP:

-The ITP includes two types of goals:

Post-Secondary Goals (Measurable statements of what a student intends to do for employment, education/training and independent living AFTER leaving high school).

Annual Goals (Measurable goals that state what the student will WORK ON THIS YEAR to help build skills and knowledge needed to achieve the post-secondary outcome).



Postsecondary Goals:

All students must have a postsecondary goal for the following:

Education/Training

- Education: community college, university, technical, trade, or vocational school.
- Training: vocational or career field training, apprenticeship, job corps, etc.

Employment

- Paid employment (integrated, competitive, customized)
- Non-paid employment (volunteer, internships)
- Military

Independent Living (As Appropriate)

- Some students require a postsecondary goal for independent living.
- Adult living, social, relationships, recreation, leisure, health, safety, financial management, transportation/mobility, self-advocacy.

Annual IEP Goals:

-For each post-secondary goal, there must be an annual or goals included in the IEP that will help the student make progress towards the stated post-secondary goals.

-Annual goals should be SMART goals : Define what the student is reasonably expected to do this year in order to achieve the postsecondary (AFTER high school) goal.



Components of the Individual Transition Plan (ITP):

Describe how the student participate in the process:

Present, Interview, Inventory, Questionnaire

Results of age-appropriate transition assessments:

Describe the results and list specific assessments

Student's Post Secondary Goals:

200 Training OR 300 Education (Required)

Transition Service

Activities to support the transition service

Independent Living (As Appropriate)

Community Experience (As Appropriate)

Components of the Individual Transition Plan (ITP):

Age of Majority:

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

When the student reaches the age of 18, age of majority, they have the right to receive all information about their educational program and make all decisions related to their education.

This includes the right to represent themselves at an IEP meeting and sign the IEP in place of their parent or guardian.

Components of the Individual Transition Plan (ITP):

Transition Checklist:

Are there appropriate post secondary goals?

Are goals related to student's needs?

Are the goals updated annually?

Is there evidence student was invited?

Are goals based on age appropriate transition assessment?

Were representatives from outside agencies invited, if appropriate?

Do the services enable student to meet goals?

What is the adult transition program?

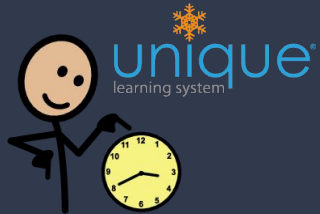
- The Corona Norco Unified School District Adult Transition Program is designed for students ages 18 to 22 years old with moderate to severe disabilities.
- The program focuses on providing support and development in the areas of Employment/Vocational, Mobility (travel training), Community, Independent Living, Health, Recreation/Leisure, and Social Skills.
- Upon completion of the program, adult students earn a certificate of completion.



CNUSD Adult Transition Program

- Four adult transition sites within the Corona-Norco Unified School District
- Enrolled students attend the program nearest their home
- Alternative curriculum (certificate of completion track) Unique Learning Systems & News2you
- Community Based Instruction (CBI)
- Individual Skill Building
- Vocational Skills Laboratory
- Opportunity to participate in Workability





Unique Learning Systems Curriculum



Job Interest Survey
Transition Passport / Vocational / Job Interest Surveys

Job	Job Category	Sounds Interesting	Not Interested	Want to Learn More
Assisted Living Center Assist residents with grooming and hygiene activities	Patient Care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Private Home Complete light cleaning tasks for an elderly couple in their home	Housekeeping	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Makeup Counter Help customers sample and locate grooming products	Retail	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Auto Body Shop Take customer information and eye in preparation for service	Automotive	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

-ULS is a monthly on-line based curriculum that offers differentiated instruction for students with disabilities.

-Age Appropriate activities and lessons

-Aligned with California State Standards.

-Lessons have a foundational base in major content areas such as reading, writing, math, science, and social science.

-Ability to modify lessons to ensure all students in the classroom can participate.

-Can be taught in whole group, small group, or 1:1.

Examples:

-Job Interest Surveys

<https://n2ypublish.azureedge.net/interactivedocumentpdfs/66/4191612.pdf>

-IEP (Self-Advocacy)

<https://n2ypublish.azureedge.net/interactivedocumentpdfs/66/4191559.pdf>

Vocational Skills Laboratory Video:

<https://vimeo.com/684388342/73e8bf5cdb>



CNUSD Workability & Transition Partnership Programs

The collage features several panels: a green panel with a person at a presentation board and the text 'Inclusion Works for Opportunity'; a photo of a man in a wheelchair talking to others; an orange panel with a bar chart and the text 'Inclusion Works for Business'; a photo of a man in a suit talking to a woman; a central blue banner with 'National Disability Employment Awareness Month' and '#InclusionWorks'; a photo of a man and woman working at a computer; a red panel with the Department of Labor logo and text 'OFFICE OF DISABILITY EMPLOYMENT POLICY' and 'dol.gov/edap'; a photo of a man pointing at a whiteboard; a light blue panel with a lightbulb icon and the text 'Inclusion Works for Innovation'; and a photo of two people at a table.

Inclusion Works for Opportunity

Inclusion Works for Business

National Disability Employment Awareness Month
#InclusionWorks

OFFICE OF DISABILITY EMPLOYMENT POLICY
U.S. DEPARTMENT OF LABOR
dol.gov/edap

Inclusion Works for Innovation

WHAT IS WORKABILITY I?

Learn to Earn!

A non-entitlement grant training program for students with IEP's in the eighth grade to the age of 22. It is designed to promote career awareness and exploration while students complete their secondary education program.

WorkAbility currently funds 94 CIE ready ID/DD students at minimum wage for 44 hours a year to gain work experience at various businesses in our community; as well as providing cost of public transportation to and from the job sites

Vocational Workshops



Vocational Assessments,
Self-Advocacy,
Workplace Safety,
Job Applications,
Money Management,
Job Search/Interview
SUCCESS

Paid Work Experience



Stacey's Stables

GRANT FUNDS:

HS Students -369

MS Students - 218

Paid Work Experiences-55

Actual yearly Number of CNUSD students WorkAbility staff serves in some capacity: 1200

WHAT IS THE TRANSITION PARTNERSHIP PROGRAM (TPP)?

TPP is a collaborative program between the Corona-Norco Unified School District and the Department of Rehabilitation. TPP provides prevocational activities to 174 participants a year.

**JOBS CLASS ELECTIVE,
GUEST SPEAKERS, JOB
EXPLORATION TOURS,
WORK-BASED LEARNING,
SELF-ADVOCACY**



Local Businesses/Agencies that Support the Workability and TPP Programs

ORIGINAL
PANCAKE
HOUSE

Bakers Dozen Donuts

O'Reilly

LAMPPOST PIZZA

SMART & FINAL

WALGREENS

HOBBY LOBBY

ROSS

KOHL'S

BOB'S BIG
BOY



ACE
HARDWARE

QUEEN OF
HEARTS
RIDING
CENTER

OCTOBER IS NATIONAL DISABILITY
EMPLOYMENT AWARENESS MONTH—PLEASE
SUPPORT BY VISITING THE DEPARTMENT OF
LABOR'S WEBSITE AT WWW.DOL.GOV

AMAZON

THORO
PACKAGING

COSTCO

WSS

MENCHIES - CORONA

RIVERSIDE SUPERIOR
COURTHOUSE

Corona Rose

HOBBY TOWN

ACE HARDWARE

CNUSD

SALON ANU