

# **IMPROVING TRANSITION OUTCOMES FOR YOUTH WITH DISABILITIES IN SAN FRANCISCO**

Improving Transition Outcomes Project (ITOP)  
Interagency Council

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*DRAFT*

## *Appendix to Needs Assessment*

*January 2007*

# Table of Contents

## I. Methodology

Focus Groups.....	1
Surveys .....	5

## II. Youth Focus Group Data

Youth Pilot Focus Group & Youth Facilitator Training.....	6
Youth in the Foster Care System .....	9
Youth in the Juvenile Justice System .....	12
Youth with Developmental Delays .....	16
Youth with Physical Disabilities .....	19
Youth with Mental Health Challenges.....	22
Youth with Learning Disabilities.....	27

## III. Parent/Guardian Focus Group Data

Cantonese-speaking Families .....	32
English-speaking Families .....	36
Spanish-speaking Families .....	45

## IV. Parent/Guardian Survey

Parent/Guardian Survey Form .....	49
Respondent Demographics .....	53
Survey Findings .....	55

## V. Provider Survey

Provider Survey Form.....	57
Respondent Demographics .....	60
Survey Findings .....	61

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# I. Methodology

This section presents the methodology used by the Improving Transition Outcomes Project (ITOP) Council to conduct a series of focus groups and surveys between October 2005 and February 2006. A summary of the results is available in the ITOP *Needs Assessment*, available under separate cover. To request a copy of the needs assessment, please contact the ITOP Coordinator at 415-282-7494.

## Focus Groups

Twelve focus groups were conducted in October, November, and December 2005 as part of the ITOP needs assessment. Approximately 57 youth and 48 family members participated in the focus groups.

Recruitment for both sets of focus groups was conducted through ITOP Council member organizations and their affiliates. Flyers also advertised the focus groups, and San Francisco Unified School District sent out a letter to schools to help recruit families. Efforts were made to recruit a diverse group of participants from different parts of the city. Finally, the Council conducted targeted recruitment through a number of organizations, including the JVS Youth Council, Independent Living Resource Center, YMCA, Health Clinics in Schools, Merritt, Larkin Youth, CHALK, Janet Pomeroy Center for the Handicapped, and other special providers.

## Youth Focus Groups

Seven focus groups were conducted with youth:

- A youth pilot group with training for participants as facilitators for other groups
- Youth in foster care
- Youth in the juvenile justice system
- Youth with developmental disabilities
- Youth with physical disabilities
- Youth with mental health challenges
- Youth with learning disabilities.

Each two-hour youth focus group included eight participants and was facilitated by one youth and the ITOP Interagency Coordinator. The groups took place at Jewish Vocational Services, the ARC, City College, the CCS Medical Therapy Unit, the Youth Guidance Center, and at the Independent Living Skills Program.

At the start of each youth focus group, facilitators asked youth to sign an “informed consent” form to protect their rights and encourage confidence in the study. Facilitators then gave a brief introduction that outlined the purpose of the groups and defined “transition” for youth to place the discussion in context. While one facilitator prompted

discussion, the other recorded responses. Participants also had the option of writing responses.

Basic data collected from youth at each focus group included age, gender, race or ethnicity, disability, ZIP code, employment status and location, and school enrollment. Youth were asked:

- **What do you want to do when you are an adult?**
  - What do you hope for or wish would happen in your future?
  - What plans do you have for the future?
  - Where do you see yourself in five years?
- **What is working for you?**
  - What makes these particular programs work for you?
  - How did you or your family or guardians learn about the available resources?
  - Have your services been respectful or sensitive to your culture?
  - How do you physically access your services: car, public transportation, shuttle?
  - What are you gaining or what have you gained from high school? Do you work with a special education counselor? If so, please tell us about that relationship.
  - Have you spoken with anyone [parents, providers, friends] about your hopes?
  - Do you have any role models?
  - Who are your major influences?
- **What is hard or difficult for you?**
  - What additional services do you currently need?
  - What do you need help with?
  - Do you have people to talk to?
  - Do you have a job or want to work?
  - What words would you use to describe your relationship with your parents and with other adults in your life?
- **What ideas do you have to improve your transition experience? How would you build your perfect world/experience?**
  - Have you attended any meetings that addressed your future plans?
  - What services do you need to make the transition into the next phase of your life?

## *Family Focus Groups*

There were five focus groups for parents of transition-aged youth with disabilities: 2 for Chinese-speaking families, 2 for English-speaking families and 1 for Spanish-speaking families. Participants from an additional group of Spanish-speaking families of transition-age youth with disabilities were surveyed individually by phone using the focus group questions.

Like the youth focus groups, the family focus groups started with a basic survey of participants and a brief introduction that outlined the purpose of the groups and defined “transition” for participants to contextualize the discussion. Participants also reviewed a fact sheet of “rights” before beginning. While one facilitator prompted discussion, the other recorded responses. Participants also had the option of writing responses. Information collected as part of the basic survey included age of youth, gender of youth, preferred language, ethnicity, youth’s disability, relationship to youth, and ZIP code. Families were then asked:

- **What are your hopes for your child? Do you know what hopes your child has for himself/herself?**
  - What does the word transition mean to you?
  - Have you talked about the future with your youth?
  - What do you think your youth needs to succeed?
  - What are your worries and concerns related to transition?
- **What is working for you?**
  - What programs/services are currently working for you and your youth? Why?
  - How did you learn about these services?
  - Who is part of your support system (e.g., family, friends, social service workers)?
  - What are your worries and concerns related to transition?
- **What is hard or challenging for you or your child?**
  - Does your youth receive positive peer support?
  - Does he or she have a network of friends?
  - Are you involved with a parent/guardian support group?
  - Do you think your youth has received adequate personal attention from teaching staff at his or her high school?
  - What steps have you taken to help transition your youth into the next phase?
  - Does your child/youth work or volunteer outside of school?

- Does your child/youth receive vocational training through their high school?
- **What are your suggestions for strategies, solutions, services, and programs related to transition for your youth?**

Demographic data on all focus group participants and participant comments as recorded by the facilitator can be found beginning on Appendix page 6.

## Surveys

The ITOP Council developed three surveys:

- one for families of transition-age youth with disabilities,
- one for service providers and other professionals working with transition-age youth with disabilities, and
- one for directors of agencies serving transition-age youth or individuals with disabilities.

Participants completed surveys online or returned surveys by mail or fax. The survey for families was also made available in Spanish and Cantonese. All three surveys were distributed through ITOP Council member organizations and their affiliates, as well as through the San Francisco Unified School District. More than 5,000 surveys were mailed. A total of 269 surveys was received: 180 from families, 73 from service providers, and 16 from agency directors.

## Survey Response

Survey Type	Received	Mailed	%
Families	180	4,690	4%
Providers	73	565	13%
Agency Directors	16	315	5%
<b>Total</b>	<b>289</b>	<b>5,570</b>	<b>5%</b>

The survey forms can be found on pages 49 and 57. Demographic information on survey participants and a summary of respondent ratings can be found beginning on page 53.

## II. Youth Focus Group Data

### Youth Pilot Focus Group & Youth Facilitator Training

9/21/05

5:30pm-7:30pm

Support for Families Of Children With Disabilities, 2601 Mission Street Suite 606,  
San Francisco, CA 94110

Males (5) Females (2) Total # of Participants (7) Age (14-24)

#### What is Transition?

- Ideally, smooth adaptation from one area in life that is different from the first: a type of evolution.
- Leaving of one system to another.
- Adapting to life post-disability.
- Living dependently to living independently
- Moving on; moving forward.
- Starting a new chapter.
- Fresh start – cleaning up your act.
- Opening yourself to a new environment/experience.
- Change of lifestyle.
- Making clear conscious choices to move from one point to another.

#### What do you want to do when you are an adult?

- Want to be a writer – therapeutic, practice every day.
- Married, with kids.
- Movie deal – stopped writing.
- Continue to take medications.
- I am an adult.
- Ideally – veterinarian by day; theater actress by night. Done with college, a Mercedes, no kids right now. Like to be married but not necessary.
- Willing to fail sometimes – put self out there. Loves medical setting – wants to be a doctor. A car with leather interior. 2.5 kids. Friends across the street, will entertain at night, singer/songwriter.
- Wants to be self-sufficient, happy person with at least one loving relationship. Material things not important. College graduate in an area that he sees as valuable. Maybe kids. Cat, definitely. Not afraid to show emotions: helping, teaching, leading, director of outside resource helping youth, healer, physical or mental.
- Radiologist – x-ray technician. Party life – clubbing. Working with kids; mentoring programs. Taking it day by day.



- Actor. Married with boy and girl – close in age so they can relate to each other.
- MA in geography from UCD or Humboldt State. Would like to travel, see the world – Central Asia – Uzbekistan. Material things not important. Relationships are important – being surrounded by good people. Healthy and happy. I want to be in a position where disability doesn't hinder him. Don't know about marriage/kids. I want to help others. Do what he can to make the world a better place. Use degree to help prevent disasters, i.e. Katrina.

### What is working for you?

- Staying in school. School services are working well: DSPS. Family is working well.
- JVS working well. Job at Walgreen's. Friends are working well. Family -- lives at home, pays rent.
- Shelter Program – 3030 Balboa Housing Program. Eat and sleep there. In Focus Program at YGC with anger management program pays \$500 in end. School is working – socializing.
- JVS, DSPS, networking that has done and is doing. Have had positive effect on people. Location of home is working.
- Almost nothing is working. Job is kind of working and living situation a little bit. Living situation is as good as it's going to get. Defining relationships, parameters. Careful not to cross boundaries.
- School is working well – doing well for the past 3 years. DSPS is working. Can go in to talk to counselors, get help: early registration, extra time on tests. Living with family. Get along well with family – has brother at home. May move out when transfers out of CCSF. Easy commute. Being on board of ILRC is a great thing.
- Support from family and friends. Dad is chauffeur. Asking for help when I need it. Volunteering at hospital to visit with patients. Music is therapy – taking guitar and voice lessons. Into alternative. Doors with handicapped buttons help – riding those little cars at Target is fun.

### What is not working for you?

- Staying away from the wrong groups, i.e. drugs, gang-banging.
- Not having enough study time. Not having Medi-Cal/healthcare. Not having a car. Need to be paid more – underpaid.
- Communicating with older, adult figures that talk down to you, but give adult consequences, i.e. adult prison for youth offenses. Getting grades.
- Trying to get into a regular schedule – sometimes nerve pain keeps her up all night. Nerve pain is related to stress, concerned that things like tests will start it. Can't get around independently. Can't drive. Obtaining information before leaving the hospital.

What ideas do you have to improve your transition experience? How would you build your perfect world/experience?

- Make it easier to find ways to go to college. Part Cherokee can get special funding. Make it more accessible – information. No global warming. No Bush.
- Would have been nice to know about disability services ahead of time. To have had money somewhere before moving out. Known more about living on my own – life skills. San Francisco would be affordable! Would have had better services in high school.
- More help at school – more individualized attention. Focusing on positive aspects. Letting me be a teenager while I still am, instead of forcing me to be an adult. Have my social worker do their job instead of me. Have other service providers do their job. Tutoring services.
- At discharge from hospital have resource information available, i.e. pamphlet or websites.
- Employment – generating my own income. Transfer from City College to UCB, Humboldt State. No global warming – it's getting scary – recent disasters are related. Funding for services for people with disabilities.
- No Bush as President. No wars. Peaceful world. Fair distribution of wealth.

## Youth in Foster Care Focus Group

9/28/05

5:30pm-7:30pm

Independent Living Skills Program 225 Valencia Street

Males (8) Females (5) Total # of Participants (13) Age (14-24)

### What do you want to do when you are an adult?

- I want to be a full time carpenter. I am an apprentice now and want to graduate to full time.
- I want to get a job as a garbage man. " It's cool"
- I want to be a mechanic like my father and work on cars and motorcycles.
- I want to be a School Councilor to help kids with problems. I want to have a house and a car.
- I want a steady job, to graduate from City College and then a State University or a UC. I want to be a MC Rapper, do underground music performances, live in a big house with a car, TV, everything "the American Dream". I want to be internationally known. *The following comment was added later.* I want to be a backyard wrestler (change from R&B Rapper)
- I want to graduate from Heald College and start my own business selling baby clothes. I want to create a chain store and have two kinds.
- I want my own house not an apartment. I want a job that gets me off the income (level) I am in. I want to be a nurse but I have scoliosis. I want to go (am going?) to Heald College and study Medical Administration.
- I want to be a writer and write articles for magazines. I want a high-class apartment with a chauffeur. I want to go to the Academy of Art College. I want a high society lifestyle.
- I want to go to City College for two years and get an AA then to a University for a degree in Biology. I want to get a job that pays over 50 thousand dollars a year. I want to get married, live in a house and possibly have two kids.
- I want to have my own house, be a journalist with two kids. I want to graduate high school then City College then a University. I want to major in English. I want to work for a newspaper. I have loved English and reading since I was five years old. I want to balance between being and a journalist and author.
- I want to be a Rap Star and own my own business that is a whole new thing. I want to do clothing that is unique.
- I want to be a Rap Star and producer with my own record label. I want to be single with no kids. I want to go to school for business and music.

### What is working for you?

- Going to school, looking for a job (the process). I have family, friends and people "by my side". People are helping me find a job.

- Everything, school, job, music, life. My days are full. Not much time for my self -both good and bad. I've been blessed. Females treat me good – sometimes.
- School, housing and relationships.
- Relationships and housing. Relationships with my godmother and boyfriend. My godmother took me in when I had nowhere to turn.
- School – I have good attendance and grades. Social is going well. I am a little less shy. Job placement program at Saint Mary's
- My son – I got him back and am getting full custody in November. Housing- I am in transition housing and can stay for another 1-½ years at Richmond Hills.
- I have a steady job at Ann Taylor's. Housing and relationship with boyfriend. School I started a good Heald program in July in Business Administration.
- Everything – I am blessed. I have a job, family, reputation, and friends. Blessed is everything is going my way – like I planned when I was younger. Reputation is being a gentleman that people respect. PEACE, POWER AND RESPECT. I want to help the world even if I have to make sacrifices.
- Karate is going well. I have done it 3 1/2 years. It lowers my stress when I do forms and exercise. I am a green belt. Friendships
- Not too much – I am in a group home and we don't do much – we chill. Good grades, I am happy with my grades. Home visits with my mother. I fix all the computers in the house- not the insides but software.
- School and family- good grades but family not too good. My only family is my mom and dad.
- My apprenticeship and living situation. I have no major complaints

#### What is not working for you?

- My driver test – I may not pass. I would rather drive a car than a bike or scooter.
- Everything is fine
- Visiting mom – an adult is preventing it. I can't call because she does not have a phone (w/ TTY). She has a cell phone I think. My father travels around the country but does not have TTY but has a phone. I need my own TTY or text messaging pager. I cannot use regular phone because of my hearing. Sister
- Math – Average grades but need to focus on grades or I may not graduate. I need a tutor but have trouble keeping in contact with the tutor. I don't follow up with tutor.
- My habits (bad ones – not drugs) Confusing thoughts and habits are keeping me in a "box" Not drugs but self-improvement habits. I wish the world was a better place. People dying Katrina, Tsunami, 9/11 are emotionally effecting me somewhat negatively. Negative Energy (world).

- Support from family – I don't want to talk about it.
- No family. No financial support. No support from baby's father. My parents died when I was young. I didn't know them.
- Living in a group home not with family. Having trouble communicating with my family and sister. My sister's cell phone is not working. I am not allowed to call mom. Not a good relationship with my mom. When I talk to her she interrogates me. My sisters cannot take care of me.
- Relationship with 2 brothers, my uncle and cousin. Both brothers are in foster care. Financial – no career.
- Financially – Relationships with biological family. I don't want to talk about it. I don't speak the future so I don't try.
- Me – I am hurting myself by lagging off on getting driver's license. I am not putting enough effort into getting things done.
- Job. It cost \$6 dollar to go to school on BART. I have to keep coming back to ILSP to get buss passes. I was robbed by my house and had a gun put to my head. I have had two guns pulled on me. Some one tried to stab me on the bus. The way people are. No safety, I feel real sense of danger. Too much violence to me. The "Beefs" of some family members. If you are in their homes you will get caught up in it. Increase in violence in the community. Overall my life is being threatened.

**What ideas do you have to improve your transition experience? How would you build your perfect world/experience?**

- Information, resources and advocacy and education. To stay focused.
- High paying job at union with union pay. Car. To pay for stuff. ILSP is the best program in S.F. Meeting successful people to be inspired - people who have achieved things
- Support – people to be there.
- Education and services to give me more financial resources for college.
- Support from family and have a job plus more programs like ILSP and job programs.
- ILSP is helping me "good". More homeless prenatal.
- ILSP, if I didn't have ILSP I wouldn't know what I was doing. A family that supports me.
- A place to go for support with counseling. Environmental settings without violence that is positive and safe.
- Help getting started / prepared for high school graduation and thinking about what to do after high school. Getting a good job.
- Better Family Services without long clinician meetings. Better family communication for easier communication with family.
- A tutor
- Skills to be a carpenter and to own my own business. A & D (program) has helped me.

## Youth in the Juvenile Justice System Focus Group

10/11/05

5:30pm-7:30pm

Youth Guidance Center- 375 Woodside. San Francisco, CA 94127

Males (8) Females (1) Total # of Participants Age (14-24)

### What do you want to do when you are an adult?

- Own my own business – a dirt bike store
- Go to college and have a good job working with youth
- Get a job as MRI tech. (Pays real good)
- Have a job that makes money. I don't know what (added later I want to be a NARC)
- Pharmacist and own a few houses
- Probation officer and computer tech
- Graduate high school and go to college
- Locomotive engineering or culinary hospitality
- Actor with 5 kids (I should be able to take care of them)

### What is working for you?

- I am a very oral and visual learner
- Job Core – I am in the Culinary Hospitality program, when I am done I want to go to college for this.
- Focus Program and School at 1950 Mission Street
- Nothing
- Job training – I am in the job training process now. It teaches you how to do things, what you are going to do. It is something meaningful to do so I don't come back to YGC (Youth Guidance Center).
- School – good grades will help with college
- School and Focus program uses up my time. I have no free time and don't mess up.
- After-school Program

### What is not working for you?

- Staying on track
- Getting to school on time – I am tired and I like to sleep in
- Getting to places (transportation). I have too many things going on at one time. Communication with adults because of the age difference. They (adults) think they know what is better but things are different.
- Keeping out of trouble:
  - Fighting,
  - Drugs, and
  - Bad crowd
- Keeping money in my pocket.

- Spending too much money just because you have it
- Not enough jobs.
- Not enough jobs close to where I live that are interesting and pay well.
- No job opportunities, school interferes with work
- Jobs are too far away
- Bad transportation
- MUNI is in bad shape
- Busses stink
- They breakdown and you can't get to where you are going
- They are too crowded
- Peer pressure - not everyone can deal with it. Peer pressure is people agitating you to do something not in your interest. Leaders vs. followers
- Bad role models
- A role model is:
  - Someone to look up to
  - Someone you want to be like
  - Doing good not bad
  - Some one to talk to and depend on, who is always there for you,
  - This person can be a part of (enter) your life even after trouble starts
- Hard to focus
- No support - No one has your back
- Support is:
  - Some one who helps you turn around when you are going the wrong way
  - Teaches you the right way
  - People you know well
- Hard to focus
- Too much distraction
- Anything can happen at any time
- Friends
- Too many issues, it is hard to focus on one
- Listening - people don't listen
- Teachers (people) don't want to hear your side
- Most adults don't listen
- Adults don't treat you the same or as equals
- You must respect them but they don't have to respect you.
- They have more power
- I should get automatic respect especially when I show respect to them
- Do unto others....
- Not just adults, but peers don't show respect
- Turf talk

- RESPECT

What ideas do you have to improve your transition experience? How would you build your perfect world/experience?

- Getting off probation. I need to go to school, stay on track, and do what I got to do. I don't need them (adults).
- Information
- Know what your are going to be doing
- Don't get off track
  - Know how to get there (goals). Self support a plan
- Resources
- More schools not prisons. They have a plan for how many people will be put in prison in the future and they are building more prisons
- They should plan for more people in school instead of prison. Put people in schools.
- Easier access to resources
- Better schools close to home so you spend less time traveling and can get more opportunities for sleep. If you get more sleep you can focus better.
- Self focus not trouble
- Resist temptation
- Be more mature
- Stay away from
  - Bad friends
  - Bad influences
- Have your own mind
  - Know what you want
  - Want what is important
  - Want what you need
- Need someone to show you how to – role models
- Moving from elementary school to middle school is hard because it is a big change.
- More classes in schools for people to go to. Classes are over-crowded
- More one to one attention from teachers in school
- More and better teachers
- Teacher's need to:
  - Know what students need
  - Listen
  - Understand (different) learning process
  - Know what they are teaching
- More people to help everyone go to college.
- Better school counselors to help with college
- Better resources in school – books and stuff



- More programs to keep us busy – sports
- Adult to be there
- Programs to catch kids before they get into trouble
- More programs people are actually interested in
- Programs that are close to home
- Job recruiters at schools (always) or come to schools
- Job placement centers at schools
- More things going on. There is not enough going on.
  - More parties – social opportunities
  - Dances
  - Jobs that pay
  - Work that kids want to do (working with kids or working with your hands)
  - Information about stuff to do and jobs
- The movie “Their Eyes are Watching God “ is really good. It is about what they don’t have in Brazil. About drugs, gangs and territory. It is really bad. It is not so bad here but it is getting there.

## Youth with Developmental Disabilities Focus Group

10/19/05

5:30pm-7:30pm

The Arc 1500 Howard, San Francisco, CA 94103

Males (4) Females ( 1 ) Total # of Participants (5) Age (14-24)

### What do you want to do when you are an adult?

- Want to get married, have a lot of money.
- Want to get married to girlfriend Sophie, talking on the phone all the time. She is very nice. Want to own a car. I like working. I want to go places with girlfriend. Places like beaches and take her out to lunch.
- Have a big house. Living with family. I want to stay in SF, eventually move out on my own.
- Want to be a therapist. Want to help people with disabilities like me. People need to know there are people out there who care. Want to have a private practice at home. Do know where I want to live long-term. I don't know what car to drive.
- Want to be out on my own. I guess I want to live independently. I don't know if I will have a family or not. I do want a best friend.
- Want to own my own international real estate business. Want to own a car. Probably I will own a SUV. I don't know where I will live. I probably will live in an apartment. As an international business owner, I will travel a lot. All over the world.

### What is working for you?

- Going to school, getting prepared for life.
- Family Support System is working for me mostly. Have not found any good programs. I have not found any program yet. There is no place to feel safe outside of school. I don't have a physical disability. People don't understand. People look at me like a monster. Mostly my parent helps. My sisters don't really know what my disability really is.
- I want to give girlfriend flowers. Relationship is good. Want to have a cat. Graduated from Lowell. The ARC helps me a lot. Want to come to ARC every day. I really like this. Transportation works for me. It is easy to get to the ARC.
- Family support – family and sisters younger. I live with them. I am dependent on them. It is hard to say what programs are working. There should be more services.
- Move to social situations. Lots of programs are for people who are on drugs. It is not me.

- The ones that are available are culturally sensitive, including programs set up for disabled youth/people. I am not working yet, but maybe this summer.
- JVS is working for me! I know how to get around on the bus and MUNI pretty well.
- People who know me say I am good looking. My parents and sister are my role models. Because I am around them most in the whole wide world.
- Church is working for me. I go every day!

### What is not working for you?

- School is not working. I am not rowdy type of teen. I want to meet other girls like me – Asperger’s Syndrome.
- People see me in disabled classes. People close me off. Nothing worse that I hate than stereotyping people -- acting like people with disabilities are dumb. We are not dumb. I feel like an ANT sometimes.
- The one person who was my friend was a drug head on Ecstasy. I don’t want this. This is not me!
- My good friend has CP and people would stare.
- Street safety. I have to look really carefully when I cross the street. A car could run me over. My sister’s boyfriend saw a lady get killed by a car. People with disabilities are basically not safe. When I cross the street especially at night I must be careful.
- People have to watch their language at the ARC. We should respect everybody. I must respect my girlfriend.
- Personal grooming is hard. I don’t know when to STOP sometimes. Teeth brushing, flossing, combing hair. OCD gets in the way! It takes away from things that could be more productive, i.e. social situations. Also obsessions takes away time from my job. I’ve never had a job that I have stayed on for a long time. Because of my OCD. My learning disability also makes it more difficult. I’m not taking advantage of ADA laws that will help with accommodations.
- My confidence level is low. This makes it hard to speak to and approach women. My OCD also takes time away from meeting women.

### What ideas do you have to improve your transition experience? How would you build your perfect world/experience?

- Having understanding. Having friends that could be there. Being able to comment to peers and close friends.
- People should be on time. Allan helps me out for looking for jobs. I really like Allan. There should be more people like Allan and more Job Developers. There are music classes I take every Thursday. There should be more art and music programs available.
- Start more programs and groups for social experience.
- We need to improve transition experience over all.

- More grants for work experience. Like my opportunity I have to work at Support for Families through JVS.
- Learning disabilities group at JVS. Should be more groups like these Jobs/Housing/Training programs (REACH). Good programs.
- Better programs. Getting people in special education more help. Make sure that they learn equally as their main stream peers. Keep people them (with disabilities) updated.
- The Exit Exams are scaring me. We must improve the tests for people with disabilities. What if we don't know what to learn, will we fail in life, in class and the test? Better prepare people with disabilities for the Exist Test.
- If I have not seen the math before, please show me how it works!
- People with disabilities people want to modify the Exist Exam. Other kids say it is not fair. Modify the test that the people with disabilities individual needs.
- I hate this Governor!
- Education in California needs to be improved. It is especially horrible in California.
- More programs like Youth Voice, RACH and more in technologies/computers.

## Youth With Physical Disabilities Focus Group

10/20/05

5:30pm -7:30pm

CCS Medical Therapy Unit- 1595 Quintana, San Francisco, CA 94116

Males (2) Females (4) Total # of Participants (6) Age (14-24)

### What do you want to do when you are an adult?

- I am an adult I feel. I want to be a vet by day and actress by night.
- I want to be stable, secure, own my house – money to pay for everything.
- I want to be married, but not necessarily.
- I want to have pets. I will have different animals, naming a dog, Fish for decoration, a cat, possibly a bird – Parrot.
- I want to do 4 years in college, 2 years at community college and then 2 years at a state on CIC system.
- I want to be a physical therapist (masseuse and prostheses). I want to be a physical therapist because of what I went through and the people I spoke to say that physical therapists make good money.
- I go to work by 2:00-3:00 pm. I am off basically. My job is flexible. I want to blend all my careers together.
- My hobbies at night will be music/poetry. I write when I am bored or at night. I like to listen to RAPP/R&B and old school.
- I plan to learn how to do beat!
- I want to become before I graduate. This is a possibility (IF). Even when I am an adult I plan to dance! I look forward to my future!
- I will continue USD. I am pre-med like all Asian kids. No parental pressure not because of this. The human body fascinates me. Before accident – it was not the same. I was not willing to fail. Now I am willing to try with my family. Doctor abroad, it's important. I want to travel all over the world.
- Not if but I will kick box competitively. San-show – type of kickboxing.
- Want my friends and children to live across the street from me – like a sitcom.
- Want to be a singer/song-writer and have friends in my group performance.

### What is working for you?

- DSPS at City College is working for me! MUNI can only work as hard as they are! Waiting for my Mercedes car. My current living situation is working for me. I have housemates.
- JVS is working for me. They understand me and accommodate my disability. When I need a job, they are there for me! I am currently on their youth council. The counselor listens to me!! Things I was not involved in I

- am involved in now at JVS. JVS helped me to get a job. They make me feel like a star! JVS has specialists. This is good.
- Transportation is good because of my mother's ability to transport me. With or without my cast/prosthesis I get around. DSPS is working for me!
  - Because I work my brain out a lot, I become fatigued. I feel this because it helps my brain -- it helps me stay active.
  - I only have 1 class, but everybody understands me. The teacher gives me an overview. I currently take poetry. I have a couple of friends in class. The teacher checks with friends. My friends call me at night. I read the Bible.
  - Japanese reading program: \$80 is the cost of the class.
  - My aunts and grandmother motivate me! My family works for me!
  - The African American Scholastic Program informed me about DSPS and other resources. The program is on City College campus and is in the CUTS. It is not easily visible. It is hard to physically cross - doors and constructions block students' paths.
  - The services that JVS provides all kids could use their service. I heard about other programs through JVS Fairs.
  - Keeping busy is working for me! My family drives me everywhere. I am not in school yet. Therefore I don't have comments on transportation.
  - I currently go to John Adams. I don't feel I need it.
  - I am volunteering. I am surrounding myself with people who understand and who have been through similar struggles. John Adams helps me with meeting people/adults who have had similar situations.

### What is not working for you?

- What is difficult is learning about resources. It's really difficult to find out or learn about programs and resources that will help me. The hospital did not inform me about the services. People at the hospital did not know. There needs to be a systematic way to inform consumers.
- There needs to be a resource center in the hospital.
- There are social programs and centers. But there are not many social programs in the city for youth with disabilities. YCFD Youth Leadership Forum - it is an outstanding program on the state level.
- MUNI is not working for me. I have to leave 1 hour and 45 minutes earlier to get to school. SF is only 8 miles wide/long.
- Money is not working for me. In order for me to meet my needs each month I must work 2 jobs. Because I get paid once a month, it does not work for me!
- Studying is hard for me. It is difficult for me to stay focused while I am studying.
- Transportation is difficult because if my family members are not around, it is hard for me to get to the bus stop due to my disability.

- MU transportation is always late! Lack of transportation service for people with disabilities.
- Even though MU transportation is unreliable, I was not aware of this service for people with disabilities.
- My inability to process certain words when reading.
- I am not worried about friends as much. I stay by myself.
- If I can find a way to concentrate and get my thought process back together I will be able to write my songs. I can use music/words in different ways.
- When I study for homework I can't remember it. My TBI gets in the way. English very difficult for me. Since my brain injury, it makes things a lot tougher now! For me!

What ideas do you have to improve your transition experience? How would you build your perfect world/experience?

- Hospital should have a resource center and should give effective and useful information to families.
- Change how disability and work policy work.
- Improve how long Social Security provides money.
- During initial disability assessment, this process should be more respectful and people should not be looked down upon or treated less than others.
- When a car hits you, the person who causes the accident should be liable and taken to police for detailed questioning.
- When the hospital bill is too high, you can't get all your money if you sue: it all goes to your medical bills. Also your insurance, all goes to your bills. Therefore you are unable to collect money from the liable party - unable to get justice.
- Increase penalties for driving while talking on the phone!
- I would like to see more training programs that specifically relate to my career choices.
- Reliable transportation; affordable, reliable transportation and assistive technologies.
- Better ways to access resources and information.

## Youth With Mental Health Challenges Focus Group

10/25/05

3:00pm -5:00pm

City Collage 50 Phelan Street, San Francisco, CA 94112 (Rosenberg Library Room 305)

Males (1) Females (5) Total # Participants (6) Age (14 24)

### What do you want to do when you are an adult?

- In the near future, I am thinking about the next 3 years. I want to work on a solo record. I am a musician. I am working on a singer/song writing solo project. I am biology major. I hope to go to medical school. I have a love for music. I hope to spend a significant amount of time to develop technique, get it better and to compose music.
- I take "Tai Qwan-Do." I will compete next year starting January 2006.
- I play fretless base in a band!
- Married. Not in the near future, but maybe in the distant future. Maybe when I am 30. I don't want to bring any lives into the world unless I am able to take care of them. I did not have good parents. I want my children to have a good mother. I do not want to do this...unless I am prepared to be a good mother!
- In the near future I want to get MSW work with youth like me. Youth with foster care disabilities. I compose poetry and collages in my spare time. I am not musically inclined, but I love music.
- I want to get married. I want a boy and girl, ideally. I want a dog. I have a cat right now. My cat's name is Muffy. He is my life and I love him. He had been with me all my life. My cat can read my mind.
- My family will be predicted by the male sperm
- I want to continue school when I am an adult. I want to have the best education in my family. I want to go to different colleges: City College then UCSF, then to Princeton/Yale. Schools where Presidents went. If I don't get a good job by 35, I will go to the Navy.
- I want to go to school all my life!
- I want to be a tour guide. I know every park, bus, city, and beach in the Bay Area/SF. Also museums, colleges, golf courses!
- I know the history and views of SF/Bay Area.
- I want no children.
- No marriage - no pets!
- I want to have the best degree in education I can.
- I want to help Bay Area residents - help people stop smoking, homeless youth, runaways, etc.
- I don't have a plan in the future. I want to transfer to SFSU.



- Education is very important to me. In the future, I don't know what I want to be.
- I want to be married. I want to have kids: a boy and a girl.
- I want to move out of the city. I want to explore.
- I want to have a cat and a dog!
- I want a car – I don't know what kind I want.
- I want to move to Sacramento because I don't feel safe in the city of SF.
- I don't want a car. I will not drive.
- My grandmother said, I will not fly- buses are safer!
- I want to transfer to Hayward State!
- I want to move out of SF to the East Bay because it is warmer.
- I want 2 kids. I want to be married in the future.

### What is working for you?

- I can talk with my mom about everything. I talk with my mom about transition issues.
- Transportation is working for me! I can get to school on time and I am not late!
- Life is working well for me now. Judy is working for me. Judy Patont is nice. She returns my calls. Don is working for me. DSPS is working for me.
- My mother is very supportive. She helps with my life goal. I can talk with her now. We have worked out my problems.
- Usually I walk everywhere. I usually speed walk. I get to meet new people. But when I do take a bus, it works for me once in a while. It sucks.
- Since the first of September they cut service and increased prices. Disabled passengers had a 15-cent increase. It is a lot for me. Because I am on SSI. This is an inconvenience. People who make the policies are ignorant of people with disabilities and their needs. People with disabilities are not lazy A 15-cent increase will break my back, especially when funds are limited. I am not able to work right now.
- I am starting to ask my father what I need. He was not always there for me in the past. Now he is.
- My new group home is working for me. It is better than San Francisco.
- Transportation is good for me. I usually go from downtown SF to Daly City. Walking is one of my favorite hobbies. I get SSI/SSDI. I save lots of money by not taking the bus. A buck fifty is a lot of money. I can't afford it.
- I go to Bat Mall Computer Center at City College. It works for me because it helps me to learn new skills. I can e-mail family/friends, people who help me, service providers. I a can also play games
- My job on Ocean Avenue is working for me! Where I live in Daly City it is safer. I live next to City Hall and 2 police stations. Better-updated stores

like Crispy Crème, near West Lake/Serramonte Shopping Centers and Century Theaters.

- My parents are there for me all the time. I can talk to them about everything.
- Transportation is good. DSPS is working for me!
- High school counselor and my parent told me about DSPS.
- I have a dedicated therapist to help me a lot. I have a psychiatrist. He helps me a lot.
- He is the first psychiatrist who does not make me feel subservient. He works with me and not against me.
- DSPS has accommodated me!
- Living on my own has helped me.
- Moving away from my mother has been the single best thing in my life.
- “Tai Qwan-Do” - I put just enough stress to help me function. I’ve been in a situation where I could not do much. The bottom line in life is about production. Stress has helped me to be productive. There is a balance. A good analogy is stressing too much! The right amount and the right kind of stress is always good. Traumatic stress is not good. Life and reality is good stress. The reality is if you are going to be a productive adult you have to be able to deal with life stress.
- I have a good group of people who help me to deal with the stress of life this works very well for me!

#### What is not working for you?

- My mother and I - when I come over to see her we both yell at each other. I don’t go over there any more. I have not seen my mother in 3 years.
- It is hard to try to improve myself. I am working on a lot of things in my life.
- It is hard to be a good big brother. For my little brother - we argued. I have not talked with my little brother for more than 2 years.
- When I walk home every day I see lots of strange people hanging out on the street (gang members).
- Gang members always approach me ask me for money. I ignore them; I keep on walking. I don’t hang with anyone on the street.
- I stay by myself. I see people doing drugs.
- When I take the bus I don’t sit in the back of the bus. I sit up front of the bus; I feel safer.
- Everything in the SF streets are a mess. It has too much trash. It is embarrassing.
- Finding different speech services. Speaking is hard. Most speech programs are for stroke or older victims and pre-aged people -- program/service people in their 20s or outside the school system. Makes me feel like I am dumb. It is very difficult. I wish speech services were

- more accessible for age appropriate, more affordable for transition age youth!
- Obtaining a job is very hard because I am on SSI. If I get a job it takes money from my SSI check. It is not incentive. If I get a job it is not enough. The money I can get is \$1,000. This does not allow me to earn money for the financial quality of my life. Because the dollar amount is about the same as simply staying on SSI without working. I am stuck in a catch 22. If I work 30 hours a week! I am not going to make any more than just simply not working and still receiving SSI.
  - I am stuck at \$850 – all my money goes to rent, food. I can not really move out of the hole. Because of the work rules of SSI, it is simply hard and the amount of time this it will take is not worth it. The poor will be poor and the rich will be rich. Until I am able to take care of my health, I will not be able to work. It is not worth it. It is better to spend my time focusing on school!
  - Everything is working for me right now! My school life is fine...school transportation.
  - There are a lot of stigmas behind people with disabilities. They increase awareness and education.
  - Filing for financial aid. I was required by law to get mother's signature. This was a serious detriment to my mental health. Fortunately I was declared independent. But the laws should not be make it so hard to become independent.
  - The system does work for itself and not others. It does not care about me, but the system care about it's own pocketbook.
  - I was told that it was not possible for me to become independent. I was turned away. I was told misinformation. Most professionals were lazy. If we all carry our own weight this would be OK!

What ideas do you have to improve your transition experience? How would you build your perfect world/experience?

- I wish speech services were more accessible.
- Make specific education more challenging. Just because I am disabled, it doesn't mean that I don't know what a noun and a verb is.
- I had to read/learn in the library on my own.
- There should be normal class curriculum with specialized attention. Also with known class.
- Disabilities are not synonymous with low intelligence.
- I resent being spoken to like a child. Because they don't view you as "normal," you don't need to be spoken to as less than.
- Albert Einstein was dyslexic and he was a genius.
- Have security on the public buses! Airlines and trains have security, local buses do not. Make sure people don't push on the bus or do drugs.

- Colleges and universities should also increase security to prevent graffiti. I see people selling drugs in front of school. This should be punished!
- More cops in the street!
- More job placement programs and opportunity.
- Assistance with filling out resumes/job applications.
- When people with disabilities (SSI) get a job, their boss should be informed about the rules.
- Bosses, supervisors, employers should treat people with disabilities -- their employees -- with respect.
- People should have opportunity to work in their dream in their lifetime. This should be feasible for all persons with disabilities.
- When applying for financial aid, a better process should be implemented for becoming independent (emancipated) especially, when their disabilities are linked/caused by "parents."
- High school should prepare people with disabilities for college. Better information/resources about services. High school should prepare any student for college, i.e. goals, objectives.
- School should help student with learning disabilities to obtain job and other vital adult services they will need in the future!

## Youth With Learning Disabilities Focus Group

10/26/05

4:00pm - 6:00pm

Jewish Vocational Services 225 Bush San Francisco, CA 94102

Males (5) Females (6) Total # of Participants (11) Age (14 - 24)

### What do you want to do when you are an adult?

- Go to college - be a psychologist
- Get an apartment, live with friends
- Have a job
- Live in California in an exclusive community
- Have an expensive car (that flies!)
- Own a house
- Girlfriend/Wife, 3 kids
- Hang out with my kids - make sure my kids don't have my disabilities
- Take care of personal hygiene
- Learn how to be independent
- Go to college - not sure what to study
- Have my own place
- Children (6), husband
- Take care of kids
- Have fun, social life, enjoy life
- "You only have one life"
- Attend college, get a big mansion
- Success, have 1 kid, have a car
- I plan to marry
- Career as a lawyer
- Hang out with wife and kids, take kids anywhere they want to go
- House parties with rappers, singers
- Finish college, acting degree
- Go to Miami
- Work on my acting career - movies, own show "That's So Candy"
- No kids, no husband
- 3 houses - Jamaica, Bahamas, Miami - sauna in each house, personal massages in each house
- Rapping as a hobby - turn into a superstar
- 4-year degree - physical therapy
- Own a nice house, Jacuzzis, pool with my name in it "Z", panther as my pet, also monkey as a pet
- 12 children (like my grandma)
- "Too legit to quit"

- One area for video games, one area for movies (home theater), pool table, basketball court, computer hooked up to speakers, fish tank in the wall, music studio, fur on the floor, front gate, money.
- Martin Lawrence and Dave Chapelle will come to my house
- Go to college, learn how to do hair
- Own my own apartment
- No kids, no boyfriend, no husband
- Python for a pet
- Career - do hair
- Cook my own food, watch TV, sleep after work
- Make a big check every month -- \$500,000
- Will have employees - won't own the salon
- In Atlanta, maybe in L.A. also
- Finish college, get degree in geography
- Travel all over the world especially Central Asia. Home base SF.
- Maybe a "girlfriend in every town"
- Home - comfortable, not focused on expense
- Writer - while traveling. Help people in other countries
- USF - study veterinary medicine
- House maybe in Nevada not in CA
- Career - veterinarian
- Adopt children - maybe 2
- Play with kids, relax, watch TV
- Veterinarian - career
- Attend SFSU
- Travel, help animals in different countries
- Marry, live in Italy, 2 kids
- Get married, have a million dollars, maybe more money
- Still live in CA, in SF
- Complete 4 years of college
- Career - undecided - something to do with movies, not acting, but discussing them, writing about them.
- Have a lot of friends (maybe)
- Be in close contact with parents and sister (if not living with them)
- Hopefully have a good amount of independence

#### What is working for you?

- I have supportive parents and sister
- I don't get sick too often
- Social Security income \$812/month
- In-home support services - 29 hours/month
- JVS - Steven, Employment Specialist - helps finding a job, getting paid
- Working at Support for Families
- Working with JVS Youth Advisory Council, job at Macy's

- School is working, social life, girlfriend, family
- SSI - hope it will continue
- "Everything" - grants for college, filling out applications for college
- Working at Pets Unlimited
- Volunteer and get paid through JVS
- School - after school helping out
- Pets Unlimited, working there for money
- Put money in savings account
- Good friends and family
- Public transportation
- CCSF - doing well (DSPS) - extra test time
- Ongoing learning process with disability is improvement (it used to be a big deal to walk 5 blocks)
- School work, go to next grade, graduate
- Writing on my own
- Transportation - OK/Good experience
- Good experience with family, give me advice
- School, football team
- Family, girlfriend
- Graduation - working towards - grades are good
- JVS, JVS counselors
- Free programs - for handicapped
- Disability money
- CCSF - DSPS = understanding from teachers and friends, accommodations, scooter, assistive technology - voice program
- Doctors and counselors are supportive
- Mom, protein shakes
- Job at General Hospital - in psychiatric, coffee cart, office work
- Peer counseling
- School
- John Roberson acting program
- Family is supportive
- My sister's pregnancy is working for me. This is my sister's first baby.
- My family, friends, teacher are working for me.
- JVS and the focus group are really good and are working for me!
- I am usually uncomfortable, but today at the focus group I feel very comfortable. I feel like I know everyone!

### What is not working for you?

- Boys are not working for me!
- Girls are not working for me (conflict).
- My counselor, my teacher at school not being fair about my grades.
- Not getting to meet with counselor/teacher because he leaves early (2-3 pm).

- School lunches – not good. We need better food!
- Black-eyed peas, greens, gumbo: I want food that I can pronounce! Food at school makes me sick. The same people make school lunches and prison lunches.
- Clothes are expensive – for school and other.
- School I go to has nit-picking people – students and teachers tease me. Trouble with some of the teachers.
- They pick on me about my hair.
- They don't tell me about my grades.
- I had to ask the principal for my transcript.
- Kids pick on me. I try to ignore it. I almost got into a fight.
- Sometimes the principal is not fair, takes the teacher's side.
- Boys are causing me problems, immature.
- Women, still single, but not a big deal.
- At CCSF – hard to make friends – big, impersonal place. Philosophy teacher -- horrible, didn't show up to class. Health teacher – too hard, too much homework. Math teacher – not a morning person, takes it out on the class.
- School lunches – nasty, I get sick.
- My disabilities – ADD, dyslexia – affect me in every way.
- Not being able to write.
- At SOTA – difference between Special Education classes and the rest of the school.
- Special Education receives less money, in the back of the school.
- Special Education students treated differently – not understood by other students and teachers.
- Changed GPA requirements – now 3.0 minimum for mainstream students – more socially and educationally separated from Special Education.
- “We're all rejects” – artists and students with disabilities. We should be together, but there's a gap.
- It's bad for people with disabilities at SOTA.
- People with disabilities at SOTA are viewed as getting in the school easily (don't have to audition).
- Sometimes I act obsessively (odd) grooming.
- Facial palsy
- Employment – steady funding for job
- Finding ways and places to meet a woman, date.
- I'm not the most outgoing person – makes it hard to meet people.
- Going out to new places, getting out of the house.
- Be more active.

What ideas do you have to improve your transition experience? How would you build your perfect world/experience?



- At college – help with note taking, studying
- Money for college
- Assistance to find an apartment
- More social programs – to meet other people, clubs to meet others, for over 18, for all people.
- More grants/funding for work – as many hours as you want
- No recommendations
- More affordable housing
- More athletic programs for people with disabilities at school. Sports appropriate for people with disabilities of all body types.
- Not to worry about my father too much – what will happen, might happen. He’s not living with me right now, he’s doing his own thing.
- Try not to get into fights.
- Take more classes, work on my goals, save money (money management), work on my writing.
- Equal treatment by law enforcement
- Settlement for accidents should go to victims, not only to lawyers and doctors – equal shares.
- More after school programs – help with homework.

### III. Parent/Guardian Focus Group Data

Chinese Speaking Parent Focus Group 1

10/1/05

10:00am-12:00pm

Chinatown Child Development Center

720 Sacramento Street 2<sup>nd</sup> Floor, San Francisco, CA 94108

Males ( 1 ) Females(2 ) Total # of Participants (3) Parents of Youth Ages (14 -24)

#### What is working for you?

- Told me about transitional services
- Support System:
  - Albert - ILRC - SF
  - Family Members
  - GGRC Social Worker - sometime mixed reviews
  - Friends - like family
  - Circle of friends
  - Well-like by peers
- Opportunities for my child to help in kitchen - baking cookies, wrapping (4 timer per week) - recommended by teacher. Teacher also recommended integration
- Opportunities to integrate/interact with others
- Going out to community - Safeway, shopping, eat sushi, library, eat out at different places.

#### What is not working for you?

- Concerns/worries
- Worried about what will happen after age 22. What services available? Especially for more severely involved kids.
- Sometimes goals don't match abilities.
- Unrealistic expectations from teachers/administrators in terms of requiring parents to give child specified amount of money.
- Less opportunities for peer support.
- Need stronger academics.
- Unrealistic expectations in terms of self-care: self-feeding vs. mom's feeling that the child does not have the ability. School district's refusal to feed the child/youth. IEP ended before resolution.
- Short IEP meeting - not much discussed. Lots of signatures on IEP but no bodies at meeting.
- Sometimes disagreements between parents and teachers do not get resolved.

What ideas do you have to improve your transition experience? How would you build your perfect world/experience?

- School staff should listen to parents' feedback/input. Match goals to skills. Negotiate instead of arguing. Show respect to parents.
- Improve promptness of school transportation.
- Improve communication between home and school. Inadequate personnel who can speak native language of parents. Time limitations for interpreters for daily communication. (Scheduling) Sometimes must grab young person to interpret for parent.
- Parents should not be pressured to sign IEPs when not ready to do so.
- IEP meetings too short to address all issues.

## Chinese Speaking Parent Focus Group 2

10/1/05

2:00-4:00

Covenant Presbyterian Church-321 Taraval Street@ Funston Street,

San Francisco, CA 94116

Males (1) Females (6) Total # of Participants (7) Parents of Youth Ages (14-24)

### What is working for you?

- Lunch provided
- Transportation is a needed and a wanted service.

### What is not working for you?

- No information given to parents about transitional services.
- Parents thought that transition had to do with transition from high school to a transitional program.
- Time was wasted. Period from elementary to middle school is important.
- Teachers' methods of teaching: question whether they have adequate special education training - paras too.
- Poor communication between school and parents.
- No interpreters at IEP meetings.
- Poor/inadequate interpreters provided. Even professionals don't understand some of the special education terminology. Need specially trained interpreters.
- Disagreements between teacher/counselor and parents about child problems.
- Problems with GGRC services.
- School district does not provide information to parents about transition: what are services? What are parents' rights?
- Services (bilingual) for LEP students not provided.
- Parents feel that they don't know enough about what they are entitled to.
- Chinese parents don't have as much access to legal services, i.e. powerful attorneys.
- Teachers ask parents for money for child to learn money/shopping skills - but not working well.
- Disagreement between teacher and parent about child's skills.
- Teachers write goals that are too broad. And, teachers keep using same methods to teach that are not effective.

### What ideas do you have to improve your transition experience? How would you build your perfect world/experience?

- Interpreters need special training related to IEPs, special education terminology.

- Teachers and paras need to receive special education training. Meet individual needs of the students.
- There should be counselors at school to work specifically with special needs students
- Goals should be broken down into smaller objectives. Small steps so that these can be met.
- Need more teachers who can understand the individual needs of each student.
- Expectations of parents and teachers should be the same.
- School district must provide transition services information to parents when children reach 14 years.
- Develop play groups/socialization groups for youth.
- After focus group meetings, there must be follow-up with parents in terms of what will be done.
- Improve communication between home and school in order to better understand child's progress.
- Improve bilingual services for LEP special education population. Teachers should write ESL goals.

## English Speaking Parent Focus Group 1

11/12/05

10:00AM- 12pm

Support For Families Of Children With Disabilities-

2601 Mission Street, Siute 606, San Francisco, CA 94110

Males (1) Females (11) Total # of Participants (12) Parents of Youth Ages (14 -24)

### What is working for you?

- CCS agreed to give more OT services, fine motor/ dressing skills.
- Good school program – behavior-based (in Berekeley; SF didn't have program.)
- Lincoln High School is good – lots of community-based activities.
- Full-time after school caretaker, but paid out-of-pocket.
- Normal respite services.
- Special Olympics – source of friends and physical activities. See people at different stages.
- San Francisco Challenger League has been a great experience – promotes social opportunities.
- Some schools get RSP help when needed – schools are organized.
- Respect confidentiality in school
- Got all services throughout high school, didn't end at 16 years old.
- Advocacy training – “squeaky wheel”, working with team, not adversarial.
- School and adult programs worked together a full year before he graduated. Transition was seamless.
- Worked with GGRC and doctors to get as many hours of extra care as you can – IHSS as well.
- SFCD workshops, other resources, were great to attend to have some ideas of what to expect – financial planning – kept him eligible for services.
- School program is working for him.
- Diane Prove helped find someone to do community training: yoga, crossing the street, etc.
- Music therapy via UCSF – helps calm him down.
- Neuropsychiatric testing helped get him SSI.
- Started on anti-depressant. More focused alert and aware.
- Having a coordinator helps.
- Constantly working for resources.
- Alta program within McAteer (now SOTA).
- Horace Mann had “families”, i.e. 100 students moved along together.
- Alta offered media arts.
- SFUSD referred her to Department of Rehabilitation – Judy Doane

- Good experiences with IHSS – worker helps to ensure she gets enough hours/support.
- DME coverage from Kaiser paid for power wheelchair.
- Used Quicken software to manage finances.
- Special Needs Aquatics Program in Berkeley (SNAP) run by PT.
- Agencies, workshops, resources to help guide parents.
- School is working, I can work and not worry. He still enjoys school.
- Special Olympics activities.
- Got extra child care hours from GGRC.
- 1:1 Paraprofessional- full-time. Feels safe. Goes on community walks 2-3 times a week. Learns to spend money, ride the bus, etc.
- SFUSD provides private speech therapist after school.
- Educating myself re: 504.
- Educating teachers – some allowed information, others didn't.
- Attended SOTA, beginning sophomore year. Principal became his counselor, was great.
- Moved in with father to access SPNAS programs via CIF, "California Interscholastic Federation."
- Sports/coaches kept him "safe".
- DSPS at City College has helped a lot.
- EOPS counselor checks in 3 times a week.
- Parental involvement has really helped my son.
- Technical department at City College helped learn to use technology provided by Department of Rehabilitation.
- On-line gaming – helps his spelling and connects to other people.
- Child is at Lincoln High School.
- Siblings help a lot; united family.
- Parent pays close attention to daughter.
- Child at home.
- SSI.
- Inclusive karate class.
- GATE program.

#### What is not working for you?

- System not being educated on 504; didn't know about transition. Parent had to fight.
- "Mental abuse/brainwash" stigma of disability keeps him from accessing DSPS support.
- Think there's a lot of information out there, but not readily available.
- Transition is not on top of list at SFUSD. Parent has to dig it up.
- Summer programs not available for her age (15 Year old).
- Summer and after school programs not available. Needs socialization and exercise.

- Got child care funding from GGRC, but low rate makes it difficult to find someone.
- School doesn't bring issue of transition up. SFUSD protects itself.
- Low expectations in special education.
- Help with socialization is lacking i.e. Special Olympics.
- Unsure of what transition program is like at school. Doesn't seem "fun" for him. How to motivate him to go to school.
- Parent having to be case manager. Youth is now own case manager with parent assistance. No help on it.
- Transition from high school to SFSU was difficult. DSPS not as accessible/"nice" as the program at CCSF.
- Lack of opportunity for sports, after school activities and summer.
- Lost parent healthcare coverage at 25.
- Making appropriate friends. Girls her age have other interests.
- Knowing what's next. Can only see a continuum of now, can't envision future, where he'll live, etc.
- Need to know what's out there - told "just go look at all the programs". Not laid out, etc.
- Parent did lots of work around financial planning - SNT, etc.
- Traveling - not sure what will happen if he's "inappropriate: at airport.
- Insurance is problematic. Don't know how to go about it. Is eligible, but not sure what to do.
- Insurance is unclear.
- Out of high school no one is responsible for OT, communication systems, etc. Facing denial letters and showing them so someone will pay it.
- Attendant is looked at as a "freeloader" - tough fight to get public to recognize that son needs the attendant. Attendant isn't doing this to get freebies (i.e. Y pass, movie, etc.)
- Not as good to use a 1:1 person vs. a group.
- Value system re: education system is lower. Lowers educational goals, i.e. "don't have to do that", etc.
- Need internships, entrepreneurial support with appropriate adjustments. Quality of life issue.
- Funding issue - child with bi-polar goes on and off medications because insurance won't always cover it.
- Finding a group of friends; something to keep him happy summer; after school programs.
- No social programs for kids with social issues. Don't just happen; they have to be created to help the child learn how to socialize.
- Education system in high school - at SOTA put in RSP classes didn't match up with studies.
- Didn't get computer when he needed it. Tested out OK, but doesn't have writing skills.
- Any information or focus re: sexuality and affection?



What ideas do you have to improve your transition experience? How would you build your perfect world/experience?

- After school teen programs should start early and teach transition through social skills. For example, if child may go to day program later or college bound, group home, etc., use the program to teach the necessary skills.
- Develop programs vs. individual aids or attendants.
- Develop 1 resource so families can get to it; that's been rated so it's reliable. Rely on getting "lucky" and funding the right information, health, educational, etc.
- Develop a comprehensive mentoring program to organize individual agencies and create a central document. Mentoring includes - college, work, etc. Will develop buddies, can be attached to after school programs. Personal, education, health, relationships, finances and community involvement.
- Attending workshops, talking to other parents, etc.
- Programs tend to be "cookie cutter"; need to match family's lifestyle and gear programs to match youth's needs. Use creativity to plan.
- Array of services should be presented so families know all the options, like HRIIC.
- With technology, need to have strong component as to what tech is appropriate and how to apply and support it.
- Mentoring program
- Would like to see parent input be taken by the SFUSD to monitor, re-shape and take action to improve services, accountability.
- School paras need more training.
- Create a chat room for parents so information is "real time".
- Various systems, organizations use SFUSD WAD to inform staff and parents.
- Work with Fair and Caring Schools to help create discipline/behavior protocols.
- Section 504 workshop.
- The process has been great.

## English Speaking Parent Focus Group 2

10/18/05

6:30pm-8:30pm

Bayview Family Resource Center 1329 Evans Street, San Francisco, CA 94124

Males (1) Females (9) Total # of Participants (10) Parents of Youth Ages (14-24)

### What is working for you?

- Attending Acquired Brain Injury Clinic – I am getting a lot of support there. I wouldn't have known about it if it weren't for the Janet Pomeroy Center. I didn't know about SSDI or other services prior to leaving the hospital.
- Taking classes (art, guitar and voice) on my own. Will go back to school in January – one class at a time. Helps with pain therapy.
- Go to a lot of trainings – SFCD trainings and support groups – help by sharing experiences and helping each other.
- Is participating with JVS – has been with them 3 years in the summer. Gets excited when she gets the check.
- Youth enrolled in PAL (police academy league) – they go on field trips and support/self-esteem.
- Services in the community – being connected i.e. social activities.
- Support groups of peers – so you don't feel alone.
- Taking him seriously – negotiating with him re: his behavior. He has developmental disabilities but has matured. I take him seriously – his feelings. “If you don't do this, I'll do this for you.” Sees how happy he is at the end of negotiation – he settles down.
- Is getting equipment needs through IEP – Assistive Technology stuff.
- It takes a village and surrounding community, family and friends, SFCD, TalkLine, CASE, church, Linda Mood Bell, Alonza King Lines, ballet, NAMI, Bi-polar Child Website, list-serve support group.
- Book: “The Bi-polar Child” by Dimitruis Popolas.
- Having people not judge, criticize or blame, but support and listen.
- Son's college is really supportive.
- Currently my son is not in San Francisco. Son said, “If in San Francisco, I'd probably be dead.”
- I don't give up hope!
- Hard to add anything else from previous mentioned services.
- Special Olympics is very helpful.
- SFCD services and workshops
- Wife covered most issues.
- Daughter keeping busy with music.
- Enrolled in John Adams B.I.C.
- Strong network of friends and family.

- Family helps with mobility issues – has damaged sciatic nerve – going out helps her feel better.
- Received a lot of referrals from LR Center
- Participating in ITOP focus groups.
- UCSF’s Teen Clinic is fantastic. Have a SW, can email don’t doctor.
- SFCDC – started with support group when daughter was months old; sibling groups for sons; workshops – IEP issues.
- GGRC – services like Medi-Cal; bath lift.
- Have great respite workers.
- GGRC referred to IHSS – that’s been helpful.
- Glad she’s at a school near home.
- Being involved with CAC is helpful – find out what’s going on in district is helpful.
- Working together with my husband to support daughter.
- Faith community – just knowing they’re there.
- Church activities – help with homework; anything they need help with – if they need to talk to someone, they’re there.
- Using local resource center – within neighborhoods.

#### What is not working for you?

- School program – especially the teacher. Have had great experiences until now.
- Self and husband’s physical limitations; both have Dx issues – physical movement is getting harder.
- Has G.I. issues – never know – can be great one day and then have to be in the hospital? Has had surgeries.
- Not having family in the area is really hard.
- Daughter loved swimming program at UCP – really misses that.
- Don’t know how many things (services) there are – considering her level.
- Has broken jaw – insurance won’t pay for braces which she needs for surgery.
- Also has broken ankle which limits her mobility.
- Need to figure out how she’s going to get around at college. Need to contact disabled student services.
- Parent needs to be with her all the time. Mother is working – used to be a 2- income family.
- Was in acute care for 2 months.
- Suffers from a lot of pain – hits suddenly, needs pain meds – looks fine one second not the next.
- Help child feel good about themselves so they don’t dwell on negative, but see the positive as well.
- Had to go through mediation with school district – hope “home free” for next 2 years.

- Haven't done Conservatorship because of expense. Looking for someone to pay for it.
- Need to see if daughter can go to CCSF – will need help.
- Daughter will be 10 tomorrow – has applied for SSI and IHSS but hasn't heard back.
- System is designed to keep you out – discourage you.
- Our (both parents) jobs have been in jeopardy for years. Father took early retirement to manage school transportation needs.
- Systems not working – don't do enough.
- Not meeting people's needs.
- Really disappointed by psychological services in San Francisco. Kaiser and UCSF told me my son had no hope. County of Mental Health, San Francisco Director said if son continued with behaviors to kick him out on the street – he chose to have his behavior there for I should get rid of him.
- Disappointed with Family Mosaic, AB3632, Child Crisis and Children's System of Care.
- Had to spend time explaining to professional how to write and implement a care plan, write measures, goals and outcomes.
- Residential centers in CA. Parent told "psychiatrists do not talk to parents."
- No contact between parent and psych. – for child in residential center and when checked other residential centers in CA this was a standard answer – No. and So. CA.
- If part of Juvenile Justice System don't work with parents because "you're a bad parent."
- Label parents as bad if child is in system – Henry Waxman report.
- SFUSD: one school was OK – tried to listen and do early intervention. – Unprofessional; lack of integrity and ethical behavior. Has been lied to; information changed on IEPs and other paperwork. Son assaulted 2 and parent not informed. Has been yelled at at IEPs. Parenting has been discussed without them knowing parent.
- Low income; not as much education; parents miss out a lot – given minimal services. Reluctant to bring up race as factor.
- Summer: GGRC has been OK, but when summer comes, want to reduce respite hours. Have been asked how much I want to pay for day program. As a single parent I can't afford to pay. Parent needs those hours to take care of self spiritually so goes to church. If son gets sick I either have to get someone to take care of him or I miss work. Caseworker told parent "You're asking for too much." If I need a service, family has to go to GGRC, meet with the doctors, etc. So tired of fighting for child's benefits. Tired of fighting for services with people who are supposed to help.
- In process of trying to get Conservatorship – but cost impedes. Worried that son signs off on things without knowing – mom signs along with him.
- Special Education is just a label, not a service.

- Have been told by Special Education Administrator that only expectation was that child get Ds – no expectations even though potential was there.
- Transition and rehabilitation services through district are a lie. Was given paperwork from Director of Rehabilitation, submitted it and never followed through. No follow-up on IEP – transition or otherwise.
- Was told once child turned 18 – SFUSD and CMH says there’s nothing they can do. Residential Center Plan was to be given \$60 and taken to a hotel.
- No communication between programs; exhausted from fighting for services son is entitled to; financially wiped out.
- Need attorney who charges sliding scale; is knowledgeable/specializes in Conservatorship.
- If this happens to me (not getting appropriate services) and I have 2 MAs – imagine what other parents go through.
- When you fight for yourself, you get more.
- Race is a factor.
- Daughter hasn’t received Fast Pass – has asked for it through IEP. Sometimes have to walk to school because family doesn’t have change for bus.
- Looks “normal,” when in wheelchair, people would stare. Now using 1 crutch – people brush past her and don’t realize that she can lose her balance. People don’t pay attention/think about it.
- When applying for assistance it’s dehumanizing – people were rude.

What ideas do you have to improve your transition experience? How would you build your perfect world/experience?

- Don’t have a disability!
- Don’t know how to expose people to all the services – support groups helped connect with other families and services. Department of Rehabilitation connected with ILRC/John. Hospitals can provide information/connect to services – social workers, doctors, etc. Found out through Tony Cruz at Janet Pomeroy Center. Was given a pamphlet to figure out what services they needed.
- Educate pregnant moms so they know they can have a CSHCN and what services are available to them and have services set up for them.
- More competent social workers well-versed in this area with all services and resources for children/families, including medical, social, etc. Let it be area of expertise.
- More choices in regards to socialization groups – sports. I know about Special Olympics, but doesn’t attract him – he likes swimming. Janet Pomeroy has specialized classes, but they are expensive. Wish they had sliding scale. Socialization every weekend, ongoing. Right now parent takes son out to the park, lake, etc.
- SFCD offers social events for younger kids – need same for older.

- Need quality reviews for outcome measurements and to implement change for the better.
- Have to involve the kids who are part of this.
- With tech available – should have a central place to find out about that’s available. Need a central hub.
- More support groups.
- Better doctors that listen, not judge.
- SFCD – offer more workshops, for example, how to access services; geared to individual child’s disability, learning style. Need help writing appropriate goals and objectives – i.e. IEP workshop specifically for autistic children.
- SFCD – would like Medi-Cal Workshop again. Even with Medi-Cal and private insurance, families are still denied services. Workshop gave information on how to make insurance work.
- Giving youth opportunities to act as role models/mentors to help others.
- Expanding socialization programs, especially for kids with severe disabilities, without their parents.
- Better out-of-home placement options. Need to change requirements so youth are out in community.
- Concern: if child didn’t qualify for SSI – due to parents having a job and child not 18, the child can only apply on their 18<sup>th</sup> birthday and then it takes 6 months to see if they can qualify or not and probably another 6 months to reapply and yet child cannot receive any services/programs. So what happens, a year is wasted for the child and the parent continues the financial, emotional and services – which continues the parent burden and more stress – affecting parent/child relationship.
- Recommendation: less racism.
- The school district needs to improve/change from top to bottom.
- Disability awareness – it seems OK to make comments or judgments about people with disabilities and people agree, laugh, and don’t think anything about it.
- Professionals need to believe there is hope.
- Encourage empowerment.

## Spanish Speaking Parent Focus Group 1

12/17/05

6:30pm-8:30pm

Support For Families Of Children With Disabilities

Male(1) Female (3) Total # of Participants (4) Youth Ages (14- 24)

### What is working for you?

- My family; my daughters help me a lot.
- My daughter's school program at Lincoln High School. The program is custom designed for her. School is finally working!
- Having a teacher that is bilingual.
- My daughter's school program at Mission High School:
  - She goes out into the community for physical therapy reasons; going up and down stairs
  - Goes out to go shopping
  - Is learning to be independent
- The school allowed me to keep my son in Middle School one extra year. This was helpful because of his seizure disorder – his school knows him and his classroom is quiet and calm, which is what he needs.
- Respite through GGRC – it helps a lot!
- My social worker at GGRC, Mario, is excellent. He's always responsive to my needs.
- CCS is wonderful! Whenever I need something, they are always there for me.
- My daughter's medical care through UCSF (Dr. Gibbons). They are so helpful and Dr. Gibbons (neurologist) takes time to explain things clearly to make sure that I understand what he is talking about.
- GGRC – respite hours are very helpful.
- My social worker is a good person. Whatever I call her for, she is always ready to help.
- CCS is very good. Dr. Delgado and Dr. Hayashida are wonderful!
- My pediatrician is great (Dr. Fuentes at San Francisco General Hospital).
- My daughter's neurologist, Dr. Wise, is also really good. Whenever I have questions about my daughter, he makes sure to do all the necessary testing – blood work, EEG's, heart tests, etc.

### What is not working for you?

- I need more respite.
- There are no social programs for our kids. Mentoring programs, a place for kids to hang out after school and get homework help, socialize, etc. with other kids their age doing age-appropriate activities.

- Transition services are “cookie-cutter” models and don’t necessarily fit all kids.
- Programs that just take kids out in the community, day after day, don’t reflect real life. All programs should have a real purpose, real goals and reflect true experiences.
- I don’t know how to answer this question. Due to my son’s severe seizure disorder, I haven’t even tried to look for programs for him. He misses a lot of school because sudden noises trigger his seizures. He’s always isolated.
- My son doesn’t have a social program. He can’t really go out much, so he stays home, playing video games and watching TV. I really hate that those are his only options.
- When I tried to get him in the after school program, I was told that he couldn’t attend because they didn’t have appropriately trained staff to help in case he has a seizure there.
- The district denied my request for a 1:1 para for my daughter.
- There is a need for more bilingual staff at all levels at the school.

What ideas do you have to improve your transition experience? How would you build your perfect world/experience?

- We need a support group for parents that have children this age; that is led by someone who knows how to support and guide us when we have questions.
- We need more information about the laws and what our rights are; who we need to go to in order to access services. (i.e. respite)
- An inclusive after school program to help teach my son with socialization, so that he can learn from non-disabled peers.
- Education/training for kids that don’t have disabilities, so that they can better understand out kids.
- Dances and other social opportunities for our kids. Offer them on an on-going basis.
- More opportunities like this one so that we can educate people about what our needs are.



## Spanish Speaking Parent Group 2 (Via Telephone)

12/20/05

1:00pm -3pm

Support For Families Of Children With Disabilities

2601 Mission Street, Suite 606, San Francisco, CA 94110

Male (1) Females (2) Total # of Participants (3) ) Parents of Youth Ages (14-24)

### What is working for you?

- School (CSD-Fremont) is going well. They really make the kids work hard.
- Has work and volunteer opportunities – school really focuses on the future
- Socialization is great
- GGRC is really helpful. My social worker is always ready to help me when I have problems.
- The after-school beacon center has been very supportive and willing to work with/adapt the program for my son.
- Respite is so important for my family and me.
- My son receives socialization help in 2 programs (through his school – Lowell and an outside socialization group). Both groups have been exceptionally good for him.
- SFCD's workshops and trainings – it's the only place where I've been able to get real information on transition, the IEP, etc.
- Project Insight (Recreation & Parks Program) is great! The kids get to do everything, from after school programs to snow trips, summer camps – it's fantastic!

### What is not working for you?

- Everything is going well
- My son has no work experience – no one is providing opportunities for him.
- I don't feel the district (SFUSD) has been very helpful in sharing information and services with me or with other families I know. I think this is true for all families, but especially true for those of us who do not readily speak/read English.
- My son isn't allowed to mainstream and I think he is ready for it. I am working with an advocate to try to get this changed.
- My son really needs social skills, everyday "practical" skills training and it doesn't seem to be offered through the school/district.
- There is a lack of "real life/practical skills" training. I was amazed to realize on my own that my son was capable of doing repair work in the house. I needed help in re-tiling a wall in my home and my son was

there, so I thought I would see how much he could help me. I really had no expectation, just thought I would try. After showing him how to do it a couple of times, he was able to do it independently! He actually finished patching the piece of wall that I was working on. I was so surprised and proud of him! My child is capable of learning a skill and eventually working, but no one is working with us to figure it out.

- My son will be going to the school for the deaf soon. I hear they have great programs for transition age youth. I don't think that's true for SFUSD – many of the parents I talk to have no idea what transition is or what services their child should be receiving. This is so important – the district needs to do a better job of informing families.

**What ideas do you have to improve your transition experience? How would you build your perfect world/experience?**

- It would be great if parents of kids with special needs had a place they could go to, to learn about parenting/disciplining kids, especially in the teen years. My son is doing better now, but I really could have used advice from a professional or other parents.
- It would be great if the district or some other group could create a group that would help my son with everyday living and socialization skills. They could do this through activities, like art, computers, etc.
- The district needs to improve the information it provides to families. Like I said before, the only place that I am able to get information from is Support for Families.
- SFCD should offer its trainings (Transition Clinics) at different times, i.e. Saturdays. I work and can't attend a training at 4pm.
- There needs to be more opportunities for families to learn about transition (all services), and this shouldn't happen after the child is in high school. This needs to happen early on so that families can really think ahead and help their children.

## IV. Parent/Guardian Survey

### PARENT/GUARDIAN SURVEY Form

- 1) Youth's date of birth: \_\_\_ / \_\_\_ / \_\_\_\_\_      2) Your ZIP code: \_\_\_\_\_
- 3) Gender of youth:     Male     Female     Transgender
- 4) Race/ethnicity of youth (*please check one*):
- |   |  |
|---|--|
| <input type="checkbox"/> Asian/Pacific Islander | <input type="checkbox"/> Native American |
| <input type="checkbox"/> Black/African American | <input type="checkbox"/> Multiracial     |
| <input type="checkbox"/> Latino/Hispanic        | <input type="checkbox"/> Other: _____    |
| <input type="checkbox"/> Caucasian/White        |  |
- 5) What is your preferred language?
- |                                    |                                       |
|------------------------------------|---------------------------------------|
| <input type="checkbox"/> English   | <input type="checkbox"/> Vietnamese   |
| <input type="checkbox"/> Spanish   | <input type="checkbox"/> Tagalog      |
| <input type="checkbox"/> Cantonese | <input type="checkbox"/> Russian      |
| <input type="checkbox"/> Mandarin  | <input type="checkbox"/> Other: _____ |
- 6) What is your youth's disability? (*Please check all that apply.*)
- |  |  |
|--|--|
| <input type="checkbox"/> Learning disability                   | <input type="checkbox"/> Mental retardation        |
| <input type="checkbox"/> Mental health/ Emotional disturbance  | <input type="checkbox"/> Traumatic brain injury    |
| <input type="checkbox"/> Autism                                | <input type="checkbox"/> Cerebral palsy            |
| <input type="checkbox"/> Orthopedic impairment                 | <input type="checkbox"/> Seizure disorder/epilepsy |
| <input type="checkbox"/> Visual impairment including blindness | <input type="checkbox"/> Multiple disabilities     |
| <input type="checkbox"/> Deaf-blindness                        | <input type="checkbox"/> Other health impairment   |
| <input type="checkbox"/> Deaf-hearing impairment               | <input type="checkbox"/> Suspected/Unknown: _____  |
| <input type="checkbox"/> Speech or language impairment         | <input type="checkbox"/> Other: _____              |
| <input type="checkbox"/> Cognitive impairment                  |  |
- 7) Other challenges facing your youth:
- |   |                                       |
|---|---------------------------------------|
| <input type="checkbox"/> None                               | <input type="checkbox"/> Gifted       |
| <input type="checkbox"/> Foster care (past or present)      | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Juvenile justice (past or present) |                                       |
- 8) What is your relationship to your youth?
- |                                   |  |
|-----------------------------------|--|
| <input type="checkbox"/> Parent   | <input type="checkbox"/> Foster parent |
| <input type="checkbox"/> Guardian | <input type="checkbox"/> Family member |

Other: \_\_\_\_\_

9) Have you talked about the future (transition) with your youth?  Yes  No

10) In thinking about your youth transitioning...

a) What is working for you and your youth?

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b) What are the challenges for you and your youth in transition?

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c) What suggestions do you have to improve transition for your youth?

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11) Do you have any additional comments regarding youth in transition?

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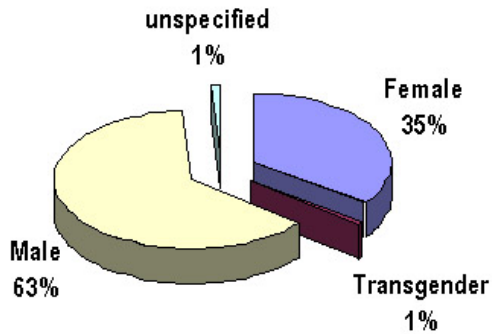
YOUTH SERVICES	Please rate services your youth has used on a scale of 5 to 1 (where 5 = excellent and 1 = poor)					Check box for services your youth currently needs
After School Services	5	4	3	2	1	<input type="checkbox"/>
Assessment, Evaluation and/or Diagnostics	5	4	3	2	1	<input type="checkbox"/>
Assisted Technology	5	4	3	2	1	<input type="checkbox"/>
Augmentative Communication	5	4	3	2	1	<input type="checkbox"/>
Benefits Counseling	5	4	3	2	1	<input type="checkbox"/>
Case Management and/or Service Coordination	5	4	3	2	1	<input type="checkbox"/>
Community-Based Work Experience	5	4	3	2	1	<input type="checkbox"/>
Day Program	5	4	3	2	1	<input type="checkbox"/>
Day Treatment	5	4	3	2	1	<input type="checkbox"/>
Dental Services	5	4	3	2	1	<input type="checkbox"/>
Education	5	4	3	2	1	<input type="checkbox"/>
Employment Counseling / Job Placement	5	4	3	2	1	<input type="checkbox"/>
Equipment Assistance	5	4	3	2	1	<input type="checkbox"/>
Financial Assistance / Counseling	5	4	3	2	1	<input type="checkbox"/>
GED Equivalency	5	4	3	2	1	<input type="checkbox"/>
Health Care / Medical Services	5	4	3	2	1	<input type="checkbox"/>
Housing	5	4	3	2	1	<input type="checkbox"/>
ILSP: Independent Living & Support Services	5	4	3	2	1	<input type="checkbox"/>
Independent Living Skills	5	4	3	2	1	<input type="checkbox"/>
Information and Referral	5	4	3	2	1	<input type="checkbox"/>
Job Development And Placement	5	4	3	2	1	<input type="checkbox"/>
Legal and/or Advocacy Services	5	4	3	2	1	<input type="checkbox"/>
Life Skills Counseling	5	4	3	2	1	<input type="checkbox"/>
One-on-one Care For Youth (Aide, Shadow, Mentor, etc)	5	4	3	2	1	<input type="checkbox"/>
Outdoor Activities / Camping	5	4	3	2	1	<input type="checkbox"/>
Physical and/or Occupational Therapy	5	4	3	2	1	<input type="checkbox"/>
Post Secondary Education	5	4	3	2	1	<input type="checkbox"/>
Psychotherapy and Other Counseling	5	4	3	2	1	<input type="checkbox"/>
Recreational Activities	5	4	3	2	1	<input type="checkbox"/>
Religious/Spiritual Support	5	4	3	2	1	<input type="checkbox"/>
Residential	5	4	3	2	1	<input type="checkbox"/>
Self-Advocacy Training	5	4	3	2	1	<input type="checkbox"/>

<b>YOUTH SERVICES (continued)</b>	<b>Please rate services your youth has used on a scale of 5 to 1 (where 5 = excellent and 1 = poor)</b>	<b>Check box for services your youth currently needs</b>
<b>Social Opportunities</b>	5 4 3 2 1	<input type="checkbox"/>
<b>Special Education</b>	5 4 3 2 1	<input type="checkbox"/>
<b>Special Education Support Programs</b>	5 4 3 2 1	<input type="checkbox"/>
<b>Speech Therapy</b>	5 4 3 2 1	<input type="checkbox"/>
<b>Support Groups</b>	5 4 3 2 1	<input type="checkbox"/>
<b>Transportation</b>	5 4 3 2 1	<input type="checkbox"/>
<b>Tutoring</b>	5 4 3 2 1	<input type="checkbox"/>
<b>Vocational Training</b>	5 4 3 2 1	<input type="checkbox"/>
<b>Other</b>	5 4 3 2 1	<input type="checkbox"/>

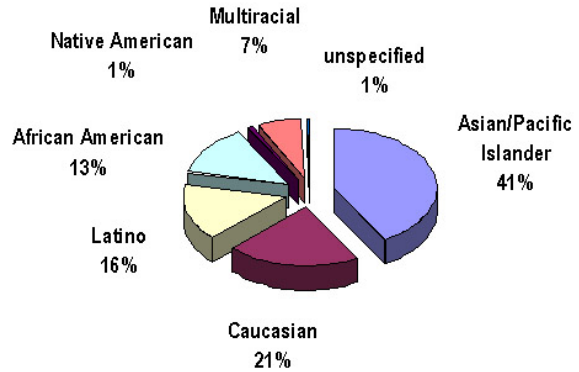
<b>PARENT and FAMILY SERVICES TO SUPPORT YOUR YOUTH</b>	<b>Please rate services you have used on a scale of 5 to 1 (where 5 = excellent and 1 = poor)</b>	<b>Check box for services you currently need</b>	<b>If you have received language interpretation services, please rate the quality of those services on a scale of 5 to 1 (where 5 = excellent and 1 = poor)</b>
<b>Financial</b>	5 4 3 2 1	<input type="checkbox"/>	5 4 3 2 1
<b>Legal Information and Advocacy</b>	5 4 3 2 1	<input type="checkbox"/>	5 4 3 2 1
<b>Mental Health Services</b>	5 4 3 2 1	<input type="checkbox"/>	5 4 3 2 1
<b>Support Groups</b>	5 4 3 2 1	<input type="checkbox"/>	5 4 3 2 1
<b>Information and Referral</b>	5 4 3 2 1	<input type="checkbox"/>	5 4 3 2 1
<b>Transportation</b>	5 4 3 2 1	<input type="checkbox"/>	5 4 3 2 1
<b>Parent Training</b>	5 4 3 2 1	<input type="checkbox"/>	5 4 3 2 1
<b>Religious/Spiritual Support</b>	5 4 3 2 1	<input type="checkbox"/>	5 4 3 2 1

## Parent/Guardian Survey: Respondent Demographics

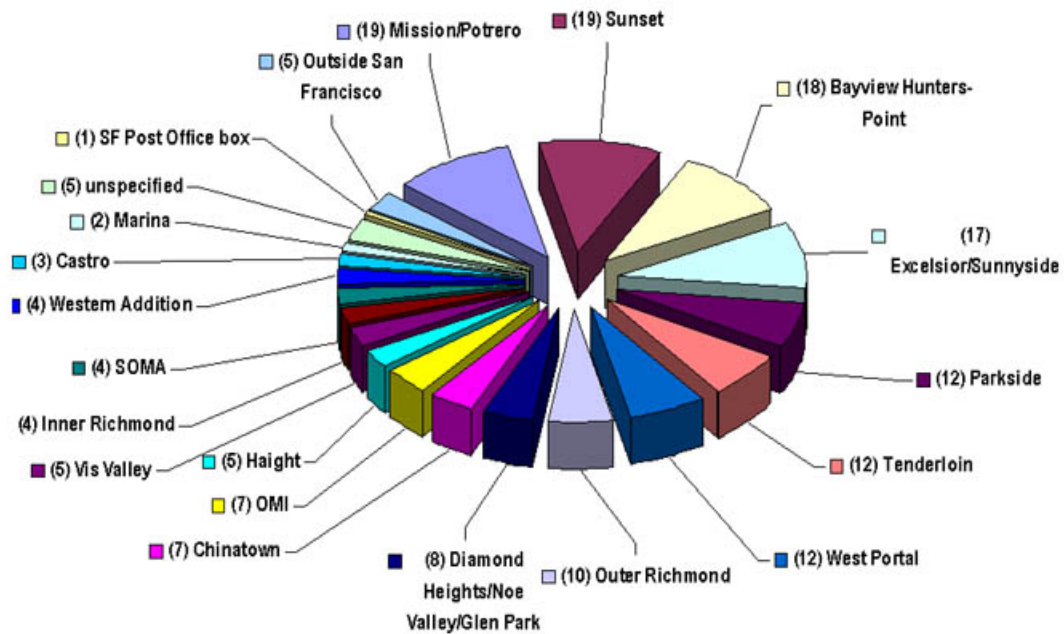
Parent Survey: Gender of Youth



Parent Survey: Ethnicities of Youth



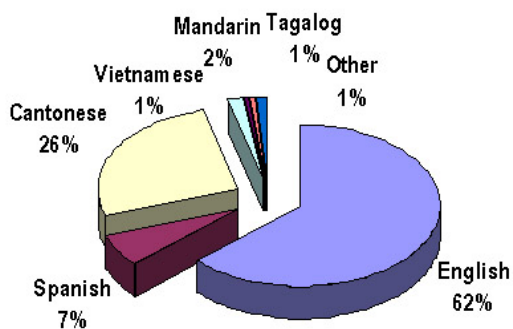
Parent Survey: Neighborhoods of Respondents



<u>Neighborhood</u>	<u>Number of parents/guardians</u>	<u>% of parents/guardians</u>
Mission/Potrero	19	11%
Sunset	19	11%
Bayview Hunters-Point	18	10%
Excelsior/Sunnyside	17	9%
Parkside	12	7%

<u>Neighborhood</u>	<u>Number of parents/guardians</u>	<u>% of parents/guardians</u>
Tenderloin	12	7%
West Portal	12	7%
Outer Richmond	10	6%
Diamond Heights/Noe Valley/Glen Park	8	4%
Chinatown	7	4%
Oceanview/Merced/Ingleside	7	4%
Haight	5	3%
Visitacion Valley	5	3%
Inner Richmond	4	2%
SOMA	4	2%
Western Addition	4	2%
Castro	3	2%
Marina	2	1%
unspecified	6	3%
SF Post Office box	1	1%
Outside San Francisco	5	3%
	<b>180</b>	

### Parent Survey: Preferred Language



**Additional respondent information:** Of the youth whose parents or guardians completed the family survey, six had been in the juvenile justice system, and seven were gifted. An additional 19 were in the foster care system at some point, and 28 were dealing with other unspecified challenges.

More than 65 percent of participants had discussed transition with their children; approximately 28 percent had not. (An additional

11 participants indicated that the question was not applicable. In most cases this appeared to be because their children were just entering transition or were well beyond transition age.)



## Parent/Guardian Survey Findings

The following chart shows the number of parents who rated each of the services and programs listed in the Parent/Guardian Survey and the percent of parents who rated each service as high (4 or 5); neutral (3); and low (1 or 2).

<b>Services for Youth</b>	<b>Number of Respondents who rated the service</b>	<b>% who rated 4 or 5</b>	<b>% who rated 3</b>	<b>% who rated 1 or 2</b>
Health Care / Medical Services	83	70%	17%	13%
Transportation	85	65%	14%	21%
Dental Services	80	60%	25%	15%
Education	114	56%	28%	16%
Special Education	110	54%	29%	17%
Other	24	50%	17%	33%
Housing	54	48%	15%	37%
Special Education Support Programs	96	48%	24%	28%
Religious/Spiritual Support	57	47%	19%	33%
Day Program	64	47%	22%	31%
Psychotherapy and/or Counseling	70	46%	20%	34%
Residential	47	45%	26%	30%
Speech Therapy	89	44%	27%	29%
Assessment, Evaluation, and/or Diagnostic	106	43%	33%	24%
Benefit Counseling	80	43%	20%	38%
Physical and/or Occupational Therapy	69	41%	23%	36%
Community-Based Work Experience	84	40%	31%	29%
After-School Programs	99	39%	21%	39%
Case Management and/or Service Coordination	87	39%	30%	31%
Outdoor Activities / Camping	72	39%	14%	47%
Recreational Activities	78	38%	19%	42%
Day Treatment	55	38%	27%	35%
Post-Secondary Education	45	38%	27%	36%
Vocational Training	61	38%	20%	43%
Employment Counseling / Job Placement	78	37%	18%	45%
Legal and/or Advocacy Services	68	37%	16%	47%
Tutoring	75	36%	24%	40%
Support Groups	77	35%	27%	38%
Job Development and Placement	63	35%	24%	41%
Equipment Assistance	49	35%	29%	37%
GED Equivalency	35	34%	26%	40%
One-On-One Care For Youth	73	34%	25%	41%
Financial Assistance / Counseling	60	33%	28%	38%
Social Opportunities	81	33%	15%	52%
Life Skills Counseling	62	32%	26%	42%
Self-Advocacy Training	56	32%	16%	52%
Augmentative Communication	75	32%	36%	32%

	<b>Number of Respondents who rated the service</b>	<b>% who rated 4 or 5</b>	<b>% who rated 3</b>	<b>% who rated 1 or 2</b>
<b>Services for Youth</b>				
Information and Referral	<b>76</b>	30%	34%	36%
Assisted Technology	<b>81</b>	28%	33%	38%
ILSP: Independent Living & Support Services	<b>57</b>	26%	14%	60%
Independent Living Skills	<b>69</b>	23%	26%	51%

	<b>Number of Respondents who rated the service</b>	<b>% who rated 4 or 5</b>	<b>% who rated 3</b>	<b>% who rated 1 or 2</b>
<b>Services for Families</b>				
Parent Transportation	<b>69</b>	62%	19%	19%
Parent Religious	<b>55</b>	58%	18%	24%
Parent Training	<b>72</b>	50%	32%	18%
Parent Information	<b>78</b>	46%	24%	29%
Parent Legal	<b>77</b>	44%	21%	35%
Parent Support	<b>71</b>	41%	27%	32%
Parent Mental	<b>72</b>	40%	31%	29%
Parent Financial	<b>68</b>	40%	21%	40%

### Parent/ Guardian Survey

The chart below shows the programs that 180 parent respondent thought their youth presently need.

#### Services Your Youth Currently Need:

<b>Program</b>	<b>NEED</b>
After-School Programs	79
Social Opportunities	74
Independent Living Skills	66
Special Education Support Programs	66
Benefit Counseling	65
Employment Counseling / Job Placement	65
Tutoring	64
Vocational Training	64
Recreational Activities	62
Job Development and Placement	61
Life Skills Counseling	60
One-On-One Care For Youth	60
Special Education	59
Speech Therapy	59
Support Groups	58

<b>Program</b>	<b>NEED</b>
Community-Based Work Experience	57
Education	55
Outdoor Activities / Camping	55
Parent Financial	52
Parent Support	52
ILSP: Independent Living & Support Services	51
Psychotherapy and/or Counseling	51
Parent Mental	49
Self-Advocacy Training	49
Parent Information	48
Information and Referral	47
Assessment, Evaluation, and/or Diagnostic	46
Health Care / Medical Services	46
Parent Legal	46
Financial Assistance / Counseling	43
Transportation	43
Dental Services	40
Housing	39
Parent Transportation	39
Physical and/or Occupational Therapy	38
Post-Secondary Education	38
Assisted Technology	36
Case Management and/or Service Coordination	36
Parent Training	36
Augmentative Communication	34
Legal and/or Advocacy Services	34
Residential	30
Day Program	29
Religious/Spiritual Support	22
Day Treatment	21
Equipment Assistance	20
GED Equivalency	19
Parent Religious	17
Other	14

# V. Provider Survey Data

## PROVIDER SURVEY FORM

Organization: \_\_\_\_\_

Your title: \_\_\_\_\_

Gender:  Male  Female  Transgender

Your race/ethnicity (*please check one*):

- Asian/Pacific Islander
- Black/African American
- Latino/Hispanic
- Caucasian/White
- Native American
- Multiracial
- Other: \_\_\_\_\_

1) Please tell us about the disabilities of the youth that you serve (*check all that apply*):

- Learning disability
- Mental health/ Emotional disturbance
- Autism
- Orthopedic impairment
- Visual impairment including blindness
- Deaf-blindness
- Deaf-hearing impairment
- Speech or language impairment
- Cognitive impairment
- Mental retardation
- Traumatic brain injury
- Cerebral palsy
- Seizure disorder/epilepsy
- Multiple disabilities
- Other health impairment
- Suspected or unknown: \_\_\_\_\_
- Other: \_\_\_\_\_

2) When thinking about youth transitioning in San Francisco...

a) What's working for you and the youth that you serve?

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b) What are the challenges?

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c) What suggestions do you have to improve transition services for youth with disabilities?

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3) How do you define and measure successful outcomes for your program?

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4) Do you have any additional comments regarding youth in transition?

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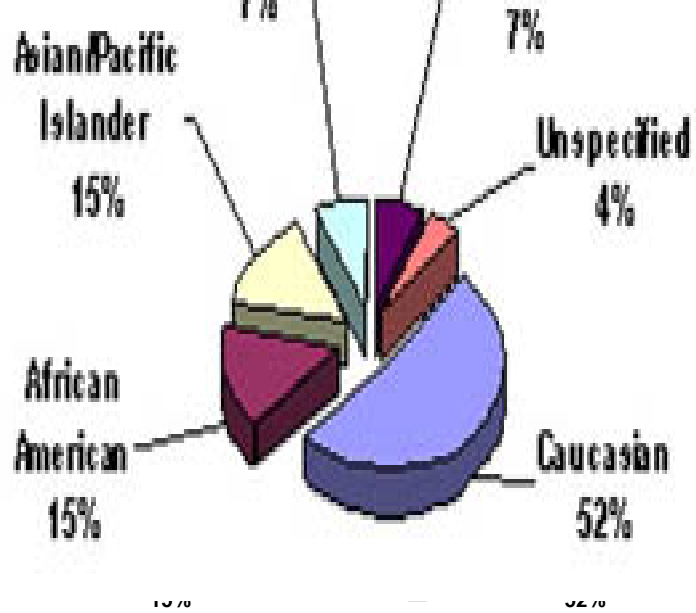
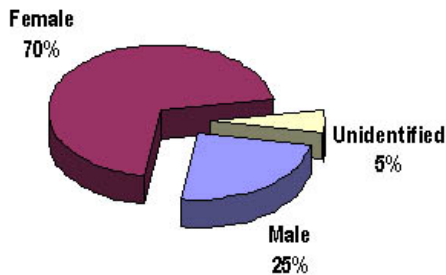
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YOUTH SERVICES	Check boxes for services your agency or organization provides, supports, or funds.	What additional services do the youth you serve need? Please prioritize needed services on a scale of 5 to 1 (where 5 = highest need and 1 = lowest need).
After-School Programs	<input type="checkbox"/>	5 4 3 2 1
Assessment, Evaluation, and/or Diagnostic	<input type="checkbox"/>	5 4 3 2 1
Assisted Technology	<input type="checkbox"/>	5 4 3 2 1
Augmentative Communication	<input type="checkbox"/>	5 4 3 2 1
Benefit Counseling	<input type="checkbox"/>	5 4 3 2 1
Case Management and/or Service Coordination	<input type="checkbox"/>	5 4 3 2 1
Community-Based Work Experience	<input type="checkbox"/>	5 4 3 2 1
Day Program	<input type="checkbox"/>	5 4 3 2 1
Day Treatment	<input type="checkbox"/>	5 4 3 2 1
Dental Services	<input type="checkbox"/>	5 4 3 2 1
Education	<input type="checkbox"/>	5 4 3 2 1
Employment Counseling / Job Placement	<input type="checkbox"/>	5 4 3 2 1
Equipment Assistance	<input type="checkbox"/>	5 4 3 2 1
Financial Assistance / Counseling	<input type="checkbox"/>	5 4 3 2 1
GED Equivalency	<input type="checkbox"/>	5 4 3 2 1
Health Care / Medical Services	<input type="checkbox"/>	5 4 3 2 1
Housing	<input type="checkbox"/>	5 4 3 2 1
ILSP: Independent Living & Support Services	<input type="checkbox"/>	5 4 3 2 1
Independent Living Skills	<input type="checkbox"/>	5 4 3 2 1
Information and Referral	<input type="checkbox"/>	5 4 3 2 1
Job Development and Placement	<input type="checkbox"/>	5 4 3 2 1
Legal and/or Advocacy Services	<input type="checkbox"/>	5 4 3 2 1
Life Skills Counseling	<input type="checkbox"/>	5 4 3 2 1
One-On-One Care For Youth (Aide, Shadow, Mentor, etc.)	<input type="checkbox"/>	5 4 3 2 1
Outdoor Activities / Camping	<input type="checkbox"/>	5 4 3 2 1
Physical and/or Occupational Therapy	<input type="checkbox"/>	5 4 3 2 1
Post-Secondary Education	<input type="checkbox"/>	5 4 3 2 1
Psychotherapy and/or Counseling	<input type="checkbox"/>	5 4 3 2 1

## Provider Survey Participant Demographics

### Gender of Provider Respondents



Survey participants included staff from the following schools, organizations, and agencies:

- Abraham Lincoln High School
- Adolescent Health Working Group
- The Arc of San Francisco
- Balboa High School
- Bridges...From School to Work (Marriott Foundation)
- California Children Services
- California State Department of Rehabilitation
- City and County of San Francisco Department of Public Health
- City College of San Francisco
- Downtown High School
- Employment Development Department
- Gateway High School
- Hearing and Speech Center of Northern California
- Independent Living Resource Center of San Francisco
- Independent Living Skills Program
- Janet Pomeroy Center
- Jewish Vocational Service
- June Jordan School For Equity
- Larkin Street Youth Services
- LightHouse for the Blind and Visually Impaired
- Lincoln High School
- Mission High School
- Operation Access
- San Francisco School Volunteers
- San Francisco Unified School District
- Southeast Child/Family Therapy Center
- Support for Families of Children with Disabilities
- Transitional Youth Services

## Provider Survey results

### Needed services for youth

The following services for youth were identified as needed by the 73 providers who completed the survey. Not all services were rated by all providers.

<b>Services for Youth</b>	<b>Number who rated the service</b>	<b>% who rated it 4 or 5 (highest need)</b>	<b>% who rated it 3</b>	<b>% who rated it 1 or 2 (lowest needed)</b>
Education	45	98%	2%	0%
Employment Counseling / Job Placement	48	96%	4%	0%
Independent Living Skills	47	89%	9%	2%
Vocational Training	45	89%	7%	4%
ILSP: Independent Living & Support Services	40	88%	8%	5%
Housing	37	86%	11%	3%
Tutoring	43	86%	14%	0%
Other	7	86%	0%	14%
Life Skills Counseling	41	85%	12%	2%
Post-Secondary Education	44	84%	14%	2%
Job Development and Placement	47	83%	17%	0%
Case Management and/or Service Coordination	46	83%	15%	2%
Psychotherapy and/or Counseling	45	82%	18%	0%
Information and Referral	39	82%	8%	10%
Social Opportunities	43	81%	9%	9%
Special Education Support Programs	36	81%	17%	3%
Health Care / Medical Services	39	79%	18%	3%
Special Education	39	79%	13%	8%
Financial Assistance / Counseling	43	79%	19%	2%
After-School Programs	42	79%	17%	5%
One-On-One Care For Youth	39	77%	15%	8%
GED Equivalency	38	76%	24%	0%
Self-Advocacy Training	42	76%	21%	2%
Community-Based Work Experience	50	76%	22%	2%
Residential	45	76%	22%	2%
Assessment, Evaluation, and/or Diagnostic	47	74%	23%	2%
Support Groups	42	74%	21%	5%
Benefit Counseling	41	71%	17%	12%
Legal and/or Advocacy Services	40	70%	23%	8%
Recreational Activities	43	67%	28%	5%
Day Program	30	67%	27%	7%
Day Treatment	32	66%	31%	3%



<b>Services for Youth</b>	<b>Number who rated the service</b>	<b>% who rated it 4 or 5 (highest need)</b>	<b>% who rated it 3</b>	<b>% who rated it 1 or 2 (lowest needed)</b>
Transportation	48	65%	27%	8%
Speech Therapy	40	55%	38%	8%
Outdoor Activities / Camping	35	54%	43%	3%
Equipment Assistance	34	53%	32%	15%
Dental Services	36	53%	33%	14%
Assisted Technology	47	51%	38%	11%
Physical and/or Occupational Therapy	37	49%	41%	11%
Religious/Spiritual Support	33	48%	30%	21%
Augmentative Communication	33	42%	33%	24%

### Needed services for families

The following services for families were identified as needed by the 73 providers who completed the survey. Not all services were rated by all providers.

<b>Services for Families</b>	<b>Number who rated the service</b>	<b>% who rated it 4 or 5 (highest need)</b>	<b>% who rated it 3</b>	<b>%1 or 2 (lowest needed)</b>
Information and Referral	32	94%	6%	0%
Mental Health Services	34	91%	9%	0%
Financial	36	75%	25%	0%
Parent Training	33	76%	21%	3%
Support Groups	33	73%	24%	3%
Legal Information and Advocacy	36	67%	28%	6%
Transportation	30	70%	20%	10%
Religious/Spiritual Support	27	41%	41%	19%