



Transition Services Department

Presenters:

Carolyn Sobel, Transition Specialist

Kim Schroeder, Transition Assistant & Job Developer

Lee Medvedoff, Director of Special Education

Presentation Topics

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Who are we?

02

What do we do?

03

Grants and
contracts

04

Work Based
Learning

05

Work-based
learning survey

06

Community
Partners

01

Transition Services Department staff

Transition Specialists

**Carolyn
Sobel**

**Dana
Martinezmoles**

**Emily
Hanson**

**Laura
Urie**

Transition Assistants

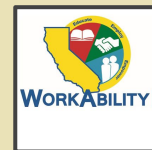
Kim Schroeder

+Job Developer

Maria Velez-Lenahan

Ivy Janes

Bernardina Arias



What are Transition Services?

Definition

A coordinated set of activities for a student, based on individual student's needs, preferences, and interests, that promotes movement from school to post-school activities.

Requirement

Post-secondary transition planning will begin no later than the first IEP to be in effect when the child turns 16.

Our goal:

Promote student self-determination

- Self-determination is “acting as the primary causal agent in one’s life and making choices and decisions regarding the quality of one’s life free from undue external influence or interference”
- Components of self-determined behavior:
 - Choice-making skills
 - Decision-making skills
 - Problem-solving skills
 - Goal setting and attainment skills
 - Self-instruction and leadership skills
 - Self awareness
 - Self knowledge
 - Positive attributions of self-efficacy

(Wehmeyer, 1996)

Transition Services Dept. responsibilities

- Provide **direct student services** from 9th grade through exit
- Provide data to case managers by **conducting student transition questionnaire, career interest profiler, student interviews**
- Support students with **job placement** and provide **job coaching**
- **Activities to support self-knowledge and self-advocacy**
- **Maintain grants**
- Provide **community based activities** such as job exploration and travel training
- **Developing job sites** based on student interest
- College **matriculation** support
- Support coordination between families and teams with **agency linkages** (GGRC, DOR)

03

WorkAbility grant



California Dept of Ed:

Funds and administers
grant



Grant Uses:

Partially funds Job Coach/Transition
Specialist positions; student travel
stipends and wages



\$176,970:

Annual JUHSD Workability
grant amount



Reporting Requirements:

Workability requires data to
be collected one-year
post-graduation

03

Transition Partnership Program (TPP) contract



Department of Rehab:

Maintains contract with
JUHSD



\$84,000:

Amount district matches
funds for DOR-related
activities



\$119,000:

Annual DOR contract

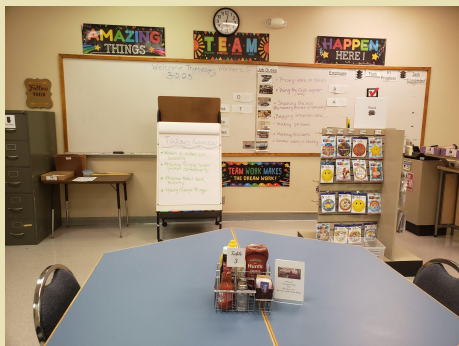


Contract Requirements:

Provide “over and above” activities to
students with disabilities, according to
contract (i.e., beyond IEP services)

Work-based learning: ATP Training Center

Newly developed for 2022-23! The **Vocational Training Center** supports students in our Adult Transition Program (ATP) to build pre-employment skills before participating in work-based learning at a community partner site.



04

Work-based learning: Job sites

The Transition Services Department supports students with paid employment opportunities. Here are our **work experience job placement sites** in 2022-23:

- Ace Hardware
- Boys & Girls Club
- Brisbane After School Program
- Carroll's Meats & Deli
- Costco
- Daly City Libraries
- Daly City Youth Health Center
- Dave and Buster's
- El Toro Loco
- JoAnn Fabrics
- Living Room Plant Company
- Magic Toy Box
- Oceana Market
- Old Navy
- Paisano's
- San Pedro County Park
- Sea Bowl
- Sizzler
- Smart N Final
- Sprouts
- Walgreens (multiple locations)



04 Work-based learning: Participation

We currently have 84 students participating in supported employment or work-based learning.



Adult Transition Program:

- 25 students receiving wages subsidized by Workability grant
- 15 students receiving wages subsidized by TPP grant
- 2 students who have obtained independent employment
- 13 students using the vocational training center

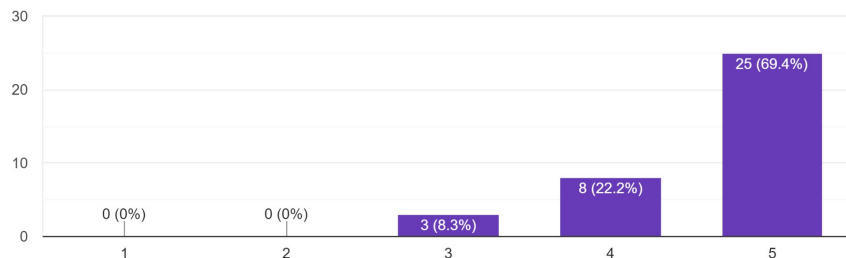
High School student job placements:

- 29 students participating in supported employment after school w/support of a job coach
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05 Survey feedback: Students

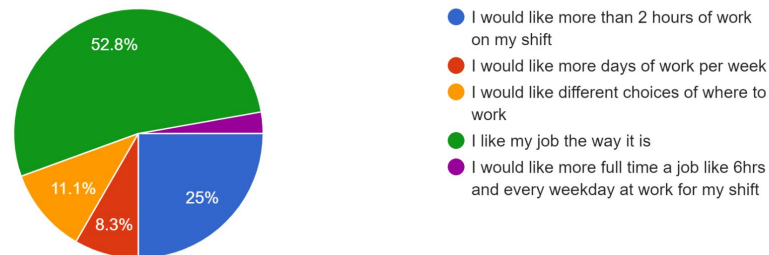
How happy are you with your job?

36 responses



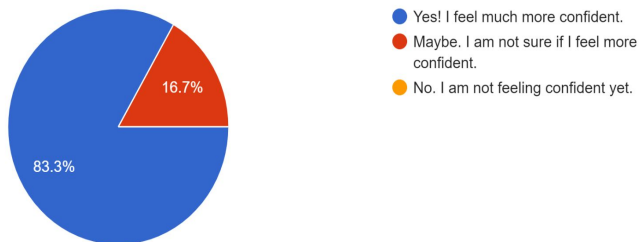
How could your work experience be better? (Choose one)

36 responses



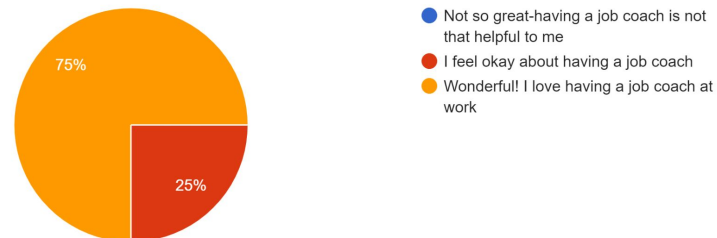
Do you feel more confident about your work skills and possibly getting a job in the future?

36 responses



How do you feel about having a job coach with you at work? (Choose one)

36 responses

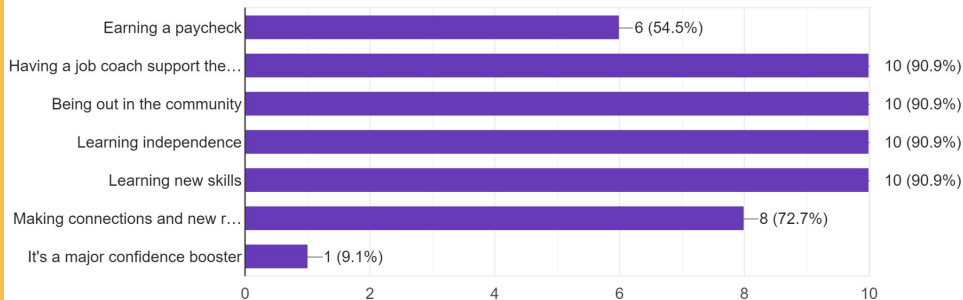


05

Survey feedback: Parents/Guardians

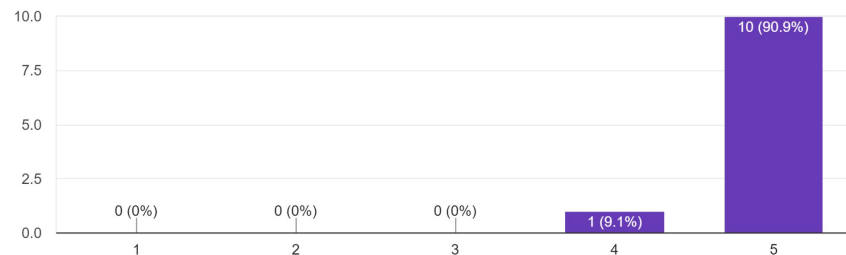
What are the best things about your child's work experience? (Check all that apply)

11 responses



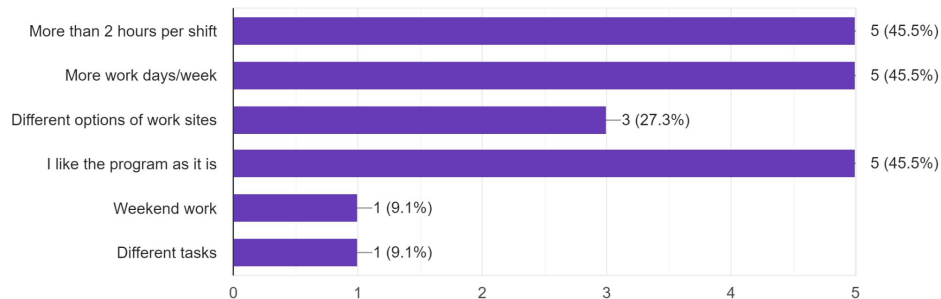
How valuable is the work based learning program?

11 responses



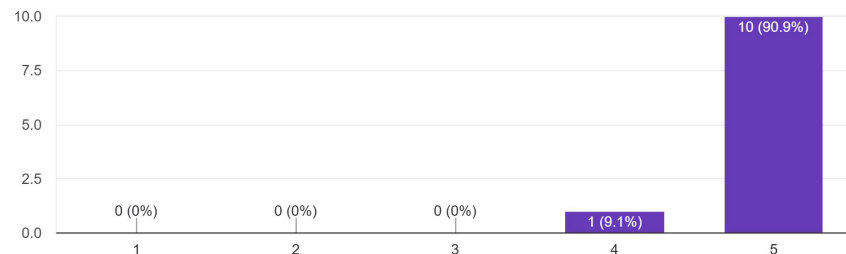
How could work experience be improved?

11 responses



How valuable is the work based learning program?

11 responses





05

Parents/Guardians quotes



In response to, “What are the best parts of the program?”, respondents said:

“It boosted my son’s confidence and he really liked the people he met on the job. Very good that you help kids in school to get a leg up in the working world”.



“Giving the opportunity to learn new skills, being able to function independently in the community, being able to keep up with schedules and goals that will be useful in the near future, and also getting to interact with people other than her family and friends.”

“Our daughter loves having a job. It’s been a major confidence booster for her and she’s very pleased with the new skills she has been learning”.





05

Survey feedback: business partners

- Answering “What are some of the positive outcomes?”, respondents said:
 - “Hope the students like the business after their training and will work for our company in the future.”
 - “The partnership has been a win-win for our business... Also we feel we have helped (students) in their job training in gaining valuable job skills that can help them in the future”
 - “It is wonderful to have a young, enthusiastic person in the shop who is willing to learn the shops runnings and help wherever needed”
 - “Good help doing the tasks we are not able to complete due to short staffing issues and labor constraints”
 - Answering to “Do you have any feedback on how to improve our program?”, respondents said:
 - “No, keep doing the same!”
 - “No, excellent program, really enjoy having the students here...”
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Community Partnerships

- Ability Path
- ARC
- Center for Independence
- Community College Disability Support Programs
- Department of Rehabilitation
- Foothill TTW Program
- Fortitude
- Golden Gate Regional Center
- Job Corp, Treasure Island
- Jobs for Youth
- Job Train
- Social Vocational Services
- Toolworks San Francisco
- Workability

Student success story

Transition Services facilitated a field trip to Fortitude Careers in Spring 2022, leading to one of our now former students joining their summer boot camp. After the summer program, the student was hired on by a local construction company for a full-time salaried position in Fall of 2022!

Thank You!

