

Adult Transition Center FAQs

1. What is an Adult Transition Program?

The Adult Transition Program is a community-based instruction (CBI) program designed for young adults ages 18-22, with mild to severe developmental disabilities. The purpose of the program is to provide essential life skills training for the students, so that they may become independent and productive citizens.

2. Who does an Adult Transition Program serve?

The program has eight classrooms. Four of the classes are designed for students with mild to moderate developmental disabilities and four of the classes are designed for students with moderate to severe developmental disabilities. The program is a regionalized program, which means that it is open to students attending other districts within our Special Education Local Plan Area (SELPA).

3. How is classroom placement determined?

Each year is different, and the classes change based on the growth of the students. The students may change classes from year to year or remain in the same class based on their individual needs. At the beginning of each year, there is an assessment and orientation process, where students are given an opportunity to attend different classrooms. This allows them to make an informed decision along with the recommendations of the teachers, as to which classroom best meets their needs for that school year. The teachers work collaboratively, so students often join other classrooms throughout the year depending on the activity.

4. What is the average class size?

The size of each classroom fluctuates from year to year based on the abilities of the students. The mild/moderate class sizes range from 12 – 15 students on average. The moderate/severe class sizes range from 8-12 depending on the needs of the students.

5. How much support do each of the classes have?

The mild/moderate classes are staffed with 1 special education teacher and 2 paraeducators academic support. The moderate/severe classes are staffed with 1 special education teacher, 1 paraeducator health care support (CNA), and 1 paraeducator behavior support. The moderate/severe classroom that serves students with more medically involved needs is staffed with a paraeducators health care support (LVN).

6. What are the school hours?

The mild/moderate class hours are from 8:00 a.m. – 1:00 p.m., and the moderate/severe program has one moderate class that runs from 8:00 a.m. – 1:00 p.m., and 3 classes that run from 9:00 a.m. – 2:00 p.m.

7. What curriculum is used?

Each classroom provides Specialized Academic Instruction based on the domains of the Basics2 Curriculum Framework. These domains include Functional Academics, Vocational Skills, Community Awareness, Domestic Skills, and Recreation and Leisure. Within these domains the areas of money management, work ethics, community access, independent living skills, decision-making skills, and social skills are covered. Although each classroom offers the same services, they are unique in the sense that each teacher has a different teaching style and delivers accommodations differently.

8. Is transportation provided?

Yes, transportation is provided to and from school. A student may opt to take public transportation to and from school, if they have the skills and have proven to be safe within the community. The goal is to promote independence.

9. Is lunch provided?

Yes, the students qualify for the free and reduced lunch program. Breakfast and lunch are provided for the students by the school at no charge. The students may opt to bring their own lunch if they so desire. The facility has a kitchen, which allows the students to practice meal preparation. The students have an opportunity to prepare breakfast and lunch at school, which assists with the transition process. Although students may qualify for a free or reduced lunch, preparing meals on a daily basis is encouraged in order to promote independence and responsibility.

10. What is WorkAbility I?

The WorkAbility I program provides comprehensive pre-employment training, employment placement, and follow-up for high school students in special education, who are making the transition from school to work, independent living, and post secondary education or training. All fifty-eight California counties are served by a WorkAbility I program. The WorkAbility I program is funded and administered by the California Department of Education, Special Education Division.

11. How often do the students work?

Each student gains work experience either through vocational tasks done in the classroom, on campus, or through on the job training, and works on average about 2-3 days a week depending on their ability.

12. How much do the students get paid?

The WorkAbility I grant pays based on minimum wage. The students are paid for on the job training through the WorkAbility I grant, based on their effort and the amount of work that they complete. This is a training program, so working does not always guarantee a paycheck.

13. What do the students do with their checks?

Earning a paycheck allows the students to practice money management, banking, and budgeting skills with the assistance of their teacher. We ask that the parents allow their son or daughter to use their paycheck for this purpose, and to promote independence.

14. How much can I earn without it affecting my SSI check?

The Social Security Administration allows individuals who are attending a high school program to earn \$85 per month, without it affecting their SSI check. For every \$1 earned above \$85 per month, \$0.50 is deducted from their SSI check. The students do not earn more than \$85 per month, unless they are working additional hours based on their level of independence and preference.

15. Is extended school year offered?

Extended school year is offered to students until they reach the maximum age of 22. Once a student receives their certificate of recognition in June, it is not recommended that they attend extended school year in order to give them closure to their adult transition experience, and to assist them with transitioning to their next placement. Students exiting the program in December do not qualify for extended school year.