

IMPROVING TRANSITION OUTCOMES FOR YOUTH WITH DISABILITIES IN SAN FRANCISCO

Improving Transition Outcomes Project (ITOP)
Interagency Council

Final Landscape

February 2007

Table of Contents

- I. Executive Summary**
- II. Introduction**
- III. Demographic Profile of San Francisco Youth**
- IV. Existing San Francisco Programs and Services**
- V. Barriers to Successful Transition**
- VI. Success Factors in Overcoming Barriers**
- VII. Additional Resources**
- VIII. References**

For more information on the Improving Transition Outcomes Project, please contact:



**SUPPORT FOR FAMILIES
OF CHILDREN WITH DISABILITIES**
2601 Mission St. #606, San Francisco, CA 94110
415/282-7494



JEWISH VOCATIONAL SERVICE
225 Bush St., Suite 400
San Francisco, CA 94104
415/391-3600



MOORE IACOFANO GOLTSMAN, INC.

I. Executive Summary

Overview

Transition services are those which are focused on improving the academic and functional achievement of a youth with a disability to facilitate the youth's movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation. Transition services are typically provided by a wide range of agencies and organizations, including regional centers, the Social Security Administration, regional occupational programs, employment development departments, state and county departments of rehabilitation and mental health, and the community colleges.

The Improving Transition Outcomes Project (ITOP) Interagency Council, a collaborative group of 25 San Francisco organizations and agencies working together to improve transition services and outcomes for youth with disabilities, was convened in the spring of 2005 to undertake a comprehensive strategic planning process for transition services in the City and County of San Francisco. The ITOP Council began its work by conducting an in-depth needs assessment of the transition process for youth with disabilities in San Francisco, including citywide resource mapping and a series of focus groups on the transition experiences of youth and their families. The Council then developed this landscape report on the state of existing transition programs and services in the city.

Demographic Profile

In 2000, the City and County of San Francisco was home to an estimated 90,000 youth ages 15 to 24. Of these youth, over 5,000 have documented mental, physical, or emotional disabilities¹.

Studies have shown that youth with disabilities face greater challenges in transitioning to post-school activities than youth without disabilities. The drop-out rates for youth with disabilities is higher than that of youth without disabilities at both the national and state level, and adults with disabilities are more likely to be unemployed than their counterparts without disabilities. In addition, roughly 58,000 children and youth under the age of 18 currently live below the poverty line in San Francisco City and County. For youth with disabilities, the negative effects of poverty are exacerbated. These youth are more likely to be enrolled in special education, are least likely to have adequate healthcare, and are more likely to have parents or guardians who stop working and take on significant hardships to care for their disabled child².

¹ *California Dept. of Finance, Demographic Research Unit, May 2004*

Existing Services

The demographic data demonstrates a clear need for comprehensive transition services in San Francisco, and the city does have a number of existing programs and services that enhance a youth's ability to transition to adulthood. These programs offer services such as employment and vocational services, independent living and support services, advocacy, physical and mental health services, education and school-based services, therapy, assistive technology and equipment services, recreational and social services, and family support. All of these programs provide a starting point for building a network of comprehensive transition services for youth with disabilities in San Francisco, however service providers and families of youth with disabilities indicated continuing barriers to successful transition.

Barriers

In order to identify the major barriers and obstacles to successful transition for youth with disabilities, the ITOP Council conducted a series of youth and parent focus groups and three surveys that asked parents, service providers, and agency directors to reflect on their experiences with transition planning and services. The barriers outlined below, which represent some of the key barriers identified, are drawn from the results of this research as well as from other reports and studies conducted at the statewide and national levels.

- Lack of school resources for adequate transition services
- Inadequate information technology resources to prepare youth with disabilities for post-secondary education and employment
- Inadequate resources for vocational rehabilitation
- Ineffective transition plans and implementation that does not reflect the intent of the federal laws and initiatives, such as the IDEA and the Rehabilitation Act Amendments
- Lack of consideration of ethnicity and cultural diversity issues impacting post-school outcomes
- Discrimination, differential attitudes toward youth with disabilities
- Lack of access to appropriate accommodations
- Inadequate application of work incentives for youth with disabilities receiving Supplemental Security Income or Social Security Disability Income to promote greater participation in post secondary education and employment
- Poor interagency collaboration and lack of understanding of agency roles
- Inadequate roles for families and students in the transition IEP process
- Insufficient vocational opportunities for youth with disabilities

Success Factors

As part of the ITOP survey of agencies and service providers, agency directors in San Francisco were asked to identify indicators of success for their programs. In addition, work on the national level and in other cities identified further indicators of transition success, including:

- Availability of resources and funding

- Coordination of services
- Interagency cooperation
- Community collaboration
- Family involvement
- Provider training and support
- Youth development and support
- School completion and career preparation

This data provides a baseline for beginning the assessment and evaluation of transition service outcomes citywide.

II. Introduction

For more than fifteen years, federal law has required that schools prepare students with disabilities to move from school into work and community life by developing a comprehensive plan that documents students' needs and equips them to navigate the systems of adult services and care. However, transition planning is necessarily a complex process that requires the cooperation and collaboration of youth, their families, their schools, and a multitude of community players. How effective is the current process? How can it be improved to ensure that youth with disabilities transition to adulthood as smoothly and successfully as possible?

The Improving Transition Outcomes Project (ITOP) Interagency Council, a collaborative group of 25 San Francisco organizations and agencies working together to improve transition services and outcomes for youth with disabilities, was convened in the spring of 2005 to undertake a comprehensive strategic planning process for transition services in the City and County of San Francisco. The ITOP Council began its work by conducting an in-depth needs assessment of the transition process for youth with disabilities in San Francisco, including a community needs assessment and a series of focus groups on the transition experiences of youth and their families. The Council then developed this landscape report on the state of existing transition programs and services in the city.

This landscape report presents an overview of existing transition services in San Francisco and serves as a starting point for improving the coordination, capacity, and quality of services for youth with disabilities as they transition into adulthood. The report also presents key data on San Francisco's youth with disabilities and documents the experiences of the youth, their parents, and their service providers during the transition years. Finally, the report identifies barriers to successful transition in the city and proposes strategies to overcome these obstacles and improve transition outcomes for all youth with disabilities.

Who are "youth with disabilities"?

The Federal Maternal and Child Health Bureau (MCHB) defines youth with special health care needs (or disabilities) as "those who have or are at increased risk for a chronic physical, developmental, behavioral, or emotional condition and who also require health and related services of a type or amount beyond that required by children generally." The definition used by the Americans with Disabilities Act (ADA) is similar, stating that an individual with a disability for purposes of the ADA is an individual who "(1) has a physical or mental impairment that substantially limits a major life activity, (2) has a record of such an impairment, or (3) is regarded as having such an impairment." The ADA definition goes on to define major life activities, which include "caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, and mental and emotional processes such as thinking,

concentrating, and interacting with others.” Finally, the act defines impairments as “substantially limiting” if they “prohibit or significantly restrict an individual’s ability to perform a major life activity as compared to the ability of the average person in the general population to perform the same activity.” The Improving Transition Outcomes Project (ITOP) Council has opted to use these two definitions of disability throughout this report.

What is “transition”? What are “transition services”?

Broadly speaking, “transition” simply means moving from one stage or place to the next. While all children transition over the years from school to school and finally into adulthood, well-planned transitions are particularly important for children and youth with disabilities. Important transitions also occur during the infant and toddler years as children with disabilities prepare to enter school, but in education, the term “transition” most often refers to the critical high school years, as youth with disabilities prepare to leave school and enter adulthood and the world of adult services.

This “bridge between the security and structure offered by the school and the opportunities and risks of adult life,” as the Office of Special Education and Rehabilitation Services (OSERS) views it, prepares youth with disabilities to function as adults, living independently where possible and receiving adult services and opportunities.

Formally, transition services are defined by IDEA³ as “a coordinated set of activities for a student with a disability that:

“...is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education; vocational training; integrated employment (including supported employment); continuing and adult education; adult services; independent living; or community participation;

is based on the individual child’s needs, taking into account the student’s strengths, preferences, and interests; and

includes instruction, related services, special education, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, the acquisition of daily living skills and functional vocational evaluation. [Section 602(34)]”

Transition services are typically provided by a wide range of agencies and organizations, including regional centers, the Social Security Administration, regional occupational programs, employment development departments, state and county departments of rehabilitation and mental health, non-profit community based organizations, and the community colleges.

³ IDEA, or the *Individuals with Disabilities Education Act*, was reauthorized in December 2004. The provisions of the revised act, which included changes to the definition of transition services, took effect July 1, 2005.

Planning for transition

The *Individuals with Disabilities Education Act* (IDEA) first began mandating transition planning for youth with disabilities in 1990. Then, as now, transition planning was integrated into the existing Individual Educational Program (IEP) process and addressed instruction, employment and other post-school adult living objectives, community experiences, daily living skills when appropriate, and functional vocational evaluation.

The IDEA requires schools to begin preparing students with disabilities for transition at age fourteen (or younger, if appropriate) and to include a statement on the youth's transition service needs as part of the Individualized Education Program (IEP) that outlines the youth's course of study by age sixteen (or younger, if necessary). The statement of transition service needs should also include, when applicable, a statement of any required interagency responsibilities or connections.

Finally, a year before reaching the age of majority—eighteen in the state of California—the youth must be informed of any rights under the IDEA that will transfer to him or her upon reaching adulthood. In the San Francisco Unified School District, this transition plan takes the form of a separate Individual Transition Plan (ITP) completed as part of the annual IEP process and attached to the IEP. (A separate ITP is not required by law, however, and some districts integrate the transition plan directly into the IEP.)

The State of California also offers five core messages to guide transition planning for youth with disabilities:

- 1) **Student-Focused Planning** is based on the student's dreams, interests, and preferences. Self-determination and advocacy are critical skills that ensure student-focused planning and implementation. Teachers and families support students in identifying post-school goals and the steps needed to achieve their goals through ongoing conversations, assessment, instruction, and experiences.
- 2) **Student Development** for adult living includes school and work-based learning. Development of academic, social, and employability competencies offer greatest post-school success. School-based learning includes access to the core curriculum with appropriate accommodations. Work-based learning integrates rigorous academic standards into real-life work situations. Social skills such as self-awareness, self-determination, and self-advocacy offer the greatest promise for post-school success and can be taught in both school and work-based settings.
- 3) **Interdisciplinary and Interagency Collaboration** in transition planning involves multiple levels: family, school, district, community, region, and state. It requires planning at both the individual and community levels. Interagency collaboration involves programs, systems, and service delivery, which reflect all stakeholders involved.
- 4) **Family Involvement** recognizes parents as equal IEP team members who provide the most relevant information about the student. Cultural, linguistic, and diverse student needs are

understood and considered throughout the IEP transition planning process. Information is available to families regarding school, community, and agency options.

- 5) **Program Structure and Attributes** include a range of curricular options and programs that are based on post-school goals. Schools are organized to provide academic rigor.

These definitions and messages provided a baseline for the ITOP Council as members began to assess the existing conditions and services available in San Francisco in order to identify barriers, gaps, and needs for the coming years to ensure that all youth can successfully transition into adulthood.

III. Demographic Profile of San Francisco Youth

Youth with Disabilities (National)

In 2001, the National Survey of Children with Special Health Care Needs estimated that there were over 3.8 million children and youth with disabilities between the ages of 12 and 17. Of these, 1.15 million were between the ages of 15 and 17 and transitioning into adulthood.

The Social Security Administration reported that in April 2005, approximately 776,000 youth with disabilities ages 14 to 25 were receiving federal Supplemental Security Benefits. The SSA expects youth under age 18 receiving SSI benefits to remain on the disability rolls for an average of 27 years.⁴

Table 2-1: Youth with disabilities in the United States

<i>POPULATION</i>	<i>National, 2001⁵</i>	<i>Projected National, 2007⁶</i>
Total youth with special health care needs, ages 12 to 17	3,817,624	3,713,982
Youth ages 12 to 14	2,669,369	N/A
Youth ages 15 to 17	1,150,255	2,680,543
Total youth with special health care needs, ages 18 to 23	N/A	3,819,624
Youth ages 18 to 20	N/A	2,669,369
Youth ages 21 to 23	N/A	1,150,255

Source: National Survey of Children with Special Health Care Needs, 2001

Data limitations for youth with disabilities

Specific data on youth with disabilities between the ages of 14 and 24 is rarely available, as youth ages 14 to 17 are typically tracked as part of the population of children ages 0 to 17. As youth transition into the adult systems of care and adult services, they are more often tracked as part of the general adult population of individuals ages 18 to 64. Where available, data on youth ages 14 to 24 are presented. However, where these data are not available, information on children or adults in similar age brackets is reported instead in order to paint as accurate a picture as possible of the city.

⁴ “Youth Transition Demonstration,” MDRC.

⁵ Data based on prevalence rates identified in 2001 National Survey of Children with Special Health Care Needs.

⁶ Data projected using 2001 data from National Survey of Children with Special Health Care Needs.

All Youth in the City and County of San Francisco

In 2000, the City and County of San Francisco was home to an estimated 90,000 youth ages 15 to 24. Of these youth, over 5,000 have documented mental, physical, or emotional disabilities⁷.

Over the past decade, however, the population of youth in the city, including youth with disabilities, has fallen steadily as families with children—and especially families with young children—have increasingly left the city in response to high housing prices and the collapse of the dot-com economy. As a result, the population of youth ages 15 to 24 fell by over 5,000 between 1990 and 2000, and continues to fall.

Table 2-2: Estimated population of youth ages 15 to 24 in San Francisco

POPULATION	City and County of San Francisco, 2000			City and County of San Francisco, 2010		
	All Sexes	Male	Female	All Sexes	Male	Female
TOTAL POPULATION, 15 to 24	89,820	44,974	44,846	64,302	32,607	31,695
Population ages 15 to 19	33,131	16,962	16,169	31,481	15,922	15,559
Population ages 20 to 24	56,689	28,012	28,677	32,821	16,685	16,136

Source: California Department of Finance, Demographic Research Unit, May 2004

Youth Living in Poverty

The following table presents key indicators of the wellbeing of children in San Francisco. While these trends are not specific to youth with disabilities, national surveys have found that children and youth with disabilities in households with incomes below 100 percent of the federal poverty level are twice as likely to be usually, always, or a great deal affected by their disabilities than those in upper-income households. These youth are also least likely to have adequate health insurance: in 2001, nearly 22 percent had been uninsured at some point in the past year and 43 percent had inadequate health coverage. Parents and guardians of children and youth in households below the poverty line are also more likely to stop working and take on significant financial hardship in order to care for their children. Finally, children and youth with disabilities living below the federal poverty level are more likely to be enrolled in Special Education than their peers in other income brackets.⁸ Thus, these indicators have implications for youth with disabilities and the patterns that may affect this population in the years to come.

⁷ California Dept. of Finance, Demographic Research Unit, May 2004

⁸ National Survey of Children with Special Health Care Needs, 2001.

Table 2-3: Key indicators of child wellbeing in the City and County of San Francisco and the State of California, 2000

<i>KEY INDICATORS</i>	City and County of San Francisco		State of California	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Population under age 18 below poverty, 2000	15,443	14.2	1,757,100	19.5
Population under age 18 below 50% of poverty, 2000	7,108	6.5	701,163	7.8
Population under age 18 below 200% of poverty, 2000	35,517	32.6	3,855,578	42.7
Own children in single-parent households, 2000	22,574	20.0	2,013,392	21.8
Population ages 16 to 19 who are high school dropouts, 2000	2,015	7.7	195,244	10.1
Population ages 16 to 19 who are not in school and not working, 2000	1,965	7.5	183,277	9.5
Children ages 5 to 17 who have difficulty speaking English, 2000	16,146	20.0	1,111,387	16.4
Children ages 5 to 15 with one or more disabilities, 2000	3,001	4.3	277,503	4.8
Children living in high-poverty neighborhoods (where 20% or more of the population is below poverty), 2000	18,106	16.1	2,735,544	29.6
Children ages 0 to 17 in foster care, 2003	N/A	1.9	N/A	0.9

Source: Population Reference Bureau, analysis of data from the U.S. Census Bureau, for The Annie E. Casey Foundation, as presented in Kids Count, Annie E. Casey Foundation, 2004; CLIKS: Community-Level Information on Kids, KidsCount, Annie E. Casey Foundation, 2005.

Youth Experiencing Homelessness

While no data is available on the number of homeless youth with disabilities in San Francisco, Connecting Point, the city’s centralized intake agency, reported serving over 900 families who were homeless or at risk of homelessness between July of 2002 and June of 2003. These families included over 1,400 youth under age 18. It is estimated that 15 percent of homeless children and youth served by the city’s emergency shelter services are between the ages of 13 and 18. In addition, the Department of Human Services operates one shelter for youth ages 18 to 23 and runs three transitional housing programs for youth. Collectively, these programs serve nearly 100 homeless youth, and all have waiting lists.

Table 2-4: San Francisco demographics by neighborhood

	Citywide	Tenderloin (94102)	SOMA (94103)	Potrero Hill (94107)	Chinatown (94108)	Nob Hill (94109)	Mission (94110)	Excelsior (94112)	Castro/ Noe V. (94114)	Western Addition (94115)	Forest Hill (94116)
TOTAL POPULATION	776,733	28,991	3,390	24,214	13,716	56,322	74,633	73,104	30,574	33,115	42,958
Percent Caucasian/White	43.6	39.6	34.9	59.3	34.4	57.4	34.3	18.0	78.1	56.9	39.7
Percent African-American/ Black	7.6	16.0	11.3	10.8	1.3	3.0	3.8	6.1	2.2	17.7	1.1
Percent Latino/Hispanic	14.1	13.5	24.7	8.4	4.2	7.9	46.1	27.8	8.7	5.6	4.8
Percent Asian American/Pacific Islander	30.7	25.4	24.5	17.6	57.7	27.9	12.4	45.0	7.3	16.1	51.1
Percent Native American	0.3	0.7	0.8	0.4	0.1	0.3	0.4	0.2	0.4	0.2	0.2
Percent other/mult. ethnicity	3.3	4.8	3.8	3.6	2.4	3.5	3.0	3.0	3.4	3.6	3.1
NUMBER OF HOUSEHOLDS	329,700	15,879	9,835	13,110	7,674	33,572	26,088	20,133	16,627	17,502	15,103
Number of families		3,868	2,971	4,157	2,698	8,382	12,367	14,881	4,089	5,675	10,282
Median household income	\$55,221	\$22,351	N/A	N/A	\$31,542	\$43,444	\$53,795	\$57,629	\$75,727	\$54,879	\$66,627
HHs below poverty line	15.0%	24.5%	22.7%	15.0%	16.1%	12.3%	14.1%	8.1%	6.5%	13.2%	6.2%
Linguistically-isolated HHs	28.6%	20.0%	27.3%	21.2%	20.1%	21.5%	37.6%	47.0%	19.2%	19.0%	38.8%
CHILDREN & YOUTH (AGES 5-19) IN NEIGHBORHOOD*	95,538 (12.3%)	2,667 (9.2%)	349 (10.3%)	1,768 (7.3%)	1,138 (8.3%)	3,323 (5.9%)	10,822 (14.5%)	13,013 (17.8%)	1,529 (5.0%)	2,947 (8.9%)	6,530 (15.2%)
Percent of children ages 5 to 15 with a sensory disability	0.7%	1.1%	0.4%	2.2	1.2%	1.6%	0.4%	0.6%	1.8%	0%	0.5%
Percent of children ages 5 to 15 with a physical disability	0.8%	1.2%	0%	2.6	0%	0%	1.2%	0.7%	0.5%	0.3%	0.3%
Percent of children ages 5 to 15 with a mental disability	3.3%	4.1%	5.5%	6.3	0%	2.7%	2.8%	3.1%	3.8%	2.0%	2.1%
Percent of children ages 5 to 15 with a self care disability	0.9%	0%	0.4%	N/A	0%	1.4%	0.7%	0.6%	2.2%	0.6%	0.5%

(continued on next page)

Table 2-4: San Francisco demographics by neighborhood (continued)

(continued)	Haight (94117)	Inner Richmond (94118)	Outer Richmond (94121)	Sunset (94122)	Marina (94123)	Bayview (94124)	West Portal (94127)	Twin Peaks (94131)	Lake Merced (94132)	North Beach (94133)	Visitacion Valley (94134)
TOTAL POPULATION	38,738	41,167	42,473	55,492	22,903	33,170	20,624	27,897	26,291	26,827	40,134
Caucasian/White	68.9	55.2	46.3	44.3	83.8	5.4	57.8	62.9	38.1	38.0	12.4
African-American/Black	10.5	1.9	1.5	1.4	0.5	47.2	5.1	4.7	11.8	1.3	12.4
Latino/Hispanic	7.4	4.7	4.4	5.0	3.9	16.7	8.2	11.7	7.8	3.3	19.3
Asian American/Pacific Islander	8.6	34.9	44.3	45.7	9.6	27.6	25.2	16.5	38.1	55.2	52.9
Native American	0.4	0.2	0.2	0.1	0.1	0.3	0.2	0.3	0.2	0.1	0.1
Other or multiple ethnicity	4.2	3.2	3.4	3.5	2.2	2.9	3.6	4.0	4.1	2.0	2.8
NUMBER OF HOUSEHOLDS	18,112	18,071	17,314	21,548	14,161	9,296	7,637	13,843	9,845	13,593	10,757
Number of families	4,658	8,436	9,603	11,827	3,901	7,113	5,003	5,592	5,790	5,353	8,540
Median household income	\$63,983	N/A	\$61,776	\$60,733	\$84,710	\$37,146	\$95,313	\$76,044	\$55,000	\$40,990	\$54,342
HHs below poverty line	10.5	8.7	7.0	8.9	3.6	21.7	6.1	5.1	10.2	14.3	11.1
Linguistically-isolated HHs	18.9	28.2	37.0	36.7	16.9	27.6	29.9	25.3	35.5	21.5	47.3
CHILDREN & YOUTH (AGES 5-19) IN NEIGHBORHOOD⁹	3,022 (7.8%)	4,528 (11.0%)	5,309 (12.5%)	6,770 (12.2%)	916 (4.0%)	8,724 (26.3%)	3,011 (14.6%)	2,567 (9.2%)	4,259 (16.2%)	2,468 (9.2%)	8,107 (20.2%)
Percent of children ages 5 to 15 with a sensory disability	0%	1.0%	0.5%	0.9%	1.8%	0.9%	0%	0.5%	0.5%	1.3%	0.4%
Percent of children ages 5 to 15 with a physical disability	0%	0%	0.2%	0.3%	1.0%	2.2%	0.4%	1.0%	0.7%	2.2%	1.1%
Percent of children ages 5 to 15 with a mental disability	8.6%	1.4%	3.4%	2.6%	1.2%	5.2%	3.5%	3.3%	2.8%	2.3%	4.2%
Percent of children ages 5 to 15 with a self care disability	0.3%	0.7%	0.5%	1.9%	1.0%	1.6%	0.3%	0.8%	0.4%	3.4%	1.2%

Source: 2004 Community Health Assessment, Building a Healthier San Francisco, December 2004

⁹ Numbers presented for children and youth ages 5 to 19 are extrapolated from percentage data and population figures for each neighborhood and are estimates.

Youth Employment

Unemployment rates for youth in San Francisco have been consistently high since 2002, hovering between 18 and 20 percent for youth ages 16 to 19. (In contrast, the unemployment rate for the general population of adults in the city during that period was between 5 and 7 percent, on par with the state average.) Youth with disabilities face additional challenges in the job market, and may not have access to or be eligible for the city's limited employment resources for youth.¹⁰

In addition, the Harris Survey of Americans with Disabilities (2004) revealed that 26% of adults with disabilities have incomes below \$15,000 annually while only 9% of adults without disabilities have incomes below \$15,000 annually.

Table 2-5: Employment of adults with disabilities in San Francisco County

POPULATION 21 to 64 YEARS OLD	All sexes	Male	Female
TOTAL	533,008	278,876	254,132
With a disability	95,576	51,718	43,858
Percent employed	56.3%	57.1%	55.3 %
No disability	437,432	227,158	210,274
Percent employed	79.5%	83.2%	75.4 %

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), January 2005

Youth in the Juvenile Justice System

Statistics show that 45-75% of youth involved in the juvenile justice system have one or more disabilities including emotional and behavioral challenges, learning disabilities and developmental disabilities. An average of 33.5% of San Francisco youth in the juvenile justice system are in special education compared to 9% of all youth in the United States. According to the Kevin Kerr, the San Francisco Unified School District (SFUSD) Court Schools Principal, approximately 30% of youth in the district's County Court Schools are also in special education. Log Cabin Ranch (LCR), a San Francisco Juvenile Probation Department post adjudication residential treatment and rehabilitation facility for delinquent male juveniles, indicated that 30% of their youth population are enrolled in special education classes or have an existing disability.¹¹

¹⁰ Source: *Facts about SF Kids: Youth Employment*, Coleman Advocates for Youth, 2003.

¹¹ Source: Kevin P Kerr, Principal, SFUSD Court Schools,

Youth Education

At a national level, studies conducted by the US Department of Education and the National Organization on Disability indicate that 20-30% of youth with disabilities do not complete high school compared with 10% of youth without disabilities. In addition only 19% of youth with disabilities enter post secondary education compared to 40% of youth without disabilities.

The San Francisco Unified School District serves over 19,000 children and youth across the city. Of these, over 2,300 are youth with diagnosed disabilities between the ages of 14 and 22. The school district is the primary intermediary between families and service providers as youth enter the transition years, and bears the responsibility for developing and implementing the IEP and transition plan during these years. San Francisco Unified School District tracks a number of indicators of school success among youth with disabilities, including school enrollment, school completion, and school dropout rates.

Table 2-6: Youth enrolled in Special Education in San Francisco County during the 2004-2005 school year, by age and disability

TYPE OF DISABILITY	AGE OF STUDENT									TOTAL
	14	15	16	17	18	19	20	21	22	
All disabilities	560	535	495	473	191	59	28	18	2	2361
Specific learning disabilities	370	368	336	337	108	17	6	2	1	1545
Speech or language impairments	62	44	34	31	10	1	0	0	0	182
Mental retardation	36	26	33	33	29	22	12	12	1	204
Emotional disturbance	44	58	50	45	19	3	1	0	0	220
Multiple disabilities	12	7	8	4	7	4	5	3	0	50
Hard of hearing	5	7	2	0	1	0	0	0	0	15
Deaf	1	1	0	1	0	0	0	0	0	3
Orthopedic impairments	6	1	4	1	2	1	1	0	0	16
Other health impairments	11	14	6	6	1	0	0	0	0	38
Visual impairments	3	0	2	3	3	0	0	0	0	11
Autism	7	9	8	11	4	9	3	1	0	52
Deaf-blindness	0	0	0	0	0	1	0	0	0	1
Traumatic brain injury	3	0	2	1	2	0	0	0	0	8

Table 2-7: Students ages 14 to 21+ dropping out¹² by disability, based on number of students leaving school during the 2002-2003 school year

TYPE OF DISABILITY	CALIFORNIA		NATIONAL		STATE DIFFERENCE FROM NATIONAL BASELINE
	Number of students	Percent of total	Number of students	Percent of total	
All disabilities	10,866	34	126,431	34	0
Specific learning disabilities	7,850	34	71,645	32	+2
Speech or language impairments	301	32	2,561	31	+1
Mental retardation	495	24	13,887	29	-5
Emotional disturbance	1,512	54	27,382	56	-2
Multiple disabilities	66	29	1,825	24	+5
Hearing impairments	100	21	850	19	+2
Orthopedic impairments	95	18	938	22	-4
Other health impairments	333	30	6,114	29	+1
Visual impairments	37	19	268	15	+4
Autism	46	19	440	16	+3
Deaf-blindness	3	38	35	27	+11
Traumatic brain injury	28	23	486	23	0

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), January 2005

Transition Outcomes for Youth

The San Francisco Transitional Youth Assessment completed for the Mayor's Task Force on Transitional Youth in May 2006 stated::

“For youth with disabilities, including mental and emotional health issues, the formal transition to adulthood at 18 is marked by disjointed access and limited availability of services. Youth move from ‘one fragmented and disorganized patchwork of agencies

¹² According to the OSEP, “students dropping out” is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, moved—not known to be continuing, and other exiters. “Students leaving school” includes students who graduated with a diploma, received a certificate, dropped out, died, reached maximum age, and moved—not known to be continuing.

and funding streams into another' at a time when they need stability and consistency the most. “

IV. Existing San Francisco Transition Programs and Services

The demographic data and profiles presented above demonstrate a clear need for comprehensive transition services in San Francisco. However, the city does have a number of existing programs and services that enhance a youth's ability to transition to adulthood. The following tables show a cross section of programs already existing in the City and County of San Francisco, however this list is not comprehensive. The tables reflect the breadth of options available across the community, and provide basic data about each program, its services, and the youth it serves. These programs provide a starting point for building a network of comprehensive transition services for youth with disabilities in San Francisco.

Organization and Services Provided	Employment & Vocational Services	Independent Living & Support Services	Advocacy & Support Services	Health Services	Mental Health Services	Education & School-Based Services	Therapy, Augmentative Services, Assistive Tech., & Equipment Services	Recreational & Social Services	Family Support
Bridges...from school to work, Marriott Foundation	●	●	●			●	●	●	●
California Children Services, San Francisco Department of Public Health			●	●		●	●		●
California Department of Rehabilitation	●	●		●		●	●		
Chinatown Child Development Center	●	●	●	●	●	●			●
Community Alliance for Special Education (CASE)		●	●	●	●	●	●		●
Honoring Emancipated Youth (HEY)		●	●			●			
Independent Living Resource Center San Francisco		●	●			●			●
Jewish Vocational Service	●	●	●			●			●
San Francisco Court Appointed Special Advocate Program (SFCASA)		●				●		●	
San Francisco Mayor's Office on Disability			●						●
Probation and Detention Services, San Francisco Juvenile Probation Department	●	●	●	●	●	●		●	●
Youth and Employment Training Services, San Francisco One Stop Southeast Career Link Center	●	●	●	●	●	●	●	●	●
San Francisco School Volunteers						●			
Support for Families			●	●	●	●		●	●

PROGRAM/ ORGANIZATION	SERVICES OFFERED TO YOUTH IN EACH SERVICE AREA (page 1 of 5)								
	Employment & Vocational Services	Independent Living & Support Services	Advocacy & Support Services	Health Services	Mental Health Services	Education & School Based Services	Therapy, Augmentative Services, Assistive Tech., & Equipment Services	Social & Recreational Services	Family Support Services
Bridges...from school to work, Marriott Foundation	<ul style="list-style-type: none"> • Job development & placement • Case management and/or service coordination 	<ul style="list-style-type: none"> • Case management and/or service coordination • One-on-one care for youth (aide, shadow, mentor, etc.) • Life skills counseling 	<ul style="list-style-type: none"> • Self-advocacy training • Information & referral 	N/A	N/A	<ul style="list-style-type: none"> • Special education support programs 	<ul style="list-style-type: none"> • Assistive technology 	After-school program	Information & referral
California Children Services, San Francisco Dept. of Public Health	N/A	N/A	<ul style="list-style-type: none"> • Information & referral 	<ul style="list-style-type: none"> • Assessment, evaluation and/or diagnostic services • Case management and/or service coordination 	N/A	<ul style="list-style-type: none"> • Assessment, evaluation, and/or diagnostic services 	<ul style="list-style-type: none"> • Assessment, evaluation, and/or diagnostic services • Occupational therapy • Physical therapy • Augmentative communication • Equipment assistance • Assistive technology 	N/A	<ul style="list-style-type: none"> • Legal information & advocacy • Support groups • Information & referral • Transportation • Parent training
California Dept. of Rehabilitation	<ul style="list-style-type: none"> • Job development & placement • Vocational training • Case management and/or service coordination • Community based work experience 	<ul style="list-style-type: none"> • Benefit counseling • Case management and/or service coordination • Transportation 	N/A	<ul style="list-style-type: none"> • Dental services 	N/A	<ul style="list-style-type: none"> • Assessment, evaluation, and/or diagnostic services • Case management and/or service coordination • Post-secondary education 	<ul style="list-style-type: none"> • Assessment, evaluation and/or diagnostic services • Equipment assistance • Assistive technology 	N/A	N/A

PROGRAM/ ORGANIZATION	SERVICES OFFERED TO YOUTH IN EACH SERVICE AREA <i>(page 1 of 5)</i>								
	Employment & Vocational Services	Independent Living & Support Services	Advocacy & Support Services	Health Services	Mental Health Services	Education & School Based Services	Therapy, Augmentative Services, Assistive Tech., & Equipment Services	Social & Recreational Services	Family Support Services
Chinatown Child Development Center	<ul style="list-style-type: none"> Case management and/or service coordination 	<ul style="list-style-type: none"> Case management and/or service coordination 	<ul style="list-style-type: none"> Information & referral 	<ul style="list-style-type: none"> Assessment, evaluation, and/or diagnostic services Case management and/or service coordination 	<ul style="list-style-type: none"> Assessment, evaluation, and/or diagnostic services Psychotherapy and/or counseling Case management and/or service coordination 	<ul style="list-style-type: none"> Case management and/or service coordination 	N/A	N/A	<ul style="list-style-type: none"> Mental health services Support groups Information & referral
Community Alliance for Special Education (CASE)	N/A	<ul style="list-style-type: none"> Case management and/or service coordination Life skills counseling 	<ul style="list-style-type: none"> Information & referral Legal and/or advocacy services 	<ul style="list-style-type: none"> Case management and/or service coordination Dental services 	<ul style="list-style-type: none"> Assessment, evaluation, and/or diagnostic services 	N/A	<ul style="list-style-type: none"> Occupational therapy 	N/A	<ul style="list-style-type: none"> Parent training
Honoring Emancipated Youth (HEY)	N/A	<ul style="list-style-type: none"> Case management and/or service coordination Life skills counseling 	<ul style="list-style-type: none"> Information & referral 	N/A	N/A	N/A	N/A	N/A	N/A
Independent Living Resource Center San Francisco	N/A	<ul style="list-style-type: none"> Benefit counseling Case management and/or service coordination Housing 	<ul style="list-style-type: none"> Legal and/or advocacy services 	N/A	N/A	N/A	N/A	N/A	<ul style="list-style-type: none"> Legal information & advocacy Information & referral

PROGRAM/ ORGANIZATION	SERVICES OFFERED TO YOUTH IN EACH SERVICE AREA (page 3 of 5)								
	Employment & Vocational Services	Independent Living & Support Services	Advocacy & Support Services	Health Services	Mental Health Services	Education & School Based Services	Therapy, Augmentative Services, Assistive Tech., & Equipment Services	Social & Recreational Services	Family Support Services
Jewish Vocational Service	<ul style="list-style-type: none"> • Job development & placement • Vocational training • Case management and/or service coordination • Community based work experience 	<ul style="list-style-type: none"> • Case management and/or service coordination • One-on-one care for youth (aide, shadow, mentor, etc.) • Transportation • Life skills counseling 	<ul style="list-style-type: none"> • Information & referral • Legal and/or advocacy services 	N/A	N/A	<ul style="list-style-type: none"> • Case management and/or service coordination • Post-secondary education • Special education support programs 	N/A	N/A	<ul style="list-style-type: none"> • Information & referral
San Francisco Court Appointed Special Advocate Program (SFCASA)	N/A	<ul style="list-style-type: none"> • Legal and/or advocacy services 	N/A	N/A	N/A	<ul style="list-style-type: none"> • Case management and/or service coordination 	N/A	<ul style="list-style-type: none"> • Social opportunities 	N/A
San Francisco Mayor's Office on Disability	N/A	N/A	<ul style="list-style-type: none"> • Self-advocacy training • Information & referral • Legal and/or advocacy services 	N/A	N/A	N/A	N/A	N/A	<ul style="list-style-type: none"> • Legal information & advocacy • Information & referral

PROGRAM/ ORGANIZATION	SERVICES OFFERED TO YOUTH IN EACH SERVICE AREA (page 4 of 5)								
	Employment & Vocational Services	Independent Living & Support Services	Advocacy & Support Services	Health Services	Mental Health Services	Education & School Based Services	Therapy, Augmentative Services, Assistive Tech., & Equipment Services	Social & Recreational Services	Family Support Services
Probation & Detention Services, San Francisco Juvenile Probation Dept.	<ul style="list-style-type: none"> • Job development & placement • Vocational training • Case management and/or service coordination 	<ul style="list-style-type: none"> • Case management and/or service coordination • One-on-one care for youth (aide, shadow, mentor, etc) • Transportation • Day program • Religious/spiritual support • Life skills counseling 	<ul style="list-style-type: none"> • Information & referral 	<ul style="list-style-type: none"> • Assessment, evaluation, and/or diagnostic services • Case management and/or service coordination • Medical services • Dental services 	<ul style="list-style-type: none"> • Assessment, evaluation, and/or diagnostic services • Day treatment • Psychotherapy and/or counseling • Residential • Case management and/or service coordination 	<ul style="list-style-type: none"> • Assessment, evaluation, and/or diagnostic services • Case management and/or service coordination • GED equivalency education • Post secondary education • Special education • Special education support programs 	N/A	<ul style="list-style-type: none"> • After-school program • Outdoor activities/camping • Recreational activities • Social opportunities 	<ul style="list-style-type: none"> • Support groups • Information & referral • Transportation • Parent training • Religious/spiritual support

PROGRAM/ ORGANIZATION	SERVICES OFFERED TO YOUTH IN EACH SERVICE AREA (page 5 of 5)								
	Employment & Vocational Services	Independent Living & Support Services	Advocacy & Support Services	Health Services	Mental Health Services	Education & School Based Services	Therapy, Augmentative Services, Assistive Tech., & Equipment Services	Social & Recreational Services	Family Support Services
San Francisco One Stop Southeast Career Link Center, Youth & Employment Training Services	<ul style="list-style-type: none"> • Job development & placement • Vocational training • Case management and/or service coordination • Community based work experience 	<ul style="list-style-type: none"> • Benefit counseling • Life skills counseling 	<ul style="list-style-type: none"> • Self-advocacy training • Financial assistance • Information & referral • Legal and/or advocacy services 	<ul style="list-style-type: none"> • Case management and/or service coordination 	<ul style="list-style-type: none"> • Psychotherapy and/or counseling • Case management and/or service coordination 	<ul style="list-style-type: none"> • Assessment, evaluation, and/or diagnostic services • Case management and/or service coordination • GED equivalency education • Post secondary education • Special education • Special education support programs • Tutoring 	<ul style="list-style-type: none"> • Equipment assistance • Assistive technology 	<ul style="list-style-type: none"> • Social opportunities 	<ul style="list-style-type: none"> • Legal information & advocacy • Mental health services • Support groups • Information & referral
San Francisco School Volunteers	N/A	N/A	N/A	N/A	N/A	Tutoring	N/A	N/A	N/A
Support for Families of Children with Disabilities	N/A	N/A	<ul style="list-style-type: none"> • Information & referral 	<ul style="list-style-type: none"> • Case management and/or service coordination 	<ul style="list-style-type: none"> • Case management and/or service coordination 	<ul style="list-style-type: none"> • Case management and/or service coordination 	N/A	<ul style="list-style-type: none"> • Social opportunities 	<ul style="list-style-type: none"> • Mental health services • Support groups • Information & referral • Parent training

V. Barriers to Successful Transition

The first step in identifying strategies to meet the needs of San Francisco’s youth with disabilities and their families is to identify the barriers to successful transition that exist in the city. The ITOP Council explored current research on transition barriers in other cities and states and at the national level. In addition, the Council undertook its own detailed needs assessment, which revealed a number of San Francisco-specific barriers. A brief summary of these findings is presented here, but for full details, please see the ITOP Council’s *Needs Assessment* and *Appendix to the Needs Assessment*.

Identified Barriers to Successful Transition

In order to identify the major barriers and obstacles to successful transition for youth with disabilities, the ITOP Council conducted a series of youth and parent focus groups and three surveys that asked parents, service providers, and agency directors to reflect on their experiences with transition planning and services. The barriers outlined below are drawn from the results of this research, as well as from other reports and studies conducted at the statewide and national levels.

National Barriers

Many of the barriers to successful transition that exist in San Francisco are also present at the statewide and national level. A review of studies and literature highlights many of these barriers, providing a starting point for the San Francisco-specific needs assessment.

In its 2000 report, “Transition and Post-School Outcomes for Youth with Disabilities: Closing the Gaps to Post-Secondary Education and Employment,” the National Council on Disability identified a number of barriers to successful transition for youth with disabilities, including:

- Ineffective transition plans and implementation that does not reflect the intent of the federal laws and initiatives, such as the IDEA and the Rehabilitation Act Amendments;
- A disconnect between transition service needs and the services provided to youth by schools and community service agencies;
- Lack of opportunities for youth with disabilities and their families to become actively involved in transition services planning;
- Lack of school resources for adequate transition services that youth with disabilities require to prepare them for successful post-school outcomes;
- Inadequate information technology resources to prepare youth with disabilities for post-secondary education and employment;
- Ineffective adoption of promising practices;
- Lack of consistent, individualized, and appropriate access, equity, and quality learning experiences for youth with disabilities at the secondary and post-secondary level;
- Inadequate resources for vocational rehabilitation;

- Lack of consideration of ethnicity and cultural diversity issues impacting post-school outcomes, such as respect for differences or cultural awareness, information dissemination, and resources;
- Inadequate application of work incentives for youth with disabilities receiving Supplemental Security Income or Social Security Disability Income to promote greater participation in post secondary education and employment; and
- Discrimination, differential attitudes toward youth with disabilities, and lack of access to appropriate accommodations persist as barriers to post secondary school outcomes.

Statewide Barriers

To date, no comprehensive assessment of statewide barriers to successful transition has been completed for California. However, an assessment of barriers at the state level in Michigan currently underway by the Michigan Department of Education, Office of Special Education and Early Intervention Services has found a number of additional barriers to successful transition for youth with disabilities in that state. Many of these barriers exist locally in California, as well. They include:

- Lack of a cross-agency system to collect and analyze data on post-school employment, adult services, residential status, or higher education status;
- Inadequate roles for families and students in the transition IEP process school;
- Lack of interagency collaboration and participation in the transition IEP process, and lack of understanding of agency roles;
- Ineffective school use of the IEP process to develop appropriate transition services, including lack of participation from key school staff (e.g., guidance counselors, vocational educators, social workers, general educators);
- Lack of sufficient entry-level vocational training opportunities for students with disabilities;
- Lack of full-time transition coordinators at the district level; and
- Lack of relevant work-oriented educational experiences for youth with disabilities.

San Francisco Barriers

The ITOP Council began its assessment of citywide barriers to successful transition by reviewing the issues and obstacles identified by participants in the Improving Transition Outcomes Conference held in February 2005. Providers, professionals, and families from across the city prioritized key barriers to be addressed, which included:

- Inadequate knowledge of transition services and resources;
- Inadequate school-based transition services;
- Inadequate youth involvement in transition;
- Poor collaboration on transition services;
- Lack of advocacy for transition services;
- Insufficient vocational opportunities for youth with disabilities; and

- Lack of funding for transition services.

In addition, participants in the ITOP focus groups and surveys identified a number of San Francisco-specific barriers to successful transition. Their concerns included issues in the following categories:

- Education
- Employment
- Support Systems
- Independent Living
- Social/Recreational Barriers

For the full results of the ITOP focus groups and surveys, please refer to the ITOP *Needs Assessment* and *Needs Assessment Appendix*.

VI. Success Factors in Overcoming Barriers

Success Factors

Broadly speaking, the key success factors identified through work on the national level and in other cities and states fall into the following categories:

Availability of resources and funding

Coordination of services

Interagency cooperation

Community collaboration

Family involvement

Provider training and support

Youth development and support

School completion and career preparation

On the national level, the National Alliance for Secondary Education and Transition (NASET) released a set of standards and indicators for successful transition in its 2004 publication, *National Standards & Quality Indicators: Transition Toolkit for Systems Improvement*. NASET identified schooling, career preparatory experience, youth development and youth leadership, family involvement, and connecting activities as five key areas in which communities could begin evaluating and improving transition services. Specifically, NASET recommended:

For school completion:

- Access to academic and non-academic courses and programs of study;
- Assessment based on appropriate standards;
- Improvement of school completion;
- Additional skill development as a means to improve educational results; and
- Graduation requirements based on meaningful measures and criteria.

For career preparation:

- Additional career preparatory activities in schools and communities;
- Additional activities in school-based and community settings;
- Integrated career development activities;
- Meaningful school- and community-based work experiences; and
- Acquisition of employability and technical skills, knowledge, and behaviors.

For youth development and support:

- Development of skills, behaviors, and attitudes that enable youth to learn and grow;
- Youth's understanding of the relationship between personal strengths and goals, and the development of the skills to act on that understanding;
- Development of youth's knowledge and skills to demonstrate leadership and participate in community life; and
- Development of youth's ability to make informed decisions.

For family involvement:

- Demonstrated commitment to family involvement and to the family's role in supporting high achievement and post-school results;
- Strong communication between youth, families, and schools;
- Embracing youth and family involvement; and
- Partnerships between youth, families, and school staff in policy development and decision making.

For interagency cooperation and coordination of services:

- Collaborations between organizations to serve all youth equitably with a variety of programs and services; and
- Knowledgeable, responsive, and accountable personnel to help youth achieve their goals.

Measuring Success

As part of the ITOP survey of agencies and service providers, agency directors in San Francisco were asked to identify indicators of success for their programs. These methods provide a baseline for beginning the assessment and evaluation of transition service outcomes citywide. Strategies identified by agencies included:

Academic and employment success

- Tracking skills attainment, career awareness, work readiness, job search skills, job placements and retention, and secondary and postsecondary school outcomes;
- Observing enhanced learning experiences for children and documenting assistance to teachers;
- Having students meeting IEP goals;

- Tracking the numbers of graduates who attend college or are placed in jobs;
- Looking for improvement in reading levels, math skills, and written work;
- Having students meet graduation requirements and plan for life after high school;
- Asking youth questions after presentations to assess understanding;
- Measuring the number of youth placed in competitive employment and the percentage of youth who reach various benchmarks of retention and career advancement;
- Ensuring that youth are employed for at least 90 days and that the job is going well; and
- Looking for happy, working students;
- Watching youth learn entry-level job skills;
- Having youth master specific job skills in vocational prep classes and transfer the skills (both specific and general) successfully; and
- Preparing youth for placement in vocational or educational opportunities.

Successful support of youth overall

- Conducting client satisfaction surveys, including a youth satisfaction survey;
- Monitoring each youth's satisfaction of all conditions of court supervision or probation, the avoidance of any subsequent arrests or convictions, and the advancement of educational/vocational competencies;
- Having large numbers of youth graduate and go on to college or successful employment, with a secure home.
- Counting students who graduate and move on to college or job training, with a recognition that individual stories matter—but must be supported by data;
- Watching for meaningful experiences for students, and recognizing that sometimes a successful outcome is the incidental learning along the way;
- Looking for youth who become financially empowered with great health care services, an active social life, and a meaningful education and family life; and
- Hearing from students who are thriving after graduation.

Successful support of families

- Surveying families to determine whether they have a better understanding of their child's disability; feel less isolated, less stressed and or better prepared to solve problems; feel better prepared to participate in decision making processes or IEPs; can obtain appropriate information about options, services, laws or resources; have increased their ability to access services for their child; have increased their knowledge of resources; and have improved their ability to communicate with professionals; and
- Determining whether families were assisted in using services and are receiving continuous care delivery; whether health and support services will be provided efficiently and effectively; whether clinical preventive services will be provided; and whether outreach will be done to assure that all eligible children and their families are informed of program services.

Policy success

- Tracking the achievement of legislative goals; and
- Recording court outcomes and services and tracking of the amount of time our volunteers spend with the children and the amount of advocacy they do, not only in court but also in school and with health and mental health services.

Case Studies

1) Mid-State Transition Coordination Site, State of New York

The Mid-State Transition Coordination project provides technical support, transition training, and organizational development to 160 school districts, families, and communities across a 16-county region of New York State

2) Statewide transition resource mapping in collaboration with the Community Transition Interagency Committees (CTICs), State of Minnesota

Website: <http://www.isd77.k12.mn.us/CTIC/>

- Collaboratively led by the Minnesota Department of Economic Security; Minnesota Department of Children, Families and Learning; and the state college and university systems.
- Focused on improving career support and workforce development for youth across the state and resulted in electronic database of all community resources and services for youth in transition. Entailed statewide resource mapping; regional training events; establishment of 60 community teams across the state; and involvement of the state's mandated interagency transition bodies.
- Featured unique partnerships between youth employment agencies and transition teams.

Other successful transition programs include:

- Adult Independence Program, La Plata, Maryland
- Baltimore Start on Success, Baltimore, Maryland
- The 18-21 Transition Program, Boulder, Colorado
- The College Connection, Baltimore, Maryland
- Independent Living Center, Ionia, Michigan
- Towson University Outreach, Towson, Maryland
- Mobile Transition Initiative, Mobile, Alabama
- Transition Service Integration Project, San Francisco, California
- Project Bridge, Sioux City, Iowa
- Transition Services Office, Lancaster, South Carolina
- Project EXCEL, Springfield, Massachusetts
- Project SEARCH, Cincinnati, Ohio
- Youth Apprenticeship Program, Jefferson, Wisconsin

VII. Additional Resources

Organizations

National

Alliance for Technology Access (ATA)

Phone: (800) 455-7970; (415) 455-4575; (415) 455-0491 (TTY)

Email: atainfo@ataaccess.org

Web: <http://www.ataaccess.org/>

Americans with Disabilities Act Disability and Business Technical Assistance Centers (DBTACs)

Phone: 1-800-949-4232

Web: <http://www.adata.org/>

Association on Higher Education and Disability (AHEAD)

University of Massachusetts Boston

Phone: 617-287-3880/617-287-3882 (TTY)

Email: ahead@umb.edu

Web: <http://www.ahead.org/>

Beach Center on Families and Disability, University of Kansas

3111 Haworth Hall, Lawrence, KS 66045

Phone: (785) 864-7600

Email: beach@dole.lsi.ukans.edu

Web: www.beachcenter.org.

Center for Change in Transition Services Seattle University

Web: <http://www.seattleu.edu/ccts/>

Council for Exceptional Children, Division on Career Development and Transition

Phone: 703-620-3660/703-264-9446 (TTY)

Web: <http://www.cec.sped.org/>

Easter Seals Project ACTION

Phone: (202) 347-3066; (202) 347-7385 (TTY)

Email: project_action@opa.easter-seals.org

Web: <http://www.projectaction.org/>

Employer Assistance Referral Network (EARN)

Phone: 866-327-6669

Email: earn@earnworks.com

Web: <http://www.earnworks.com/>

HEATH Resource Center

National Clearinghouse on Postsecondary Education for Individuals with Disabilities George Washington University

Phone: 800-544-3284 (V/TTY)/202-973-0904

Email: help@heath.gwu.edu

Web: <http://www.heath.gwu.edu/>

Institute on Community Integration

Web: <http://www.icicoled.umn.edu/all/>

Job Accommodation Network (JAN)

Phone: 800-526-7234 (V/TTY)

E-mail: jan@icdi.wvu.edu

Web: <http://www.jan.wvu.edu/>

Mobility International USA (MIUSA)

Phone: (541) 343-1284 (V/TTY)

Email: info@miusa.org.

Web: <http://www.miusa.org/>

National Center on Educational Outcomes

Web: <http://www.coled.umn.edu./nceo/>

National Center for Research in Vocational Education

Web: <http://vocserve.berkeley.edu/>

National Center on Secondary Education and Transition

University of Minnesota

Phone: 612-624-2097

Email: ncset@icimail.coled.umn.edu

Web: <http://www.ncset.org/>

National Center on Workforce and Disability/Adult, Institute for Community Inclusion

University of Massachusetts Boston

Phone: 888-886-9898 (V/T*TY)

Email: contact@onestops.info

Web: <http://www.onestops.info/>

National Collaborative on Workforce and Disability/Youth, Institute for Educational Leadership

Phone: 877-871-0744

Email: collaborative@iel.org

Web: <http://www.ncwd-youth.info/>

National Council on Independent Living (NCIL)

Phone: 703-525-3406/703-525-4153 (TTY)

Email: ncil@ncil.org

Web: <http://www.ncil.org/>

National Dissemination Center for Children with Disabilities (NICHCY)

Phone: 800-695-0285/202-884-8200 (V/T*TY)

Email: nichcy@aed.org

Web: <http://www.nichcy.org/>

National Rehabilitation Information Center (NARIC)

Phone: 800-346-2742

Email: naricinfo@heitechservices.com

Web: <http://www.naric.com/>

National Transition Alliance (NTA)

Web: <http://www.dssc.org/nta/>

National Transition Research Institute at Illinois

Web:

<http://www.ed.uiuc.edu/sped/tri/institute.html>

Office of Disability Employment Policy, U.S. Department of Labor

Phone: (202) 376-6200.

Email: infoodep@dol.gov

Web: <http://www.dol.gov/odep/>

Parent Advocacy Coalition for Educational Rights (PACER)

Web: <http://www.taalliance.org/>

Research and Training Center on Independent Living

University of Kansas

Phone: 913-864-4095 (V/T*TY)

Email: rtcil@ukans.edu

Web: <http://www.lsi.ukans.edu/rtcil/rtcil.htm>

SCANS 2000 Workforce Skills Center (Secretary's Commission on Achieving Necessary Skills)

Web: <http://www.scans.jhu.edu/>

Technical Assistance Alliance for Parent Centers ("The Alliance"), PACER Center

Phone: 888-248-0822/952-838-0190 (TTY)

Email: alliance@taalliance.org

Web: <http://www.taalliance.org/>

Transition Research Institute at Illinois (TRI) College of Education, University of Illinois at Urbana-Champaign

Phone: 217-333-2325

Web: <http://www.ed.uiuc.edu/SPED/tri/>

**U.S. Equal Employment Opportunity
Commission**

Phone: 800-669-4000/800-669-6820 (TTY)

Web: <http://www.eeoc.gov/>

State

**Pacific Disability and Business Technical
Assistance Center**

Phone: 510-285-5600/510-285-5614 (TTY)

Email: adatech@pdbtac.com

Web: <http://www.pacdbtac.org/>

California State Department of Education

Phone: 916-445-4602

Web: <http://www.cde.ca.gov/sp/se/>

California Department of Rehabilitation

Phone: 916-263-8987/916-263-7477 (TTY)

Web: <http://www.dor.ca.gov/>

California Department of Mental Health

Web: <http://www.dmh.cahwnet.gov/>

California Workforce Investment Board

Web: <http://www.calwia.org>

Local

See "Existing San Francisco Transition Programs and Services."

Transition Websites

General transition resources

AHEAD (Association on Higher Education and Disability)

<http://www.ahead.org/>

Directed toward educational professionals, this site is valuable to families chiefly for its “Links” page, which includes, among other things, links to various college disability services offices.

California Career Planning Guide

http://www.californiacareers.info/CCPG/CCPG_Cover.html

The California Career Resource Network

<http://www.californiacareers.info/>

California Department of Education, Special Education Division: Resources

<http://www.cde.ca.gov/spbranch/sed/resource/>

CalSTAT Core Messages on Transition: School to Adult Life

<http://www.calstat.org/>

HEATH Resource Center

<http://www.heath.gwu.edu/>

HEATH Resource Center is a national clearinghouse of information on post-secondary education for individuals with disabilities. The site features articles, HEATH’s publications, FAQs and an excellent “Links” page.

IDEA Partnerships

<http://www.ideapractices.org/>

LD Online: Postsecondary Education

http://www.ldonline.org/ld_indepth/postsecondary/

LD Online’s special section on postsecondary education contains valuable publications and links to resources for students with learning disabilities who are moving on to college or university.

Post-ITT

<http://www.postitt.org/>

Postoutcomes Network of NCSET

<http://www.ncset.hawaii.edu/>

SCORE [California web-based classroom resource]

<http://www.score.k12.ca.us/>

National Center on Secondary Education and Transition

<http://www.ncset.org/>

This is the site to visit for information about transition. NCSET offers publications and links to resources on the subject. The site tour is a helpful starting place.

Secretary’s Commission on Achieving Necessary Skills

<http://wdr.doleta.gov/SCANS/>

ThinkCollege.net

<http://www.thinkcollege.net/>

This website provides guidance and information for students considering post-secondary education. It includes resources for families and professionals, as well.

Transition Link

<http://www.transitionlink.com/>

Transition Link is a helpful resource for those seeking information about transition issues. Among its features are a list of resources and the opportunity to download articles from a variety of sources.

Youthhood.Org

<http://www.youthhood.org/>

Employment and independent living resources

Institute on Community Inclusion

<http://www.communityinclusion.org/>

The Institute on Community Inclusion focuses on the inclusion of children, youth and adults with disabilities in “all aspects of the community.” The

site provides links to publications and resources regarding transition, post-secondary education, employment, person-centered planning and a host of other topics.

Institute on Community Integration

<http://ici.umn.edu/>

The focus of this organization, and the site, is on the integration of individuals with disabilities into their communities. The Institute on Community Integration produces a newsletter, guides, reports, and videos. You can review these on this site and connect to resources.

Job Accomodation Network (JAN)

<http://www.jan.wvu.edu/>

For employment-related resources for individuals with disabilities, JAN's website is indispensable. The home page is a little confusing, but hitting the "Enter" button will bring you to a long page of important links to resources.

Mobility International USA (MIUSA)

<http://ww.miusa.org/>

MIUSA provides programs for individuals with disabilities to participate in international exchange opportunities.

National Collaborative on Workforce and Disability: NCWD For Youth

<http://www.ncwd-youth.info/>

This site is a good starting place for information and resources regarding youth with disabilities and employment. It includes links to resources, publications and websites. You can also sign up for email updates from the site.

Travelin' Talk

<http://www.travelintalk.net/>

Travelin' Talk provides travel and access resources for individuals with disabilities. The site offers the opportunity to join their network and share travel experiences with others.

Reports and Publications

Barclay, J., & Cobb, J. (Eds.). (2001). *Full life ahead: A workbook and guide to adult life for students and families of students with disabilities* (Rev. ed.). Montgomery, AL: Southeast Regional Resource Center. (Available online at: <http://edla.aum.edu/serrc/resources.html>.)

Benz, M. R., Yovanoff, P., & Doren, B. (1997). School-to-work components that predict postschool success for students with and without disabilities. *Exceptional Children*, 63, 151–165.

Blackorby, J. & Wagner, M. (1996). Longitudinal postschool outcomes of youth with disabilities: Findings from the National Longitudinal Transition Study. *Exceptional Children*, 62 (5), 399–413.

Blalock, G. (1996). Community transition teams as the foundation for transition services for youth with learning disabilities. *Journal of Learning Disabilities*, 29, 148-159.

Blalock, G., & Benz, M. (1999). *Using community transition teams to improve transition services* (Pro-Ed Series on Transition). Austin, TX: Pro-Ed.

Boone, R.S. (1992). Involving culturally diverse parents in transition planning. *Career Development for Exceptional Individuals*, 15(2), 205–221.

Cameto, Renée. The transition planning process. (April 2005). *National Center on Secondary Education and Transition, Reports from the National Longitudinal Transition Study*, 4, 1.

Clark, G.M., & Patton, J.R. (1997). *Transition planning inventory: Assessing transition needs*. Austin, TX: Pro-Ed.

Clark, G.M., Patton, J.R., & Moulton, L.R. (2000). *Informal assessments for transition planning*. Austin, TX: Pro-Ed.

Clark, H.B., & Davis, M. (2000). *Transition to adulthood: A resource for assisting young people with emotional or behavioral difficulties*. Baltimore, MD: Paul H. Brookes.

Cozzens, G., Dowdy, C., & Smith, T.E.C. (1999). *Adult agencies: Linkages for adolescents in transition* (Pro-Ed Series on Transition). Austin, TX: Pro-Ed.

deFur, S. (1999, January). *Transition Planning: A Team Effort*. Washington, DC: National Information Center for Children and Youth with Disabilities (NICHCY). 1825 Connecticut Avenue, Washington, DC, (800) 695-0285; <nichey@aed.org, www.nichey.org>

deFur, S. (2000). *Designing individualized education program (IEP) transition plans* (ERIC Digest E598). Arlington, VA: ERIC Clearinghouse on Disabilities and Gifted Education. (Available online at: <http://ericec.org>.)

Field, S., & Hoffman, A. *Steps to self-determination: A curriculum to help adolescents learn to achieve their goals*. Austin, TX: Pro-Ed.

Field, S., Hoffman, A., & Spezla, S. (1998). *Self-determination strategies for adolescents in transition* (Pro-Ed Series on Transition). Austin, TX: Pro-Ed.

Flexer, Simmons, Luft, Baer, *Transition Planning for Secondary Students with Disabilities* (2000).

Greene, G; and Kochhar. *Pathways to Transition*. Prentice Hall/Merrill.

Halpern, A.S., Herr, C.M., Doren, B., & Wolf, N.K.. (2000). *Next S.T.E.P.: Student transition and educational planning*. Austin, TX: Pro-Ed.

Hatter, Renee A.; Maxine Willford; and Kevin Dickens. (2000). *Nurturing and Working in*

Partnership with Parents During Transition in *Transition to Adulthood—A Resource for Assisting Young People with Emotional or Behavioral Difficulties*. Edited by Hewitt B. Clark and Maryann Davis. Paul H. Brookes Publishing Co. 209–225.

Holburn, S., & Vietze, P.M. (Eds.). (2002). *Person-centered planning: Research, practice, and future directions*. Baltimore, MD: Paul H. Brookes.

Hughes, C., & Carter, E.W. (2000). *The transition handbook: Strategies high school teachers use that work!* Baltimore, MD: Paul H. Brookes.

Individuals with Disabilities Education Act Amendments of 1997, 20 U.S.C. 1400 et seq.

Johnson, D.R., Wallace, T., & Krawetz, N. (1994). *Exemplary Programs for Persons with Disabilities: In Transition, Supported Employment, and Parent-Professional Collaboration*. Minneapolis: Institute on Community Integration. University of Minnesota.

Klein, E., & Hahn, S.E. (1999). *Focus on transition: A workbook for independent living skills*. Austin, TX: Pro-Ed.

Kohler, P.D. (1996). *Taxonomy for Transition Programming: Linking Research to Practice*. Transition Research Institute. University of Illinois at Urbana-Champaign.

Kohler, P.D. & Hood, L.K. (2000). *Improving Student Outcomes: Promising Practices and Programs for 1999-2000* [A directory of innovative approaches for providing transition services for youth with disabilities]. Champaign, IL: Transition Research Institute. University of Illinois. Web address for this directory is:
<www.ed.uiuc.edu/sped/tri/kohlerdirectory2000.htm>

Longo, P. (1997, June). *Making Standards Work: Aligning Transition Competencies with Academic Content Standards*. Denver, CO: Colorado Department of Education.

Martin, J.E., Marshall, L.H., & Maxon, L.L. (1993). Transition policy: Infusing self-determination and self-advocacy into transition programs. *Career Development for Exceptional Individuals*, 16: 53–61.

Minnesota Department of Children, Families, & Learning. (1997). *Making the Transition Team Work* (2nd edition). St. Paul, MN: Author: Minnesota Educational Services.

Morales, T., Holland, R., & Brown, S. (n.d.). *Access transition*. San Rafael, CA: Alliance for Technology Access. Available online at:
www.ataccess.org/resources/fpic/transition.html.

National Center on Secondary Education and Transition (NCSET). (2002). IDEA 1997: Implications for secondary education and transition services. *Policy Update*, 1(1), 1-8. (Available online at:
www.ncset.org/publications/policy/2002_06.asp.)

National Center on Secondary Education and Transition (NCSET). (2002, June). Parenting post-secondary students with disabilities: Becoming the mentor, advocate, and guide your young adult needs. *Parent Brief*, 1, 1-4. (Available on-line at:
www.ncset.org/publications/default.asp)

National Center on Secondary Education and Transition (NCSET), & PACER Center. (2002, July). IDEA 1997 transition issues. *Parent Brief*, 2, 1-6. (Available on-line at:
www.ncset.org/publications/default.asp)

National Center on Secondary Education and Transition (NCSET), & PACER Center. (2002, May). Age of majority: Preparing your child for making good choices. *Parent Brief*, 3, 1-6.

(Available on-line at:
www.ncset.org/publications/default.asp)

National Council on Disability. Transition and Post-School Outcomes for Youth with Disabilities: Closing the Gaps to Post-Secondary Education and Employment. Social Security Administration, November 1, 2000.

National Information Center for Children and Youth with Disabilities (NICHCY). (March 1993). Transition services in the IEP. *Transition Summary*, 3-1, TS8.

National Transition Network. (1997, Summer). *Lessons Learned from Transition Systems Change*. Minneapolis, MN: Author. Available: <ici2coled.umn.edu/ntn/pub/perspectives/summer97.html>

PACER Center. (1996). *Transition trek game*. Minneapolis, MN: Author. (Available from: PACER Center, 8161 Normandale Blvd., Minneapolis, MN 55437-1044. Telephone: (952) 838-9000; (952) 838-0190 (TTY). Web: www.pacer.org)

PACER Center. (2002). *Transition tips and tools*. Minneapolis, MN.

PACER Center. (2001). *Transition and beyond...now what?* Minneapolis, MN.

Patton, J.R., & Dunn, C. (1998). *Transition from school to young adulthood: Basic concepts and recommended practices* (Pro-Ed Series on Transition). Austin, TX: Pro-Ed.

Policymaker Partnership for Implementing IDEA. *If Transition Is Such a Great Idea—Then Why Is It So Difficult to Implement* - teleconference (10/3/00). <ideapolicy.org/sat_oct_3/materials.htm>

Pumpian, I., & Certo, N.J. (1996-99). Focusing on the point of transition: A service integration

model. Funded by U.S. Department of Education, Office of Special Education Programs, Postsecondary Model Demonstration Program, Washington, DC.

Pumpian, I., Certo, N.J., & Sax, C. (1999). Progress Report, Year 02, AY 97-98: Focusing on the point of transition: A service integration model. Funded by U.S. Department of Education, Office of Special Education Programs, Postsecondary Model Demonstration Program, Washington, DC.

Rehabilitation Research and Training Center on Workplace Supports, Virginia Commonwealth University. (2000). *Whose life is it anyway? A look at person-centered planning and transition*. Richmond, VA: Author. (A self-paced instructional program on CD. Order on-line at: www.worksupport.com.)

Rusch, F., & Chadsey, J. (1998.) *Beyond high school: Transition from school to work*. Belmont, CA: Wadsworth. (Telephone: 1-800-354-9706. Order on-line at: www.wadsworth.com.)

Savukinas, R. (2001). *Community colleges and students with disabilities*. Washington, DC: HEATH Resource Center. (Available on-line at: www.heath.gwu.edu/FactSheets.htm)

Sax, C.L., & Thoma, C.A. (2002). *Transition assessment: Wise practices for quality lives*. Baltimore, MD: Paul H. Brookes.

Sitlington, P.L., Clark, G.M., & Kolstoe, O.P. (2000). *Transition education and services for adolescents with disabilities* (3rd ed.). Needham Heights, MA: Allyn & Bacon. (Telephone: 1-800-666-9433. Order on-line at: www.ablongman.com.)

Sitlington, P.L., Neubert, D.A., Begun, W., Lombard, R.D. & Leconte, P.J. (1996). *Assess for Success: Handbook on Transition Assessment*. Reston, VA: Council for Exceptional Children.

Storms, J., O'Leary, E., & Williams, J. (2000). *Transition requirements: A guide for states, districts, schools, universities, and families*. Minneapolis, MN:

Institute on Community Integration, University of Minnesota (Available online at: <http://interact.uoregon.edu/wrrc/trnfiles/trncontents.htm>).

Timmons, J.C. et al. Barriers to transition planning for parents of adolescents with special health care needs. (December 1998). *Research to Practice*, 4, 1. Institute for Community Inclusion.

Transition Coalition. (n.d.). *Answers to commonly asked questions about transition services and the individualized education program (IEP)*. Available online at: www.transitioncoalition.org/freepub.php3.

Transition Coalition. (n.d.). *Planning for the future*. Available on-line at: www.transitioncoalition.org/freepub.php3.

Transition Plans: Guide to the Future. California School to Work Interagency Transition Partnership: <www.sna.com/switp>

Warger, C., & Burnette, J. (Eds.). (2000). *Planning student-directed transitions to adult life*. Arlington, VA: ERIC Clearinghouse on Disabilities and Gifted Education. (Available on-line at: <http://ericec.org>.)

Wehman, P. (2002). *Individual transition plans* (2nd ed.). Austin, TX: Pro-Ed.

Wehman, P. (2001). *Life beyond the classroom: Transition strategies for young people with disabilities* (3rd ed.). Baltimore, MD: Paul H. Brookes.

Wehman, P., & Kregel, J. (1998). *More than a job: Securing satisfying careers for people with disabilities*. Baltimore, MD: Paul H. Brookes.

Wehmeyer, M.L.; Agran, M.; and Hughs, C. (1998). *Teaching Self-Determination to Students with Disabilities: Basic Skills for Successful Transition*. Baltimore, MD: Paul H. Brookes Publishing Company.

Wehmeyer, M.L., Morningstar, M., & Husted, D. (1999). *Family involvement in transition planning and implementation* (Pro-Ed Series on Transition). Austin, TX: Pro-Ed.

West, L.L., Corbey, S., Boyer-Stephens, A., Jones, B., Miller, R.J., & Sarkees-Wircenski, M. (1999). *Integrating transition planning into the IEP process* (2nd ed.). Arlington, VA: Council for Exceptional Children.

Will, M. (1984). *OSERS: Programming for the Transition of Youth with Disabilities: Bridges from School to Working Life*. Washington, DC: U.S. Department of Education.

Wolffe, K.E. (1997). *Career counseling for people with disabilities: A practice guide to finding employment*. Austin, TX: Pro-Ed.

References

Cortiella, Candace. IDEA 2004: Improving Transition Planning and Results. *LD InfoZone*. National Center for Learning Disabilities.

California Department of Education. *Transition to Adult Living: A Guide for Secondary Education*. 2003.

National Council on Disability (2000). *Transition and post-school outcomes for youth with disabilities: Closing the gaps to post-secondary education and employment*. Washington, DC: National Council on Disability, Social Security Administration.

National Dissemination Center for Children with Disabilities (NICHCY).

National Post-School Outcomes Center. Changes Over Time in the Early Postschool Outcomes of Youth with Disabilities. <http://www.psocenter.org/data_sources.html>

Office of Special Education, U.S. Department of Education. *After High School: A First Look at the Postschool Experiences of Youth with Disabilities*. April 2005.

Snapshot: San Francisco's children and youth today. San Francisco, CA: Department of Children, Youth and Their Families, 2002.

U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau. *The National Survey of Children with Special Health Care Needs Chartbook 2001*. Rockville, MD: U.S. Department of Health and Human Services, 2004.

Additional Resources in California and San Francisco City & County

Employment & Vocational Services

Bridges...from school to work

Marriott Foundation

Anthea Charles, Director
785 Market Street, Suite 700
San Francisco, CA 94103
Phone: 415-227-4330

Email: anthea.charles@marriott.com

Website: <http://www.marriottfoundation.org/>

Services provided: Employment preparation, placement, and retention activities

Service hours: Weekdays, 9 am to 5 pm; no after hours emergency services

Language services: English, Spanish, Cantonese, Tagalog, other

Cost: None

California State Department of Rehabilitation Cooperative Programs

WorkAbility II, III, IV, and V

**Transition Partnership Program (TPP)
Employment Development Department (EDD)**
800 Capitol Mall, Sacramento, CA 95814

One-Stop Centers

Phone: 916-654-8210

Web: <http://www.edd.cahwnet.gov/>

School-to-Career

Phone: 916-324-3352

Web: <http://www.stc.cahwnet.gov/>

Employment placement services for job-ready individuals at least sixteen years of age.

***Services available:* Job search workshops, labor market information, job referrals**

JVS Youth Programs

Jewish Vocational Service

Laurie Ackerman, Youth Employment Manager
225 Bush Street, Suite 400
San Francisco, CA 94104
Phone: 415-782-6251

Email: lackerman@jvs.org

Website: <http://www.jvs.org/>

JVS Youth Programs provides comprehensive vocational, employment and transition services for

youth with disabilities ages 14-24. Services include vocational training, employment counseling, paid and volunteer work experience, competitive job placement, post-secondary education counseling, youth development, career development and case management. JVS provides youth with a continuum of vocational services designed to develop skills, build on successful experiences, and facilitate a successful transition from school to self-sufficiency. JVS is committed to all youth having an equal opportunity to succeed in life.

Services provided: Employment counseling, Vocational training, paid and volunteer work experience, competitive job placement, post-secondary education counseling, youth development, career development, case management, skills attainment, career awareness, work readiness, computer skills, job retention support, GED/high school completion and re-entry

Service hours: Weekdays, 9 am to 6 pm; no after hours emergency services

Language capabilities: English, Mandarin, Russian, Spanish

Cost: None

Youth and Employment Training Services, San Francisco One Stop Southeast Career Link Center

Cedric Jackson, Director
1800 Oakdale Avenue
San Francisco, CA 94124
Phone: 415-970-7722
Email: cedric.jackson@sfgov.org

We provide a comprehensive, community-supported, integrated delivery system of employment, training and social services. Through our collaborative partners we are able to offer an array of services to a universal population that range from

Services provided: Job retention support, job search, vocational and educational training, unemployment claims, vocational rehabilitation, welfare-to-work, homeless employment services, childcare, job corps, free usage of: PCs with internet, faxes, xerox machines, telephones, word processing skill builders, pre-GED software, resume preparation and supervised job counseling and job search.

Service hours: Weekdays, 9 am to 6 pm; no after hours emergency services

Language capabilities: English, Cantonese, Tagalog, Mandarin

Cost:

Independent Living & Support Services

California Dept. of Developmental Services Regional Center

1600 9th St., Suite 240, Sacramento, CA 95814
Web: <http://www.dds.ca.gov/>

Eligibility: Mental retardation, cerebral palsy, epilepsy, autism, or any condition that would require treatment similar to mental retardation; disability began before the age of eighteen and is of a continuing, substantial nature.

Services available: Service coordination; assistance in securing housing, transportation, day activities, and supported employment; independent living skills training; assistance with medical services and respite to families

California Foundation for Independent Living Centers

660 J St., Suite 270, Sacramento, CA 95816
<http://www.cfildc.org/>

Assistive Technology Network

For information: 800-390-2699 (voice) or 800-900-0706 (TDD) or <http://www.atnet.org/>

Services available: Peer support, advocacy services, information, referral to community resources, and independent living skills training, accessible housing referral and personal assistance referral

Golden Gate Regional Center

120 Howard Street, Third Floor
San Francisco, CA 94105
Web: <http://www.ggrc.org>

Independent Living Resource Center

649 Mission Street, Third Floor
San Francisco, CA 94105
Phone: 415-543-6222 (Voice)/415-543-6698 (TTY)/415-543-6743 (Spanish)/415-543-6768 (Chinese)
Web: <http://www.independentliving.org>

California Department of Rehabilitation Client Assistance Program

200 Evergreen Street
Sacramento, CA 95815
Phone: 916-263-8987 or 800-952-5544
Web: <http://www.rehab.cahwnet.gov/>

Eligibility: Student must have a physical or mental disability that may substantially impede employment; student must need vocational rehabilitation services to

prepare for, enter, engage in or retain gainful employment.

Services available: Client Assistance Program; career counseling and guidance; assessment and evaluation; transportation; assistive technology (aids, devices, interpreter services, etc.); work-related needs (tools, supplies, equipment, uniforms, licenses, etc.); on-the-job training program; job placement services; supported employment; vocational/postsecondary training

Advocacy & Support Services

Honoring Emancipated Youth (HEY)

221 Main Street, Suite 300
San Francisco, CA 94105
Phone: 415-808-4284
Website: <http://www.heysf.org/>

Honoring Emancipated Youth (HEY) was established by United Way of the Bay Area in 1999 to develop a coordinated network of service providers to improve services for emancipated foster youth in San Francisco. HEY's mission is to engage current and former foster youth and the public, private, and nonprofit sectors to strengthen the capacity of San Francisco's foster care system to: successfully transition youth to adult independence; increase housing options and services; and develop mechanisms for integrating services through advocacy, organizing, outreach, education, and youth empowerment strategies.

Services provided: Advocacy, organizing, outreach, education, and youth empowerment

Service hours: Weekdays, 8:30 am to 4:30 pm; no after hours emergency services

Language services: English

Cost: None

Mayor's Office on Disability

Susan Mizner, Director
401 Van Ness Avenue, Suite 300
San Francisco, CA 94114
Phone: 415-554-6789
Email: mod@sfgov.org
Website: <http://www.sfgov.org/mod/>

The Mayor's Office on Disability takes complaints of disability rights violations in CCSF government services, benefits, or facilities.

Services provided: Services for disability rights violations

Language services: English, Tagalog, Cantonese
Cost:

Probation and Detention Services, San Francisco Juvenile Probation Department

William P. Siffermann, Chief Probation Officer
375 Woodside Ave.
San Francisco, CA 94127
Phone: 415-753-7556

Email: william.sifferman@sfgov.org
SFJPD investigates charges of delinquency lodged against juveniles and supervises juveniles adjudicated by the Court in a manner that mitigates threats to public safety and improves positive outcomes for youth and the community.

Language capabilities: English, Mandarin
Service hours: 24 hours everyday; after hours emergency services available

San Francisco Court Appointed Special Advocates Program

Caroline Fisher, Executive Director
100 Bush St. #650
San Francisco, CA 94104
Phone: 415-398-8001
Email: [cfisher@aol.com](mailto:cfishered@aol.com)

SFCASA recruits, screens, and trains community volunteers to be sworn-in as Officers of the Court. They are assigned to court dependents to advocate at Dependency Hearings and assure that appropriate services are provided.

Language capabilities: English, Mandarin, Spanish
Service hours: Weekdays, 8 am to 5 pm; no after hours emergency services

Cost:

Health Services

San Francisco Dept. of Public Health

Ellen Wolfe, Director, Children's Medical Services
30 Van Ness Avenue, Suite 210
San Francisco, CA 94102
Phone: 415-575-5712
Email: ellen.wolfe@sfdph.org
Website: <http://www.dhs.ca.gov/pcfh/cms/>

CCS is a statewide program that treats children with certain physical limitations and chronic health conditions or diseases. CCS can authorize and pay for specific medical services and equipment provided by

CCS-approved specialists; including, but not limited to, treatment, equipment, physical/occupational therapy.

Language capabilities: English, Spanish, Mandarin, Cantonese, Russian, Tagalog, Vietnamese

Service hours: Weekdays, 8 am to 5 pm; no after hours emergency services

Cost: None in some cases; otherwise, family contribution, Medi-Cal, or private insurance

Mental Health Services

California Mental Health Services

1600 9th Street, Room 250
Sacramento, CA 95814
Phone: 800-896-4042
Web: <http://www.dmh.cahwnet.gov/>

Provides services to those who meet statutory definitions of "target population" criterion, which includes *Diagnostic and Statistical Manual* definition for psychiatric, behavioral disorders, and certain specified behavioral patterns.

Services available: Psychiatric in-patient and long term care services; psychiatric diagnosis and adjustment; 24-hour crisis counseling; medication; mental health rehabilitative services; youth and children services, including day treatment services

Chinatown Child Development Center

Nancy Lim-Yee, Interim Program Director
720 Sacramento Street
San Francisco, CA 94108
Phone: 415-392-4453
Email: nanlimyee@aol.com

CCDC is a children's mental health clinic providing mental health services to children, youth, and their families. CCDC also serves a significant number of children and youth who are receiving special education services via the AB3632 program.

Services provided: Individual and group therapy, psychological testing, medication support services, case management

Service hours: Weekdays, 8:30 am to 5 pm; after hours emergency services available

Language services: English, Mandarin, Cantonese, Vietnamese, Tagalog

Cost: Yes; Medi-Cal, other insurance accepted

Education & School-Based Services

California Community Colleges

1102 Q St., Sacramento, CA 95814

Phone: 916-445-8752

Web: <http://www.ccco.edu/>

Eligibility: Student can verify temporary or permanent disability; student must be regularly enrolled in the educational institution.

Services available: Registration assistance, classroom accommodations, mobility services, deaf services, print access, learning disability services

California Department of Education Special Education Division

515 L St., Suite 270

Sacramento, CA 95814

Phone: 916-445-4729

Work Ability I

Phone: 916-327-4221

Web: <http://www.cde.ca.gov/spbranch/sed>

City College of San Francisco

50 Phelan Avenue

San Francisco, CA 94112

Phone: 415-239-3000

Web: <http://www.ccsf.edu/>

San Francisco School Volunteers

Lisa Spinali, Executive Director

601 McAllister Street

San Francisco, CA 94102

SFSV recruits, trains, and places volunteers in San Francisco's public schools.

Language capabilities: English, Spanish

Service hours: Weekdays, 9 am to 5:30 pm; no after hours emergency services

San Francisco State University (California State Universities)

Web: <http://www.calstate.edu/>

Trade and technical schools

Academy of Art University

Golden Gate University

Heald College

University of San Francisco

Web: <http://www.usf.edu/>

Therapy, Assistive Technology, Augmentative Communication Services, or Equipment

California State Dept. of Rehabilitation

301 Howard St., 7th Floor

San Francisco, CA 94105

Darlene Rutkowski, District Administrator

Phone: 415-904-7151

Email: drutkows@dor.ca.gov

Website: <http://www.dor.ca.gov/>

Service hours: Weekdays, 8 am to 5 pm; no after hour emergency services

Social & Recreational Services

San Francisco Recreation & Park Dept.

McLaren Lodge, 501 Stanyan Street

San Francisco, CA 94117

Phone: 415-831-2700

YMCA San Francisco

631 Howard Street, Suite 500

San Francisco, CA 94105

Phone: 415-777-9622

YWCA San Francisco

271 Austin Street

San Francisco, CA 94109

Family Support Services

Support for Families

Juno Duenas, Executive Director

2601 Mission Street, Suite 606

San Francisco, CA

Phone: 415-282-7494

Email: jduenas@supportforfamilies.org

Website: <http://www.supportforfamilies.org/>

SFCD provides information and education to families of children with disabilities and the professionals who serve them. We provide support to families.

Services provided: Drop-in center; phone line, library, website, and newsletter; trainings, workshops, and conferences, parent mentor program, short-term case management and counseling; support groups, parent teams, and special family events

Language capabilities: English, Spanish, Mandarin, Cantonese

Service hours: M/W/F, 9:30 am to 4:30 pm; Tu/Th, 12:30 pm to 8:30 pm; no after hours emergency services

- Regional Occupational Programs (ROP) and adult schools

Social Security Administration

For information: 800-772-1213 or <http://www.ssa.gov/>

Programs provide cash benefits to persons unable to work because of age, disability, or injury. Supplemental Security Income (SSI) pays benefits to persons who fall below certain income/asset levels. Social Security Disability Insurance (SSDI) pays benefits to persons with a disability who have paid into the system or have a parent who paid into the social security system.

Eligibility: Disability is defined for both SSI and SSDI as a condition that prevents a person from engaging in substantial gainful activity because of a mental or physical impairment that has lasted or can last for at least twelve consecutive months.

***Services available:* Social Security work incentives [Earned Income Inclusion, Student Earned Income Exclusion, Impairment-Related Work Expenses (IRWE), Plan for Achieving Self-Support (PASS)]**

