

**Question 1:** How does the special education division support students and families to participate in the IEP and prepare them to actively participate in decision-making and prepare them after age 22?

**Response 1:** Students and families are key members of the Individualized Education Program (IEP) team. When an Individual Transition Plan (ITP) is going to be developed at an IEP team meeting, the student must be invited to the meeting. This is done by including the student's name on the Notification to Participate in an IEP Team Meeting form. Student involvement is the most important part of transition planning.

- The student may take part in the following ways:
- Tell the IEP team members what they might want to do after high school
- Take an active role in the IEP team meeting by asking questions or leading the IEP team meeting
- Listen and respond to team members present at the meeting
- Provide information regarding personal strengths, preferences, interests, and needs
- Set goals and participate in transition activities to reach goals
- Find out about local resources and services

**Question 2:** How is the effectiveness of funding for transition workforce development evaluated to ensure real results in student employability?

**Response 2:** LAUSD is proud to partner with the California Department of Rehabilitation (DOR) on the Transition Partnership Program (TPP). TPP is an ongoing interagency agreement between the Los Angeles Unified School District (LAUSD) and the DOR. The purpose of this contract is interagency collaboration, communication, and service delivery designed to prepare identified students with disabilities to transition to post-school options. This program services identified students with disabilities in grades 9-12 at all LAUSD high schools and Options programs. LAUSD works closely with DOR to ensure that students who are DOR clients that are leaving LAUSD are connected with their DOR counselors to support with their post-secondary employment goals.

LAUSD is also a recipient of the WorkAbility I (WAI) grant, which is an annual, state funded grant awarded to LEAs in California for the provision of pre-employment skills training and subsidized work-based learning experiences for secondary students with disabilities. LAUSD has been a recipient of the WAI Grant through the California Department of Education (CDE) for over 20 years. The CDE monitors LAUSD's compliance with serving and placing students through the WorkAbility Program. Students are considered served if they are provided Career/Vocational Assessments, Employment/Post-Secondary Education

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Planning Service (High School only) in the School-Based Preparatory Experiences component, and one or more services in the Career Preparation & Work-Based Learning Experiences and Collaboration/Youth Development & Leadership components of the WorkAbility Array of Services. Students are considered placed if they participate in a paid work-based learning experience. The grant requires grantees to place a minimum of 15% of students served in paid work experiences.

**Question 3:** How do you ensure that the postsecondary goals included in the IEP are realistic, measurable, and reflect the student's actual aspirations, beyond simple legal compliance?

**Response 3:** In order to write an ITP that addresses a student's individual needs, the school uses age appropriate transition assessments embedded in the instructional program. The purpose of a transition assessment is to determine student transition needs based on interests and preferences. The transition assessment process may include administration of age-appropriate transition assessments, interviews, review of academic progress, and review of student work samples as part of the ongoing process of collecting student data. Age-appropriate transition assessment tools include, but are not limited to, interest inventories, questionnaires, curriculum-based assessments, and rating scales.

**Question 4:** What consequences does it have for the student if a poorly conducted evaluation guides him or her towards inappropriate goals or programs?

**Response 4:** Age-appropriate transition assessments assist IEP team members with information regarding post-secondary education, employment, community participation, and, where appropriate, independent living skills. The results of the assessment are then used to develop meaningful postsecondary goals and transition activities for the student. Active student participation in the IEP process is critical to ensuring that student's interests and preferences are accurately identified so that appropriately aligned transition activities can be reviewed and discussed by the IEP team.

Throughout the post-secondary exploration period, students may explore multiple career options and may change their minds as to their preferred post-secondary goals. The process of annual goal development provides students with the opportunity to express their desire to change their preferred post-secondary goals. However, all transition activities and experiences provide students with the opportunity to develop new skills.