

The Ventura County Transition Project Presents.....



# FAMILY TRANSITION TRAINING

**for more information about  
the Ventura County Transition Project:**

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TRANSITION TO ADULT LIFE FOR STUDENTS WITH DISABILITIES:  
[www.venturacounty selpa.com/\"Transition\"](http://www.venturacounty selpa.com/\)

# **AGENDA**

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## **FAMILY TRANSITION TRAINING**

- I. Transition Outcomes**
- II. Transition Planning**
- III. Making It Happen**
- IV. Sample Goals**
- V. Transition**
- VI. School-Based Programs**
- VII. Family Involvement**
- VIII. IEP Requirements**
- IX. Transition Checklist**
- X. Linking Agencies**



*No one has a greater stake  
in the outcomes of transition  
planning than young adults  
with disabilities.*

*They should be active, participating  
members of both formal and informal  
transition activities and efforts.*

*Martin Gould  
and  
Nancy McTaggart*

*Self Advocacy for Transition*



## TRANSITION OUTCOMES

What are your goals for outcomes for your child when they leave the school setting?

What are your son/daughter's preferences and interests for what they would like to do?

**OUTCOME AREAS TO CONSIDER:**

- Training- Take vocational courses, go to technical school, etc.
- Education- Attend adult education, community college, university, etc.
- Employment- Work as a \_\_\_\_\_
- Independent Living- Own apartment, live at home, married.

*Please take a few minutes to write out three possible outcomes for your child.*

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## TRANSITION OUTCOMES WORKSHEET

- WHAT IS THE OUTCOME?** (TRAINING, EMPLOYMENT, EDUCATION, INDEPENDENT LIVING.)

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- WHAT NEEDS TO HAPPEN TO ACHIEVE THE OUTCOME?**

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- WHAT ACTIVITIES SHOULD THE STUDENT BE ENGAGED TO WORK ON THE NEEDS TO ACHIEVE THE GOAL?**

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## TRANSITION PLANNING

### THE TRANSITION QUESTION

How do we as students, families and professionals accomplish these goals?

- ☑ **WHEN SHOULD TRANSITION PLANNING BEGIN?**
  - Transition services language must be included in the IEP by age 16 (*starting at 15*)
  - Goals must be reviewed annually
  
- ☑ **HOW DOES TRANSITION PLANNING WORK?**
  - Transition planning must take place as part of an Individualized Education Program (IEP) meeting.
  - The student's transition goals and needs should become an important part of the IEP and should be reflected in:
    - ◆ Goals that are developed
    - ◆ Classes taken
    - ◆ Services provided to the student

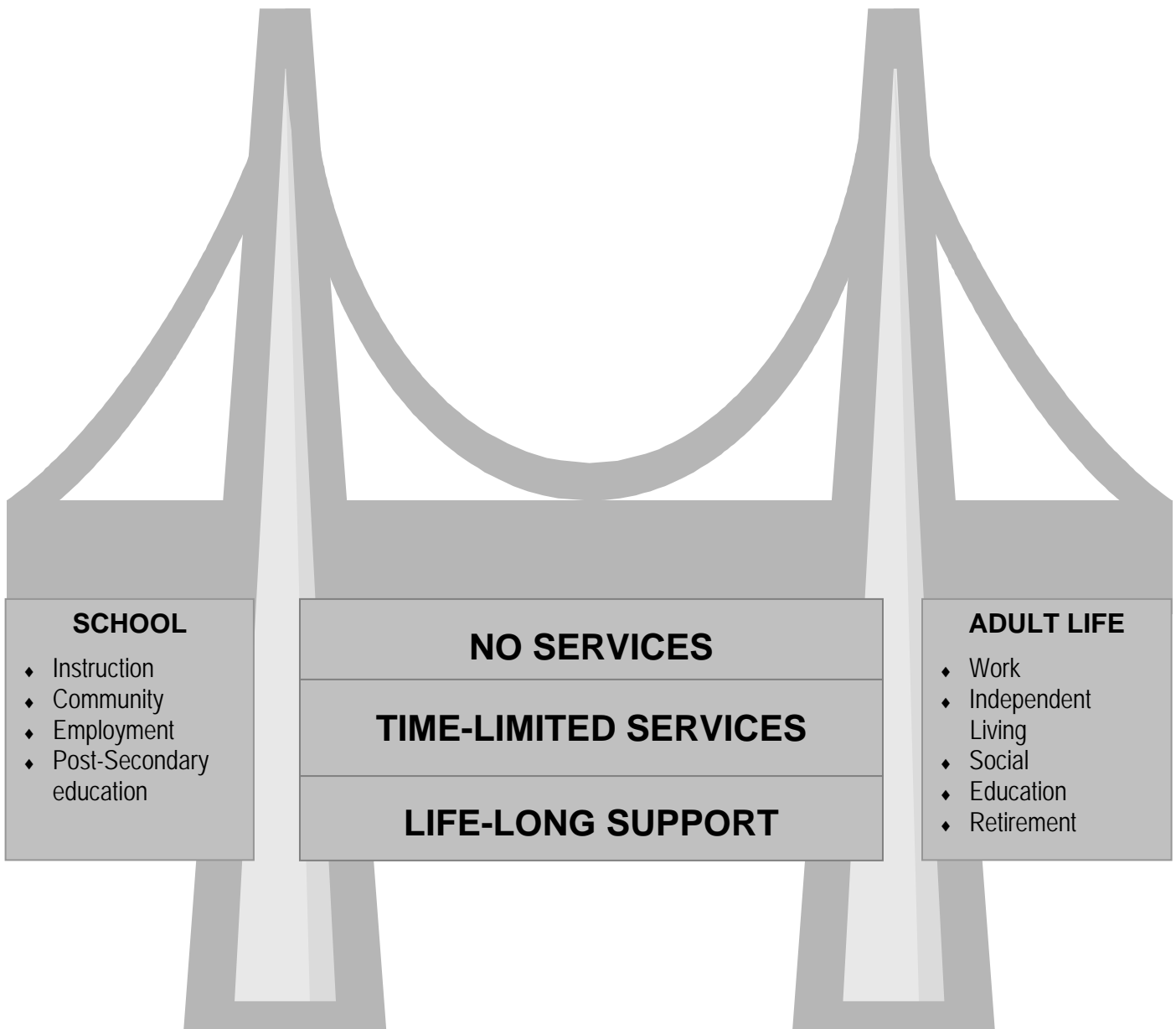


## TRANSITION PLANNING (*CONTINUED*)

Transition planning is a collaborative effort involving the student, school staff, families and agencies.

- ☑ **WHO SHOULD BE INVOLVED IN TRANSITION PLANNING?**
  - Student
  - Special education teachers
  - Family members and/or friends of the family
  - Community services representatives (*Regional Center, Department of Rehabilitation, Community College, etc.*)
  - Adult service provider representative (*if already identified by student and family*)
  - Other appropriate school site staff (TPP staff, WorkAbility staff, counselor, psychologist, etc.)
  - General education teacher
  - School administrator or designee

**Student and family must give permission for any outside agency to attend the meeting.**



**BRIDGE MODEL OF TRANSITION SERVICES**

**Draft**

**TRANSITION TO ADULT LIFE**  
**(This page must be completed no later than the student's 16<sup>th</sup> birthday and every year)**

**VENTURA COUNTY SELPA INDIVIDUALIZED EDUCATION PROGRAM**

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_

If student was not present at the IEP meeting, note how his/her input was obtained.  Conference  Interview  Other: \_\_\_\_\_

**Transition Assessments (must be done prior to age 16 – update annually as appropriate):**

Career/Interest tool: \_\_\_\_\_ Date: \_\_\_\_\_

*Use results to determine preferences and interests below.*

Skills/Aptitude tool: \_\_\_\_\_ Date: \_\_\_\_\_

*Use results to determine needs related to preferences and interests in developing goals.*

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

**Student's preferences and interests for outcomes after high/postsecondary school:**

*Specify all that apply:*

Training (i.e., vocational, technical schools): \_\_\_\_\_

Annual Goal

Education (i.e., adult, continuing, college): \_\_\_\_\_

Annual Goal

Employment (supported or independent): \_\_\_\_\_

Annual Goal

Independent Living (i.e., adult services, community, social/recreational): \_\_\_\_\_

Annual Goal

**(See Goals Page for Annual Goals to address needs related to outcomes)**

**Transition services/courses to address annual goals (check all that apply-specify):**

Adult Living Objectives Development: \_\_\_\_\_

Instruction/classes: \_\_\_\_\_

Related Services (also note in "services" area on cover page): \_\_\_\_\_

Community Experiences: \_\_\_\_\_

Daily Living Skills: \_\_\_\_\_

Functional Vocational Evaluation: \_\_\_\_\_

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

**Interagency Responsibilities or Linkages:**

Student currently a client of: \_\_\_\_\_ Other possible agencies to be considered: \_\_\_\_\_

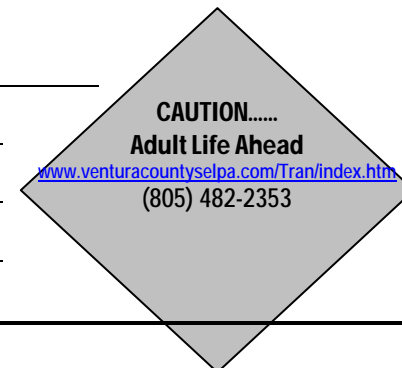
Referral needed at this time:  Yes  No If yes, agency: \_\_\_\_\_ Responsible Party: \_\_\_\_\_

If agency representative was not in attendance, note how input was obtained: \_\_\_\_\_

**Transfer of Rights:**

**(For students younger than 17)** – Method by which student will be informed prior to 17<sup>th</sup> birthday that rights under special education law will transfer to him/her upon reaching age 18: \_\_\_\_\_

**(For students 17 and older)** – Student was informed that rights will be/were transferred at age of majority (18) (student initials if over 18 – parent initials if under 18) \_\_\_\_\_





## **MAKING IT HAPPEN**

- ☑ **WE WORK TOGETHER**
  - Families, students, school staff, agency representatives
  
- ☑ **WE FOCUS ON DETERMINING STUDENT INTERESTS AND NEEDS**
  - Interest inventories
  - Counseling
  - Job shadowing
  - Work exploration
  - Situational work placement
  - Work experience
  - Aptitude assessments
  
- ☑ **WE DEVELOP GOALS**
  
- ☑ **WE DECIDE ON SERVICES**
  - Career Center on campus
  - WorkAbility
  - Regional Occupational Program (ROP)
  - Work experience
  - Courses/classes
  - Daily Living Skills



## **MAKING IT HAPPEN (*CONTINUED*)**

### **WE CONNECT WITH ADULT AGENCIES AND SERVICES**

- Community Colleges
- Tri-Counties Regional Center
- Dept. of Rehabilitation
- Behavioral Health
- Job Placement Centers / E.D.D.
- Social Security Services



## TRANSITION NEEDS

Once a student has begun to identify their strengths and interests, those strengths and interests should define the student's goals.

What the student needs to achieve those goals should define the services the student receives from school staff and other agency providers.

**STUDENT NEEDS SHOULD DRIVE GOALS AND SERVICES**



## SAMPLE GOAL AREAS

### TRAINING

- Explore availability of career/technical schools
- Take \_\_\_\_\_ prerequisite course
- Identify sources of financial aide and apply

### EDUCATION

- Explore colleges
- Apply at college
- Visit Disabled Students Program
- Pass \_\_\_\_\_ prerequisite course(s)
- Take/pass SATs
- Identify sources of financial aid
- Specific academic goals

### EMPLOYMENT

- Explore options, prerequisites and average pay
- Develop transition portfolio
- Participate in occupational training experiences
- Learn to prepare a resume
- Learn effective interviewing skills
- Master basic skills in reading, writing and math
- Learn better social skills
- Learn to use a cash register
- Take \_\_\_\_\_ career/vocational \_\_\_\_\_ assessments



## **SAMPLE GOAL AREAS (*CONTINUED*)**

### **EMPLOYMENT (*CONTINUED*)**

- Initiate Department of Rehabilitation (DR) application
- Apply for on-campus work (cafeteria, office, grounds)
- Research careers of interest
- Do on-line career search
- Interview worker in career interest area
- Attend "Career Days" at high schools and colleges
- Visit in an area of career interest
- Volunteer in an area of work that might be of interest

### **INDEPENDENT LIVING**

- Get a driver's license or California I.D.
- Open bank account
- Participate dances independently after school
- Participate in Sports
- Learn to use public transportation
- Investigate health/medical insurance
- Do own laundry
- Plan and prepare a family meal
- Money management/budget
- Grooming and personal appearance

**VENTURA COUNTY SELPA INDIVIDUALIZED EDUCATION PROGRAM**

**ANNUAL GOALS**

**Draft**

Student Name \_\_\_\_\_ Birthdate: \_\_\_\_\_ Date of Meeting \_\_\_\_\_

**Area of Need:** \_\_\_\_\_ **Responsible Discipline/s:** \_\_\_\_\_

**Additional Information:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Baseline:** \_\_\_\_\_

For EL students specify language of instruction: <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other: _____  <b>Annual Goal:</b> By _____,  <input type="checkbox"/> Enables student to be involved/progress in general curriculum <input type="checkbox"/> Addresses other educational needs resulting from the disability  Standard: _____ Domain: _____ Category Number	<b>Report of Pupil Progress</b>			
		*Progress	Goal to be achieved by review?	Comments
	Date			
	Date			
	Date			

**Baseline:** \_\_\_\_\_ **Responsible Discipline/s:** \_\_\_\_\_

For EL students specify language of instruction: <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other: _____  <b>Annual Goal:</b> By _____,  <input type="checkbox"/> Enables student to be involved/progress in general curriculum <input type="checkbox"/> Addresses other educational needs resulting from the disability  Standard: _____ Domain: _____ Category Number	<b>Report of Pupil Progress</b>			
		*Progress	Goal to be achieved by review?	Comments
	Date			
	Date			
	Date			

\*Progress Reporting Code: I = Introduced Goal, P = Making Progress Toward Goal, M = Met Goal, N= No Progress Observed, NI = Not Introduced



## TRANSITION SERVICES

**ADULT LIVING OBJECTIVES DEVELOPMENT**

Activities to help the student decide what s/he wants to be and do.

**INSTRUCTION/COURSES**

Use of formal techniques to impart knowledge typically provided in school and related to transition.

**RELATED SERVICES**

Special education services such as counseling, speech and language, etc., that will assist student in attaining goals.

**COMMUNITY EXPERIENCE**

Services that occur away from school and promote inclusion and competence in community activities.

**DAILY LIVING SKILLS**

Services which help the student learn skills necessary to be independent in daily living.

**FUNCTIONAL VOCATIONAL EVALUATION**

Services which help determine the student's skills and abilities using community and workplace settings.

Ventura County SELPA  
**WORKABILITY I PROGRAM**

**Career / Employment Development Array of Services Worksheet**

Student Name \_\_\_\_\_ Birthdate \_\_\_\_\_  
 SS# \_\_\_\_\_ School \_\_\_\_\_  
 Case Manager/Teacher \_\_\_\_\_  
 WorkAbility I Staff \_\_\_\_\_  
 Student's Career Goal \_\_\_\_\_

<b>FIRST YEAR</b>	<b>SECOND YEAR</b>	<b>THIRD YEAR</b>	<b>FOURTH YEAR</b>
<b>Self-Awareness and Self-Advocacy</b>	<b>Career Exploration</b>	<b>Career Experience</b>	<b>Career Try-Out</b>
<ul style="list-style-type: none"> <li>◆ Student can identify own strengths and challenges, what he or she does well and what is hard.</li> <li>◆ Student can state own disability clearly and correctly.</li> <li>◆ Can state support needs (school, work, community) courteously and appropriately.</li> <li>◆ Student can state the "type" of job (outdoor, office, etc.) that s/he envisions.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Student begins to see self as a potential "worker" with skills to offer.</li> <li>◆ Student is exposed to lots of different careers, and begins to learn about requirements.</li> <li>◆ Student begins to talk about specific careers he or she might like.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Student visits/explores a variety of careers of interest (job shadows, industry tours, internships).</li> <li>◆ Student works in a variety of work experiences (volunteer, school, or paid).</li> <li>◆ Student researches various jobs-prerequisites, availability, pay.</li> <li>◆ Student articulates career goal.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Student has more direct experience with employers.</li> <li>◆ Student works in a paid position with support from school staff and feedback from employer.</li> <li>◆ Based on experiences student may change the career goal.</li> </ul>

<b>(Check one)</b>	<b>School Year</b>			
_____ Secondary	20____ - 20____	20____ - 20____	20____ - 20____	20____ - 20____
_____ Post secondary				

**Academic Instruction**  
**(Core academic skills development)**

1)	<b>Career/Vocational Assessment</b> (Formal and informal evaluations of interests, skills, abilities, personality)				
2)	<b>SCANS Skills Verification</b> (Document attainment of SCANS employment skills)				
3)	<b>Portfolio</b> (Documentation of student experience and achievement)				
	<b>Self Advocacy Training</b> (Help students understand rights and responsibilities, request needed accommodations)				
	<b>Transition Services Language on IEP</b> (Student centered and developed IEP that includes a transition plan)				
	<b>Career Counseling and Guidance</b> (Assist students to develop their personal career plan)				
	<b>Curriculum Integration</b> (Integrate NCDG, SCANS into contextual learning of standards and core academic subjects)				
	<b>Vocational Classes</b> (Skills development in vocational and technical classes)				
	<b>Career Plan</b> (Personal career and educational plan for				

high school and postsecondary education/training)				
<b>Independent Living Skills</b> (Use community resources, domestic skills, money management)				

**WorkBased Learning Component:  
(Worksite learning experiences or strategies to connect the classroom to work.)**

4)	<b>Career Awareness Activities</b> Industry Tours, Guest Speaker, Career fair				
4)	<b>Career Exploration Activities</b> Job Shadow, School Based Projects/Business Service learning				
4)	<b>Skills Development</b> Internship, Apprenticeship, Community classroom, Workplace Mentor, WorkAbility placement				
4)	<b>Job Coaching</b> (Direct supervision and training of students in the workplace)				
4)	<b>Mobility Training</b> (Train to use transportation resources walk, bus, drive and community orientation)				
4)	<b>Employment</b> Subsidized                      Unsubsidized				

**Connecting Activities:  
(Programs and services that help link school and workbased learning opportunities and services)**

5)	<b>Partnership Collaboration</b> (Engagement of businesses and community agencies)				
5)	<b>Parent Involvement</b> (Permission and student support)				

**WorkBased Learning Opportunities:  
(Placement Support)**

	<b>Student Referral</b> (Assist student to access resources, agencies and WA program)				
	<b>Preparation for Worksite</b> (Develop awareness of employer expectations related to SCANS skills in the areas of personal competencies, interpersonal skills and worksite expectations)				
	<b>Job Search Skills</b> (Training on how to seek and obtain employment through application, interview, resume, portfolio, agency resources)				
	<b>Mentor</b> (Student advocate, trainer)				
	<b>Placement services</b> (Locate WA I site or employment opportunity for students)				
	<b>Follow-Along</b> (Routine contact with worksite to evaluate, troubleshoot and coach student)				

**Accountability:**

	<b>Follow-up</b> (Maintain contact with student after graduation)				
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# SCHOOL BASED VOCATIONAL SERVICES

*(not all are available at all high school campuses)*

## R.O.P

- ♦ Specific occupational training courses
- ♦ Diversified careers classes

### **Contact:**

Robert Wisman, (805) 388-4430

## DISTRICT OR SITE-LEVEL WORK EXPERIENCE EDUCATION (WEE)

- ♦ Career/vocational exploration
- ♦ Assessment
- ♦ Job readiness
- ♦ Job Seeking

### **Contact:**

Your high school Work Experience office

## TRANSITION PARTNERSHIP PROGRAM

- ♦ Specifically for special education students
- ♦ Career/vocational exploration
- ♦ Assessment
- ♦ Job readiness
- ♦ Job seeking

Available in: Las Virgenes, Conejo Valley, and Oxnard Union High School Districts only

## WORKFORCE INVESTMENT ACT (WIA) FUNDED PROGRAMS

### **Youth Development Program**

Boys and Girls Club of Greater Oxnard and Port Hueneme (*Oxnard Union High School District students only*)

### **Contact:**

Tim Blaylock, (805) 815-4959

### **Youth Ventures Program**

Work Training Programs, Inc. (*serves all Ventura County except Oxnard Union High School District*)

### **Contact:**

Jaime Rutiaga, (805) 289-3999

## WORKABILITY I

- ♦ Pre-employment skills
- ♦ On the job training and follow-ups
- ♦ Available in all districts in SELPA

### **Contact:**

#### Ventura County SELPA

Fran Arner-Costello, (805) 482-2353

or

#### Las Virgenes Unified School District

Linda Carthart, (818) 889-7375

#### Conejo Valley Unified School District

Denice Welter, (805) 497-9511, xt. 355



## FAMILY INVOLVEMENT

### PREPARING FOR TRANSITION PLANNING

- Explore your own values as a family
- Share your family values with the transition team
- Set goals together as a family
- Talk with teachers and others about your son/daughter's skills and goals
- Work with legal and financial experts (Social Security, SSI, DMV, wills, etc.)



## **FAMILY INVOLVEMENT (*CONTINUED*)**

### **☑ PROMOTING INDEPENDENCE**

- Parents walk a tightrope between protection and independence
- Allow your student to take responsibility for his/her actions, success and failures
- Encourage the process of working toward long-range goals rather than short term outcomes
- Teach son/daughter to take responsibility for his/her actions
- Help your student set realistic but ambitious goals; provide honest, positive feedback
- Help your son/daughter identify types of work they might enjoy
- Provide opportunities for new experiences to assist your student in identifying available options and making good decisions
- Encourage daily living skills and reward work-related behaviors at home
- Help your student learn good communication skills



## **FAMILY INVOLVEMENT** (*CONTINUED*)

### **PROMOTING SELF-ADVOCACY**

- Teach your son/daughter that what he/she says and does is important
- Teach your son/daughter to speak and act for himself/herself
- Encourage your son/daughter to make his/her own decisions
- Encourage your son/daughter to take charge of getting what he/she wants in terms of services, training or employment
- Help your son/daughter understand his/her rights
- Help your son/daughter know his/her personal strengths and weaknesses
- Teach your son/daughter to request needed accommodations courteously but assertively

# Ventura County Transition Project **STUDENT/PARENT TRANSITION CHECKLIST**

## *For Post-School Transition Planning*

The following is a checklist of transition activities to consider when preparing for the transition section of the IEP. The students' skills and interests will determine which items on the checklist are relevant. Use this checklist as a guide for developing transition activities to be included in the IEP. It can help identify who should be part of the IEP team. Responsibility for carrying out the specific activities should be determined at the IEP meeting.

### **Three to Four Years Before Leaving the School District**

- Identify personal learning styles and the necessary accommodations to be a successful learner and worker.
- Identify career interests and skills through the use of inventories.
- Identify education and training requirements for the interest areas.
- Explore options for postsecondary education, including admission and requirements.
- Learn to communicate your interests, preferences, and needs effectively.
- Be able to discuss your disability and the accommodations you need.
- Learn and practice informed decision-making skills.

### **Two Years Before Leaving the School District**

- Gather more information on postsecondary programs and support services.
- Identify community support services and programs that could assist you with transition to adult life.
- Invite possible adult service providers to the IEP meeting.
- If appropriate, make arrangement to take college admission exams.
- Match career interests and skills with vocational coursework and community work experiences.
- Begin a resume and update it as needed.
- Determine the need for financial support and contact agencies that could provide you with this support.
- Explore legal status with regards to decision-making prior to age of majority (18 years old).
- If needed, identify needed personal assistant services.

### **One Year Before Leaving the School District**

- Identify the postsecondary school or training program you plan to attend.
- Specify desired job and obtain paid employment with supports as needed.
- If you have not done so yet, apply for financial support programs.
- Pursue and use local transportation options.
- If you are 18, register to vote and if male, register for the selective service.



## IEP REQUIREMENTS

### **TRANSFER OF RIGHTS**

- When a student turns 18 years old (the age of majority), all educational rights including their rights under IDEA transfer to them.
- Parents must be informed of this change by or before the student's 17th birthday.



## LINKING AGENCIES FOR TRANSITION

Government agencies funded to provide services to individuals in the community which may include, but may not be limited to, individuals with disabilities.

- Community Colleges
- Four-Year Colleges and Universities
- Department of Rehabilitation
- Employment Development Department (*Job and Career Centers*)
- Workforce Investment Department
- Regional Center Services
- Mental Health Department

## EXAMPLES OF INTENSITY OF STUDENT SUPPORT THROUGH TRANSITION SERVICE LANGUAGE

STUDENT POPULATION	EXAMPLE OF TRANSITION SERVICES	EXAMPLES OF COMMUNITY AGENCIES FOR SERVICES
<p>The student wants to attend two or four-year post secondary education leading to employment.</p> <p>Example Transition goals: Civil engineer, apartment, and drive a car.</p>	<ul style="list-style-type: none"> <li>➤ Enroll in college of choice prior to graduation</li> <li>➤ Apply for services with a community college</li> <li>➤ Disabled Students Programs and Services</li> <li>➤ Complete DR application, continue through with eligibility for DR services</li> </ul>	<p>EDD- TJTC, Job Data Bank  WIA- Summer Jobs Plus  DR- Potential assistance with college costs; ongoing counseling  College- Disabled Students Programs and Services</p>
<p>The student wants to complete post secondary vocational education training program leading to employment.</p> <p>Example Transition goals: Computer programmer, apartment, own and drive a car.</p>	<ul style="list-style-type: none"> <li>➤ Maintain grade of "C" or better in "2+2" Course</li> <li>➤ Attend Job Seeking Skills workshop (on campus)</li> <li>➤ Apply for enrollment in a post secondary, vocational education or training institution prior to exiting</li> </ul>	<p>EDD- Job Data Bank  W/A- Summer Jobs Plus  DR- Tutors, vocational training costs  College- Disabled Students Programs and Services  Behavioral Health- Counseling</p>
<p>The student desires to obtain full-time employment.</p> <p>Example Transition goals: Laborer, shared apartment, car pool.</p>	<ul style="list-style-type: none"> <li>➤ Participate in Work Experience Education</li> <li>➤ Complete WIA Summer Jobs Plus application</li> <li>➤ Complete Home Economics Consumer Education course</li> <li>➤ Attend weekly on-campus BH counseling</li> </ul>	<p>EDD- TJTC, Subsidized employment  WIA- Summer Jobs Plus  DR- Tutors, vocational training costs  College- Disabled Students Programs and Services  Behavioral Health- Counseling</p>
<p>The student has developmental disabilities, is a Regional Center client, and hopes to have supported employment.</p> <p>Example Transition goals: Landscape work crew, supported living, para-transit.</p>	<ul style="list-style-type: none"> <li>➤ Continue work crew placement in Regional Occupational Program (e.g., Landscape Gardening)</li> <li>➤ Regional Center Case Manager will complete and forward the DR-50 form to Habilitation</li> </ul>	<p>EDD- Targeted Jobs Tax Credit  WorkAbility I- Job experience  DR- Job Coaching  Regional Center- Independent/Supported Living  Habilitation- Job coaching for follow-along  Social Security- Prepare a PASS  Behavioral Health- Family counseling</p>
<p>The student wants to participate in Supported Employment.</p> <p>Example Transition goals: Supported Employment at a workshop, supported living, para-transit.</p>	<ul style="list-style-type: none"> <li>➤ Complete individualized life skills curriculum</li> <li>➤ Complete final semester of school with linkage to agency funding for services provided by Adult Service Provider (e.g., Regional Center)</li> </ul>	<p>Regional Center- Independent/supported living  Social Security- SSI  Habilitation- Supported employment work activity center</p>
<p>The student is medically fragile and wants to participate in a supported environment.</p> <p>Example Transition goals: Adult Development Center, board and care, para-transit.</p>	<ul style="list-style-type: none"> <li>➤ Complete final semester of school with linkage to agency funding for services provided by Adult Service Provider (e.g., Regional Center)</li> </ul>	<p>Regional Center- Supported living  Social Security- SSI  Medi-Cal/Medi-care- Ongoing  California Children Services- Until age 21  Adult Development Center- Complete intake</p>