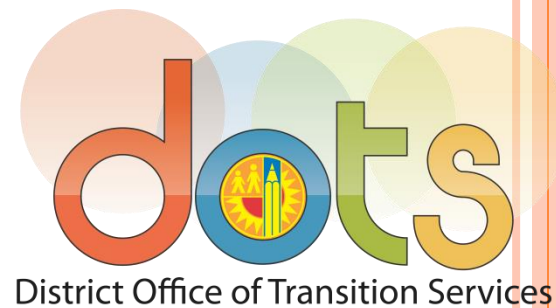


# **THE ITP PROCESS AND WHAT YOUR CHILD SHOULD BE EXPOSED TO UPON GRADUATION**

**Shalivia Sefas, Transition Specialist**



# WHO WE ARE



Section VI Regionalized  
Services from the Local  
Partnership Agreement

Staffing all special  
education  
programs with  
knowledgeable  
and qualified  
personnel

A branch of the  
Division of Special  
Education

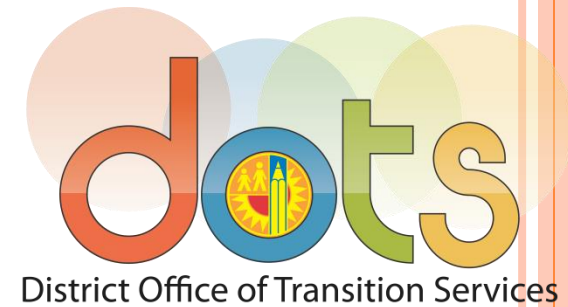
DOTS Teachers =  
Transition  
Teachers

Special Educators

The authority on  
Transition  
Services



# MISSION



The responsibility of DOTS is to coordinate the planning and delivery of transition services for all students with disabilities, beginning at age 14 (or younger, if appropriate) to prepare them for transition from school to adult living.



# UNDERSTANDING TRANSITION

## IMPLEMENTATION

- Moving from one grade to another
- Matriculate:
  - Elementary to Middle School
  - Middle School to High School

VS

- Students identify future goals in the areas of education, employment, and independent living
- Students explore career interest
- Students learn about themselves
  - What you don't like is important too
- Students begin to develop skills that support post school activities



# THE ITP PROCESS

Federal law requires that an Individualized Transition Plan is written annually at the age of 16.

In LAUSD, we start writing Individual Transition Plans after each student's 13th birthday. Therefore, most students will have a transition plan written in the 8th grade.

Section VI Regionalized Services from the Local Partnership Agreement

Transition services for students with disabilities ages 14-21 are coordinated through the District Office of Transition Services (DOTS), Division of Special Education;



# THE ITP PROCESS

## IMPLEMENTATION

Every year, transition age students will receive an interest inventory.

List of tools that we commonly use:

- ❑ RIASEC
- ❑ Student Transition Survey
- ❑ Transition Planning Survey for Middle School
- ❑ Parents of Teenagers Survival Guide
- ❑ Pictorial Interest Inventory

\*This is not an exhaustive list. More inventories can be found on the DOTS website.

<https://achieve.lausd.net/Page/6088>



# **ITP PROCESS**

## **IMPLEMENTATION**

**The DOTS teacher will give the interest inventory before the student's 16th birthday and give the results to the teacher who is writing the ITP.**

**All other years, the inventory is administered by the teacher who writes the ITP.**

**DOTS teachers provide annual training for all special educators at the middle and high schools.**

**DOTS teachers also complete an annual random ITP check at each high school.**

**Based upon the evaluation of the random ITP check, more training may be needed.**



## ITP PROCESS

During every IEP meeting, the ITP must be reviewed. The ITP is found at the end of the IEP.

The three domains of the ITP are:

- ❑ Education
- ❑ Employment
- ❑ Independent Living as needed





## ITP PROCESS

The interest inventory will yield information in the three domains of the ITP:

- ❑ Education
- ❑ Employment
- ❑ Independent Living Skills as needed

Goals are chosen from the drop-down menu for each area. These goals are future goals; the goals written on the ITP are expected to be met 2-3 years post-secondary.

DOTS teachers help students by providing the transition activities that make achieving those post-secondary goals more likely.



# ITP PROCESS

## ANNUAL REVIEW

DOTS teachers help students by providing the transition activities that make achieving those post-secondary goals more likely.

The interest inventory will yield information in the three domains of the ITP:

- Education
- Employment
- Independent Living Skills as needed

Goals are chosen from the drop-down menu for each area. These goals are future goals; the goals written on the ITP are expected to be met 2-3 years post-secondary.



# **ITP PROCESS**

## **IMPLEMENTATION**

### **Examples of Goals in Each ITP Domain**

#### **Education:**

**Jose will be enrolled in a vocational program.**

#### **Employment:**

**Shonda will participate in supported employment through a partner agency.**

#### **Independent Living:**

**Maribel will share an apartment with her friends.**



# ITP PROCESS

Each year, after a new inventory is completed, a set of activities must be written in the ITP. The activities are designed to provide students exposure to transition skills and align with their post-secondary goals.

These activities are written in each section of the ITP.



# ITP PROCESS

## IMPLEMENTATION

### Example of Suggested Activities:

#### Education and Training

- ❑ Complete a sequence of work-related tasks
- ❑ Develop a list of high school courses needed to gain entrance into college
- ❑ Complete the FAFSA
- ❑ Develop a personal career and education plan



# ITP PROCESS

## IMPLEMENTATION

### Example of Suggested Activities:

#### Employment and Training

- ❑ Attend a career fair, list the jobs of interests, and what makes them appealing.
- ❑ Identify training requirements for various jobs of interest.
- ❑ Participate in paid or unpaid work-experience



# ITP PROCESS

## IMPLEMENTATION

### Example of Suggested Activities:

#### Independent Living Skills

- ❑ Communicate personal information
- ❑ Obtain a California identification card
- ❑ Plan a week of healthy meals
- ❑ Plan a trip using public transportation



## ITP PROCESS BEST PRACTICE

***Although the ITP is toward the end of the IEP document, it may be discussed first. That is a team decision.***

***Why would I want to do that?***

***Because the IEP and ITP goals should complement each other.***

***If a student wants to go into the field of medicine, the Present Level of Performance should address the end goal.***

### **Implementation**

***Students should share their hopes, dreams, and goals for the future during the ITP portion of the IEP. Ideally, students will present the ITP portion of the IEP.***





## WHAT SHOULD STUDENTS KNOW ABOUT TRANSITION UPON GRADUATION?

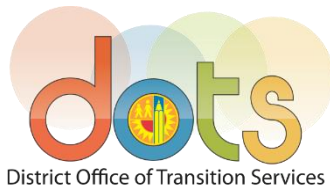
The District Office of Transition Services (DOTS) is tasked with the responsibility of coordinating, planning and the delivery of transition services for all students with disabilities, beginning at age 14 (or younger, if appropriate) to prepare them for transition from school to adult living.

Section VI Regionalized Services from the Local Partnership Agreement

# WHAT SHOULD STUDENTS KNOW UPON GRADUATION?

## IMPLEMENTATION

**All students should have exposure to the following topics:**



Employment

Complete a  
Work Portfolio

Job Search

Application

Interview

Resume

Education and  
Training

Vocational  
Training

High school /  
College  
Planning

College Tours

Agencies that  
Provide Support

Independent  
Living Skills as  
needed

Transportation

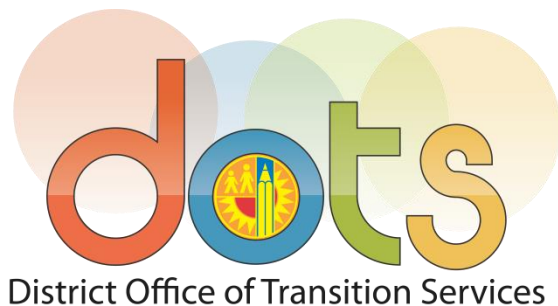
Housing

Recreation and  
Leisure

Financial Aid  
Process

Self-advocacy  
Strategies

**Section VI Regionalized Services from the Local Partnership Agreement**



## HERE'S WHAT DOTS TEACHERS DO! IMPLEMENTATION



- ❑ Provide Transition activities/lessons to students with disabilities ages 14-22
- ❑ Serve District high schools
- ❑ Facilitate Transition activities for transition age middle schoolers
- ❑ Provide work-based learning activities to select students
- ❑ Collaborate with agencies and assist families in linking to them
- ❑ Provide professional development and support to school site staff
- ❑ Support state reporting



# FAST FACTS

The **unemployment** rate for persons with a **disability** was 8.0 percent in 2018, more than twice the rate of those with no **disability** (3.7 percent).

The National Center for Learning Disabilities finds that, two years after leaving high school, only 46% of young people with Learning Disabilities had regular paid employment.

Students with Learning Disabilities go on to postsecondary education at a much lower rate than their non-disabled peers, and of those who do, few seek supports in college and few earn undergraduate or advanced degrees.

[http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS\\_11\\_1YR\\_S2301&prodType=table](http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_11_1YR_S2301&prodType=table)  
<http://www.disabilitystatistics.org/reports/acs.cfm?statistic=2>  
<http://www.dps.missouri.edu/Autism/AutismFactSheet2011.pdf>

Cortiella, C (2011). *The State of Learning Disabilities*. New York, NY: National Center for Learning Disabilities.



# TRANSITION SERVICES ARE MANDATED

Transition services are recognized as critical and are mandated under:

- Federal law (IDEA)
- State law (CA Ed Code)



# THE TRANSITION PROCESS IMPLEMENTATION

Transition planning is guided by the student's preferences, interests, and desires.

- ❑ The first questions we ask the student are, "What do you want to become?" "What type of training or education will you need?" "How do you plan to live?"
- ❑ Next, we assess to determine the student's strengths and what skills they need to develop to reach their goals.
- ❑ Then, we design individualized linking activities to help the student build the skills they need to reach their goals.



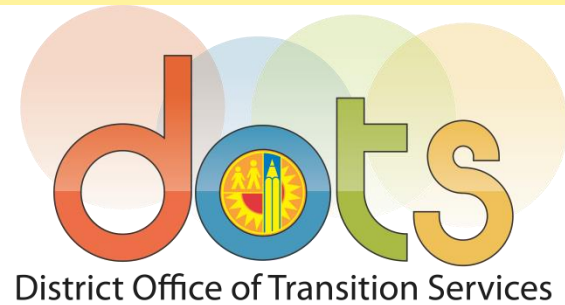
# TRANSITION OPTIONS

- ❑ High school diploma/certificate of completion
- ❑ Community college
- ❑ Occupational centers
- ❑ Skills centers
- ❑ Training programs
- ❑ Competitive employment



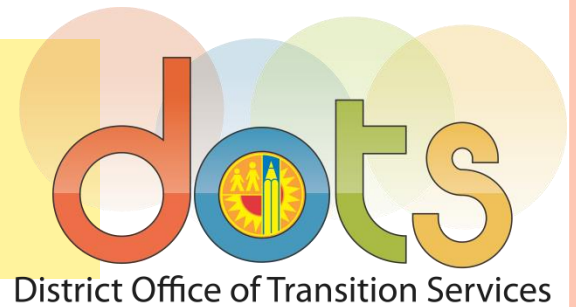
# TRANSITION FOR STUDENTS ON THE ALTERNATE CURRICULUM

- ❑ Community Independence
- ❑ Job Skills Training
- ❑ Mobility Training
- ❑ Work Experience
- ❑ Social Skills
- ❑ Adult=Maximum Independence





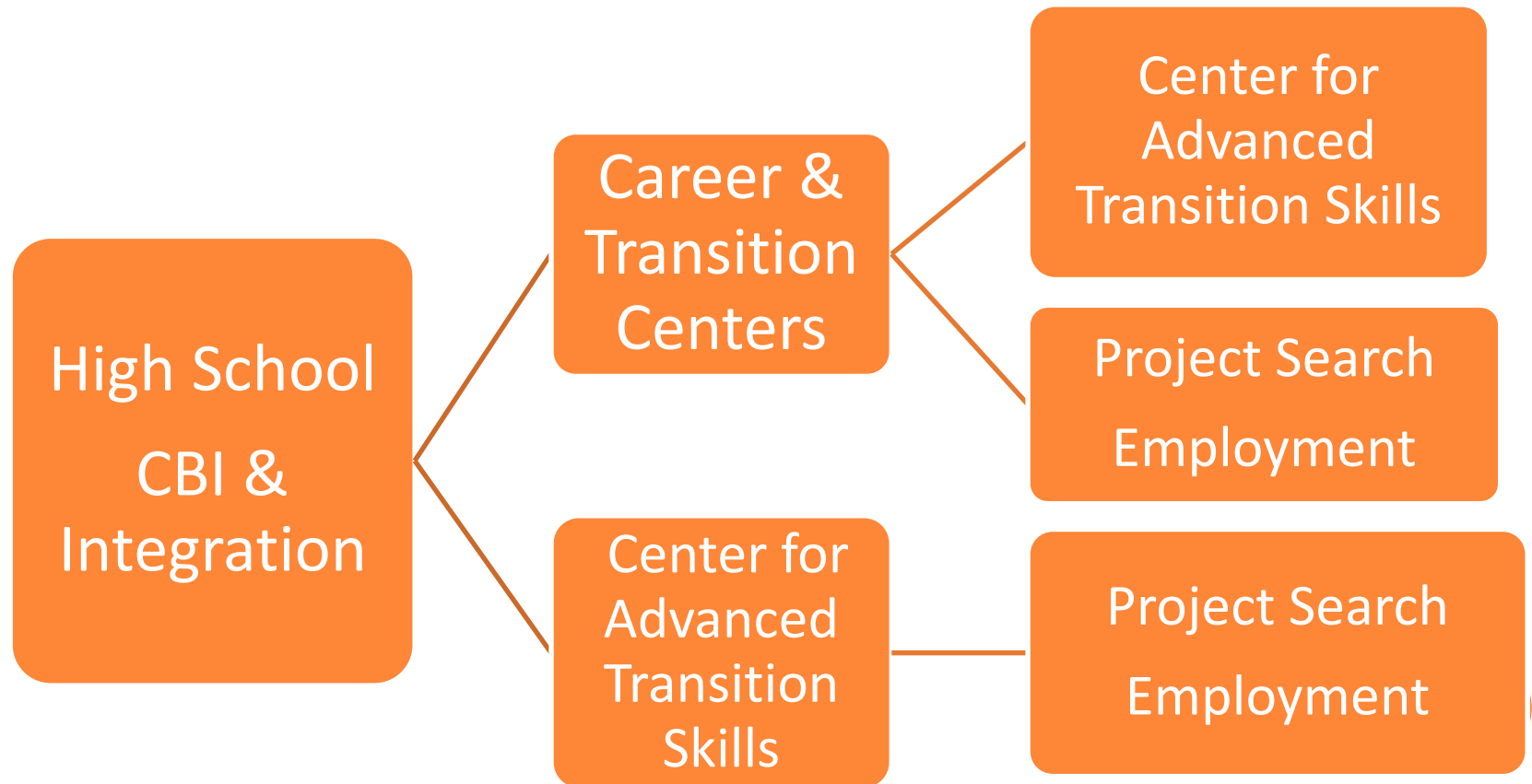
# DIPLOMA VS CERTIFICATE OF COMPLETION



- ❑ Diploma
  - ❑ Passing grades in A-G requirements
    - ❑ end of services
- ❑ Certificate of Completion
  - ❑ Completed credits
  - ❑ Met IEP goals
  - ❑ Participated in the educational program with satisfactory attendance
    - ❑ Students can keep coming back to school until age 22



# A CONTINUUM OF TRANSITION PROGRAM SERVICES FOR STUDENTS ON THE ALTERNATE CURRICULUM, 18-22



# CAREER AND TRANSITION CENTERS (CTCs)



- **Employment-based training for students on the alternate curriculum**
- **Students are taught entry level employment skills, including staying on task, working with minimal supervision, and collaborating and sharing materials with co-workers**
- **CTCs offer training in Independent Living Skills and a variety of Vocational strands**

## CAREER AND TRANSITION CENTERS

- ❑ **Banneker Career and Transition Center**
- ❑ **Willenberg Career & Transition Center**
- ❑ **Widney Career & Transition Center**
- ❑ **Perez Career & Transition Center**
- ❑ **Miller Career & Transition Center**
- ❑ **Leichman Career & Transition Center**
- ❑ **Lowman Career & Transition Center**
- ❑ **CTC West at Fairfax**





## CENTER FOR ADVANCED TRANSITION SKILLS (CATS)

- ❑ A partnership between the Los Angeles Unified School District and the Los Angeles College District
- ❑ Students are dually enrolled and take classes at the college half of each day and work in the community the other half day
- ❑ Students are trained to travel independently to and from the school and their work site. It is a prerequisite that parents are willing for this to take place for students to participate



# PROGRAM ELIGIBILITY FOR CATS

- ❑ Have a current Individualized Education Program (IEP)
- ❑ Be at least 19 years of age by September
- ❑ Be willing to make a two-year commitment to participate
- ❑ Have completed 4 years of high school and:
  1. Non-diploma track
  2. Teacher recommendation
  3. Regular attendance
  4. Participated in work experience
  5. Vocational classes
  6. Travel in the community independently



# CENTER FOR ADVANCED TRANSITION SKILLS

## LOCATIONS

- ❑ Mission College
- ❑ Pierce College
- ❑ West LA College
- ❑ East LA College
- ❑ Los Angeles Trade Tech College
- ❑ Harbor College





Project | SEARCH

# A Collaborative Model

Students on Alternate Curriculum

## Employment Support

BEST BUDDIES®



JOBS



## Regional Center



HARBOR  
REGIONAL  
CENTER



SCLARC



FRANK D. LANTERMAN  
REGIONAL CENTER

## Host Business



KAISER PERMANENTE®



## School District





# PROJECT SEARCH



## A Collaborative Model

- ❑ Project SEARCH is a one-year, high school transition program
- ❑ Occurs on-site at a community business.
- ❑ Students in their last year of high school
- ❑ Each day, students report to the host business, learn employability skills in the classroom and job skills while participating in 3 – 4 internships/experiences during the year. Students utilize public transportation. The ultimate goal upon program completion is competitive employment.



# HISTORY OF PROJECT SEARCH





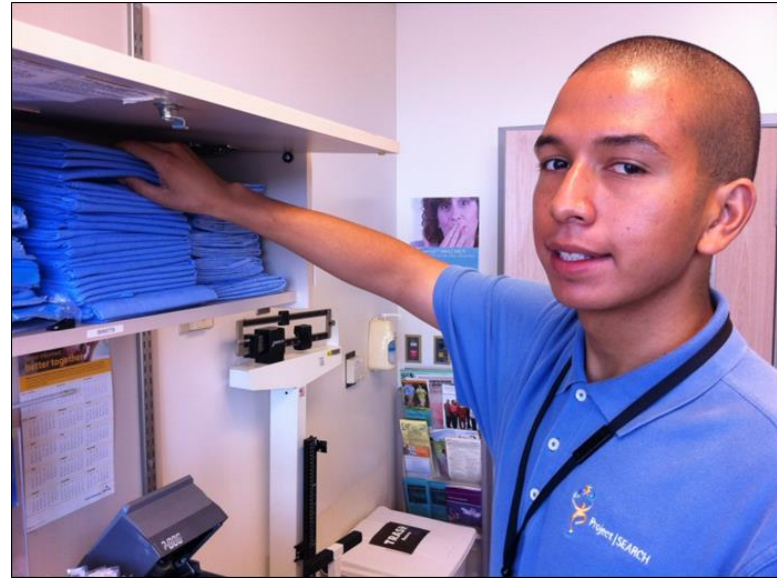
Project | SEARCH

- ❑ Total Workplace Immersion
- ❑ Employment Skills Curriculum
- ❑ 3 Unpaid Worksite Rotations/Internships
- ❑ Continual feedback and evaluation
- ❑ Customized Job Development to Obtain Competitive Employment





# PROJECT SEARCH-INTERNSHIPS



# Project SEARCH Interview Training





Project | SEARCH

## GOAL: COMPETITIVE EMPLOYMENT





# DEPARTMENT OF REHABILITATION



## ❑ PURPOSE:

- ❑ The Department of Rehabilitation (DOR) can help people with disabilities you fulfill their employment goals and achieve independence.

## ❑ Who Should Apply?

- ❑ High school leavers 18 and older
- ❑ People who want to work
- ❑ People who may have trouble getting or keeping a job because of your disability



# DEPARTMENT OF REHABILITATION

## ☐ SERVICES PROVIDED:

- ☐ Assessments/Evaluations
- ☐ Supported employment
- ☐ Employment training
- ☐ Clothing to wear on an interview and on the job
- ☐ Transportation vouchers
- ☐ Work related equipment
- ☐ Tuition and books (if deemed appropriate)

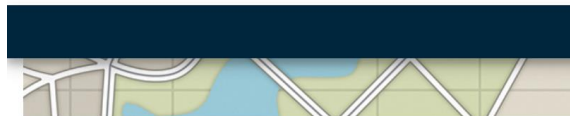




# DEPARTMENT OF REHABILITATION

**If you are interested in contacting your local DOR Office, use the following link.**

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



## FIND AN OFFICE

Locate the DOR office nearest you using the search box below.

All offices are open Monday thru Friday except [state holidays](#), 8 AM to 5 PM.

Enter your zip code or address

# REGIONAL CENTER



## ❑ PURPOSE

- ❑ To provide case management services to persons with
- ❑ developmental disabilities that occurred before their 18<sup>th</sup> birthday

## ❑ WHO THEY SERVE:

- ❑ Individuals with developmental disabilities, autism, and cerebral palsy
- ❑ From birth to death

## ❑ SERVICES / SUPPORT PROVIDED:

- ❑ Diagnosis/Evaluation                      Early intervention                      Adult day activities
- ❑ Information and referral                      Parent training
- ❑ Individual/family planning                      Respite care
- ❑ Assistance in finding and                      Supported living
- ❑ using community resources                      Group homes

Section VI Regionalized Services from the Local Partnership Agreement

## LOCAL REGIONAL CENTERS

- ❑ Lanterman Regional Center
- ❑ East Los Angeles Regional Center
- ❑ Westside Regional Center
- ❑ South Central Regional Center
- ❑ Harbor Regional Center
- ❑ North Los Angeles County Regional Center

Section VI Regionalized Services from the Local Partnership Agreement

# POST SCHOOL OPTIONS

## Diploma

- University, Community College
- Vocational Skill and Occupational Centers
- Military
- Employment-Direct Hire

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- California State University
- Los Angeles Trade Tech College
- North Valley Occupational
- Employment Development Department

## Alternate Curriculum

- Community College
- Vocational Skills
- Supported Employment
- Adult Day Programs

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- West LA & Long Beach Colleges
- Marriott Bridges' School to Work
- Good Will Industries
- Easter Seals
- New Horizons

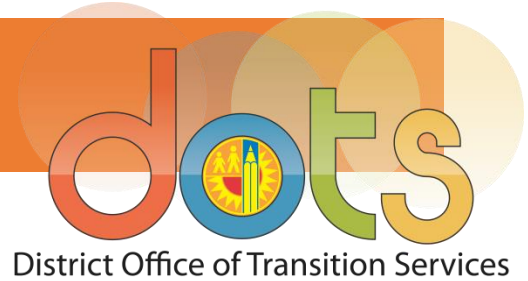


# What is the Parents' Role in Transition?

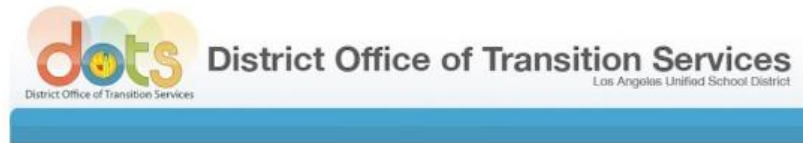
- ☐ Be part of the team
- ☐ Support as needed
- ☐ Give choices
- ☐ High expectations
- ☐ Allow your child to identify his or  
☐ her dreams and to work toward  
☐ them



# RESOURCES



- DOTS Website: [dots.lausd.net](http://dots.lausd.net), then “Contact Us”



**Phone - (213) 241-8050**

## **DOTS Central Office staff**

**Coordinator**

James Koontz- [jck6411@lausd.net](mailto:jck6411@lausd.net)

**Specialist**

Shalivia Sefas- [shalivia.sefas@lausd.net](mailto:shalivia.sefas@lausd.net)

Maria Ricario- [maria.ricario@lausd.net](mailto:maria.ricario@lausd.net)

Joseph Lee - [jdl0325@lausd.net](mailto:jdl0325@lausd.net)

**Teacher Coordinators**

Yuriko Anderson - [yfj9401@lausd.net](mailto:yfj9401@lausd.net)

Jose Hernandez - [jrh6438@lausd.net](mailto:jrh6438@lausd.net)

Evette Kurai - [evette.kurai@lausd.net](mailto:evette.kurai@lausd.net)



# RESOURCES

## THE INDIVIDUALIZED TRANSITION PLAN

Los Angeles Unified School District  
Division of Special Education

### THE ITP AND YOU

An Informational Guide for Students with Disabilities  
Ages 14 and Older and Their Families about the  
Individual Transition Plan (ITP)



- ❑ Transition is the responsibility of all stakeholders.
- ❑ District Office of Transition Services are the experts in the area of transition.



## INFORMATION / RESOURCES



District Office of Transition Services

District Office of Transition Services

333 S. Beaudry Ave., 17<sup>th</sup> Floor

Los Angeles, CA 90017

(213) 241-8050

[dots.lausd.net](http://dots.lausd.net)





# RESOURCES

## SUGGESTED ACTIVITIES FOR PARENTS

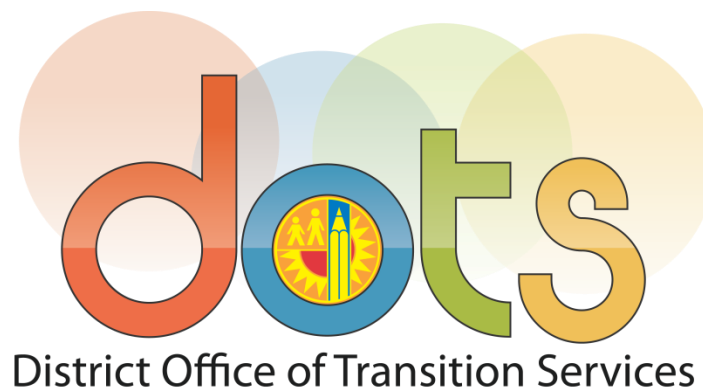
- |                               |   |  |
|-------------------------------|---|--|
| ❑ Communication               | → | ❑ Keep talking to your children and school staff     |
| ❑ Active listener             | → | ❑ Listen to their dreams and ideas                   |
| ❑ Encourage skill development | → | ❑ Allow exploration in a variety of experiences      |
| ❑ High Expectation            | → | ❑ Build self-determination skills-internal abilities |



## RESOURCES

### WHERE CAN YOU LOCATE A TRANSITION TEACHER?

- ❑ Most local LAUSD high schools: Ask for the DOTS office
- ❑ Call the Beaudry office: (213) 241-8050
- ❑ Visit the DOTS web site: [dots.lausd.net](http://dots.lausd.net)

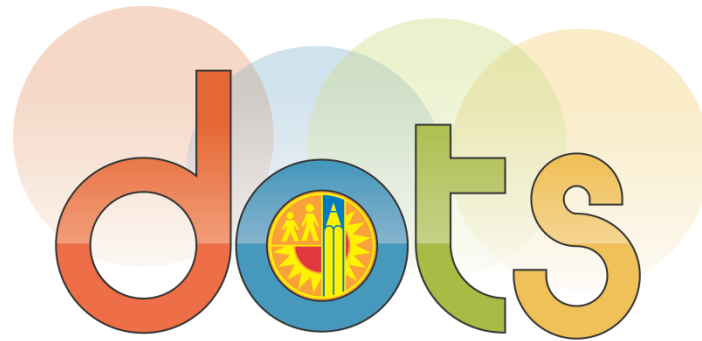


Please visit the DOTS website and



Download the Parent's Guide to  
Transition Services.





District Office of Transition Services

## QUESTIONS / ANSWERS

