

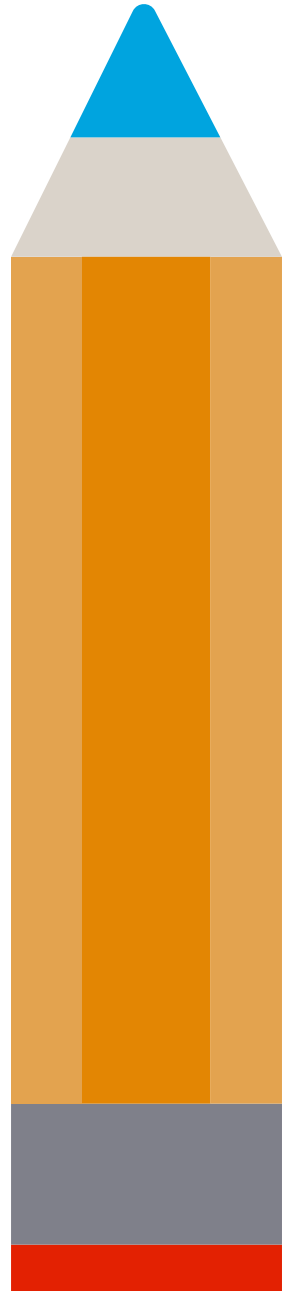


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# **Community Advisory Committee (CAC) Meeting Date**

April 17, 2024

# **District Office of Transition Services**





**LAUSD**  
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**Scan QR Code to Submit Questions**

(OR)

**<https://bit.ly/CAC-QUESTIONS>**

# Acronyms

<b>ADA</b>	Americans with Disabilities Act
<b>CADAA</b>	California Dream Act Application
<b>CTCs</b>	Career & Transition Centers
<b>IDEA</b>	Individuals with Disabilities Act
<b>FAFSA</b>	Free Application for Federal Student Aid
<b>IEP</b>	Individualized Education Program
<b>ITP</b>	Individual Transition Plan
<b>TPP</b>	Transition Partnership Program
<b>WA1</b>	WorkAbility 1



# Key Terms

**Individual Transition Plan (ITP):** A part of the IEP that is in place by the time a student is 14 years old.

**Postsecondary:** Postsecondary refers to the time after a student leaves LAUSD. As appropriate to the individual student, postsecondary may be AFTER high school (if graduating with a regular high school diploma), AFTER attending a Career and Transition Center, or AFTER exiting special education at age 22.





# Objectives

- Participants will learn about transition services for students with disabilities including transition instruction/activities, outside agency linkages, assessment, and work-based learning opportunities.
- Participants will gain a deeper understanding as to the purpose of the Individual Transition Plan (ITP) and how they can support the ITP process.

# Agenda

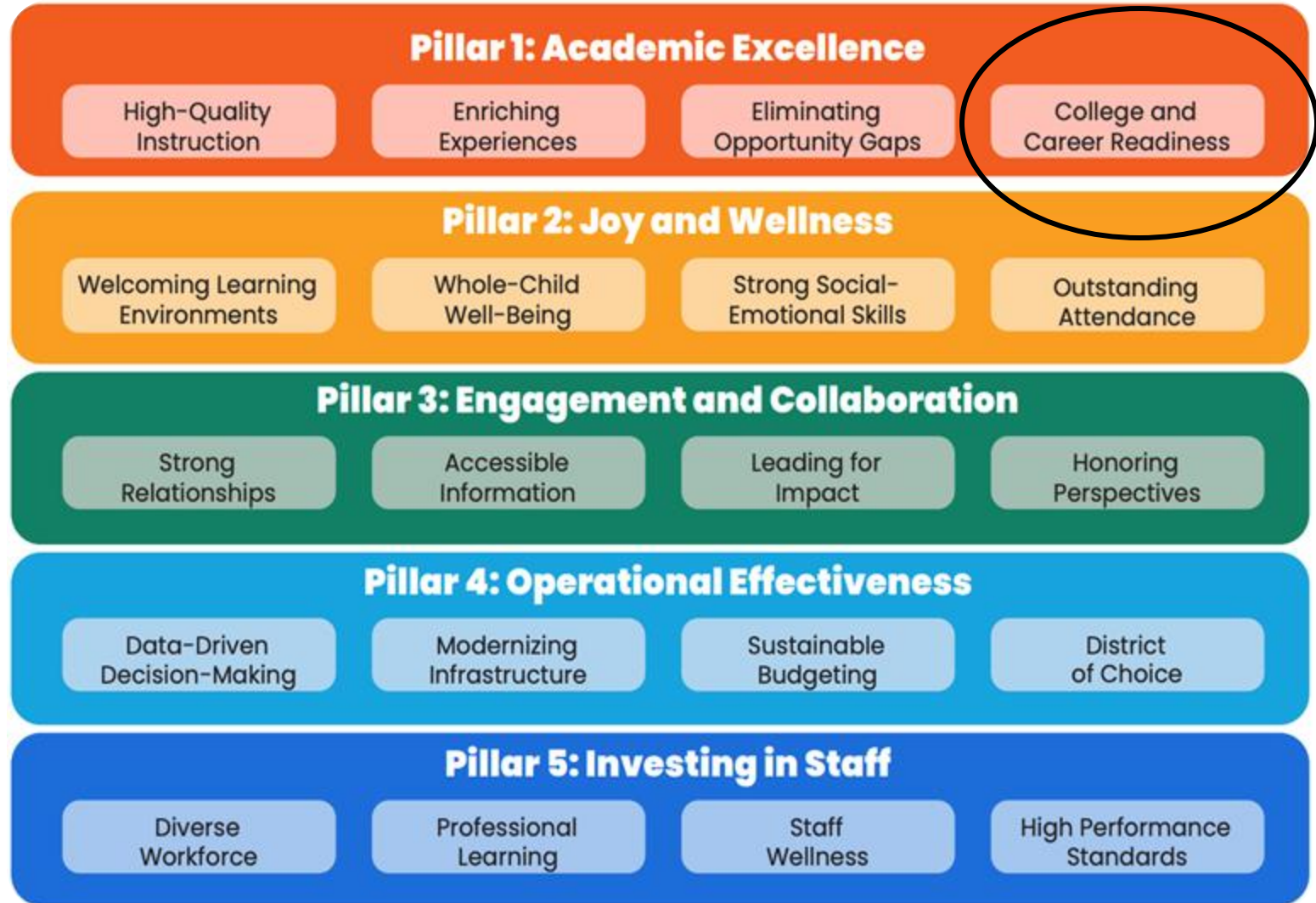
1. Transition Services Overview
2. Transition Activities
3. Transition Collaboration
4. Employment Preparation
5. Transition Assessment & The Individual Transition Plan (ITP)
6. Age of Majority
7. Diploma vs. Certificate of Completion



# Strategic Plan Alignment



## College and Career Readiness | PILLAR 1 Academic Excellence





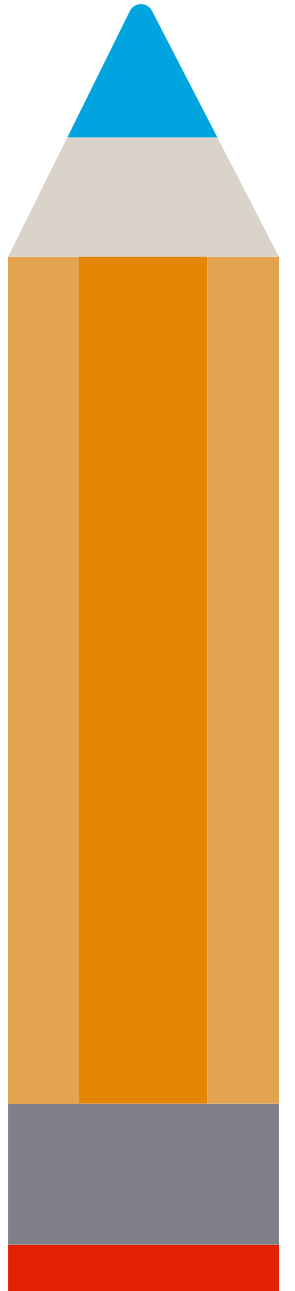
# Question

**If you are a parent/guardian, what age/grade is your child?**

1. Under age 5
2. Elementary School
3. Middle School
4. High School
5. 18–22, still enrolled in LAUSD



# Transition Services Overview



# Overview: What is Transition?

What are Transition Services?

Transition Services help students take steps to move...

from school...

...to adult living



# Overview: Life After High School



<https://dotslausd.org/flyers>

## AFTER HIGH SCHOOL

*What will you do?*

### College

An educational institute that provides higher education in a specific area of study to obtain a bachelor's or associate's degree (some also offer certificate programs).

### Training Programs

A career or technical school that provides hands on training to earn a certificate, degree, or diploma in a variety of fields. Apprenticeships are also an option to earn while you learn.

### Military

Training and work experience available from six service branches: Army, Marine Corps, Navy, Air Force, Space Force, and Coast Guard.

### Employment

Begin working in an entry level position. There are a wealth of job seeking resources and services to assist job seekers with no-cost training, job placement, and job hunting.

# Overview: Legal Requirements

Individuals with Disabilities Education Act (IDEA): Beginning not later than the first IEP to be in effect when the child turns 16\*, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include:

- Appropriate measurable post-secondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
- The transition services/activities (including courses of study) needed to assist the child in reaching those post-secondary goals.

\***IDEA** requires that all students must have an Individual Transition Plan (ITP) by the age of 16 BUT **LAUSD policy is by age 14.**



# Overview: The Transition Team

What does the transition support structure look like in LAUSD?

- Case Carrier/Special Education Teacher(s)
- General Education Teachers
- **Transition Teacher**

Who else is part of the Transition Team?

- Parents/Guardians
- Agency Partners, as appropriate



# Overview



<https://dotslausd.org/flyers>

## DISTRICT OFFICE OF **TRANSITION SERVICES**

Our mission is to prepare students with disabilities ages 14+ to transition from school to adult life. Transition planning includes instructional activities, collaboration, employment preparation, and assessment to help students identify and move toward their post secondary goals. Secondary schools in the Los Angeles Unified School District are provided the following supports by a transition teacher.



### ACTIVITIES

- Transition activities help students prepare for post secondary education, employment, and independent living
- Targeted and individualized activities are selected based on assessed strengths, preferences, interests, and needs



### COLLABORATION

- Connect students and families with outside agencies
- Provide training and support for compliant Individual Transition Plan (ITP) development as part of the Individualized Educational Program (IEP)



### EMPLOYMENT PREPARATION

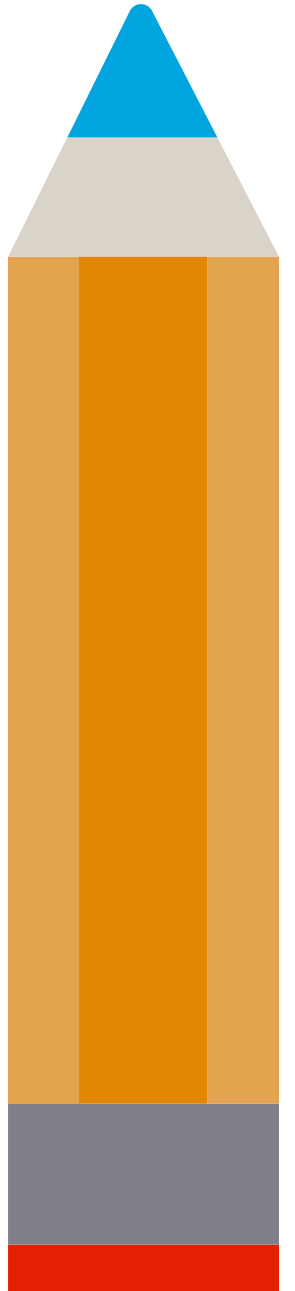
- Instruction in employability skills to prepare students for employment
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### ASSESSMENT

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- Students are assessed in the areas of education, employment, and independent living

# Transition Activities





# Transition Activities

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<https://achieve.lausd.net/spedDOTS> | 213-241-8050  
Division of Special Education



Revised 1/2023



# Transition Activities

Areas of Transition Instruction:

- Career Awareness
- Postsecondary Planning
- Job Search and Preparation
- Destination/Transportation
- Life Skills/Independent Living
- Transition & Self Advocacy



Scan to submit questions.

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# Transition Activities

## Six Transition Lessons from DOTS

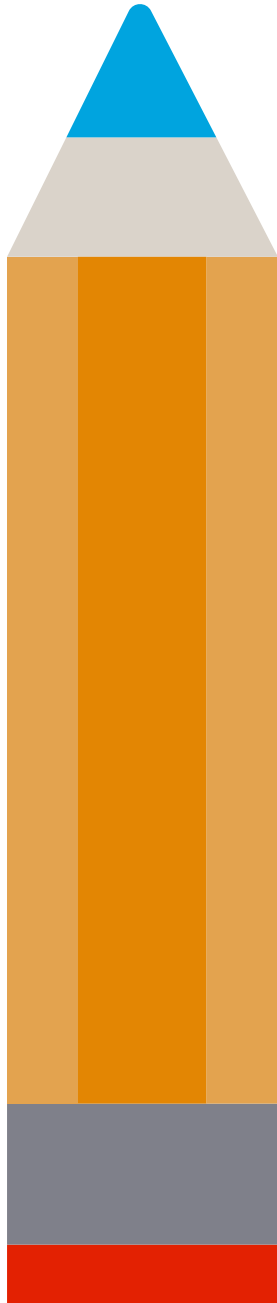
District Office of Transition Services



In this short video, you will have an opportunity to view six examples of Transition activities.



# Transition Collaboration



# Transition Collaboration

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# Parent Training

Transition teachers provide two trainings to parents of students with disabilities at high school sites:

- Conducted in collaboration with school site staff
- One training is specifically targeted for parents of students on the Alternate Curriculum



# Post Secondary Education Connections

Transition Teachers assist in connecting seniors with postsecondary supports through field trips to community colleges and occupational centers, presentations at school sites, and collaboration with outside agencies such as Bridges and Department of Rehabilitation.





# Postsecondary Education Law

Once a student graduates with a diploma or ages out of special education at age 22, the student will no longer have an IEP and the IDEA will no longer apply.

## Laws that Apply to Postsecondary Education

**Section 504** – Federal Funding Section 504 specifies that schools must provide appropriate supports and accommodations so that students with disabilities can participate equally in classes, activities, housing, and any other aspects of school.



# Postsecondary Education Law

## Americans with Disabilities Act

When applied to postsecondary education, the Americans with Disabilities Act (ADA) is similar to Section 504. The biggest difference is that the ADA also applies to schools that do not receive federal funding.



# Postsecondary Education Supports

Supports include accommodations such as:

- Alternative testing environments
- Accessible technology
- Note-taking
- Extended time on assignments and tests
- Priority registration

Supports are individualized and typically require a copy of a student's last high school IEP.



# Regional Center



<https://www.dds.ca.gov/rc/>

The Regional Center is a nonprofit, private corporation that contracts with the California Department of Developmental Services (DDS) to coordinate or provide community support, resources and access to services for individuals with developmental disabilities and their families. There are 21 Regional Centers throughout California, seven of which are in Los Angeles County.



# Department of Rehabilitation



<https://www.dor.ca.gov/>

The California Department of Rehabilitation (DOR) works in partnership with consumers and other stakeholders to provide services and advocacy resulting in employment, independent living, and equality for individuals with disabilities.



# Department of Rehabilitation



<https://www.dor.ca.gov/>

- Tuition assistance
- Technology
- Assistive technology
- Transportation assistance
- Counseling
- Specialized assistance for students with low incidence disabilities  
(ex: hearing/visual impairments)



# FAFSA/CADAA Support

In the 2021–2022 State Budget Act, the State of California adopted a new requirement that starting in the 2022–2023 academic year, local education agencies are required to confirm that all high school seniors have completed a FAFSA (Free Application for Federal Student Aid) or a CADAA (California Dream Act Application), expanding access to financial aid to thousands of students, who may have otherwise not been aware of this opportunity.



# Career and Transition Centers (CTCs)

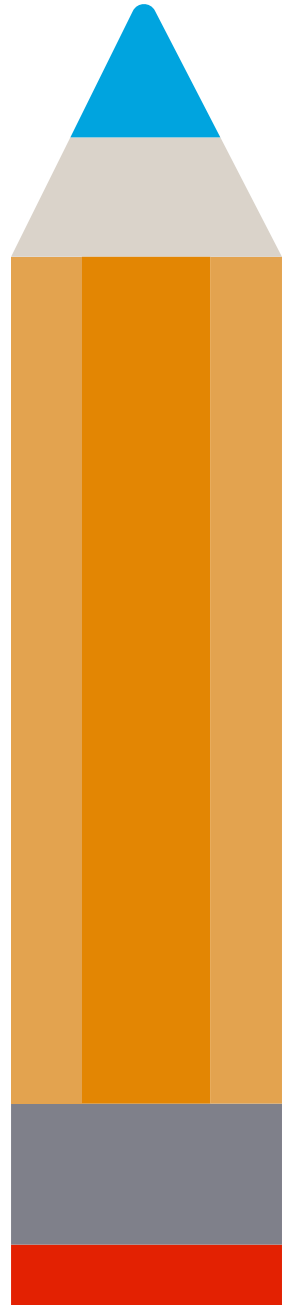
CTCs are NOT a postsecondary option. They are considered a continuum of the LAUSD K-12 program for students with moderate/severe disabilities.

Transition teachers support the matriculation of students with moderate/severe disabilities to their local CTC by conducting field trips and parent trainings.





# Transition Employment Preparation



# Transition Employment Preparation

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### ASSESSMENT

- Transition assessments are utilized to identify student strengths, preferences, interests, and needs
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# Employment Preparation

Transition Services role:

- Place students in paid work-based learning experiences
- Provide instruction in workplace safety and related employability skills



# TRANSITION PARTNERSHIP PROGRAM (TPP)

*A collaborative partnership between Los Angeles Unified School District, California Department of Rehabilitation, and local businesses.*

The purpose of TPP is to provide enhanced, coordinated vocational services and support to successfully transition students with disabilities into meaningful employment. Through the program, students can receive the following (based on student need, taking into account preferences and interests):

**JOB EXPLORATION & COUNSELING**  
**WORKPLACE READINESS TRAINING**  
**WORK BASED LEARNING EXPERIENCE**  
**SELF ADVOCACY INSTRUCTION**  
**POSTSECONDARY COUNSELING**

A student may be eligible to participate if they:

- Are between the ages of 16-21
- Have an Individualized Education Program (IEP)
- Are highly motivated to participate in the program

*For more information, please contact the Transition Teacher assigned to your school.*



<https://dotslausd.org/flyers>

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REHABILITATION  
Employment, Independence & Equality



<https://achieve.lausd.net/spedDOTS> | 213-241-8050

Division of Special Education

Revised 1/2023



# Transition Partnership Program Contract

The Transition Partnership Program (TPP) is a collaborative contract developed between the California Department of Rehabilitation (DOR) and LAUSD. TPP provides enhanced, unique, or redesigned coordinated student services in the areas of:

- Job Exploration & Counseling
- Workplace Readiness Training
- Work Based Learning Experience
- Self-Advocacy Instruction
- Postsecondary Counseling





<https://dotslaUSD.org/flyers>



# WORKABILITY I

*A collaborative partnership between Los Angeles Unified School District, California Department of Education, and local businesses.*

The WorkAbility I (WAI) program provides comprehensive pre-employment skills 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 postsecondary education or training. Through the program, students can receive the following (appropriate to individual student needs, abilities, and interests):

- PAID WORK EXPERIENCES**
- VOCATIONAL ASSESSMENTS**
- MARKETABLE EMPLOYABILITY SKILLS**
- EXPOSURE TO POST SECONDARY OPPORTUNITIES**

A student may be eligible to participate if they:

- Are between the ages of 16-21
- Have an Individualized Education Program (IEP)
- Have right-to-work documents
- Are highly motivated to participate in the program

*For more information, please contact the Transition Teacher assigned to your school.*



**WORKABILITY I**

Project administered by the California Department of Education



<https://achieve.lausd.net/spedDOTS> | 213-241-8050

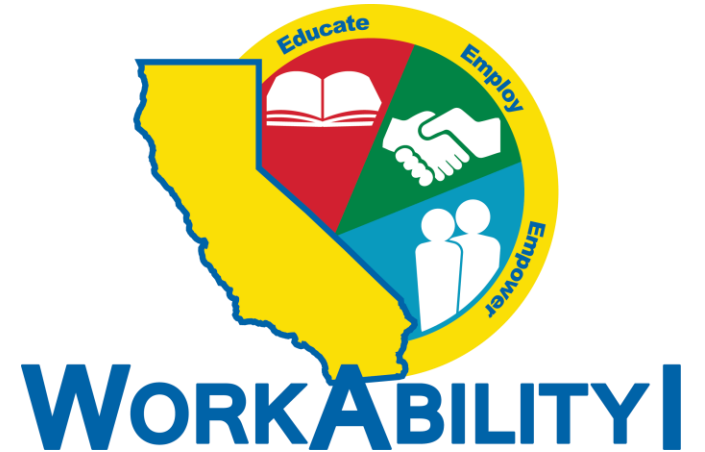
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# WorkAbility 1 Grant

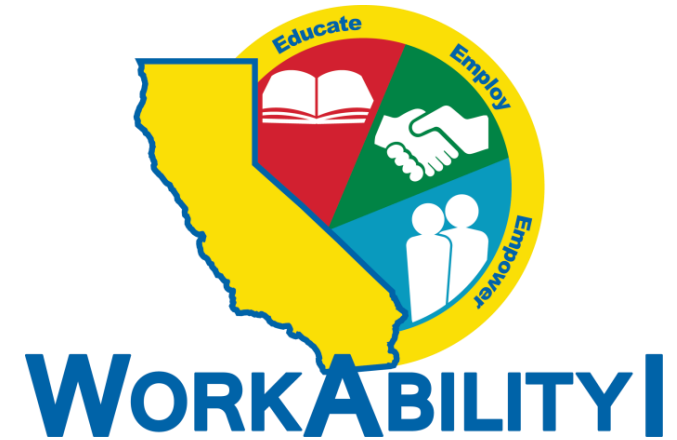
The WorkAbility 1 (WAI) program offers students with Individualized Education Programs (IEPs) the opportunity to complete their secondary education while also learning job skills. WAI provides funding for employability training and subsidized work experiences.  
(Education Code §56470–56474)



# WorkAbility 1 Grant

## Grant Highlights:

- Funding for subsidized student work-based learning experiences.
- Funding for Transition staff professional development.
- Ongoing collaboration with WAI grant recipient Districts and SELPAs across the state of California.





# Work-Based Learning



# **Transition Assessment & The ITP**



# Transition Assessment

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### ASSESSMENT

- Transition assessments are utilized to identify student strengths, preferences, interests, and needs
- Students are assessed in the areas of education, employment, and independent living



# Transition Assessment

- Transition assessments are utilized to identify student strengths, preferences, interests, and needs
- Students are assessed in the areas of education/training, employment, and independent living



# Transition Assessment

Transition Assessment



# Transition Assessment Tools

Just some of the many available tools...

Holland Code (RIASEC) Test

<https://openpsychometrics.org/tests/RIASEC/>

O\*Net Interest Profiler

<https://www.mynextmove.org/explore/ip>

Career OneStop Interest Assessment

<https://www.careeronestop.org/Toolkit/Careers/interest-assessment.aspx>

Preferences Assessment from T Folio

[Preferences Assessment | Unit 1, Lesson 2 | T-Folio \(cctstfolio.com\)](#)

Career Cluster Interest Survey

<https://careerwise.minnstate.edu/careers/clusterSurvey>



# The Individual Transition Plan (ITP)

- When a student is a client of a partner agency, Transition teachers facilitate the invitation of agencies to the IEP meeting. (e.g. Department of Rehabilitation and Regional Center).
- During each IEP meeting in which an ITP is being reviewed, a discussion of agency involvement should take place, and the ITP should be completed accordingly.

**Future Agency Involvement:**

Are there agencies currently or prospectively providing or paying for transition services?  Yes  No

Do you give permission to the District to invite these agencies to the next IEP in which transition services will be reviewed?  Yes  No

Agency Name:  
Regional Center  ✓

Agency Name:  
 ✓

Agency Name:  
 ✓



# The Individual Transition Plan (ITP)

The image shows a screenshot of the Individual Transition Plan (ITP) form. The form is titled "Individual Education Program (IEP)" and "INDIVIDUAL TRANSITION PLAN (ITP)". It includes sections for "Student Information", "Assessment", and "Postsecondary Goals". The form is designed to be filled out by a student, teacher, and parent/guardian. The "Assessment" section includes a "Transition Assessment" and a "Postsecondary Assessment". The "Postsecondary Goals" section includes a "Postsecondary Goal" and a "Postsecondary Activity". The form also includes a "Comments" section at the bottom.

- The template we use to map out a student's transition from school to adult living
- Outlines transition assessment results, postsecondary goals, activities to support the goals, course of study, and agency linkages





# Age of Majority



# Age of Majority

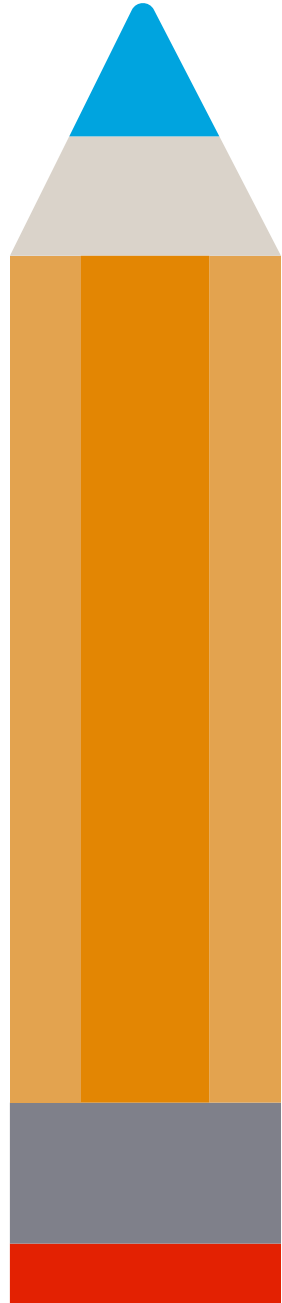
For Students who are 17 years old, the student and parent(s)/guardian(s) have been informed that the educational decision-making rights will transfer to the student at 18 years of age unless the court has determined otherwise. This is not part of the ITP, but is in Section N of the IEP document (page 9).

## Section N: Procedural Safeguards and Follow-up Actions

- For students who are 17 years old, the student and parent(s)/guardian(s) have been informed that the educational decision-making rights will transfer to the student at 18 years of age, unless the court has determined otherwise.



# Diploma vs. Certificate of Completion



# Diploma Requirements

<b>Diploma</b>	
<b>Curriculum</b>	Core/General
<b>Requirements</b>	Complete state and District requirements
<b>Eligibility</b>	Once a student earns a diploma, they are no longer eligible to receive special education services through an IEP.

# Alternate Pathway to Diploma

## Diploma (Ed. Code 51225.31)

### Requirements

Entered ninth grade in the 2022–23 school year or later.  
Eligible for the Alternate Assessment.  
Must complete state diploma requirements only,  
utilizing standards aligned coursework.  
Curriculum can be modified.

**District requirements do NOT need to be completed.**

### Eligibility

Students may continue to attend school until age 22.



# Certificate of Completion Requirements

## Certificate of Completion

### Curriculum

Alternate

### Requirements

Completion of credits, or achievement of IEP goals, or satisfactory participation in the educational program with satisfactory attendance

### Eligibility

Students may continue to attend school until age 22

# Family Partnership

## 3 Things Every Family Can Do to Support Their Child's Transition:

- Encourage your child to attend the ITP meeting
- Share information about your child with the IEP team
- Provide exposure to postsecondary options (e.g., colleges, vocational programs, work environments) and help develop independent living skills (e.g., house chores, getting around in the community, money management)



# Resources



<https://achieve.lausd.net/Page/17049>

Check out the "DOTS"-District Office of Transition Services page on LAUSD's website for more information about:

- Options for After High School
- Independent Living
- Outside Agencies
- Additional Transition Resources!





# Summary of Learning

Today we learned about transition services for students with disabilities including transition instruction/activities, outside agency linkages, assessment, and work-based learning opportunities.

We hope you have gained a deeper understanding as to the purpose of the Individual Transition Plan (ITP) and the diploma options. We look forward to meeting with you in April to answer your questions.







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