



Alabama's Transition Engagement Series

1

**Helping Students Achieve
Post-School Outcomes:
A Handbook for
Engaging Secondary
Transition Professionals**

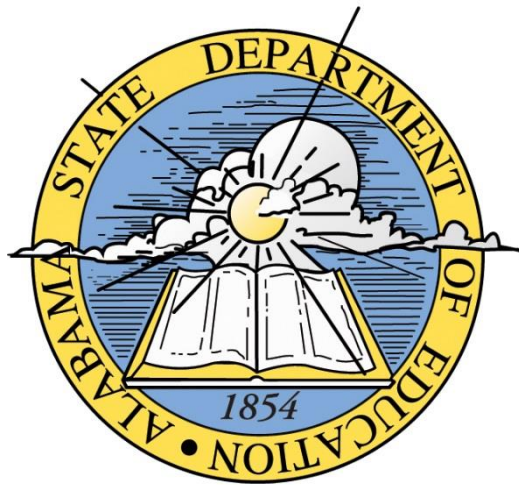


Stakeholders · Family · Agencies · Educators · Communities

Individualized Student-Centered Planning · Integrated Community Experiences · Interagency Collaboration

TRANSITION IN ALABAMA

Improving Post-School Outcomes For Students



Alabama State Department of Education, Michael Sentance, State Superintendent of Education

The Alabama State Board of Education and the Alabama State Department of Education do not discriminate on the basis of race, color, disability, sex, religion, national origin, or age in its programs, activities, or employment and provide equal access to the Boy Scouts and other designated youth groups. The following person is responsible for handling inquiries regarding the non-discrimination policies: Title IX Coordinator, Alabama State Department of Education, P.O. Box 302101, Montgomery, AL 36130-2101, telephone (334) 242-8165.

Table of Contents

Alabama's Transition Engagement Series 1 –

Helping Students Achieve Post-School Outcomes: A Handbook for Engaging Secondary Transition Professionals

Section 1: Welcome to the Alabama's Transition Engagement Series #11	
Section 2: Transition Overview.....	2
What is transition?	2
What are key terms transition service providers need to understand?.....	3
What is the <i>Taxonomy for Transition Programming 2.0</i> ?	5
<i>Taxonomy for Transition Programming 2.0</i>	7
Transition Timeline Process.....	19
Section 3: Student Focused Transition Planning.....	20
What types of information should be gathered?.....	20
So, I've gathered all my data, now what?	20
Is there anything else that I should be gathering, collecting or copying?	21
Planning documents and samples	22
Section 4: Transition Assessment	34
What is transition assessment?	34
Why do we need to do transition assessments?	34
So, how do we get started with transition assessment?.....	35
What are the different methods of transition assessment?	35
We've completed our transition assessments. Now what?	37
Transition Assessment resource lists	38
Section 5: Writing Transition IEPs	50
When must we include transition in the IEP for a student?	50
What are the additional IEP forms that must be completed for students who reach transition age?	50
Can you show me an example?.....	50
What is the Indicator 13 Checklist and where can I find it?.....	50
What are the <i>Alabama Transition Standards</i> ?	51
How do I reference the <i>Alabama Transition Standards</i> within the IEP's annual transition goal?.	51
How do I write a Present Level of Academic Achievement and Functional Performance for the Annual Transition Goal page?	52
How do I write compliant and relevant annual transition goals?	52
What are transition activities?	53
What types of transition services should be written into the IEP Services page?	53
What are related services that might be written into an IEP for transition?	53

What are the assistive technology considerations for a transition IEP?.....	53
What are some ways/methods to involve the student in the planning and development of his or her IEP?	54
Conclusion	54
Annual Goal Development Worksheet.....	56
Sample IEP	57
Long-Term Transition Goals	68
Indicator 13 Checklists.....	70
Scheduling Worksheet Sample.....	79
 Section 6: Conducting Transition IEP Meetings	80
How do we set the stage for an IEP meeting?	80
How do we create agendas for the IEP meeting?	80
How do we notify IEP Team members about the meeting?	80
How should the IEP meeting be conducted?	81
Sample agendas.....	83
Other Sample forms.....	86
 Section 7: Interagency Collaboration.....	89
How does the Alabama State Department of Education, Special Education Services section work in collaboration with other state agencies and organizations?	89
What is the State Interagency Transition Team and what is its function?.....	89
How is service delivery throughout the state improved through interagency collaboration?	90
 Section 8: The Professional’s Role in Family and Student Engagement.....	91
How can education professionals engage the family in the transition process?.....	91
How can education professionals engage students in the transition process?.....	91
What supports are available to assist professionals as they work to engage families and students in the transition process?.....	92
Parent Transition Planning Handout	93
 Section 9: Program Structures	95
What are the graduation requirements for students in Alabama?	95
How do I know that a student has met all graduation requirements?.....	96
What are Evidence-Based, Research-Based, and Promising Practices?	96
What are some curriculum resources to assist in providing instruction for transition?	96
How can transition professionals partner with Career and Technical Education (CTE) professionals?	97

Curriculum resource list	98
NTACT Effective Practices and Predictors Matrix.....	100
Selecting the Highest, Most Appropriate Pathway Leading to the Alabama High School Diploma	102
Courses for the Alabama High School Diploma Pathways	103
The Alabama High School Diploma Essentials Pathway Work Component Requirements	104
Alabama’s Curriculum Guide to the Standards.....	105
NTACT Quick Guide: Preparing Students for Competitive Integrated Employment.....	107
NTACT Quick Guide: Universal Design for Learning in Secondary Education.....	112
 Section 10: Community-Based Work Training.....	 116
What is community-based work training?.....	116
What factors do transition professionals need to consider in order to implement community-based work training?	116
What forms are available to use for community-based work training?	116
What are the requirements of community-based work training?	118
What are the steps for implementing community-based work training?	118
How do you prepare students for community-based work training?	119
What is a Community-Based Transition Team and why do we need one?	120
Conclusion	121
The Alabama Child Labor Law Brochure	122
Community-based work training forms.....	124
 Section 11: Transition Groups and Programs	 133
What is Young Adults in Transition (YAiT)?	133
Are there leadership programs for youth with disabilities?	134
 Section 12: Transition Programming for Students with Significant Disabilities	 135
How should a transition program for students with significant cognitive disabilities be different from a transition program for students with less significant cognitive disabilities?.....	135
What should a program for students who remain in school after completing their first year of 12 th grade look like?	135
What can parents do for student with significant cognitive disabilities who reach the age of majority and have their rights transfer to them?.....	135
Transition Coalition’s Rights at the Age of Majority Brochure.....	137

Section 13: Preparing for Graduation	139
What is the Summary of Academic Achievement and Functional Performance (SAAFP)?	139
How and when do I complete the SAAFP?.....	139
What kind of diploma or certificate will be awarded for students with disabilities?.....	139
When can a student participate in graduation activities?.....	140
How do I ensure that a student has met all the requirements for graduation?	140
What if a student wants to come back and work on reading, math, and transition after completing all of his or her coursework for a diploma?.....	140
SAAFP guidance document	141
Post-School Options.....	146
Appendix A: SETT Framework.....	149
Appendix B: Assistive Technology Links	151
Links to Support the IEP Team with Assistive Technology and Transition	152
References.....	153

Welcome to the *Alabama's Transition Engagement Series #1 -- Helping Students Achieve Post-School Outcomes: A Handbook for Engaging Secondary Transition Professionals*

Alabama's Transition Engagement Series #1 -- Helping Students Achieve Post-School Outcomes: A Handbook for Engaging Secondary Transition Professionals is a handbook designed for Special Education professionals who serve students with disabilities from 14 to 21 years of age. Its purpose is to provide teachers, paraprofessionals, and special education coordinators with (1) the information they need to understand transition and its legal requirements under the *Individuals with Disabilities Education Act* (IDEA) and the *Alabama Administrative Code* (AAC); (2) to provide teachers with the necessary skills to plan, to assess, to write an appropriate and relevant Individualized Educational Program (IEP), and conduct an IEP Team meeting for students of transition age; and (3) to provide information on the following topics: Interagency Collaboration, Family and Student Engagement, Program Structures, Community-Based Work Training, Transition Leadership Groups, Transition for Significant Disabilities, and Preparing for Graduation. In addition, appendices contain information on Special Education and Transition acronyms, Office of Special Education Programs (OSEP) Guidance, and Assistive Technology's use in Transition.

It is Special Education Services Section's hope that the information and tools contained within this handbook will support special education staff in the provision of effective secondary transition services for students. Research indicates that effective transition services greatly increase the success rate for students with disabilities after high school. Effective transition services begin with student-focused transition planning and assessment. That planning and assessment then guides appropriate and relevant IEP development, where the student's individual needs, strengths, preferences and interests are taken into account. Once the IEP is developed, a successful transition IEP meeting, where both parents and students are engaged and all transition stakeholders are involved, guides the provision of instruction, related services, and activities that lead to a better prepared and successful global citizen.

Additionally, information contained within this handbook should inform special education professionals about ways to engage families and students in the transition process, as well as provide documents and checklists to ensure all transition requirements and best practices have been implemented in a way that provides for student success. A section of the handbook is devoted to ways that transition services can be effectively provided for students with more significant cognitive disabilities, and also how services beyond 12th grade can be implemented in ways that ensure the students have the best post-school outcomes that are available in their community, including supported employment and semi-independent living when possible.

Finally, it is our intention to keep this handbook updated with the latest information, research, best practices, and innovations in the area of transition. Please keep abreast of the latest information as it becomes available and update your personal handbook.

Transition Overview

What is transition?

Federal and state laws define transition services for students with disabilities. These laws demonstrate that the provision of transition services is a required activity, not an optional activity. Alabama's local education agencies (LEAs) must ensure that transition services begin no later than the first IEP to be in effect when the child turns 16 or younger if determined appropriate by the IEP Team.

The *Individuals with Disabilities Education Act of 2004* (IDEA) defines transition services as "a coordinated set of activities for a child with a disability that --

- A. Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
- B. Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and
- C. Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation."

The *Alabama Administrative Code* (AAC 290-8-9.00(24)) states that --

- a. transition services means a coordinated set of activities for a child with a disability that:
 1. Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
 2. Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes:
 - i) Instruction;
 - ii) Related Services;
 - iii) Community experiences;
 - iv) The development of employment and other post-school adult living objectives; and
 - v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
- b. Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability benefit from special education.

Transition services are a broad range of services that prepare a student to enter the post-school world of college and/or career, independent living, community participation, global citizenship, etc. Currently, the success of these services is measured through State Performance Plan/Annual Performance Report (SPP/APR) indicators that measure whether a state is meeting federal regulations for transition services. The LEAs in turn must meet the state requirements for these same indicators. The four indicators that relate to transition are:

- Indicator 1: Graduation Rates – the percent of youth with IEPs graduating from high school with a regular diploma
- Indicator 2: Drop-Out Rates – the percent of youth with IEPs dropping out of high school
- Indicator 13: Secondary Transition – the percent of youth aged 16 and above and with an IEP that includes appropriate measureable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition service needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.
- Indicator 14: Post-School Outcomes – the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - A. Enrolled in higher education within one year of leaving high school
 - B. Enrolled in higher education or competitive employment within one year of leaving high school
 - C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

In addition, Alabama has chosen a State-Identified Measureable Result (SiMR) for children with disabilities under the SPP/APR Indicator 17: State Systemic Improvement Plan (SSIP) that is related to transition as well. Alabama’s SiMR is “...students will be able to achieve positive post-school outcomes and engage in higher education and competitive employment opportunities”. This goal was developed as a result of an analysis of Least Restrictive Environment (LRE) data, state-wide assessment proficiency data, and the results of the Alabama Post-School Outcomes Survey. As a result of the SiMR, several systems in Alabama have begun the work to become demonstration sites for transition through the SSIP work. Once fully developed, these sites can become models for implementing transition instruction in Alabama schools.

What are key terms transition service providers need to understand?

Transition service providers need to have a good understanding of key terms related to transition in order to better serve the students with disabilities with whom they work.

Below are key terms relating to the transition process with some examples where appropriate:

Coordinated Set of Activities – a systematic approach to transition planning, activities, and services that complement and coordinate with the student’s strengths, preferences, interests, and needs. Such activities may require the involvement of various agencies such as the Alabama Department of Rehabilitation Services (ADRS), Alabama Department of Mental Health (ADMH), etc. to provide needed transition services.

Postsecondary Education – refers to any education or training that occurs after a student leaves high school. This training may consist of two- or four-year colleges or universities, vocational schools, seminaries, institutes of technology, and any other degree or certificate-earning program.

Competitive Integrated Employment – refers to jobs held by people with the most significant disabilities in typical workplace settings where the majority of persons employed are not persons with disabilities. These jobs are paid at a rate comparable to non-disabled workers performing the same task. (U.S. Department of Labor)

Supported Employment – a program of paid work in regular workplace settings by people with disabilities with ongoing support and training by rehabilitation professionals such as job coaches and employers.

Instruction – relating to transition services, a broad range of activities that promotes access to the general education curriculum and helps students to reach their postsecondary goals. Students who need specific daily living/life skills (hygiene and grooming, budgeting/checking, transportation needs, etc.) may receive training through activities relating to these areas as well.

Related Services – relating to transition services, are the supports needed for a student with disabilities to access appropriate work, education, and living environments. Such related services might consist of counseling, job coaching, occupational therapy, physical therapy, speech therapy, and assistive technology.

Community Experiences – involve a variety of activities within the local community that expose the student to career and job information, daily living activities, etc. Such experiences may include job shadowing or internships with various businesses in the community.

Development of Employment and other Post-School Adult Living Objectives – objectives are developed that assist the student in meeting his/her post-school goals. Transition assessment and planning is key to developing these objectives.

Acquisition of Daily Living Skills – these skills support the student’s ability to complete the activities that most adults do on a daily basis, such as hygiene/grooming, preparing meals, paying bills, caring for clothes, etc.

Functional Vocational Evaluation – this type of evaluation is used to determine a student’s strengths, preferences, interests, and needs in relationship to work. Such an assessment may include commercially-prepared assessments, situational assessments, observations, task analysis, etc.

Specially-Designed Instruction – means adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student’s disability. Content is the knowledge and skills being taught, methodology is the instructional strategies and approaches used to teach content, and delivery is the way in which instruction is provided.

Age of Majority – the age at which a student’s legal rights under that law transfer from the parent to the student. In Alabama, the age of majority is 19.

What is the *Taxonomy for Transition Programming 2.0*?

The *Taxonomy for Transition Programming 2.0: A model for planning, organizing, and evaluating transition education, services, and programs* was developed by Paula D. Kohler, Ph.D., June Gothberg, Ph.D., Catherine Fowler, Ph.D., and Jennifer Coyle, Ed.D., out of Western Michigan University. This taxonomy builds on the original *Taxonomy for Transition Planning* (Kolher, 1996). The taxonomy brings in the latest literature regarding predictors of post-school success, strategies to increase graduation and reduce dropout, school climate and vocational rehabilitation services focused on fostering successful transition of youth with disabilities in college and careers. The model contains five primary practice categories: Student-Focused Planning, Student Development, Interagency Collaboration, Family Engagement, and Program Structure. Under these primary practice categories are subcategories. Below is the graphic that shows the categories under the *Taxonomy for Transition Programming 2.0: A model for planning, organizing, and evaluating transition education, services, and programs*. Within the *Taxonomy for Transition Programming 2.0: A model for planning, organizing, and evaluating transition education, services, and programs*, each subcategory has a listing of effective practices and predictors (EPP) for that topic. For example, under the Student-Focused Planning category, IEP Development subcategory, some EPPs are: student interests and preferences are documented, goals are measurable, responsibilities of participants or agencies specified, etc. Transition professionals can use the *Taxonomy for Transition Programming 2.0: A model for planning, organizing, and evaluating transition education, services, and programs* to assist in ensuring that effective practices are being implemented in the classroom and community environments to ensure student post-school success. The entire *Taxonomy for Transition Programming 2.0: A model for planning, organizing, and evaluating transition education, services, and programs* may be found in at the back of this section.

TAXONOMY FOR TRANSITION PROGRAMMING 2.0



TAXONOMY FOR TRANSITION PROGRAMMING 2.0

A Model for Planning, Organizing, and Evaluating Transition Education, Services, and Programs



Paula D. Kohler, Ph.D., June E. Gothberg, Ph.D.,
Catherine Fowler, Ph.D., Jennifer Coyle, Ed.D.

Western Michigan University

TAXONOMY FOR TRANSITION PROGRAMMING 2.0

Paula D. Kohler, June E. Gothberg, Catherine Fowler, and Jennifer Coyle

Cite this work as follows:

Kohler, P. D., Gothberg, J. E., Fowler, C., and Coyle, J. (2016). *Taxonomy for transition programming 2.0: A model for planning, organizing, and evaluating transition education, services, and programs*. Western Michigan University. Available at www.transitionta.org.

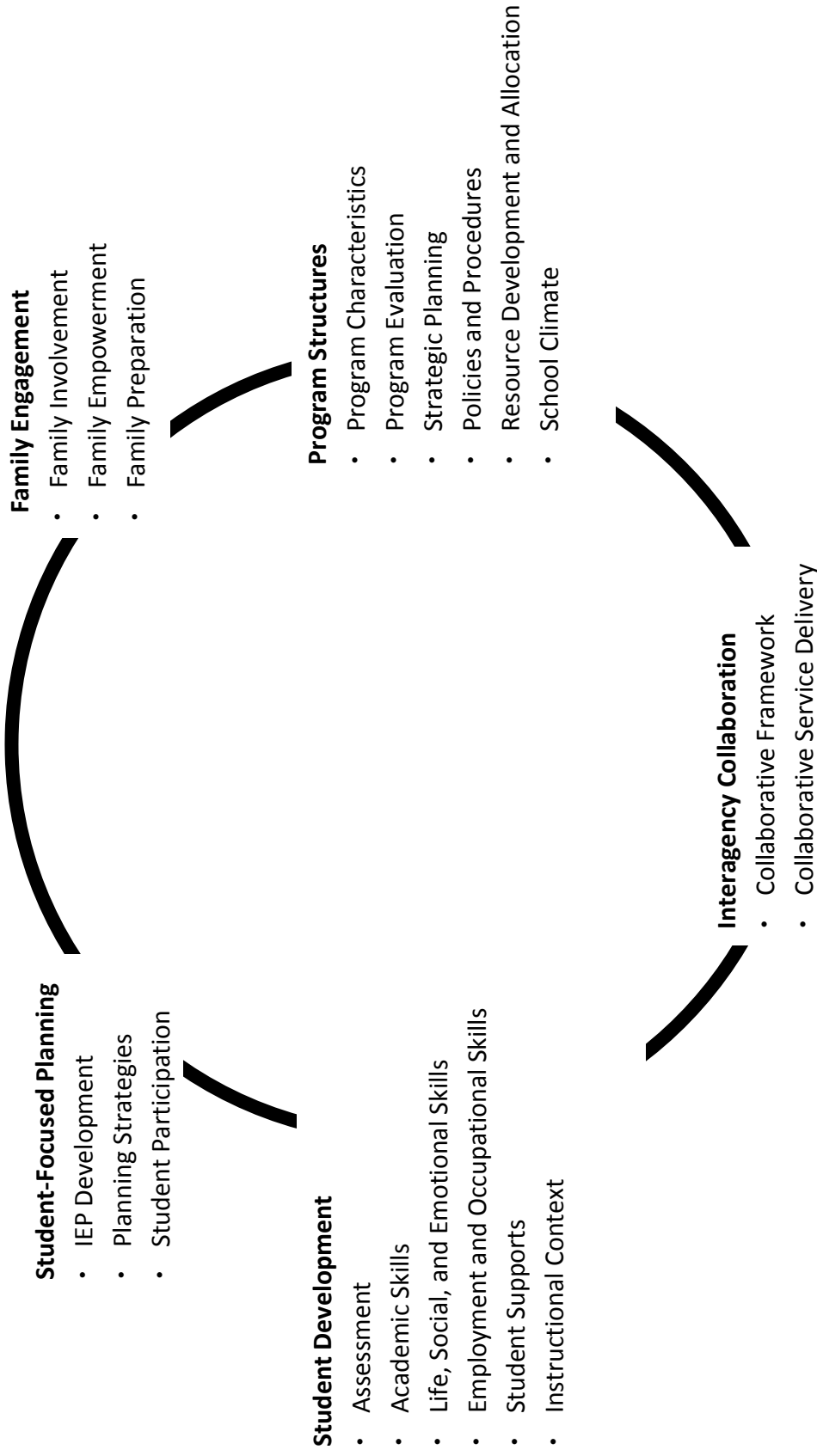
Additional resources are available at: www.transitionta.org and from the first author at Western Michigan University, 3530 Sangren Hall, Kalamazoo MI 49008-5259, (269) 387-6181.

Over the past three decades, transition practices research has demonstrated that post-school outcomes of students with disabilities improve when educators, families, students, and community members and organizations work together to implement a broad perspective of transition planning, more appropriately referred to as transition-focused education. In general, this concept represents the perspective that “transition planning” is the fundamental basis of education that guides development of students’ educational programs – including strategies that keep them in school – rather than an “add-on” activity for students with disabilities when they turn age 14 or 16. The impact of transition-focused education is greatly enhanced when service systems and programs connect and support the implementation and application of such learning. The *Taxonomy for Transition Programming 2.0* (Kohler, Gothberg, Fowler, and Coyle, 2016) builds upon the earlier *Taxonomy for Transition Programming* (Kohler, 1996) and provides concrete practices—identified from effective programs and the research literature—for implementing transition-focused education.

As indicated in the references at the end of this document, the *Taxonomy 2.0* brings in the latest literature regarding predictors of post-school success, strategies to increase graduation and reduce dropout, school climate, and vocational rehabilitation services focused on fostering successful transition of youth with disabilities in college and careers. The model continues with five primary practice categories: Student-Focused Planning, Student Development, Interagency Collaboration, Family Engagement, and Program Structure. It includes additional practices in the areas of student supports and the instructional context within Student Development, as well as school climate in Program Structure. Within Family Engagement, a focus on cultural relevancy, empowerment, and family preparation are emphasized. Across categories, collaboration with service agencies, especially vocational rehabilitation, emphasize the importance of such connections prior to and during school and post-school transitions.

Finally, we acknowledge Drs. Matthew Klare and David Test at the University of North Carolina Charlotte and Karen Devries at Western Michigan University for their contributions to this work.

TAXONOMY FOR TRANSITION PROGRAMMING 2.0



TAXONOMY FOR TRANSITION PROGRAMMING 2.0



STUDENT DEVELOPMENT INTERAGENCY COLLABORATION FAMILY ENGAGEMENT PROGRAM STRUCTURE

STUDENT-FOCUSED PLANNING

IEP Development		Planning Strategies		Student Participation	
<ul style="list-style-type: none"> ▶ Student interests and preferences are documented ▶ Progress or attainment of goals is reviewed annually ▶ Options identified for each outcome area ▶ Postsecondary education or training goals and objectives specified ▶ Occupational goals and objectives specified ▶ Community-related and residential goals and objectives specified (e.g., voting, driving) ▶ Recreation and leisure goals and objectives specified ▶ Educational program corresponds to specific goals, including elective courses ▶ Pathway to diploma or other exit document identified and aligned with postsecondary goals ▶ Goals are measurable ▶ Personal needs are addressed in planning (e.g., financial, medical, guardianship) ▶ Specific goals and objectives result from student choices ▶ Planning process considers integrated developmental and service settings with appropriate supports ▶ Responsibility of participants or agencies specified ▶ Evaluation of participant fulfillment of responsibilities 	<ul style="list-style-type: none"> ▶ Transition-focused planning begins no later than age 14 ▶ Cultural and linguistic considerations embedded throughout the planning process ▶ Planning team leader identified ▶ IEP meeting time and preparation are adequate to conduct planning that engages relevant stakeholders ▶ Planning and meeting time and place support student and family engagement ▶ Planning process is student-centered planning (e.g., applies person-center planning; MAPS, PATH, PFP) ▶ Comprehensive age-appropriate transition assessments are used for transition planning (e.g., achievement, intelligence, behavior, career, aptitude, skills, interests, preferences, readiness) ▶ Referral to adult service provider(s) occurs prior to student's exit from school 	<ul style="list-style-type: none"> ▶ Planning team includes student and family members ▶ Students are prepared to actively participate in the IEP development process and meeting ▶ Students evaluate their progress on previous IEP goals and objectives ▶ Self-determination is facilitated within the planning process ▶ Students express their interests, preferences, and limits ▶ Planning decisions are driven by students and their families ▶ Accommodations are made for communication needs (e.g., interpreters) ▶ Students evaluate their participation in the planning process and meeting 			

TAXONOMY FOR TRANSITION PROGRAMMING 2.0



STUDENT-FOCUSED PLANNING

INTERAGENCY COLLABORATION

FAMILY
ENGAGEMENT

PROGRAM STRUCTURE

STUDENT DEVELOPMENT

Assessment	Academic Skills	Life, Social, and Emotional Skills
<ul style="list-style-type: none"> ▶ Formative assessment data drive academic instruction ▶ Career interest and aptitude assessments are used to inform curricular and instructional decisions ▶ Accommodations on assessment or alternate assessments are provided as needed ▶ Assessment results are shared regularly with students and used to assist in overcoming deficiencies as they are identified ▶ Remediation and multiple testing opportunities offered for high stakes testing 	<ul style="list-style-type: none"> ▶ Courses and curricula prepare students for college and careers ▶ Students understand by 9th grade what constitutes college-ready curriculum ▶ Academic skills development (e.g., decoding, comprehension, computation, interpretation, etc.) ▶ Academic strategies development (e.g., learning strategies, study skills, and test-taking skills, etc.) ▶ Academic behaviors development (e.g., going to class, participation, organization, doing homework, studying, etc.) 	<ul style="list-style-type: none"> ▶ Self-determination skills development (e.g., goal setting, decision making, problem solving, self-advocacy, etc.) ▶ Independent living skills development (e.g., financial, first aid, safety, cooking, etc.) ▶ Interpersonal skills development ▶ Leisure skills development ▶ Transportation skills development ▶ Classroom behavior development ▶ Social skills development ▶ Youth autonomy fostered and supported

Employment and Occupational Skills

- ▶ Career planning is embedded in or aligned with core academic instruction
- ▶ Career and technical education is provided including entry level and advanced skill completion options
- ▶ Employment seeking skills development
- ▶ Occupation-specific skills development
- ▶ Soft skills development
- ▶ Employment skill development is provided in authentic settings including:
 - school-based enterprises
 - on-site structured work experiences
 - career academies
- ▶ Career awareness opportunities provided (e.g., industry tours, guest speakers, career fairs, etc.)
- ▶ Local businesses provide opportunities for work-related experiences (e.g., simulated job interviews, job shadowing, internships, apprenticeships, work-study, long-term employment, etc.)
- ▶ Graduation credit provided for work experiences
- ▶ Paid work experience provided prior to school exit
- ▶ Job placement services provided prior to school exit

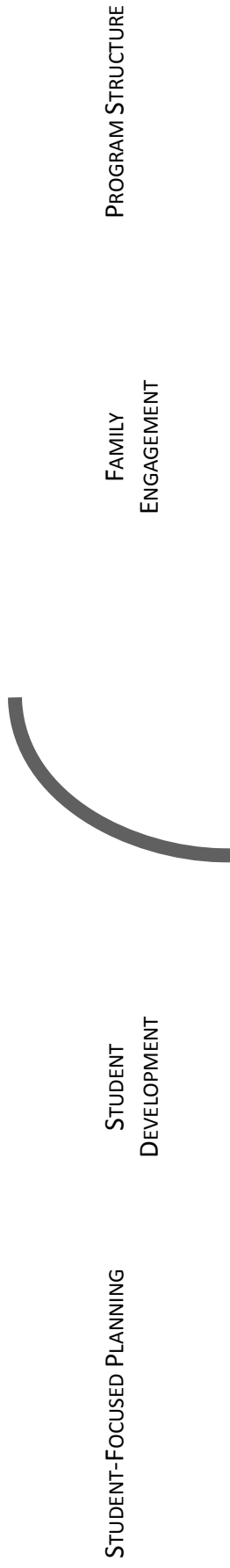
Student Supports

- ▶ Related services are provided (e.g., OT, PT, speech therapy, transportation, assistive technology)
- ▶ Functional communication systems are provided as needed, including augmentative communication or assistive technology
- ▶ Identification and development of environmental adaptations, natural supports, and accommodations needed for success in school and community settings
- ▶ Academic support and enrichment provided to improve academic performance (e.g., test-taking skills, study skills, targeted subject area skills, etc.)
- ▶ Opportunities given for credit recovery and acceleration (e.g., after school, Saturday school, summer enrichment, etc.)
- ▶ Counseling services provided for college and career readiness
- ▶ Adult advocates help students establish attainable academic and behavioral goals with specific benchmarks
- ▶ Adults and peers build and support student's college and career aspirations
- ▶ Information given on postsecondary education supports
- ▶ Students supported to complete critical steps for college entry
- ▶ Students supported through partnerships established with community-based program providers (e.g., social services, welfare, mental health, law enforcement, etc.)

Instructional Context

- ▶ Co-curricular activities are used to support student development (e.g., band, forensics, poetry slams, quiz bowl, writing competitions, yearbook, etc.)
- ▶ Extracurricular activities are used to support student development (e.g., clubs, Junior Achievement, Junior ROTC, school or intermural sports, student council, theater, etc.)
- ▶ Community activities are used to support student development (e.g., 4H, church groups, community festivals, community government, scouts, social activism, volunteering, etc.)
- ▶ Service learning used to engage students in their school and community by applying skills to solve real-world problems
- ▶ Education and services are provided in integrated and least restrictive environments with preference given to placement in the general education setting 80% or more of the time, as appropriate
- ▶ Education and instruction are provided in community-based settings
- ▶ Instruction is rigorous and relevant
- ▶ Instruction embeds Universal Design for Learning
- ▶ Student accomplishments are recognized and celebrated

TAXONOMY FOR TRANSITION PROGRAMMING 2.0



INTERAGENCY COLLABORATION

Collaborative Framework	Collaborative Service Delivery
<ul style="list-style-type: none"> ▶ Interagency coordinating body that includes students, parents, educators, service providers, community agencies, postsecondary institutions, employers, and other relevant stakeholders ▶ Lead agency identified ▶ Designated transition contact person for each agency ▶ Formal interagency agreement(s) ▶ Roles and responsibilities clearly articulated ▶ Shared understanding of educational and agency policy and procedures ▶ Systems barriers to collaboration are minimized ▶ Established methods of communication among all service providers ▶ Data shared among agencies via established procedures (with appropriate release of information and confidentiality) ▶ Cross-agency professional development provided ▶ Interdisciplinary and interagency policy and procedures are evaluated annually 	<ul style="list-style-type: none"> ▶ School staff, VR counselors, and community service providers engage in planning meetings with students and families ▶ Coordinated requests for information (e.g., to parents, employers, agencies, etc.) ▶ Coordinated collection and use of assessment data for EDP, IEP, and IPE ▶ Collaborative funding and staffing of transition services (e.g., braided funding, blended staff, etc.) ▶ Collaborative consultation between special, general, career technical, and vocational educators ▶ Collaborative program planning and development, including employer involvement ▶ Collaborative delivery of transition-related services by school, VR, and other relevant stakeholders ▶ Student and family linked with appropriate provider to assist with financial planning, health care system navigating, adult disability or mental health services, and transportation

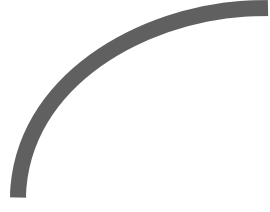
TAXONOMY FOR TRANSITION PROGRAMMING 2.0



FAMILY ENGAGEMENT

Family Involvement	Family Empowerment	Family Preparation
<ul style="list-style-type: none"> ▶ Families' cultural background and intimate knowledge of and experience with their child informs the IEP ▶ Families provide information about their child either orally or in writing ▶ Families participate in the entire transition planning process including: <ul style="list-style-type: none"> - student assessment - evaluation of student's program - IEP and other individual program planning meeting - decision making ▶ Families participate in service delivery ▶ Families participate in natural support network as trainers, mentors, peer advocates, or community liaisons ▶ Families participate in program policy development ▶ Families concerns and needs are represented in school governance ▶ Non-family member interpreters provided 	<ul style="list-style-type: none"> ▶ Transition information provided prior to student's age 14 ▶ Information provided in their ordinary language and shared in culturally responsive and respectful manner ▶ Structured method to identify family needs ▶ Pre-IEP planning activities specific to families ▶ Child care and respite care provided for transition-related meetings ▶ Supports provided for families to engage youth in community experiences ▶ Students and families linked with adult service providers during transition planning ▶ Students and families are assisted to apply for college 	<ul style="list-style-type: none"> ▶ Family learning and preparation provided for: <ul style="list-style-type: none"> - transition-related planning process (e.g., IEP, ITP, IPE) - empowerment strategies - setting high expectation - promoting child's self-determination, with respect for cultural views and values - advocacy - natural supports - agencies and services - facilitating community experiences for youth with disabilities (e.g., safety, transportation, social skills, mobility) - legal issues

TAXONOMY FOR TRANSITION PROGRAMMING 2.0



STUDENT-FOCUSED PLANNING STUDENT DEVELOPMENT INTERAGENCY COLLABORATION FAMILY ENGAGEMENT

PROGRAM STRUCTURE

Program Characteristics		Program Evaluation	Strategic Planning
<ul style="list-style-type: none"> ▶ Transitions are addressed across educational levels (preschool - high school) and relevant systems (e.g., mental health, vocational rehabilitation) ▶ Program options are flexible to meet individual student needs ▶ Programs are outcome-oriented and reflect high expectations for all students ▶ Programs rely on a tiered philosophy, viewing general and special education as a unified system offering increasingly intensive support, as needed ▶ Programs reflect the community's cultural, linguistic, and ethnic diversity ▶ Students with diverse needs have access to all educational opportunities (academic, college-prep, work-based, extracurricular, etc.) ▶ Graduation requirements are clearly defined ▶ Parents are given graduation requirements and exit options with future implications prior to 9th grade ▶ Multiple pathways provided for satisfying standard graduation requirements ▶ Every opportunity provided to students to receive a standard diploma until age 21 	<ul style="list-style-type: none"> ▶ Evaluation is part of an ongoing cycle of program development and improvement ▶ Clear vision is established for system-wide evaluation and data use ▶ Data-driven culture supported at all levels ▶ Data systems are used to monitor and to assess progress toward graduation including: <ul style="list-style-type: none"> - dropout risk - attendance - behavior - course completion - course performance - social performance - CTE enrollment and completion patterns - office referrals, suspension, expulsion - truancy - retentions - support needs ▶ Student-level data are reviewed to identify students at risk of dropping out before key grade-level transitions ▶ Student withdrawal data are collected and reviewed ▶ Post-school data are collected and used for program planning ▶ Students and families participate in program evaluation 	<ul style="list-style-type: none"> ▶ Strategic planning <ul style="list-style-type: none"> - is conducted on a regular basis - includes multiple stakeholders from relevant education, agency, and community partners - is driven by evidenced-based and promising practices for transition education and services - uses needs assessments to provide the basis for secondary-level education and post-school community programs and services - includes evaluation planning ▶ Strategic planning document is evaluated for technical soundness (measurable goals, sufficient tasks, tangible outputs, anticipated outcomes, sound evaluation, etc.) 	

Policies and Procedures	Resource Development and Allocation	School Climate
<ul style="list-style-type: none"> ▶ Policies and procedures support the implementation of evidence-based and promising practices (EBPP) for transition ▶ Policies and procedures foster a positive school climate ▶ Academic and social performance are monitored ▶ Policies and procedures provide the structure and process for systemic and ongoing program improvement regarding transition education and services ▶ Policies and procedures are aligned with those of other providers as much as possible to address gaps and reduce duplication of transition services 	<ul style="list-style-type: none"> ▶ High quality staff in all instructional, supervisory, and support roles are recruited, hired, and retained ▶ Implementation of evidence-based and promising practices (EBPP) is supported and facilitated through professional development, coaching, and feedback systems ▶ Employee relations services are provided to ensure continuing quality of the workforce and the workplace (e.g., appointment status, benefits, and other transactions for all employees) ▶ Personnel development is provided for: <ul style="list-style-type: none"> - knowledge and skill development - culturally responsive planning with families - creating a welcoming school climate ▶ Multiple measures are used when building and implementing administrator and teacher evaluation performance index formulas 	<ul style="list-style-type: none"> ▶ School climate supports a sense of trust and fairness ▶ School has a clearly defined set of expectations, procedures for teaching expectations, and procedures for encouraging expected and school-appropriate behavior ▶ Programs implemented to improve students' classroom behavior and social skills ▶ Students are provided a personalized learning environment and instructional process ▶ School climate is welcoming to students, families, staff, and other stakeholders ▶ School climate provides a safe and nurturing environment for students and adults to feel connected to the school (safe from physical or emotional harm, respect for diversity, fair and supportive practices) ▶ Environment is culturally responsive to students, families, staff, and other stakeholders ▶ Students' sense of engagement and belonging in school is monitored ▶ Staff and students interact outside the classroom ▶ Adult advocates are assigned to students identified as at risk of dropping out

Bibliography

Note – the references included here are those from which we drew information to build the *Taxonomy for Transition Programming 2.0*. The sources used to develop the original *Taxonomy* (Kohler, 1996) are available at <http://eric.ed.gov/?id=ED399722>

- Balfanz, R. (2007, August 16). *Locating and transforming the low performing high schools which produce the nation's dropouts*. Center for Social Organization of Schools. Johns Hopkins University. Retrieved from www.all4ed.org/files/Balfanz.pdf
- Cobb, B., Sample, P., Alwell, M., & Johns, N. (2005). The effects of cognitive-behavioral intervention on dropout for youth with disabilities. *Effective interventions in dropout prevention: A research synthesis*. Clemson, SC: National Dropout Prevention Center for Students with Disabilities.
- Dary, T. & Pickeral, T. (ed) (2013). School climate: Practices for implementation and sustainability. *A School Climate Practice Brief, Number 1*, New York, NY: National School Climate Center.
- Faircloth, S. C., & Tippeconnic, III, J. W. (2010). *The dropout/graduation rate crisis among American Indian and Alaska Native students: Failure to respond places the future of Native peoples at risk*. Los Angeles, CA: The Civil Rights Project/Proyecto Derechos Civiles at UCLA. Retrieved from www.civilrightsproject.ucla.edu
- Fleming, A. R., Del Valle, R., Kim, M., & Leahy, M. J. (2013). Best practice models of effective vocational rehabilitation service delivery in the public rehabilitation program: A review and synthesis of the empirical literature.
- Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using student achievement data to support instructional decision making (NCEE 2009-4067)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.
- Kemple, J. J., & Snipes, J. C. (2000). Career Academies: Impacts on students' engagement and performance in high school. New York, NY: MDRC.
- Kohler, P. D. (1996). *Taxonomy for transition programming*. Champaign: University of Illinois.
- Kohler, P. D., & Field, S. (2003). Transition-focused education: Foundation for the future. *Journal of Special Education*, 37, 174-183.
- Leahy, M. J., Chan, F., Lui, J., Rosenthal, D., Tansey, T., Wehman, P., et al. (2014). An analysis of evidence-based best practices in the public vocational rehabilitation program: Gaps, future directions, and recommended steps to move forward. *Journal of Vocational Rehabilitation*, 41, 147-163.

- Morningstar, M., & Mazzotti, V. (2014). *Teacher preparation to deliver evidence-based transition planning and services to youth with disabilities (Document No. IC-1)*. Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://ceedar.education.ufl.edu/tools/innovation-configurations/>
- Rowe, D. A., Alverson, C. Y., Unruh, D., Fowler, C., Kellems, R., & Test, D. W. (2014). A Delphi study to Operationalize Evidence-based Predictors in Secondary Transition. *Career Development and Transition for Exceptional Individuals*.
- Sinclair, M. F., Christenson, S. L., Lehr, C. A., & Anderson, A. R. (2003). Facilitating student engagement: Lessons learned from Check & Connect longitudinal studies. *The California School Psychologist*, 8, 29–41.
- Sinclair, M. F., Christenson, S. L., & Thurlow, M. L. (2005). Promoting school completion of urban secondary youth with emotional or behavioral disabilities. *Exceptional Children*, 71(4), 465–482.
- Tierney, W. G., Bailey, T., Constance, J., Finkelstein, N., & Hurd, N. F. (2009). *Helping students navigate the path to college: What high schools can do: A practice guide (NCEE #2009-4066)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>
- Test, D. W., Mazzotti, V. L., Mustian, A. L., Fowler, C. H., Kortering, L. J., & Kohler, P. H. (2009). Evidence-based secondary transition predictors for improving post-school outcomes for students with disabilities. *Career Development for Exceptional Individuals*, 32, 160-181.
- Toldson, I. A. (2011). *Breaking barriers 2: Plotting the path away from juvenile detention and toward academic success for school-age African American males*. Washington, DC: Congressional Black Caucus Foundation, Inc.
- Whaley, A. L., & Davis, K. E. (2007). Cultural competence and evidence-based practice in mental health services: A complementary perspective. *American Psychologist*, 62(6), 563–574.
- Wilkins, J., & Huckabee, S. (2014). *A literature map of dropout prevention interventions for students with disabilities*. Clemson, SC: National Dropout Prevention Center for Students with Disabilities, Clemson University.

Note – Support for development of this document was provided in part by the National Technical Assistance Center on Transition (NTACT), funded by Cooperative Agreement Number H326E140004 with the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education or imply endorsement by the U.S. Department of Education.

Transition Timeline/Process

Student's Age	Areas for IEP Team to consider
No later than age 12–13 , or earlier if appropriate	<ul style="list-style-type: none"> • Develop communication and social skills. • Develop skills in self-determination and self-advocacy. • Begin person-centered future planning process.
No later than age 14 , or earlier if appropriate	<ul style="list-style-type: none"> • Consider transition assessments such as Student Interview, Interest Inventory, Student Survey, Parent Interview, Work Samples, Vocational Assessment, Career Interest Inventory, Career Aptitude Assessment. • Select the highest, most appropriate diploma pathway leading to the Alabama High School Diploma (AHSD) at the end of eighth grade.
No later than age 15 , or earlier if appropriate	<ul style="list-style-type: none"> • Review diploma/exit options or pathways leading to the AHSD. • Identify student's strengths, weaknesses, abilities, values, and interests by participating in elective classes or extracurricular activities that may be available. • Explore careers of interest. • Select course of study needed to meet student's transition goals.
No later than age 16 , or earlier if appropriate	<ul style="list-style-type: none"> • Create a transition plan with the IEP Team. • Assess student interests, strengths, and needs as appropriate. • Review diploma pathways. • Review course of study. • Review documentation of transition services. • Discuss and explore career interests with the IEP Team. • Discuss and review postsecondary education, employment/training, community, and independent living, if appropriate. • Discuss and review community independent living goals. • Develop agency linkages if appropriate. • Begin application to adult service agencies.
No later than age 18 , or earlier if appropriate	<ul style="list-style-type: none"> • Discuss guardianship or age of majority.
No later than age 21 , or earlier if appropriate	<ul style="list-style-type: none"> • Complete the Summary of Academic Achievement and Functional Performance (SAAFP). • Complete the SAAFP for every student who exits with a high school diploma or who will be exceeding the age of eligibility for free appropriate public education (FAPE). The ALSDE, Special Education Services (SES) Section, strongly encourages public agencies to complete the SAAFP for all students exiting high school. • Document academic achievement and functional performance progress. • Document recommendations for meeting the goal(s) for postsecondary education/employment or community/ independent living goal(s) not met. • Document successful accommodations during high school. • Complete at the end of the student's exiting year. See pages 63-67. • Discuss next steps as related to selected diploma/exit option or pathway. • Discuss the Post-School Outcome (PSO) survey.

Student-Focused Transition Planning

The student should always be the focal point of all transition planning. Students who actively participate in their own future planning have a better understanding of why planning and goal-setting is important to future success.

The first step of successful transition planning is gathering all needed information and data on the student's "current strengths, needs, preferences, and interests in the context of current and future working, educational, living, and personal and social environments" (Sitlington, Neubert, and Leconte, 1997). Data should be collected from multiple sources and individuals to provide information on such things as academic performance, career interests and aptitudes, self-determination and self-advocacy skills, and community/independent living skills. Such sources might include, but are not limited to, the student, related service providers, vocational rehabilitation counselor, job coach, school personnel, IEP case manager, etc. A major piece of data-gathering will be transition assessment data which will be discussed in detail in the next section.

What types of information should be gathered?

The type of information gathered for transition planning will vary depending on the student's functioning level, type of diploma pathway pursued, independent living skill level, etc. However, for most students, the following information should be collected:

- Copies of current transcript and most recent report card
- Credit-earning Checklist*
- Copy of the student's four-year plan
- Teacher input survey information*
- Parent input survey information*
- Student input form*
- Student information forms*
- Attendance data
- Discipline data
- Copy of current IEP
- Copy of Behavior Intervention Plan, if appropriate
- Progress monitoring data for interventions and IEP goals
- Age-appropriate transition assessments

Samples forms of those items marked with an asterisk (*) can be found in the back of this section.

So I've gathered all my data, now what?

After all the information has been gathered, it is now time to review and analyze the information and data to determine strengths, needs, preferences, and interests. Review and analyze the following:

- Use a credit-earning checklist (found in the back of this section) to check the transcript and current report card for credits earned and credits lacking in order to meet current graduation requirements. Ensure all requirements are being met or make plans to ensure their completion prior to the student's expected graduation date.
- Review the student's four-year plan to ensure that it is current and meets the needs of the student. Be sure appropriate courses are listed for the pathway that the student is pursuing.
- Review the teacher input survey(s) to address any strengths or needs noted by the teacher(s).
- Review the parent survey to address any concerns the parent may have at the current time regarding academics, behavior, transition, etc.
- Review current attendance and discipline information to determine if there are issues that may affect a student's current and post-school success.
- Review the current IEP to determine if goals for the current school year have been met or need to be continued as is, or need to be revised.
- Review the Behavior Intervention Plan (BIP), where appropriate, to determine if appropriate behavior strategies are being implemented to assist the student in moving towards post-school success.
- Look at progress monitoring data for the status of interventions and current IEP goals. Determine if the student is making sufficient progress in order to meet post-school goals. Determine if the student requires more intensive interventions in order to be successful. Use progress monitoring data to determine if goals need to be revised.
- Examine all age-appropriate transition assessment data to determine the student's interests and preferences as they relate to postsecondary education/training; employment/occupations/careers; and community/independent living. More than one assessment should be used to ensure all areas have been assessed.

Is there anything else that I should be gathering, collecting, or copying?

In addition to gathering all the needed student information, now is the time to begin to collect information to be provided to the student and/or parent. Providing the student and parent with information on transition, college and career planning, vocational rehabilitation services, age of majority, parent rights, adult services, community experiences available, etc., will assist the student/parent to be better informed and prepared for life after high school.

Student Name: _____

Anticipated Graduation Year: _____

Directions: Use the student’s current transcript to mark off (☒) earned credits each semester. Each box represents one-half credit earned. Ensure that all graduation requirements are met before graduation.

Course Requirements		
English/Language Arts Four credits to include:	Options include: Advanced Placement/International Baccalaureate (IB)/Postsecondary courses/SDE-approved courses	
	English 9	<input type="checkbox"/> <input type="checkbox"/> = 1
	English 10	<input type="checkbox"/> <input type="checkbox"/> = 1
	English 11	<input type="checkbox"/> <input type="checkbox"/> = 1
	English 12	<input type="checkbox"/> <input type="checkbox"/> = 1
Mathematics Four credits to include: Algebra I or Geometry can be split into an A course and B course and earn two credits for either Algebra or Geometry *Note: Students planning on attending a 4-year college must complete Algebra II or Algebra II with Trig	Options include: <i>Alabama Course of Study: Mathematics</i> or mathematics credit-eligible courses from Career & Technical Education/Advanced Placement/IB/Postsecondary courses/SDE-approved courses	
	Algebra I or	<input type="checkbox"/> <input type="checkbox"/> = 1
	Algebra IA and	<input type="checkbox"/> <input type="checkbox"/> = 1
	Algebra IB	<input type="checkbox"/> <input type="checkbox"/> = 1
	Geometry or	<input type="checkbox"/> <input type="checkbox"/> = 1
	Geometry A and	<input type="checkbox"/> <input type="checkbox"/> = 1
	Geometry B	<input type="checkbox"/> <input type="checkbox"/> = 1
Algebra II w/Trig/ Algebra II/Algebra w/Finance/Career Math	<input type="checkbox"/> <input type="checkbox"/> = 1	
Additional credit from <i>Alabama Course of Study: Mathematics</i>	<input type="checkbox"/> <input type="checkbox"/> = 1	
Science Four credits to include:	Options include: <i>Alabama Course of Study: Science</i> or science credit-eligible courses from Career & Technical Education/Advanced Placement/ IB/Postsecondary courses/SDE-approved courses	
	Biology	<input type="checkbox"/> <input type="checkbox"/> = 1
	Physical Science (Chemistry, Physics, or Physical Science)	<input type="checkbox"/> <input type="checkbox"/> = 1
	Additional Science credit (_____)	<input type="checkbox"/> <input type="checkbox"/> = 1
	Additional Science credit (_____)	<input type="checkbox"/> <input type="checkbox"/> = 1
Social Studies Four credits to include:	Options include: Advanced Placement/International Baccalaureate (IB)/Postsecondary courses/SDE-approved courses	
	World History	<input type="checkbox"/> <input type="checkbox"/> = 1
	United States History I	<input type="checkbox"/> <input type="checkbox"/> = 1
	United States History II	<input type="checkbox"/> <input type="checkbox"/> = 1
	United States Government	<input type="checkbox"/> = 0.5
	Economics	<input type="checkbox"/> = 0.5
Required Electives	Lifelong Individualized Fitness Education (LIFE PE)	<input type="checkbox"/> <input type="checkbox"/> = 1
	Health Education	<input type="checkbox"/> = 0.5
	Career Preparedness	<input type="checkbox"/> <input type="checkbox"/> = 1
	Career & Technical Education and/or World Language and/or Arts Education (three credits)	
	Course: _____	<input type="checkbox"/> <input type="checkbox"/> = 1
	Course: _____	<input type="checkbox"/> <input type="checkbox"/> = 1
	Course: _____	<input type="checkbox"/> <input type="checkbox"/> = 1
Additional Electives	Course: _____	<input type="checkbox"/> <input type="checkbox"/> = 1
	Course: _____	<input type="checkbox"/> <input type="checkbox"/> = 1
	Course: _____	<input type="checkbox"/> = 0.5
Total Credits should be equal to 24 credits		Total Credits:

Student Name: _____ Anticipated Graduation Year: _____

Directions: Use the student's current transcript to mark off (☒) earned credits each semester. Each box represents one-half credit earned. Ensure that all graduation requirements are met before graduation.

Course Requirements		
English/Language Arts Four credits to include:	Options include: General Education or SDE-approved Essentials courses	
	English 9 or English Essentials 9	<input type="checkbox"/> <input type="checkbox"/> = 1
	English 10 or English Essentials 10	<input type="checkbox"/> <input type="checkbox"/> = 1
	English 11 or English Essentials 11	<input type="checkbox"/> <input type="checkbox"/> = 1
	English 12 or English Essentials 12	<input type="checkbox"/> <input type="checkbox"/> = 1
Mathematics Four credits to include: Algebra I or Geometry can be split into an A course and B course and earn two credits for either Algebra or Geometry	Options include: <i>Alabama Course of Study: Mathematics</i> or mathematics credit-eligible courses from Career & Technical Education or SDE-approved Essentials courses	
	Algebra I or Algebraic Essentials	<input type="checkbox"/> <input type="checkbox"/> = 1
	Algebra IA or Algebraic Essentials A, and Algebra IB or Algebraic Essentials B	<input type="checkbox"/> <input type="checkbox"/> = 1 <input type="checkbox"/> <input type="checkbox"/> = 1
	Geometry or Geometry Essentials	<input type="checkbox"/> <input type="checkbox"/> = 1
	Geometry A or Geometry Essentials A, and Geometry B or Geometry Essentials B	<input type="checkbox"/> <input type="checkbox"/> = 1 <input type="checkbox"/> <input type="checkbox"/> = 1
	Algebra II w/Trig/Algebra II/Algebra w/Finance/Career Math or Essentials Algebra II/Essentials Algebra II with Trig/Essentials Algebra with Finance	<input type="checkbox"/> <input type="checkbox"/> = 1
	Additional credit from <i>Alabama Course of Study: Mathematics</i> or <i>Curriculum Guide to the Standards: Mathematics (Algebraic Concepts)</i>	<input type="checkbox"/> <input type="checkbox"/> = 1
Science Four credits to include:	Options include: <i>Alabama Course of Study: Science</i> or science credit-eligible courses from Career & Technical Education	
	Biology or Essentials Biology	<input type="checkbox"/> <input type="checkbox"/> = 1
	Physical Science (Chemistry, Physics, or Physical Science) or Essentials Physical Science	<input type="checkbox"/> <input type="checkbox"/> = 1
	Additional Science credit (_____) or Essentials Earth and Space Science or Essentials Environmental Science	<input type="checkbox"/> <input type="checkbox"/> = 1
	Additional Science credit (_____) or Essentials Human Anatomy & Physiology	<input type="checkbox"/> <input type="checkbox"/> = 1
Social Studies Four credits to include:	Options include: <i>Alabama Course of Study: Social Studies</i> or SDE-approved Essentials courses	
	World History or Essentials I: World History	<input type="checkbox"/> <input type="checkbox"/> = 1
	United States History I or Essentials II: U.S. History to 1877	<input type="checkbox"/> <input type="checkbox"/> = 1
	United States History II or Essentials III: U.S. History from 1877	<input type="checkbox"/> <input type="checkbox"/> = 1
	United States Government or Essentials IV; U.S. Government	<input type="checkbox"/> = 0.5
Required Electives	Economics or Essentials IV: Economics	<input type="checkbox"/> = 0.5
	Lifelong Individualized Fitness Education (LIFE PE)	<input type="checkbox"/> <input type="checkbox"/> = 1
	Health Education	<input type="checkbox"/> = 0.5
Career Technical Education	Career Preparedness	<input type="checkbox"/> <input type="checkbox"/> = 1
	Career & Technical Education (two credits)	
	Course: _____	<input type="checkbox"/> <input type="checkbox"/> = 1
	Course: _____	<input type="checkbox"/> <input type="checkbox"/> = 1
Additional Electives	Workforce Essentials or Transition Services II	<input type="checkbox"/> <input type="checkbox"/> = 1
	Cooperative Education/Work-Based Learning or Essentials Career Preparation	<input type="checkbox"/> <input type="checkbox"/> = 1
Additional Electives	Course: _____	<input type="checkbox"/> <input type="checkbox"/> = 1
	Course: _____	<input type="checkbox"/> = 0.5
Total Credits should be equal to 24 credits		Total Credits:

Student Name: _____ Anticipated Graduation Year: _____

Directions: Use the student’s current transcript to mark off (☒) earned credits each semester. Each box represents one-half credit earned. Ensure that all graduation requirements are met before graduation.

Course Requirements		
English/Language Arts Four credits to include:	AAS: English Language Arts-9	<input type="checkbox"/> <input type="checkbox"/> = 1
	AAS: English Language Arts-10	<input type="checkbox"/> <input type="checkbox"/> = 1
	AAS: English Language Arts-11	<input type="checkbox"/> <input type="checkbox"/> = 1
	AAS: English Language Arts-12	<input type="checkbox"/> <input type="checkbox"/> = 1
Mathematics Four credits to include:	AAS: Mathematics-9	<input type="checkbox"/> <input type="checkbox"/> = 1
	AAS: Mathematics-10	<input type="checkbox"/> <input type="checkbox"/> = 1
	AAS: Mathematics-11	<input type="checkbox"/> <input type="checkbox"/> = 1
	AAS: Mathematics-12	<input type="checkbox"/> <input type="checkbox"/> = 1
Science Four credits to include:	AAS: Science-9	<input type="checkbox"/> <input type="checkbox"/> = 1
	AAS: Science-10	<input type="checkbox"/> <input type="checkbox"/> = 1
	AAS: Science-11	<input type="checkbox"/> <input type="checkbox"/> = 1
	AAS: Science-12	<input type="checkbox"/> <input type="checkbox"/> = 1
Social Studies Four credits to include:	AAS: Social Studies-9	<input type="checkbox"/> <input type="checkbox"/> = 1
	AAS: Social Studies-10	<input type="checkbox"/> <input type="checkbox"/> = 1
	AAS: Social Studies-11	<input type="checkbox"/> <input type="checkbox"/> = 1
	AAS: Social Studies-12	<input type="checkbox"/> <input type="checkbox"/> = 1
Required Electives	Lifelong Individualized Fitness Education (LIFE PE)	<input type="checkbox"/> <input type="checkbox"/> = 1
	AAS: Life Skills-9 (aligned with Health for one semester)	<input type="checkbox"/> <input type="checkbox"/> = 1
	AAS: Life Skills-10 (aligned with Career Preparation)	<input type="checkbox"/> <input type="checkbox"/> = 1
Vocational & Community-based	AAS: Prevocational-9 (or 10, 11, or 12)	<input type="checkbox"/> <input type="checkbox"/> = 1
	AAS: Vocational-10 (or 9, 11, or 12)	<input type="checkbox"/> <input type="checkbox"/> = 1
	AAS: Community-based Instruction-11 (or 9, 10, or 12)	<input type="checkbox"/> <input type="checkbox"/> = 1
	AAS: Life Skills-11	<input type="checkbox"/> <input type="checkbox"/> = 1
	AAS: Life Skills-12	<input type="checkbox"/> <input type="checkbox"/> = 1
Total Credits should be equal to 24 credits		Total Credits:

Students pursuing the Alabama Alternate Achievement Standards Pathway must follow the *Alabama Extended Standards* for their core content: English Language Arts, Mathematics, Science, and Social Studies. The courses for the AAS Life Skills, AAS Prevocational, AAS Vocational, AAS Community-Based Instruction, and/or AAS Elective Course are locally developed. Each class/school/LEA is expected to have course syllabi on file and documentation that the students completed the objectives. One of the locally developed AAS Life Skills courses should align to the topics in the Career Preparedness course that other students are required to take. This means it should include content related to Career and Academic Planning, Computer Applications, and Financial Literacy. (ALSDE Memorandum FY14-2057)

Transition Elective Courses

These elective courses have been developed for school systems to address transition needs.

600301 Transition Services I

This code applies to teachers teaching beginning transition skills to junior high/high school students. This course will prepare students to become self-advocates, participate in postsecondary education and/or training to gain meaningful employment and support community participation as they plan for life after high school.

700041 Transition Services II

This code applies to teachers teaching transition skills to high school students. This course will provide additional transitional services preparation for students to become self-advocates, participate in postsecondary education and/or training to gain meaningful employment and support community participation as they plan for life after high school. **This course meets the requirement for the Essentials Pathway.**

700043 Essentials/Career Preparation

This code applies to teachers teaching work-based experience to high school students. Work-based experiences can be an apprenticeship (paid) or an internship (unpaid). The student should have a minimum of 140 successful hours under the supervision of a workplace mentor and the special education teacher and/or a representative of vocational rehabilitation services. **This course meets the requirement of the Essentials Pathway.**

600304 Transition Services 9

This code applies to the first tier of Alabama's four-tier transition standards. Students enrolled in this course should be performing at the first tier in one or more of the transition standards strands. These standards are based on a scope and sequence that includes the transition strands: (1) academics/training [AT], (2) occupations/careers [OC], (3) personal/social [PS], and (4) daily living [DL]. Students will develop fundamental transition skills needed for positive post-school outcomes. Instruction for this course may take place both within the classroom and the community.

600305 Transition Services 10

This code applies to the second tier of Alabama's four-tier transition standards. Students enrolled in this course should be performing at the second tier in one or more of the transition standards strands. These standards are based on a scope and sequence that includes the transition strands: (1) academics/training [AT], (2) occupations/careers [OC], (3) personal/social [PS], and (4) daily living [DL]. Students will develop fundamental transition skills needed for positive post-school outcomes. Instruction for this course may take place both within the classroom and the community.

600306 Transition Services 11

This code applies to the third tier of Alabama's four-tier transition standards. Students enrolled in this course should be performing at the third tier in one or more of the transition standards strands. These standards are based on a scope and sequence that includes the transition strands: (1) academics/training [AT], (2) occupations/careers [OC], (3) personal/social [PS], and (4) daily living [DL]. Students will develop fundamental transition skills needed for positive post-school outcomes. Instruction for this course may take place both within the classroom and the community.

600307 Transition Services 12

This code applies to the fourth tier of Alabama's four-tier transition standards. Students enrolled in this course should be performing at the fourth tier in one or more of the transition standards strands. These standards are based on a scope and sequence that includes the transition strands: (1) academics/training [AT], (2) occupations/careers [OC] (3) personal/social [PS], and (4) daily living [DL]. Students will develop fundamental transition skills needed for positive post-school outcomes. Instruction for this course may take place both within the classroom and the community.

600302 Transition Services Elective

This code applies to students involved in community-based instruction, pre-vocational experience, and community integration development. This course will address the four-tier system of Alabama's Transition Standards.

Please return to _____ by _____

TEACHER'S IEP INPUT SURVEY FORM

In order to plan for the IEP meeting for the student listed below, your input on what accommodations are helpful for this student will be greatly appreciated.

Student's Name _____ Grade

Teacher's Name _____ Grade Taught:

Subject Taught: English Math Science History Reading Other

1. What is the student's current grade in your class?

2. Will this student pass your class for the semester/year? Yes No

3. Does this student participate in class instruction? (Please list any behavior that interferes with this student's learning or the learning of others)

4. List any areas of weakness in your class.

5. List any areas of strength in your class.

6. Did the student utilize the accommodations listed on his/her IEP?

Yes No

If no, why not? _____

7. Were any accommodations especially helpful or not needed?

Yes No

If yes, the following accommodations were helpful not needed:

8. Do you have any practical, constructive suggestions that would help the IEP Team in planning accommodations for next year?

Teacher's Signature

Date

Accommodations Worksheet

Student Name _____

School Year: 20□□ - 20□□

When planning for your Individualized Education Program (IEP), it is important to remember that your learning needs are unique to you. There is no “one size fits all”. To successfully plan your IEP, it is important that we recognize what works for you! Please take a few minutes to think about what strategies and accommodations would help you to achieve success in the General Education classroom. Please feel free to talk with your IEP Case Manager about what accommodations are.

My biggest or most frustrating problem in the general education classroom is:

MATH – Describe your problem area(s) in Mathematics

ACCOMMODATIONS that seem to help:

1. _____
2. _____
3. _____

ENGLISH – Describe your problem area(s) in English

ACCOMMODATIONS that seem to help:

1. _____
2. _____
3. _____

SOCIAL STUDIES - Describe your problem area(s) in Social Studies

ACCOMMODATIONS that seem to help:

1. _____
2. _____
3. _____

SCIENCE - Describe your problem area(s) in Science

ACCOMMODATIONS that seem to help:

1. _____
2. _____
3. _____

PARENT INTERVIEW QUESTIONNAIRE: IEP MEETING PREPARATION

STUDENT NAME: _____ PARENT NAME: _____

PHONE NO. _____ CONTACT DATE: _____ IEP MEETING DATE: _____

1. What do you believe are your child's strengths and challenges?
2. What questions or concerns do you have regarding your child's testing, education or Individual Educational Plan (IEP)?
3. In general do you believe that your child has made progress in his/her current classes and annual goals and services this year?
4. Are there any IEP supports and/or services that you feel have not been provided and that you believe are needed for your child to make progress with her/her goals?
5. If yes, what are those services?
6. Is there other information that you would like addressed at the IEP meeting or at a parent conference?
7. When the IEP meeting is completed, what do you hope will be the results for your child?
8. What are the concerns and goals that both you and the school share about your child?
9. May I share the information that you have provided with the other IEP team members?
10. Is there a preferred way to communicate with you in order to provide information to you about your child?

PARENT INPUT SURVEY FOR IEP DEVELOPMENT/SECONDARY

Student's Name _____ Grade

As we plan for your child's Individualized Educational Plan (IEP) for the upcoming school year, we value your input. Please respond to the following questions about your concerns and hopes for your child's schooling.

1. Do you have any particular concerns about your child's school program for the current school year?

2. Do you have any particular concerns about your child's school program for the upcoming school year?

3. What are your main hopes for your child, both for the upcoming school year and the future in general?

4. Please list any information that you feel would give the IEP Team a better understanding of your child.

5. Do you have any questions about your child's diploma option choice? If so, please list

6. Do you have any questions or concerns about your child's post-school needs? If so, please list

Form completed by: _____ Date: //

STUDENT PROFILE AND TRANSITION PLANNING WORKSHEET

Full Legal Name _____

Date of Birth //

Address _____

Grade

Age

Race _____

Sex M F

Name of Parent(s)/Guardian(s) _____

Who do you live with?

Both parents

One parent

Other _____

Home phone ()-

Emergency number ()-

Do you know what your educational disability is?

Yes

If so, list: _____

No

Do you know how your disability affects your ability to be successful in school?

Yes

If so, describe: _____

No

Can you identify strategies and accommodations that enable you to be successful despite your disability?

Yes

If so, describe: _____

No

Do you know what diploma pathway you are pursuing towards an Alabama High School Diploma?

General Education Pathway

Essentials Pathway

Alternate Achievement Standards Pathway

Do you know how many credits you have earned towards graduation?

Yes

If so, how many: _____

No

Do you know your current grade point average?

Yes

If so, list: _____

No

STUDENT PROFILE AND TRANSITION PLANNING WORKSHEET, page 2

Do you know and understand the results of past transition assessments and Kuder scores?

- Yes If so, describe: _____
 No

Do you participate in any extracurricular activities? If so list: (Band, sports, clubs)

What electives might you be interested in taking?

Are you interested in attending the Career Technical Center? If so, name which course(s) you are interested in: _____

Have you ever received pay for work?

- Yes
 No

Are you presently working?

- Yes If yes, where? _____
 No

What are your future career plans?

After graduation you plan to: (check all that apply)

- Four-year College
 Two-year College
 Vocational or technical school
 Full-Time employment
 Part-time employment

I need remediation in the area(s) of: (check all that apply to your needs)

- Basic math skills
 Money skills
 Money Management
 Budgeting
 Financial management
 Banking skills
 Daily living math
 Basic reading skills
 Basic writing skills

Check the area(s) that is/are difficult for you:

- Asking for help
- Advocating for myself
- Knowing my rights
- Exhibiting appropriate behavior to teachers
- Interacting with my friends socially
- Attending to task
- Being organized
- Bringing materials to class
- Following classroom/school rules
- Completing assignments
- Following directions/instructions
- Being punctual
- Making decisions
- Keeping up with personal belongings
- Other _____

Do you feel you can be self-supportive and live by yourself after graduation?

- Yes
- No

After high school, you think you will be:

- Living independently
- Living independently with a roommate
- Living with parents

Do you use community resources in our area?

- Yes If yes, which one(s)? _____
- No

Do you have:

- Driver's permit?
- Driver's license?
- Reliable transportation?

Do you have any medical conditions that affect your ability to work and live?

- Yes If yes, list _____
- No

Do you take medication?

- Yes If yes, list _____
- No

STUDENT PROFILE AND TRANSITION PLANNING WORKSHEET, page 4

Do you know how to schedule your own medical appointment?

- Yes
- No

Have you applied for services through the Alabama Department of Rehabilitation Services?

- Yes
- No

If you plan on going to college, do you know how to access disability support services for that college?

- Yes
- No

If you plan on going to college, do you know how to apply for financial aid?

- Yes
- No

Have you had a vocational evaluation conducted by the Alabama Department of Rehabilitation Services (ADRS)?

- Yes
- No

Do you have any assistive technology needs in order to be successful in your post-school goals?

- Yes If yes, what? _____
- No

Have you registered:

- To vote?
- For Selective Service? (Males only)

What do you consider your personal strengths?

What do you consider your personal weaknesses?

Transition Assessment

What is transition assessment?

According to the Division on Career Development and Transition (DCDT) of the Council for Exceptional Children, transition assessment is defined as an “ongoing process of collecting data on the individual’s needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program (IEP)” Sitlington, Neubert, and LeConte, 1997; p. 70-71). Additionally, IDEA requires that transition goals be based upon age-appropriate transition assessments (§300.320[b][1]).

Transition assessments can vary widely. There are both formal and informal assessments which come in a variety of formats. Formal transition assessments are usually standardized and have gone through a norming process, while informal transition assessments do not. Informal transition assessments tend to be slightly more subjective to complete. According to Sitlington and Clark (2007), transition assessment should answer three basic questions:

1. Where is the student presently?
2. Where is the student going?
3. How does the student get there?

For more detailed information, the National Technical Assistance Center for Transition (NTACT) has developed the *Age Appropriate Transition Assessment Toolkit, 4.0 Edition*. You can access this document through the following link: http://www.transitionta.org/system/files/toolkitassessment/AgeAppropriateTransitionAssessmentToolkit2016_COMPLETE_11_21_16.pdf.

Why do we need to do transition assessments?

Transition assessments are completed for several reasons. The first is to guide the IEP Team as they develop appropriate transition goals, activities, and services for the student by providing relevant information about the student’s strengths, needs, preferences, and interests. The second reason is to assist in knowing what types of instruction the student will need to meet the developed goals and activities. The third reason is to have enough valid data to write the present level of academic and functional performance for the student’s transition goal page. According to Zunker and Osborn (2006), the most important reason to conduct transition assessments is to help students learn more about themselves so they will be better prepared to actively engage in their own career development.

So, how do we get started with transition assessment?

The first step in getting started is to determine what age-appropriate transition assessments are for each individual student. The student's unique individual characteristics including the nature of their disability will guide which assessments are selected. Assessments should address the three long-term goals: Postsecondary Education/Training, Employment/Occupations/Career, and Community/Independent Living. One assessment may address one or more of these goals but often will not address all three. You will need to use a variety of formal and informal assessments to get a well-rounded view of the student. Next, the IEP Case Manager should be familiar the variety of assessments that are available, and what each assessment measures. The final step would be to administer the age-appropriate transition assessments to the student that provide data and information needed to inform decision-making and goal development.

What are the different methods of transition assessment?

There are two different methods for transition assessment: formal assessments and informal assessments. For names of specific assessments, see the resource list at the end of this section.

Formal Transition Assessment

As mentioned previously, formal assessments are usually standardized instruments that have been normed, contain reliability and validity information, and have protocols for administration. Below are descriptions of some common formal assessments and what the data results can be used for.

Achievement Tests – achievement tests measure certain academic skills such as reading, mathematics, listening, oral expression, etc. The results of these types of tests can be used to determine potential remediation and accommodation needs. This type of test must only be given by a qualified person as identified by the test developer.

Adaptive Behavior and Independent Living Scales – adaptive behavior rating scales can inform decision-making on developing goals for community and independent living. They can also identify whether or not the student would require any special assistance in order to live as independently as possible given their unique needs. Usually this type of assessment is completed by someone who knows the students abilities in specific areas, such as a parent/guardian, caregiver, or teacher.

Aptitude Tests – aptitude tests measure specific abilities to determine what a person can or cannot do. Some are general aptitude tests and some are tests that measure specific aptitudes. Data from this type of assessment provides information on the student's potential for certain jobs or tasks. Who can administer this test depends on the instrument itself.

Interest Inventories – interest inventories gathers data on a student’s likes and dislikes for a variety of activities, objects, and types of people commonly encountered. Interest inventories can be used to help identify areas of interest for occupations and types of employment. Requirements for who can administer these types of assessments vary with the individual assessment.

Intelligence Tests – intelligence tests assess a student’s cognitive performance. Intelligence scores can be used to determine whether or not certain postsecondary institutions and occupations with specific ability requirements are within the student’s current or projected ability. Intelligence tests may only be administered by qualified professionals, usually a school psychologist or Psychometrist.

Personality Tests – personality tests measure social traits, motivational drives, needs, attitudes, and adjustment. These types of measures help determine if a student’s personality traits match the requirements of his or her occupation(s) of interest. Who may administer these assessments vary by the instrument.

On the Job or Training Evaluations – evaluations measure a student’s general employability skills for certain jobs. Typically these assessments are done on a job site. Information from this type of assessment would identify whether or not a student has appropriate employability skills, and if not, what areas are in need of improvement. The evaluations would be completed by either an employer or someone familiar with the assessment.

Self-Determination Assessments – self-determination assessments measure a student’s aptitude and ability related to goal-setting, problem solving, self-advocacy, self-evaluation, persistence, and self-confidence. This type of assessment provides information on whether or not the student has the skills necessary to function independently and stand up for one’s self. This skill is essential for post-school success. The requirements for who can administer these types of assessments vary.

Informal Transition Assessment

These types of assessments are much more subjective, but can help the student learn more about him or herself.

Interviews and Questionnaires –interviews and questionnaires can be used to gather needed data on the student regarding the student’s needs, preferences, and interests related to his/her desired post-school outcomes. These interviews and questionnaires can address a broad variety of topics. This type of assessment can be commercially-prepared or can be a less structured teacher-prepared assessment.

Direct Observation – direct observation involves completing observations of the student in specific situations and environments, such as school, work sites, and community interactions. Many times such observations include task analysis data on required tasks, work behaviors, and affect. This information can be used to provide a wealth of

information on the student's ability to complete tasks, as well as the student's suitability to the environment. Usually these observations are completed by job coaches, coworkers, or vocational educators.

Environmental or Situational Analysis – analysis of the environment or situation entails carefully examining the environment or situation for the needs and/or requirements for certain tasks or jobs. This information can then be matched with a student's skills or potential for learning those skills. It can also assist in determining needs accommodations and supports needed to be successful in those environments or situations. Who will conduct these analyses depends on what environment or situation is being assessed.

Curriculum-based Assessments/School Performance Measures – curriculum-based assessments provide specific information about a student performance on a certain curriculum. This information would be helpful to inform goal-setting and service provision decisions. School performance measures include such data as discipline records, attendance data, work samples, and statewide assessment data. This information is essential to goal development and futures planning.

Transition Planning Inventories – transition planning inventories involve a process which identifies strengths and needs for a student as they prepare to transition to life after high school. Most assessments of this type are commercially-prepared and look at employment, schooling, and independent living aspects. As far as who completes the inventories, many inventories receive input from several sources, including parents, teachers, and the student.

We've completed our transition assessments. Now what?

Once all the transition data has been collected, it should be analyzed to determine how the results impact the student's post-school plans. The IEP Team should consider the answers to the following questions:

1. Does the student have a realistic transition plan in place?
2. Does the student have the skills needed to meet the requirements of his or her transition plan that were identified through examining the student's preferences and interests?
3. What goals need to be developed to assist the student with his or her post-school plans in all three areas?
4. What activities does the student need in order to make progress in meeting the identified goals?
5. What services does Special Education need to provide to assist the student?

The answers to these questions can lead to the development of an IEP that is relevant for the student and individualized to meet his or her unique needs.

Transition Assessment Resources

Postsecondary Education/Training

Formal Assessments

Achievement Tests, such as KTEA-3, WJ-IV, WIAT-III, etc.

Intelligence Tests, such as WISC-V, UNIT, etc.

C.I.T.E. Learning Styles Inventory

<http://sped.sbcsc.k12.in.us/PDF%20Files/tassessments/Education/CITE%20Learning%20Styles%20Inventory.pdf>

AIR Self-Determination Scale

<http://www.ou.edu/zarrow/AIR%20S-D%20Educator.pdf>

ARC Self-Determination Scale

<http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/arc-self-determination-scale.html>

Transition Planning Inventory – Second Edition (TPI-2) (Purchase)

<http://www.proedinc.com/customer/productLists.aspx?SearchType=CategoryBrand&idCategory=79&brandID=2>

Informal Assessments

Informal Assessments for Transition: Postsecondary Education and Training (Purchase)

<http://www.proedinc.com/customer/productView.aspx?ID=4369>

Informal Assessments for Transition Planning, Second Edition (Purchase)

<http://www.proedinc.com/customer/ProductView.aspx?ID=7439&sSearchWord=>

Transition Assessment Resources

Employment/Occupations/Career

Formal Assessments

Aptitude Tests

Armed Services Vocational Aptitude Battery (ASVAB) – offered by the Military

Occupational Aptitude Survey and Interest Schedule – Third Edition (OASIS-3:AS) (Purchase)

<http://www.proedinc.com/customer/productView.aspx?ID=2297>

O*NET Ability Profiler

<http://www.onetcenter.org/AP.html>

Informal Assessments

Interest Inventories

O*NET Interest Profiler

<http://www.onetcenter.org/IP.html>

O*NET Questionnaires

<http://www.onetcenter.org/questionnaires.html> -- a collection of questionnaires

Online interest inventories:

<http://www.myfuture.com/toolbox/workinterest.html>

www.careervoyages.com

www.careercluster.org (download in pdf format)

www.mydreamexplorer.org

James Stanfield Products:

TICE: Test of Interpersonal Competence for Employment (purchase)

SSP: Job-Related Social Skill Performance Assessment Tool (purchase)

CBSP: Community Based Social Skill Performance Assessment

<http://www.stanfield.com/product/work-assessment-tools-bundle-w1101-1/>

Kuder (Provided free from ALSDE)

Occupational Aptitude Survey and Interest Schedule – Third Edition (OASIS-3:IS) (Purchase)

<http://www.proedinc.com/customer/productView.aspx?ID=2304>

Transition Planning Inventory – Second Edition (TPI-2) (Purchase)

<http://www.proedinc.com/customer/productLists.aspx?SearchType=CategoryBrand&idCategory=79&brandID=2>

Informal Assessments for Transition: Employment and Career Planning

<http://www.proedinc.com/customer/ProductView.aspx?ID=3942&sSearchWord=>

Transition Assessment Resources

Community/Independent Living

Formal Assessments

Adaptive Behavior Rating Scales, such as ABAS-3, Vineland – 3, and ABES – R2

Casey Life Skills

<http://lifeskills.casey.org/>

Transition Planning Inventory – Second Edition (TPI-2) (Purchase)

<http://www.proedinc.com/customer/productLists.aspx?SearchType=CategoryBrand&idCategory=79&brandID=2>

Financial Literacy Inventory (Purchase)

<http://www.proedinc.com/customer/ProductView.aspx?ID=6678&sSearchWord=>

Informal Assessments

Informal Assessments for Transition: Independent Living and Community Participation
(Purchase)

<http://www.proedinc.com/customer/productView.aspx?ID=4049>

Transition Assessment for Students with Significant and Multiple Disabilities

Assessments Covering Two or More Areas

Personal Preference Indicators

<http://www.ou.edu/content/education/centers-and-partnerships/zarrow/transition-assessment---severe-disabilities/preference-indicators.html>

Enderle-Severson Transition Rating Form S

[Estr.net](http://www.estr.net)

Transition Planning Inventory 2 (TPI-2)

Modified Form for Students with Significant Support Needs

<http://www.proedinc.com/customer/productView.aspx?id=6063>

Transition Assessment and Goal Generator (TAGG)

TAGG.ou.edu/TAGG

Living and Leisure Assessments

Life Skills Inventory

www.dshs.wa.gov/word/ms/forms/10_267.doc

Casey Life Skills

<http://lifeskills.casey.org>

Adaptive Behavior Scale 2nd Edition

<https://ecom.mhs.com/%28S%28pmlcyvvhxue20x55pthvrs45%29%29/inventory.aspx?gr=edu&prod=abss2&id=pricing&RptGrpID=abc>

Vineland Adaptive Behavior Scales 2nd Edition

<http://www.pearsonclinical.com/psychology/products/100000668/vineland-adaptive-behavior-scales-second-edition-vineland-ii-vinelandii.html#tab-resources>

Supports Intensity Scales (SIS)

www.aaid.org/sis

Vocational Interests and Skills Assessments

Pictorial Interest Inventory

<http://www.capregboces.org/ProgramsServices/EdSupportServices/RSE-TASC/PDFs/PictorialInterestInventory.pdf>

COPS-PIC

<http://www.edits.net/component/content/article/40/225-cops-pic.html>

Transition Assessment for Students with Significant and Multiple Disabilities

Free Work Illustrations

www.brookespublishing.com/picturebank

Your Employment Selections (YES)

<http://www.yesjobsearch.com>

Free Career Awareness and Exploration Videos

http://jobs4jersey.com/jobs4jersey/toolkit/video/englishvideos_captioned.html

Self-Determination Assessments

AIR Self-Determination Assessment

<http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/air-self-determination-assessment.html>

ARC Self-Determination Scale

<http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/arc-self-determination-scale.html>

Field and Hoffman Assessments

<http://www.ealyeducation.com>

Further Education Assessments

Guide to Assessing College Readiness

[http://www.landmark.edu/m/uploads/16721%20Guide%20to%20Readiness%20v5pgs\(1\).pdf](http://www.landmark.edu/m/uploads/16721%20Guide%20to%20Readiness%20v5pgs(1).pdf)

College Survival and Success Scale

<http://jist.emcp.com/college-survival-and-success-scale.html>

Student's Name: _____ Grade: _____ Date: _____

Completed By: _____ Relationship to Student: _____

TRANSITION PLANNING CHECKLIST
Middle School/Junior High School

This checklist may be used by teachers and transition teams to assist with the planning and preparation of transition services for the student to achieve post-school outcomes.

Directions: Complete on all students age 15 who will be turning 16 prior to next IEP or earlier if appropriate.

Date Column: Record date of completion at top of column. Use the following codes to record what you think this student can do right now: **Codes: N (No), NS (Needs Support), or Y (Yes).**

IEP Column: Record an "X" if this transition need should be discussed at the IEP Team meeting. These items could result in a goal(s) in the IEP.

	DATE _____	IEP	DATE _____	IEP
Vocational Evaluation (The student can/does/will...)				
Complete prevocational/vocational assessment information				
Develop realistic career goal				
Complete a vocational evaluation				
Employment Development (The student can/does/will...)				
Explore different volunteer opportunities				
Find information on careers				
Self-evaluate skills/abilities realistically				
Relate skills/abilities to jobs				
Participate in neighborhood jobs (i.e., paper route, babysitting, lawn mowing)				
State likes/dislikes and interests in particular jobs				
Make realistic decisions in planning for a future job (e.g., designing the four-year high school plan)				
Postsecondary Education (The student can/does/will...)				
State the appropriate postsecondary training for various careers (e.g., technical college, community college, four-year college, on-the-job training)				
Express interest in postsecondary training				
Develop a school/training plan to reach possible job goals				
Financial Management (The student can/does/will...)				
Earn an allowance				
Earn money from jobs such as babysitting				
Manage money wisely				
Make own purchases				
Demonstrate a basic understanding of the different types of insurance (i.e., medical, disability, automobile)				

	DATE	IEP	DATE	IEP
	_____		_____	
Demonstrate an understanding of how to obtain insurance (i.e., work benefits, SSI)				
Identify ongoing insurance options, if needed				
Personal Management (The student can/does/will...)				
Get up in the mornings				
Independently care for hygiene and grooming				
Prepare simple meals				
Independently complete assigned household chores				
Demonstrate awareness of environment				
Recognize and respond to danger				
Respond to emergencies				
Follow safety rules				
Purchase needed personal items				
Use time effectively				
Develop age-appropriate friendships				
Demonstrate different levels of personal relationships (e.g., close friends, acquaintances)				
Participate in activities with friends				
Resolve conflicts with friends effectively				
Living Arrangements (The student can/does/will...)				
Express a desire for a certain type of living arrangement upon graduation				
Demonstrate an understanding of the cost of living/of lifestyle planning				
Advocacy/Guardianship (The student can/does/will...)				
Participate in IEP planning				
Demonstrate appropriate assertiveness				
Express desires appropriately				
Make choices/decisions				
Communicate appropriately with peers and adults				
Identify ongoing advocacy or legal services, if needed				
Community Experiences (The student can/does/will...)				
Participate in community sports activities				
Participate in youth groups				
Independently move about the school environment				
Move about the community with supervision				
Identify leisure interests				
Participate in identified leisure interests				
Know how to find out about leisure activities				
Participate in school extracurricular activities				
Participate in both individual and group leisure/recreation activities				
Transportation (The student can/does/will...)				
Identify various modes of transportation				
Utilize at least one mode of transportation (walking, bicycle, etc.)				

	DATE _____	IEP	DATE _____	IEP
Medical (The student can/does/will...)				
Demonstrate a basic understanding of different types of medical care (e.g., dental, internal medicine, gynecological)				
Realistically express medical needs/limitations				
Independently take medication if and when needed				
Demonstrate skills needed to decide when to take over-the-counter medicine (e.g., aspirin)				
Linkages to Agencies (The student can/does/will...)				
Identify adult services available after high school				
Identify the roles and responsibilities of each agency involved				

Student Name's: _____ Grade: _____ Date: _____

Completed By: _____ Relationship to Student: _____

TRANSITION PLANNING CHECKLIST Senior High School

This checklist may be used by teachers and transition teams to assist with the planning and preparation of transition services for the student to achieve post-school outcomes. Space is provided to write in additional activities.

Directions: Complete on all students age 15 who will be turning 16 prior to next IEP or earlier if appropriate.

Date Column: Record date of completion at top of column. Use the following codes to record what you think this student can do right now: **Codes: N (No), NS (Needs Support), or Y (Yes).**

IEP Column: Record an **"X"** if this transition need should be discussed at the IEP Team meeting. These items could result in a goal(s) in the IEP.

	DATE _____	IEP	DATE _____	IEP
Vocational Evaluation (The student can/does/will...)				
Complete vocational evaluation				
Complete interest and aptitude assessment				
Complete worker behavior assessment				
Complete work sample assessment				
Complete situational assessment				
Employment Development (The student can/does/will...)				
Develop realistic career goal				
Develop realistic plan to reach the goal				
Solicit parental support for career goal				
Demonstrate a basic understanding of employment options (e.g., full-time/part-time, competitive, supported, volunteer)				
Demonstrate the skills, aptitudes, and behaviors needed to reach employment goal				
Demonstrate attending behaviors				
Demonstrate interpersonal skills				
Demonstrate ability to complete W2/W4 and income tax forms				
Participate in school-based work training				
Participate in community-based work training				
Participate in Career/Technical Education				
Complete Career/Technical Education Cooperative Education				
Apply for employment services through Vocational Rehabilitation				

	DATE	IEP	DATE	IEP
	_____		_____	
Apply for supported employment services through Vocational Rehabilitation or other adult services agency				
Seek employment				
Maintain employment				
Postsecondary Education (The student can/does/will...)				
Identify type of desired postsecondary training (e.g., technical, community college, four-year)				
Visit campus or campuses prior to selection				
Take entrance exams required for admission				
Apply for services through Vocational Rehabilitation				
Apply for financial aid				
Complete admissions application				
Register with the office for students with disabilities at the postsecondary institution				
Self-advocate by expressing limitations and need for various support services				
Financial Management (The student can/does/will...)				
Identify income options (e.g., employment, trust fund, SSI)				
Apply for financial assistance (e.g., SSI)				
Identify the various programs available through SSI				
Demonstrate understanding of making purchases appropriate for level of income				
Maintain a checking and savings account				
Manage money effectively				
Make appropriate expenditures				
Shop comparatively				
Complete a personal budget				
Research auto insurance				
Understand the various types of insurance available (e.g., unemployment, medical, dental, car, rental, life)				
Identify natural supports for ongoing assistance in financial management				
Personal Management (The student can/does/will...)				
Get up in the mornings				
Use good judgment about going to bed on time				
Prepare meals				
Manage time effectively				
Perform routine household maintenance chores (e.g., washing dishes, cleaning, replacing light bulbs)				
Select clothes				
Do own laundry				
Maintain personal grooming and hygiene skills				
Display self-confidence				
Handle praise/criticism				

	DATE	IEP	DATE	IEP
Show respect for self/others				
Seek and maintain age-appropriate friendships				
Demonstrate different levels of personal relationships (e.g., close friends, acquaintances)				
Participate in activities with friends				
Identify natural supports for ongoing assistance in personal management				
Living Arrangements (The student can/does/will...)				
Identify living options				
Demonstrate knowledge of the skills necessary for various living arrangements and lifestyles				
Identify natural supports for ongoing assistance in living arrangements				
Advocacy/Guardianship (The student can/does/will...)				
Demonstrate appropriate assertiveness with friends				
Demonstrate appropriate assertiveness with adults				
Participate in IEP planning				
Participate in the development of long-range goals				
Express opinions and needs effectively				
Demonstrate ability to ask for help when needed				
Understand and effectively express limitations/needs, as well as strengths				
Demonstrate an understanding of rights and responsibilities as a person with a disability				
Identify guardianship options				
Community Experiences (The student can/does/will...)				
Demonstrate how to locate and utilize public utility companies				
Demonstrate how to locate and utilize post office				
Demonstrate how to locate and utilize driver's license bureau				
Demonstrate ability to get to movies, grocery store, restaurant, library				
Acquire non-driver's identification card				
Utilize public shopping malls, theaters, library, grocery stores, restaurants				
Register to vote				
Register for selective service				
Participate in school activities				
Participate in community activities				
Participate in both individual and group recreational activities				
Seek out information on leisure activities of interest				
Transportation (The student can/does/will...)				

	DATE	IEP	DATE	IEP
Demonstrate the use of various modes of transportation (walking, driving, public transportation, taxi cab, bicycle, etc.)				
Demonstrate ability to find transportation when needed				
Acquire driver's license				
Identify natural supports for ongoing assistance in transportation				
Medical (The student can/does/will...)				
Demonstrate what to do in emergency situations				
Have medical insurance and maintain access to medical insurance card				
Demonstrate how to file insurance claim				
Independently take medication				
Demonstrate ability to make doctor's appointments				
Discriminate between serious and minor illnesses				
Identify the closest emergency room				
Explain disability to medical personnel				
Describe family medical history and any allergies to medicine				
Identify ongoing medical needs				
Linkages to Agencies (The student can/does/will...)				
Summarize names, phone numbers, and other important information for local service agencies				
Demonstrate ability to access community services as needed				
Complete application for services and consent for release of information for appropriate agencies.				
Invite appropriate agencies to IEP meeting(s).				

Writing Transition IEPs

When must we include transition in the IEP for a student?

Transition can be written into an IEP for any age, when appropriate. The AAC 290-8.9.05(6)(h) states: "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, appropriate measureable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills and the transition services (including courses of study) needed to assist the child in reaching those goals." Additionally, according to *Mastering the Maze, Process 1: Referral Through IEP Implementation*, page 81, "For all students entering 9th grade, regardless of their age, the IEP Team must address: Age Appropriate Transition Assessments, Long-Term Postsecondary Education/Training, Employment/Occupation/Career, and Community/Independent Living Transition Goals, Anticipated Date of Exit, Pathway to the Alabama High School Diploma, Program Credits to Be Earned, Total Number of Electives, Measureable Annual Goals for Postsecondary Education/Training, Employment/Occupation/Career, and Community/Independent Living, Transition Services, and Transition Activities for each annual transition goal."

What are the additional IEP forms that must be completed for students who reach transition age?

The IEP forms that must be completed only for students of transition age are the IEP Transition page and the IEP Annual Transition Goal(s) page. Additionally, transition information should be recorded within the IEP Profile Page in the sections entitled "Student Preferences and/or Interests" and "Results of the most recent evaluations". On the second page of the profile, the question, "Are transition services addressed in this IEP?" under the Special Instructional Factors should be marked "yes". Transition services should be addressed on the IEP Services page under "Special Education". If appropriate, transition services also might be included under "Related Services" and "Assistive Technology".

Can you show me an example?

At the end of this section, you will find a sample IEP that addresses transition. This is only an example, and should only be used as such.

What is the Indicator 13 Checklist and where can I find it?

The Indicator 13 Checklist was developed by the National Secondary Transition Technical Assistance Center (NSTTAC), in consultation with the OSEP in 2006 and updated it in 2009 and 2012. The checklist comes in three formats, Indicator 13 Checklist Form A, Indicator 13 Checklist Form B, and Indicator 13 Checklist Fillable Form. These checklists can be used to check IEPs for compliance with the minimum requirements for collecting and reporting data on Indicator 13. Copies of Indicator 13 Checklist Form A and Indicator

13 Checklist Form B are found at the end of this section. The link for the fillable form is: <http://www.transitionta.org/sites/default/files/transitionplanning/Indicator%2013%20Filled%20Example.pdf>. Form A provides a form that LEAs can use to check for compliance when reviewing files. Form B breaks out the postsecondary goals into four separate components. This version of the form could be used for self-assessment or professional development training.

What are the *Alabama Transition Standards*?

The *Alabama Transition Standards* were initially developed in 2011 and revised in 2014. The document states that the standards were developed to “provide a common and shared framework to help school systems and communities identify what youth need in order to achieve meaningful successful participation in postsecondary education and training, community involvement, meaningful employment, and adult life.” The standards are divided into four transition strands: Academics/Training (AT), Occupations/Careers (OC), Personal/Social (PS), and Daily Living (DL). These standards should be used as a guide for developing individualized transition goals that relate to the student’s strengths, needs, preferences, and interests. They should not be copied and pasted word for word, but rather used as a reference. All transition goals should be based on data from age-appropriate transition assessments, and should address barriers to meeting the student’s long-term postsecondary transition goals.

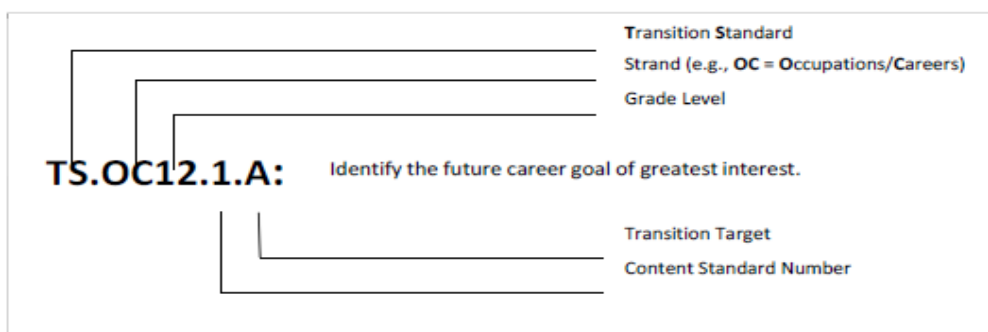
How do I reference the *Alabama Transition Standards* within the IEP’s annual transition goal?

Each transition standard in the *Alabama Transition Standards* is organized within a numbering system to aid in referencing the standard at the end of the annual transition goals. The graphic below, from page 9 of the *Alabama Transition Standards*, demonstrates how the numbering system works. The appropriate number should be referenced at the end of each of the three transition annual goals.

Organization of Transition Standards

The organizational components of Transition Standards 9, 10, 11, and 12 include the strand, grade level, content standard, and the transition target.

The system for numbering TS.OC12.1.A, for example, is based upon the following:



How do I write a Present Level of Academic Achievement and Functional Performance for the Annual Transition Goal page?

The Present Level of Academic Achievement and Functional Performance (PLAAFP) of the student must be written on the annual transition goal page as a summary that addresses all three annual transition I goals. The PLAAFP should address what the strengths are for the student in these three transition areas, what relevant information was gained from the age-appropriate transition assessments, and what the preferences and interests of the student are that relate to his/her post-school outcomes. The student's needs that lead to the annual transition goals should be addressed in the PLAAFP.

How do I write compliant and relevant annual transition goals?

Writing a compliant IEP annual transition goals means fulfilling all the requirements under the law. Relevant IEP annual transition goals are those that look at the individual strengths, needs, preferences, and interests of the student, are based on transition assessment data, and assist the student in meeting his or her identified long-term postsecondary goals. The annual transition goals address the unique needs or barriers that the student's disability creates. As professionals, our goal is to create IEP annual transition goals that are both compliant and relevant. This task entails developing a goal that targets the specific needs of the individual student and provides a clear description of the knowledge or skills that will be taught. The knowledge or skills must be able to be measured where data can be collected on progress towards goal mastery. The knowledge or skills gain within the goal must be achievable within the time frame specified in the IEP (no longer than one year). The annual transition goal should be both realistic and relevant to the student's needs, preferences, and interests. The goal should be progress monitored on a regular basis to mastery determine mastery level and goal completion. In Alabama, annual transition goals must reference a standard from the *Alabama Transition Standards*. Below is a formula, whose components can be moved around, so to can guide professionals in writing annual transition goals that are measureable and contain all the required components.

<i>Given</i> _____, <small>(condition or teaching strategy)</small>	_____	<i>will</i> _____ <small>(student)</small>	_____	<small>(behavior related to standard)</small>
_____	<i>by</i> _____	(TS. _____)		
<small>(criteria)</small> <small>(Example: 3 out of four times, or 80%)</small>	<small>(time frame)</small>	<small>(Transition standard citation)</small>		

An example of an annual transition goal written in this format might read:

Given community job-shadowing experiences, Otto will demonstrate the ability to follow employer and/or supervisor directions on four of five days with 90% compliance, by May 30, 2017. (TS.OC9.1.C)

The goal written above is realistic and relevant. Otto must be able to follow directions from an employer or supervisor to maintain employment. The goal states the behavior that Otto must learn (demonstrating the ability to follow directions), the skill or behavior is observable and measurable, and has a criteria (exhibiting this behavior on four out of five days with at least 90% success). The time frame (May 30, 2017) is identified and the *Alabama Transition Standards* standard (TS.OC9.1.C) is referenced.

What are transition activities?

Transition activities are the tasks or steps designed to lead the student to the completion of the annual transition goal. They should be considered “checkpoints” along the way to mastery. Transition activities are actions, therefore when writing the activities, they should begin with or include an action verb. Once an annual transition goal has been identified, the IEP Team should determine the activities necessary to accomplish the goal. Every annual transition goal should have at least one activity identified, but many goals will need two or more activities to meet the goal.

What types of transition services should be written into the IEP Services page?

Transition services must be written in an IEP for students of transition age. The services are usually identified under the “Special Education” section on the IEP Services page, but could also be identified under “Related Services”. Services should be written under Special Education if the services will be provided as specially designed instruction, and under Related Services if required to assist a child with a disability to benefit from special education (AAC 290-8-9.00(24)(b)). Professionals need to remember that “specially designed instruction means adapting, as appropriate, to the needs of an eligible child under these rules, the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child’s disability.” (AAC 290-8-9.00(21)(3)(i)).

An example of specially designed instruction can be found on the sample IEP at the end of this section.

What are related services that might be written into an IEP for transition?

Related services for transition should be services that are needed to assist a student with a disability to benefit from special education. Such related services for transition might include: rehabilitation counseling services, recreation services, and school counseling services.

What are the assistive technology considerations for a transition IEP?

Assistive technology should be considered for a student of transition age. Using the **SETT** model (see Appendix A), the IEP Team will consider the **S**tudent, **E**nvironment, **T**ask and **T**ools needed for transition. Assistive technology can be addressed anywhere in the IEP,

however, AT specific to transition goals should also be documented on the Individualized Education Program Annual Transition Goal(s) page(s). Information included should consist of types of assistive technology devices the student is currently using and are needed to accomplish his/her postsecondary outcomes. Additionally, assistive technology services that are needed for the student's continued use of the assistive technology should also be included (e.g. trainings and supports). The IEP Team should identify agency(s), such as vocational rehabilitation, that are responsible for providing or paying for any transition service that supports the student's transition and continued use of assistive technology in postsecondary environments.

Students with disabilities need to learn how to advocate for their use of assistive technology in various environments and differing conditions. In order to receive disability services in the postsecondary educational environments, students should be taught self-advocacy skills so they can seamlessly continue their use of needed assistive technology after they exit high school. If a student with a disability wants to receive disability services in the postsecondary educational environment they are required to self-disclose and should clearly communicate his/her assistive technology needs. Moreover, students entering the workplace or independent living environments need to be taught self-advocacy skills to access needed assistive technology.

What are some ways/methods to involve the student in the planning and development of his or her IEP?

A student should be an active participant in his or her IEP planning and development. One way this can be accomplished is through training in the IEP process so he or she knows the reason and purpose behind the development of the IEP. The student should help compile the information needed to plan and develop the IEP, such as asking teachers for their input, scheduling the meeting between his or her parents and the school, and completing transition assessments. The student can assist the IEP case manager in writing information into the profile, the transition goals and activities, academic goals, and accommodations on the service page. Most importantly, the student should be an active participant in the IEP meeting itself. Students can, depending on their level of functioning, participate in many ways in the IEP meeting. At the simplest stage students can introduce IEP Team members. A higher functioning student could develop an introduction to him or herself to let the IEP Team members know about him or her, and the aspirations he or she has for the future. Many students are able to lead the IEP meeting with proper training, knowledge, and guidance from the IEP case manager. See the end of this section for information on curriculum that can provide instruction on these types of skills.

Conclusion

The IEP is the guide for providing special education services to students with disabilities. It outlines the student's present level of functioning, their strengths and needs, and what goals the student will work on to remediate deficit skills. Having an IEP that meets regulatory compliance and is relevant to a student's needs is extremely important. The

IEP should be unique and individualized to each student, providing the student with the services that help him or her to be successful in post-school life. The student should be actively involved in all aspects of the IEP process with the help of transition professionals to guide them along the way. As transition professionals, we should be doing all we can to develop young adults who are able to self-advocate, and being an active participant in their IEP process is a great way to develop and refine those skills.

STUDENT: _____ GRADE: ____ SCHOOL YEAR: _____

ANNUAL GOAL AREA: _____

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (PLAAFP):

- STRENGTHS RELATING TO GOAL AREA:
- NEEDS RELATING TO GOAL AREA:
- HOW THE DISABILITY AFFECTS PERFORMANCE IN THE GENERAL EDUCATION CURRICULUM FOR THIS AREA:

ANNUAL GOAL:

- WHO (the student):
- **BEHAVIOR (will do what)
- CONDITIONS (under what conditions):
- CRITERION (to what level or degree)
- TIME FRAME (in what length of time):
- STANDARD/OBJECTIVE CITATION:

SERVICES:

- SPECIALLY-DESIGNED INSTRUCTION:
- ACCOMMODATIONS:
- TESTING ACCOMMODATIONS:
- RELATED SERVICES:

**The behavior should be based upon a content standard from the Alabama Course of Study or an objective from an Alabama Curriculum Guide, and based upon needs identified in the PLAAFP.

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME		B. G. Transition							
DOB	01/01/2000	SCHOOL YEAR	2017	-	2018	GRADE	12	-	12
IEP INITIATION/DURATION DATES			FROM	08/10/2017			TO	05/23/2018	
This IEP will be implemented during the regular school term unless noted in extended school year services.									
EXTENDED SCHOOL YEAR SERVICES (ESY)									
The IEP Team has considered, for the child, based on AAC 290-8-9.05(6)(9), if ESY services are necessary for the provision of FAPE.									
ESY services will be provided: <input type="checkbox"/>					ESY services are not necessary for the child: <input checked="" type="checkbox"/>				
STUDENT PROFILE – WILL INCLUDE GENERAL STATEMENTS REGARDING:									
Strengths of the student –									
Include information regarding the student’s strengths in academic and functional areas.									
B. G. will be a senior during the 2017-2018 school year. B. G. is currently successfully pursuing the Alabama High School Diploma (AHSD) through the General Education Pathway. He has met all required credits through his junior year. B. G. exhibits strengths in attendance and discipline. He has his driver’s license and access to reliable transportation. He has a very positive outlook and likes coming to school. Academically, B. G.’s strengths are in math and art. He won an award locally for his artwork, and is commended for his use of artistic perspective. B. G. functions on grade level in math. Functionally, B. G. is able to independently perform household tasks and understands the different types of housing available in his community. He knows how to manage a checking account he opened with money earned mowing lawns in his neighborhood during the summer.									
Parental concerns for enhancing the education –									
Include all information regarding the parental concerns for enhancing the education of their child.									
B. G.’s parents are very proud of his successes and his positive outlook. They feel that he will be successful postsecondary if he completes his coursework and receives transition services to assist him in overcoming his lack of self-determination skills. They are concerned about his reading ability, and how his lack of comprehension strategies will impact him in the college setting where he may not receive additional support or teacher assistance.									
Student Preferences and/or Interests –									
This area includes information obtained from parent, teacher(s), and the student regarding preferences and interests. Include all information concerning student preferences and/or interests including transition information.									
B.G., through career interest inventories over several years, has identified drafting as his career pathway. He took drafting courses at Country Career Technical Center last year and intends to continue in the program during his 12 th grade year. While he knows the tasks required of the career, he has never seen the practical application of these tasks in the workplace. B.G. would like to pursue drafting at the local community college. He plans to live at home in order to save money, and will work a part-time job to help cover costs financial aid does not cover. B.G. knows he must apply to the local community college as well as for disability support services and financial aid, but his lack of self-determination skills make this difficult for him. B.G. is exceptionally gifted in the area of art, and would like to use his use of perspective and design to assist him in his pursuit of drafting.									
B.G. enjoys taking art classes at the high school when it can be worked into his schedule. He enjoys math and likes the challenge of doing higher level mathematics. He enjoys school and his small group of close friends.									

Results of the most recent evaluations –

Include all information concerning evaluation results. This information should be written in meaningful terms so that the parent and service providers have a clear understanding of the evaluation results.

For transition, B.G. completed several transition assessments appropriate for his age. He took the ACT Plus Writing in April 2017, scoring an overall score of 16, which qualifies him for enrollment at the local community college. His mathematics were a strength, with a score of 20, but his reading score was only a 13, which is well-below the benchmark score for that area. This AIR Self-Determination Scale showed a 40% score, and demonstrates that self-determination is a weak area of B.G.. His O*NET Interest Profiler and Kuder assessments continue to indicate that drafting is Alabama's strongest career preference. Results from Casey Life Skills show that B.G. is able to function independently in the community and independently perform household tasks. The Financial Literacy Inventory shows that B.G. can manage a checking account, but lacks an understanding of how to prepare and maintain a budget.

Academically, B.G.'s curriculum-based assessments in mathematics show that he has mastered the content standards for Algebra I, Geometry, and Algebraic Connections. In English, curriculum-based assessments show that B.G. understands the basics of grammar, punctuation, capitalization and sentence structure. However, work samples indicate that he struggles at times to organize his thoughts into the complex paragraphs needed for research papers and other academic writings. Reading is B.G.'s true weakness. B.G. was recently reevaluated for eligibility and was given the Woodcock Reading Mastery Test, Third Edition. While his letter and word identification skills are considered at grade level, B.G.'s word and passage comprehension skills are both near the sixth grade level, which causes difficulties with higher level texts and grade-appropriate literature. B.G. struggles with strategies to find meanings to unfamiliar words from the text, and his vocabulary skills are below grade level.

The academic, developmental, and functional needs of the student –

Include all information concerning how the student's disability affects his/her involvement and progress in the general education curriculum, and, for preschool age children, how the disability affects his/her participation in age-appropriate activities.

B.G.'s poor comprehension skills, both in words and passages, affects his ability to make progress in the general education curriculum by causing him to have difficulty understanding what he reads to the degree needed for high school and postsecondary education. His lack of vocabulary skills makes understanding meaning from complex texts and literary works difficult. B.G. needs individualized or small group instruction on strategies for finding meaning from text and explicit instruction in vocabulary. B.G.'s weaknesses in self-determination; the college application, financial aid, and disability support services processes; and budgeting impact his ability to be successful in his postsecondary outcomes or goals.

Other –

Include any information pertinent to the development of the IEP that was not included anywhere else on the Student Profile page.

n/a

For the child transitioning from EI to Preschool, justify if the IEP will not be implemented on the child's 3rd birthday –

This should only be completed if the child is not being served under IDEA on the child's third birthday. (e.g., if a child's birthday is during the summer or holiday(s) justification is required).

n/a

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: B. G. Transition

DOB: 01/01/2000

SPECIAL INSTRUCTIONAL FACTORS

Items checked "YES" will be addressed in this IEP:

	YES	NO
• Does the student have behavior which impedes his/her learning or the learning of others?	[]	[x]
• Does the student have a Behavioral Intervention Plan?	[]	[x]
• Does the student have limited English proficiency?	[]	[x]
• Does the student need instruction in Braille and the use of Braille?	[]	[x]
• Does the student have communication needs?	[]	[x]
• Does the student need assistive technology devices and/or services?	[]	[x]
• Does the student require specially designed P.E.?	[]	[x]
• Is the student working toward alternate achievement standards and participating in the <i>Alabama Alternate Assessment</i> ?	[]	[x]
• Are transition services addressed in this IEP?	[x]	[]

TRANSPORTATION

Student's mode of transportation:

[] Regular bus [] Bus for special needs [] Parent contract [x] Other: personal transportation

Does the student require transportation as a related service? [] YES [x] NO

If yes, check any transportation needs:

- [] Bus assistance: [] Adult support [] Medical support
 - [] Preferential seating
 - [] Behavioral Intervention Plan
 - [] Wheelchair lift and securement system
 - [] Restraint system
- Specify type:

[] Other. Specify:

[] Bus driver and support personnel are aware of the student's behavioral and/or medical concerns.

NONACADEMIC and EXTRACURRICULAR ACTIVITIES

Will the student have the opportunity to participate in nonacademic/extracurricular activities with his/her nondisabled peers?

- [x] YES.
- [] YES, with supports. Describe:

[] NO. Explanation must be provided:

METHOD/FREQUENCY FOR REPORTING PROGRESS OF ATTAINING GOALS TO PARENTS

Annual Goal Progress reports will be sent to parents each time report cards are issued (every 9 weeks).

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: B. G. Transition

DOB: 01/01/2000

Transition: Beginning not later than the first IEP to be in effect when the student is 16, or earlier if appropriate, and updated annually thereafter. For all students entering 9th grade regardless of their age, transition must be addressed.

- This student was invited to the IEP Team meeting on 04/08/2017 via Personal conversation.
- After prior consent of the parent or student (Age 19) was obtained, other agency representatives were invited to the IEP Team meeting.
- Transition services based on the student's strengths, preferences, and interests that will reasonably enable the student to meet the postsecondary goals are addressed on the transition goal page in this IEP.

Age-appropriate Transition Assessments:

(Select the assessment(s) used to determine the student's measurable postsecondary transition goals.)

- | | | |
|--|--|--|
| <input type="checkbox"/> Student Interview | <input type="checkbox"/> Career Awareness | <input checked="" type="checkbox"/> Interest Inventory |
| <input type="checkbox"/> Parent Interview | <input type="checkbox"/> Student Portfolio | <input type="checkbox"/> Interest Learning Profile |
| <input type="checkbox"/> Student Survey | <input type="checkbox"/> Vocational Assessment | <input type="checkbox"/> Career Aptitude |
| <input checked="" type="checkbox"/> Other <u>Self-Determination Scale, Life Skills Inventories, ACT Plus Writing</u> | | |

Enter the assessment(s) used to determine the student's selected long-term postsecondary transition goals:

Postsecondary Education/Training Goal

Assessment: ACT Plus Writing Date: 04/20/2017
 Assessment: AIR Self-Determination Scale Date: 03/15/2017

Long-Term Goal: Student will be prepared to participate in a two- to four-year postsecondary education program based on completion of graduation requirements and meeting college admission requirements.

If Other is selected, specify: _____

Employment/Occupation/Career Goal

Assessment: O*NET Interest Profiler Date: 03/22/2017
 Assessment: Kuder Date: 02/22/2017

Long-Term Goal: Student will be prepared to participate in competitive integrated employment with no need for support based on successful completion of career exploration, community-based work, and/or cooperative education experience.

If Other is selected, specify: _____

Community/Independent Living Goal

Assessment: Casey Life Skills Date: 03/22/2017
 Assessment: Financial Literacy Inventory Date: 03/21/2017

Long-Term Goal: Student will be prepared to participate in community activities and live independently based on independent living skill level achieved and identification of community/living options.

If Other is selected, specify: _____

- This student is in a middle school course of study that will help prepare him/her for transition.

Anticipated Date of Exit: Month: May Year: 2018

Selected Pathway to the Alabama High School Diploma:

- General Education Pathway (Intended to prepare student for college and career)
- Essentials/Life Skills Pathway (Intended to prepare student for a career/competitive employment)
- Alternate Achievement Standards Pathway (AAS) (Intended to prepare students for supported/competitive employment)

Program Credits to be Earned (Complete for students in grades 9-12)				
For each course taken indicate program credits to be earned next to the appropriate pathway.	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES
General Education Pathway	1	1	1	1
Essentials/Life Skills Pathway				
Alternate Achievement Standards Pathway				

Elective(s) 3 (enter total number of electives)

**INDIVIDUALIZED EDUCATION PROGRAM
ANNUAL TRANSITION GOAL(S)**

STUDENT'S NAME: B. G. Transition

DOB: 01/01/2000

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

Based on the student's strengths, preferences, interests, and needs related to the postsecondary goals (include a description of age-appropriate transition assessments).

B.G. attends classes regularly and seems to enjoy school. He is finishing his last year working towards the Alabama High School Diploma on the General Education Pathway. He has obtained his driver's license and has reliable transportation. He is interested in pursuing postsecondary education at the local community college and will need to obtain a part-time job to help with expenses. His recent ACT Plus Writing scores show he meets the criterion for admission if he completes all his coursework, but he lacks an understanding of how to apply for admission and seek financial aid, as he will be the first in his family to attend college. He would like to major in drafting, which was indicated as an area of strong interest on his interest inventories, but he has not been exposed to drafting in the workplace. According to Casey Life Skills results, B.G. is able to perform typical household tasks independently and understands the different types of housing available. Alabama's AIR Self-Determination Scale shows that he lacks confidence in his ability to set goals and advocate for himself. B.G. is very shy and will not seek out assistance without prompting. His Financial Literacy Inventory shows that he knows how to manage a checking account but needs more instruction on preparing a budgeting. B.G.'s lack of understanding of the college application process for admission and financial aid, his reluctance to seek out assistance, and his lack of knowledge on preparing and following to a budget will impact his ability to successfully meet his post-school transition goals without specially-designed instruction.

(Link to Transition Standards)

MEASURABLE ANNUAL POSTSECONDARY TRANSITION GOALS:

Academic areas may be written separately or embedded within the transition goal. Address transition services, activities, and person(s)/agency involved for each goal area. (If more than one goal is needed in any one goal area below, additional goal pages can be added.)

Postsecondary Education/Training Goal:

Date of Completion/Mastery:

Given step-by-step instructions on the process for apply for college admission and financial aid, B.G. will complete the application processes for admission to the local community college, financial aid, and disability support services, with 100% completion by the February 28, 2018, admission deadline. (TS.AT12.5A)

***Transition Service(s):** Postsecondary Education (PE)

Transition Activities:

(Enter a numbered list of all activities to assist the student in achieving his/her long-term Postsecondary Education/Training goal.)

1. Complete the application process for the local community college.
2. Complete the Free Application for Federal Student Aid (FASFA) process.
3. Schedule a meeting with the Disability Support Services coordinator at the local community college to arrange for accommodations at the postsecondary level.

Person(s)/Agency Involved: IEP Case Manager, Student, Parent, Guidance Counselor, Career Coach

Employment/Occupation/Career Goal:

Date of Completion/Mastery:

Given instruction on self-determination skills, B. G. will utilize those skills to contact a local draftsman to request a job-shadowing experience and participate in the experience for a minimum of fifteen (15) hours, in order to gain insight into skills associated with the career, with 100% completion by May 2018. (TS.PS12.2.A)

***Transition Service(s):** Community Experiences (CE) Advocacy/Guardianship (AG)

Transition Activities:

(Enter a numbered list of all activities to assist the student in achieving his/her long-term Employment/Occupation/Career goal.)

1. Participate in a self-determination curriculum.
2. Identify local draftsmen.
3. Contact draftsman of choice to request a job-shadowing experience.
4. Complete a job-shadowing experience.

Person(s)/Agency Involved: IEP Case Manager, Student, Parent, Local draftsman

Community/Independent Living Goal:

Date of Completion/Mastery:

Given instruction in budgeting, B. G. will prepare a personal budget, making adjustments as needed, with 100% accuracy by May 2018. (TS.DL12.1B)

***Transition Service(s):** Financial Management

Transition Activities:

(Enter a numbered list of all activities to assist the student in achieving his/her long-term Community/Independent Living goal.)

1. Identify income and expenses.
2. Identify needs and wants.
3. Create a budget that keeps income and expenses balanced.
4. Adjust budget as needed.

Person(s)/Agency Involved: IEP Case Manager, Student,

***Transition Services: Consider these service areas:**

Vocational Evaluations (VE), Community Experiences (CE), Personal Management (PM), Transportation (T), Employment Development (ED), Medical (M), Postsecondary Education (PE), Living Arrangements (LA), Linkages to Agencies (LTA), Advocacy/Guardianship (AG), Financial Management (FM), and if appropriate, Functional Vocational Evaluation (FVE).

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: B. G. Transition

DOB: 01/01/2000

Identify the area the MEASURABLE ANNUAL GOAL will address. The area may be an academic content area (e.g., math, science) and/or a functional area (e.g., community participation, behavior). For all students working on Extended Standards (following the Alternate Achievement Standards pathway), each content area (e.g., reading, math, and functional skills) must be addressed.

AREA: Reading Comprehension/Vocabulary

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

State how the student's disability affects his/her involvement and progress in the general education curriculum for this particular area of instruction, or for preschool age students, how the disability affects the student's participation in age-appropriate activities.

B. G. was recently evaluated using the Woodcock Reading Mastery Test, Third Edition. While his letter and word identification skills are considered at grade level, B. G.'s word and passage comprehension skills are both near the sixth grade level, which causes difficulties with higher level texts and grade-appropriate literature. B. G. struggles with strategies to find meanings to unfamiliar words from the text, and his vocabulary skills are below grade level. This inability to determine meaning and understand vocabulary greatly impacts B. G.'s ability to advance in the grade level content standards for reading contained within the Alabama English/Language Arts Course of Study.

[\(Link to Curriculum Guides\)](#)

[\(Link to Extended Standards\)](#)

MEASURABLE ANNUAL GOAL related to meeting the student's needs:

Target the individual needs of the student resulting from the student's disability and how the student's disability affects his/her involvement and progress in the general education curriculum. Describe what a student can reasonably be expected to accomplish within one school year.

When provided with instruction in reading strategies, including use of context clues, prefixes, suffixes and root words, B. G. will read and answer comprehension questions correctly from a ninth grade reading-level passage on 4/5 occasions with 100% accuracy, by the end of the 2017-2018 school year. (ELA12.13.2; ELA12.38.3; ELA12.18.3)

DATE OF MASTERY: _____

TYPE(S) OF EVALUATION FOR ANNUAL GOAL:

Check each type of evaluation that will be used to evaluate the MEASURABLE ANNUAL GOAL. (At least one must be chosen.)

- Curriculum Based Assessment Teacher/Text Test Teacher Observation Grades
 Data Collection State Assessment(s) Work Samples
 Other: _____ Other: _____

BENCHMARKS:

Include at least two Benchmarks for students working on Extended Standards or for students in public agencies that require Benchmarks. Benchmarks are required for all students working on Extended Standards. This includes academic goals and functional goals, regardless of whether it is a testing year.

- | | |
|----------|------------------|
| 1. _____ | _____ |
| | Date of Mastery: |
| 2. _____ | _____ |
| | Date of Mastery: |
| 3. _____ | _____ |
| | Date of Mastery: |
| 4. _____ | _____ |
| | Date of Mastery: |

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: B. G. Transition

DOB: 01/01/2000

Identify the area the MEASURABLE ANNUAL GOAL will address. The area may be an academic content area (e.g., math, science) and/or a functional area (e.g., community participation, behavior). For all students working on Extended Standards (following the Alternate Achievement Standards pathway), each content area (e.g., reading, math, and functional skills) must be addressed.

AREA: Writing

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

State how the student's disability affects his/her involvement and progress in the general education curriculum for this particular area of instruction, or for preschool age students, how the disability affects the student's participation in age-appropriate activities.

An analysis of B. G.'s written work samples shows that he has great difficulty in writing complex paragraphs and organizing his thoughts into written form. In English, curriculum-based assessments show that B. G. understands the basics of grammar, punctuation, capitalization and sentence structure. Work samples indicate that he struggles at times to organize his thoughts into the complex paragraphs needed for research papers and other academic writings. This inability to organize his thoughts into complex written work products greatly impacts B. G. Alabama's ability to advance in the grade level content standards for writing contained within the Alabama English/Language Arts Course of Study.

(Link to Curriculum Guides)

(Link to Extended Standards)

MEASURABLE ANNUAL GOAL related to meeting the student's needs:

Target the individual needs of the student resulting from the student's disability and how the student's disability affects his/her involvement and progress in the general education curriculum. Describe what a student can reasonably be expected to accomplish within one school year.

When provided with instruction in the use of graphic organizers to organize his thoughts into a cohesive paragraph, B. G. will develop a topic, select appropriate details, and organize the information onto the graphic organizer in order to write a simple five-paragraph paper on a topic, with 90% accuracy, by the end of the 2017-2018 school year. (ELA12.19.5; ELA12.20.8; ELA12.20.4; ELA12.28.2)

DATE OF MASTERY:

TYPE(S) OF EVALUATION FOR ANNUAL GOAL:

Check each type of evaluation that will be used to evaluate the MEASURABLE ANNUAL GOAL. (At least one must be chosen.)

- [x] Curriculum Based Assessment [x] Teacher/Text Test [] Teacher Observation [] Grades
[] Data Collection [] State Assessment(s) [x] Work Samples
[] Other: [] Other:

BENCHMARKS:

Include at least two Benchmarks for students working on Extended Standards or for students in public agencies that require Benchmarks. Benchmarks are required for all students working on Extended Standards. This includes academic goals and functional goals, regardless of whether it is a testing year.

- 1. Date of Mastery:
2. Date of Mastery:
3. Date of Mastery:
4. Date of Mastery:

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: B. G. Transition

DOB: 01/01/2017

SPECIAL EDUCATION AND RELATED SERVICE(S): (Special Education, Supplementary Aids and Services, Program Modifications, Accommodations Needed for Assessments, Related Services, Assistive Technology, and Support for Personnel.)

Special Education

Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Dates	Location of Service(s)
<u>Transition</u> – B. G. will receive individualized or small group instruction within a Transition Services class on the college application, financial aid and disability support services processes, self-determination skills, and budgeting.	Daily	50 minutes	08/10/2017 to 05/23/2018	Resource Room
<u>Reading</u> – B. G. will receive individualized or small group instruction within a remediation class on reading comprehension strategies and vocabulary development.	Daily	25 minutes	08/10/2017 to 05/23/2018	Resource Room
<u>Writing</u> – B. G. will receive individualized or small group instruction within a remediation class on the use of graphic organizers, how to develop a topic and add supporting details to form a paragraph, and how to combine paragraphs to write a paper.	Daily	25 minutes	08/10/2017 to 05/23/2018	Resource Room

Related Services Needed Not Needed

Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Dates	Location of Service(s)
			to	
			to	

Supplementary Aids and Services Needed Not Needed

Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Dates	Location of Service(s)
<u>Academics</u> Oral presentation of higher reading level materials (books on tape, audio reader, read aloud, etc.); Use of graphic organizers to organize information for writing assignments; Extended time on comprehension and written assignment tasks; Peer helper to assist in comprehension activities.	Daily	30 minutes	08/10/2017 to 05/23/2018	Classroom

<u>Transition</u> Oral presentation of higher level reading comprehension tasks; cheat sheet for completing résumés and applications; budgeting worksheet; peer assistance with self-determination activities.	Daily	50 minutes	08/10/2017 to 05/23/2018	Resource class
---	-------	------------	--------------------------	----------------

Program Modifications Needed Not Needed

Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Dates	Location of Service(s)
			to	
			to	

Accommodations Needed for Assessments Needed Not Needed

Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Dates	Location of Service(s)
Extended time on long reading comprehension passages; extended time on written compositions; read aloud on complex tasks	Daily		08/10/2017 to 05/23/2018	classroom
			to	

Assistive Technology Needed Not Needed

Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Dates	Location of Service(s)
			to	
			to	

Support for Personnel Needed Not Needed

Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Dates	Location of Service(s)
			to	
			to	

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: B. G. TRANSITION

DOB: 01/01/2000

TRANSFER OF RIGHTS

(Beginning not later than the IEP that will be in effect when the student reaches 18 years of age.)

Date student was informed that the rights under the IDEA will transfer to him/her at the age of 19 05/01/2017

LEAST RESTRICTIVE ENVIRONMENT

Does this student attend the school (or for a preschool-age student, participate in the environment) he/she would attend if nondisabled? Yes No

If no, explain:

Does this student receive all special education services with nondisabled peers? Yes No

If no, explain (explanation may not be solely because of needed modifications in the general curriculum):

B. G. takes a 50-minute Transition Services class in the resource room setting in order to have individual or small group instruction to meet his transition goals, including some job-shadowing activities in the community.

6-21 YEARS OF AGE

3-5 YEARS OF AGE

Least Restricted Environment:

01 100% to 80% of the Day inside the Regular Education Environment

COPY OF IEP

COPY OF SPECIAL EDUCATION RIGHTS

Was a copy of the IEP given to parent/student (age 19) at the IEP Team meeting?

Yes No

Was a copy of the *Special Education Rights* given to parent/student (age 19) at the IEP Team meeting?

Yes No

If no, date sent: _____

If no, date sent: _____

Date copy of **amended** IEP provided/sent to parent/student (age 19): _____

THE FOLLOWING PEOPLE ATTENDED AND PARTICIPATED IN THE MEETING TO DEVELOP THIS IEP.

Position	Signature	Date
Parent	Jessica Transition	05/01/2017
Parent		
General Education Teacher	General Education	05/01/2017
Special Education Teacher	Special Education	05/01/2017
LEA Representative	Suzy Principal	05/01/2017
Someone Who Can Interpret the Instructional Implications of the Evaluation Results	Missy Psychometrist	05/01/2017
Student	B. G. Transition	05/01/2017
Career/Technical Education Representative	Drafting Teacher	05/01/2017
Other Agency Representative	V.R. Counselor	05/01/2017

INFORMATION FROM PEOPLE NOT IN ATTENDANCE

Position	Name	Date

Postsecondary Education/Training Goal*

- Student will be prepared to participate in a two- to four-year postsecondary education program based on completion of graduation requirements and meeting college admission requirements.
- Student will be prepared to participate in a long-term certificate pathway or long-term apprenticeship program based on completion of graduation requirements and meeting certificate program requirements and/or apprenticeship requirements.
- Student will be prepared to participate in a short-term certificate pathway program or pre-apprenticeship program based on completion of graduation requirements and meeting certificate program requirements and/or pre-apprenticeship requirements.
- Student will be prepared to participate in on-the-job training based on completion of IEP goals, high school program, and submission of application for supported employment.
- Student will participate in time-limited, pre-employment services in order to prepare student to participate in Supported Employment services.
- Other: Write an appropriate goal for the student based on the needed Transition Services.

Employment/Occupation/Career Goal*

- Student will reach college and career readiness by potentially earning an industry career credential.
- Student will be prepared to participate in competitive integrated employment with no need for support based on successful completion of career exploration, community-based work, and/or cooperative education experience.
- Student will be prepared to participate in competitive integrated employment with time-limited support based on successful completion of career exploration, community-based work experiences, and/or cooperative education experience.
- Student will be prepared to participate in supported employment which will include community-based assessment, job development, job coaching, and extended support needed to meet his/her employment needs based on successful completion of school-based work experiences, community-based career exploration, and application for supported employment services.
- Student will be prepared to participate in pre-employment services to increase the likelihood for community-based integrated employment based on IEP goals, individual or parental choice (requires application for adult services) in order to acquire skills needed for competitive integrated employment through supported employment services.
- Other: Write an appropriate goal for the student based on the needed Transition Services.

Community/Independent Living Goal

- Student will be prepared to participate in community activities and live independently based on independent living skill level achieved and identification of community/living options.
- Student with time-limited support will be prepared to participate in community activities and live independently based on independent living skill level achieved and identification of community/living options and support options.
- Student will be prepared to participate in community activities and live semi-independently with ongoing infrequent support based on independent living skill level achieved, identification of options, and/or application for adult services.
- Student will be prepared to live in a group home or other supported environment with full-time support based on independent living skill level achieved and application for adult services.
- Student will be prepared to live with parents, guardian, or relatives based on parental preference and independent living skill level achieved.
- Other: Write an appropriate goal for the student based on the needed Transition Services

**NSTTAC Indicator 13 Checklist Form A
(Meets Minimum SPP/APR Requirements)**

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

1. Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?	Y N
Can the goals be counted? Will the goals occur <i>after</i> the student graduates from school? Based on the information available about this student, do the postsecondary goals seem appropriate for this student? <ul style="list-style-type: none"> If <i>yes</i> to all three guiding questions, then circle Y OR if a postsecondary goal is <i>not</i> stated, circle N 	
2. Are the postsecondary goals updated annually?	Y N
Were the postsecondary goals addressed/ updated in conjunction with the development of the current IEP? <ul style="list-style-type: none"> If <i>yes</i>, then circle Y OR if the postsecondary goals were <i>not</i> updated with the current IEP, circle N 	
3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment(s)?	Y N
Is the use of transition assessment(s) for the postsecondary goals mentioned in the IEP or evident in the student's file? <ul style="list-style-type: none"> If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N 	
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?	Y N
Do the transition services listed in the student's IEP that the student needs to reach the postsecondary goals include, as needed, <i>instruction, related service(s), community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation</i> <ul style="list-style-type: none"> If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N 	
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?	Y N
Do the transition services include courses of study that align with the student's postsecondary goals? <ul style="list-style-type: none"> If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N 	
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	Y N
Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? <ul style="list-style-type: none"> If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N 	
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	Y N
For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting, (e.g. a letter inviting the student to the meeting)? <ul style="list-style-type: none"> If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N 	
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?	Y N NA
For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: <i>postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation</i> for the postsecondary goals? Was prior consent obtained from the parent (or student who has reached the age of majority)? <ul style="list-style-type: none"> If <i>yes</i> to both, then circle Y If <i>no</i> invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA If parent or individual student consent (when appropriate) was <i>not</i> provided, circle NA 	
Does the IEP meet the requirements of Indicator 13? (Circle one)	
Yes (all Ys or NAs for each item (1 – 8) on the Checklist) or No (one or more Ns circled)	

Instructions for Completing NSTTAC Indicator 13 Checklist

1. Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?

- Find the postsecondary goals for this student
- If there are appropriate measurable postsecondary goals that address *Training* after high school, *Education* after high school, and *Employment* after high school, and (where appropriate) independent living *Skills* after high school **and** if the identified postsecondary goals for *Training*, *Education*, and *Employment*, and (where appropriate) *Independent Living Skills* appear to be appropriate for the student, based on the other information regarding Present Levels of Academic and Functional Performance and / or the student's strengths, preferences, and interests, circle Y
- If a student's postsecondary goals in the areas of *Training* and *Education* address both training for a career and other education after high school (e.g., enrollment in an adult education program focused on both job and independent living skills; enrollment in a college program in preparation for a career in architecture), circle Y
- "it may not always be necessary for the student to have separate postsecondary goals for training and education in these instances. Based on the individual needs of the student and the student's plans after leaving high school, it may be reasonable for an IEP Team to interpret the areas of training and education as overlapping in developing postsecondary goals for a student. In these instances, an IEP Team could develop a combined postsecondary goal in the areas related to training and education. Employment is a distinct activity from the areas related to training and education, and each student's IEP must include a separate postsecondary goal in the area of employment. For further information see *Questions and Answers on Secondary Transition, Revised September 2011, OSEP, Retrieved <http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2COaCorner%2C10%2C>*.
- If there are postsecondary goals that address *Training* after high school, *Education* after high school, and *Employment* after high school, and (where appropriate) *Independent Living Skills* after high school, but these goals are not measurable, circle N
- If there is misalignment between the student's postsecondary goals, based on the information available (e.g., present levels of performance, student strengths, student interests, student preferences), circle N
- If there is not a postsecondary goal that addresses *Training* after high school, circle N
- If there is not a postsecondary goal that addresses *Education* after high school, circle N
- If there is not a postsecondary goal that addresses *Employment* after high school, circle N

2. Are the postsecondary goal(s) updated annually?

- If the postsecondary goals for *Training*, *Education*, *Employment*, and where appropriate *Independent Living Skills* are documented in the student's current IEP, circle Y
- If the postsecondary goals for *Training*, *Education*, *Employment*, and where appropriate *Independent Living Skills* are not documented in the student's current IEP, circle N
- If this is the student's first IEP that addresses secondary transition services because the student just turned 16, it is considered an update for purposes of this checklist, so circle Y

3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment(s)?

- Find where information relates to assessment(s) and the transition component on the IEP (either in the IEP or the student's file)
- For each postsecondary goal, if there is evidence that at least one age appropriate transition assessment was used to provide information on the student's needs, strengths, preferences, and interests regarding the postsecondary goals circle Y

- For each postsecondary goal, if there is **no** evidence that age appropriate transition assessment(s) provided information on the student's needs, taking into account the student's strengths, preferences, and interests [regarding the postsecondary goals,] circle N
- If a postsecondary goal area was addressed in item #1, but was not measurable and if there is age appropriate transition assessment information, from one or more sources, regarding the student's needs, taking into account the student's strengths, preferences, and interests [regarding this postsecondary goal], circle Y
- If a postsecondary goal area was addressed in item #1, but was not measurable and if there is **not** age appropriate transition assessment information provided on the student's needs, taking into account the student's strengths, preferences, and interests [regarding this postsecondary goal], circle N

4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

- Find where transition services/activities are listed on the IEP
- For each postsecondary goal, is there a transition service such as instruction, related service, community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skill(s), and provision of a functional vocational evaluation) listed that will enable the student to meet the postsecondary goal, circle Y
- For each postsecondary goal, if there is **no** transition service that relates to a specific postsecondary goal, (a) type of instruction, (b) related service, (c) community experience, (d) development of employment and other post-school adult living objective, (e) if appropriate, acquisition of a daily living skill, or (f) if appropriate, provision of a functional vocational evaluation listed in the IEP that will enable the student to meet the postsecondary goal, circle N
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is a transition service that will enable the student to meet that postsecondary goal, circle Y
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** transition service listed that will enable the student to meet that postsecondary goal, circle N

5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?

- Locate the course of study (instructional program of study) or list of courses of study in the student's IEP
- Are the courses of study a multi-year description of coursework from the student's current to anticipated exit year that is designed to help achieve the student's desired post-school goals? If yes, go to next instruction bullet. If no, circle N
- Do the courses of study align with the student's identified postsecondary goals? If yes, circle Y. If no, circle N

6. Is (are) there annual IEP goal(s) that is (are) related to the student's transition services needs?

- Find the annual goals, or, for students working toward alternative achievement standards, or States in which short-term objectives are included in the IEP, short-term objectives on the IEP
- For each of the postsecondary goal areas circled Y in question #1, if there is an annual goal or short-term objective included in the IEP related to the student's transition services needs, circle Y
- For each of the postsecondary goals mentioned in question #1, if there is **no** annual goal or short-term objective included in the IEP related to the student's transition services needs, circle N
- If a postsecondary goal area was addressed in #1, but was not measurable, and an annual goal is included in the IEP related to the student's transition services needs, circle Y
- If a postsecondary goal area was addressed in #1, but was not measurable, and there is **no** annual goal included in the IEP related to the student's transition services needs, circle N

7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

- Locate the evidence that the student was invited, (e.g., a copy of the student's invitation to the IEP conference) Was the student invitation signed (by the LEA) and dated prior to the date of the IEP conference. If yes, circle Y. If no, circle N

8. If appropriate, is there evidence that a representative of any participating agency [that is likely to be responsible for providing or paying for transition services] was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?

- Find where persons responsible and/or agencies are listed on the IEP
- Are there transition services listed on the IEP that are likely to be provided or paid for by an outside agency? If yes, continue with next instruction bullet. If no, circle NA.
- Was parent consent or student consent (once student has reached the age of majority) to invite an outside agency(ies) obtained? If yes, continue with next instruction bullet. If no, circle NA
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is evidence that agency(ies) for which parent/student had given their consent to invite, were invited to the IEP meeting to discuss transition, circle Y
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** evidence that agency(ies) for which parent/student had given their consent to invite, were invited to the IEP meeting to discuss transition, circle N
- If it is too early to determine if this student will need outside agency involvement, circle NA

Does the IEP meet the requirements of Indicator 13?

- If all Ys or NAs for each item (1 – 8) on the Checklist, then circle **Yes**
- If one or more Ns are circled, then circle **No**

NSTTAC Indicator 13 Checklist: Form B (Enhanced for Professional Development)

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

Questions	<i>Postsecondary Goals</i>			
	Training	Education	Employment	Independent Living skills
1. Is there an appropriate measurable postsecondary goal or goals in this area?	Y N	Y N	Y N	Y N NA
Can the goal(s) be counted? Will the goal(s) occur <i>after</i> the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? <ul style="list-style-type: none"> • If <i>yes</i> to all three guiding questions above, then circle Y OR if a postsecondary goal(s) is (are) <i>not</i> stated, circle N 				
2. Is (are) the postsecondary goal(s) updated annually?	Y N	Y N	Y N	Y N NA
Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? <ul style="list-style-type: none"> • If <i>yes</i>, then circle Y OR If the postsecondary goal(s) was (were) <i>not</i> updated with the current IEP, circle N 				
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?	Y N	Y N	Y N	Y N
Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? <ul style="list-style-type: none"> • If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N 				
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	Y N	Y N	Y N	Y N
Is a type of <i>instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation</i> listed in association with meeting the post-secondary goal(s)? <ul style="list-style-type: none"> • If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N 				
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	Y N	Y N	Y N	Y N
Do the transition services include courses of study that align with the student's postsecondary goal(s)? <ul style="list-style-type: none"> • If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N 				
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	Y N	Y N	Y N	Y N
Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? <ul style="list-style-type: none"> • If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N 				
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	Y N	Y N	Y N	Y N
For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting? <ul style="list-style-type: none"> • If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N 				
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?	Y N NA	Y N NA	Y N NA	Y N NA
For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: <i>postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation</i> for this post-secondary goal? Was consent obtained from the parent (or student, for a student the age of majority)? <ul style="list-style-type: none"> • If <i>yes</i> to both, then circle Y • If <i>no</i> invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA • If parent or individual student consent (when appropriate) was <i>not</i> provided, circle NA 				
Does the IEP meet the requirements of Indicator 13? (Circle one) Yes (all Ys or NAs for each item [1-8] on the checklist included in the IEP are circled) or No (one or more Ns circled)				

Instructions for Completing NSTTAC Indicator 13 Checklist

1. Is there an appropriate measurable postsecondary goal or goals in this area?

- Find the postsecondary goal(s) for this student
- If there are appropriate measurable postsecondary goals in the areas of *Training* after high school; *Education* after high school, and *Employment* after high school, and (where appropriate) *Independent Living Skills* after high school **and** if the identified postsecondary goals in *Training*, *Education*, and *Employment*, and (where appropriate) *Independent Living Skills* appear to be appropriate for the student, based on the other information regarding Present Level of Academic and Functional Performance and / or the student's strengths, preferences, and interests, circle Y
- If a student's postsecondary goal in *Training* and *Education* addresses both training for a career and other education after high school (e.g., enrollment in an adult education program focused on both job and independent living skills; enrollment in a college program in preparation for a career in architecture), circle Y in both the *Education* and *Training* columns
- "it may not always be necessary for the student to have separate postsecondary goals for training and education in these instances. Based on the individual needs of the student and the student's plans after leaving high school, it may be reasonable for an IEP Team to interpret the areas of training and education as overlapping in developing postsecondary goals for a student. In these instances, an IEP Team could develop a combined postsecondary goal in the areas related to training and education. Employment is a distinct activity from the areas related to training and education, and each student's IEP must include a separate postsecondary goal in the area of employment. For further information see *Questions and Answers on Secondary Transition, Revised September 2011, OSEP, Retrieved <http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C10%2C>*.
- If an IEP team has interpreted training and education as overlapping areas, circle Y in both columns.
- If there is misalignment between the student's postsecondary goal(s), based on the information available (e.g., present level of performance, student interests, student preferences), circle N for the misaligned goal area(s) in the appropriate column(s)
- If there is a postsecondary goal that addresses *Training* but it is not measurable or does not appear to be appropriate for the student, circle N in that column
- If there is a postsecondary goal that addresses *Education* after high school, but it is not measurable or does not appear to be appropriate for the student, circle N in that column
- If there is not a postsecondary goal that addresses *Training* and a separate postsecondary goal that addresses *Education* or an appropriate combination of the two after high school, circle N
- If there is a postsecondary goal that addresses *Employment* after high school, but it is not measurable or does not appear to be appropriate for the student, circle N
- If there is not a postsecondary goal that addresses *Employment* after high school, circle N
- If there is a postsecondary goal that addresses *Independent Living Skills* after high school, but it is not measurable or does not appear to be appropriate for the student, circle N
- If there is not a postsecondary goal that addresses *Independent Living Skills* after high school, circle NA for that column (If NA is circled for *Independent Living Skills* for #1, please do not respond to questions in this column for questions 2 – 8.)

2. Are the postsecondary goals updated annually?

- If the postsecondary goals for *Training*, *Education*, *Employment*, and where appropriate *Independent Living Skills*, are documented in the student's current IEP, circle Y in each corresponding column
- If the postsecondary goals for *Training*, *Education*, *Employment*, and where appropriate *Independent Living Skills*, are not documented in the student's current IEP, circle N in each corresponding column

- If this is the student's first IEP that addresses secondary transition services because they just turned 16, this is considered an update, so circle Y in each column

3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment?

- Find where information relates to assessment and the transition component on the IEP (either in the IEP or the student's file)
- For each of the postsecondary goal areas circled Y in question #1, evidence that at least one age appropriate transition assessment was used to provide information on the student's needs, strengths, preferences, and interests regarding this postsecondary goal, circle Y the corresponding column
- For each of the postsecondary goal areas circled Y in question #1, if there is **no** evidence that age appropriate transition assessment provided information on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle N in the corresponding column
- If a postsecondary goal area was addressed in item #1, but was not measurable and if there is age appropriate transition assessment information, from one or more sources, provided on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle Y in the corresponding column
- If a postsecondary goal area was addressed in item #1, but was not measurable and if there is **not** age-appropriate transition assessment information provided on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle N in the corresponding column
- If an *Independent Living Skill* postsecondary goal was noted as NA for #1, please do not provide an answer in that column.

4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

- Find where transition services/activities are listed on the IEP
- For each postsecondary goal, if there is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skill(s), and provision of a functional vocational evaluation listed in association with meeting the postsecondary goal (s), circle Y
- For each of the postsecondary goal, if there is **no** type of instruction, related service, community experience, development of employment and other post-school adult living objective, acquisition of a daily living skill, or functional vocational evaluation listed in association with meeting the postsecondary goal(s), circle N in the corresponding column
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is a type of transition services listed in association with meeting that postsecondary goal, circle Y in the corresponding column If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** type of transition service listed in association with meeting that postsecondary goal, circle N in the corresponding column
- If an *Independent Living Skill* postsecondary goal was noted as NA, please do not provide an answer in that column

5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?

- Locate the course of study (instructional program of study) or list of courses of study in the student's IEP
- Are the courses of study a multi-year description of coursework from the student's current to anticipated exit year that is designed to help achieve the student's desired post-school goal(s)? If yes, go to next instruction bullet. If no, circle N in each column

- Do the courses of study align with the student’s identified postsecondary goal(s)? If yes, circle Y in the corresponding column(s). If no, circle N in the corresponding column(s)
- If an *Independent Living (IL)* postsecondary goal was noted as NA, please do not provide an answer in the (IL) column.

6. Is (are) there annual IEP goal(s) that are related to the student’s transition services needs?

- Find the annual goals, or, for students working toward alternative achievement standards, or States in which short-term objectives are included in the IEP, short-term objectives on the IEP
- For each of the postsecondary goal areas circled Y in question #1, if there is an annual goal or short-term objective included in the IEP related to the student’s transition services needs, circle Y in the corresponding column(s)
- For each of the postsecondary goal areas circled Y in question #1, if there is **no** annual goal or short-term objective included in the IEP related to the student’s transition services needs, circle N in the corresponding column(s)
- If a postsecondary goal area was addressed in #1, but was not measurable, and an annual goal is included in the IEP related to the student’s transition services needs, circle Y in the corresponding column(s)
- If a postsecondary goal area was addressed in #1, but was not measurable, and there is **no** annual goal included in the IEP related to the student’s transition services needs, circle N in the corresponding column(s)
- If an *Independent Living Skill* postsecondary goal was noted as NA, please do not provide an answer in that column.

7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

- Locate the invitation to the IEP conference for the student.
- Was the student invitation signed (by the LEA) and dated prior to the date of the IEP conference? If yes, circle Y in each column OR if no, circle N in each column

8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?

- Find where persons responsible and/or agencies are listed on the IEP
- Are there transition services listed on the IEP that are likely to be provided or paid for by an outside agency? If yes, continue with next instruction bullet. If no, circle NA in the corresponding column(s)
- Was parent consent or student consent (once student has reached the age of majority) to invite an outside agency(ies) obtained? If yes, continue with next instruction bullet. If no, circle NA in the corresponding column(s)
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is evidence that parent/student consented agency(ies) were invited to the IEP meeting to discuss transition, circle Y in the corresponding column(s)
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** evidence that parent/student consented agency(ies) were invited to the IEP meeting to discuss transition, circle N in the corresponding column(s)
- If it is too early to determine if this student will need outside agency involvement, circle NA in each column
- If an *Independent Living (IL)* postsecondary goal was noted as NA, please do not provide an answer in the (IL) column.

Does the IEP meet the requirements of Indicator 13?

- If all Ys or NAs for each item (1- 8) for all postsecondary goals identified are circled, then circle **Yes**
- If one or more Ns are circled, then circle **No**

Student Name _____

SSID # _____

IEP Case Manager _____

Cohort 2013-2014 or after Freshman

Based on the above student's Individualized Educational Plan (IEP) for the upcoming school year, the following courses should be scheduled:

English: 700005 English Essentials 9 (Select one from drop-down menu)

Math: 700016 Algebraic Essentials A (Select one from drop-down menu)

Science: 220011 Biology (Select one from drop-down menu)

History: 230013 World History 1500 to Present (Select one from drop-down menu)

Career Preparedness: 400025 Career Preparedness (Select one from drop-down menu)

Physical Education: 240002 LIFE, Grade 9-12 (Select one from drop-down menu)

Health Education: 250002 Health Grades 9-12 (Select one from drop-down menu)

CTE/Foreign Language/Arts Education: _____ (List)

Elective: _____ (List)

Elective: _____ (List)

Elective: _____ (List)

This student's post-school goal is: 2-year college or technical school (Select one from drop-down menu).

The student is following the Essentials pathway towards his/her diploma.

Other pertinent scheduling information: _____

Student Signature: _____

Parent Signature: _____

IEP Case Manager Signature: _____

Conducting Transition IEP Meetings

How do we set the stage for an IEP meeting?

Setting the stage for the IEP meeting begins well in advance of the meeting. You first set the stage by creating a working partnership with all stakeholders in the transition process: the student, the parent, general education teachers, CTE teachers, ADRS Vocational Rehabilitation (VR) counselor, etc. When the IEP Team members feel like they are part of a cohesive group, they are much more likely to be actively involved in developing and implementing the IEP.

Next, the IEP case manager should secure a meeting location that meets the needs of the team members. The room should have privacy free of disruptions. Computer access with a smart board within the meeting room is a plus so that the IEP document can be viewed by all team members and changes made as needed. This access helps show that the IEP is a working document, and that all input is considered valuable. The lighting and temperature should be comfortable for all team members as well.

Once the location is secured, a host or hostess should be assigned that will assist the IEP case manager in greeting guests and escorting them to the meeting location. Trying to stick to a schedule is important, as everyone has busy schedules. Be considerate of everyone's time.

Creating a welcoming atmosphere for team members in the meeting room is another way to set a positive tone for the meeting. This atmosphere can be created by providing water and maybe some light snacks for the participants. Organizing the room in a way that facilitates conversation and discussion helps as well.

When the stage is set to have a positive, successful meeting, all parties feel a part of the IEP process and feel they have a contribution to make to the IEP Team.

How do we create agendas for the IEP meeting?

An agenda is an important tool to use during IEP Team meetings. Using an agenda helps to set the tone for the meeting and assists in keeping the IEP meeting on track. Agendas can be modified to meet the needs of the meeting and the individual student, but most IEP meetings do contain a common set of guidelines or procedures. See the end of this section for sample agendas.

How do we notify IEP Team members about the meeting?

The AAC 290-8.9.05(a) states, "Each public agency must take steps to ensure that one or both of the parents of a child with a disability are present at each IEP meeting or are afforded the opportunity to participate, including the provision of a written notification of

the IEP meeting early enough to ensure that they will have an opportunity to attend and scheduling the meeting at a mutually agreed upon time and place.” The *Notice and Invitation to a Meeting/Consent for Agency Participation* is the required form for inviting the parents to the meeting. The form also contains place to document that the student was notified of the meeting, when consent is provided by the parent, and outside agencies have been invited.

In addition to providing the required notice, a nice touch is to have the student complete invitations to people they would like to invite to his or her meeting. Invitations could be sent to general education teachers, Career Technical Education teachers, Vocational Rehabilitation counselors, and his or her parent(s). A personal invitation from the student is a nice way to show the student’s ownership of his or her IEP meeting, as well as providing a reminder of the meeting that can be posted in a convenient location. See the end of this section for sample invitations.

How should the IEP meeting be conducted?

Once all IEP Team members have been notified and confirmed for the meeting, and all planning and preparation for the meeting has taken place, it is time to conduct the actual IEP meeting. Remember that as professionals we want the IEP meeting to be conducted in a positive manner and in a way that addresses the unique needs of the student involved. Providing the parents with a draft copy of the IEP beforehand is a great means to provide the parent with time to review a draft and formulate any questions or concerns they may have. Giving the parent a chance to provide written input prior to the meeting is also useful. Having students of transition age lead and direct their IEP meeting is highly encouraged if they have been taught the skills necessary to do so. Otherwise, students should be an active participant in their meetings to the greatest extent possible.

The meeting should begin with introductions of all IEP Team members. Don’t assume that everyone knows everyone. Ask team members to state their role for this meeting to confirm each role outlined in the law is covered (AAC 290-8-9.05(4)(a-h)). Having the student be responsible for the introductions is one way to involve them in the meeting. The person leading the IEP meeting should have been identified prior to the meeting, whether it be the principal, the IEP case manager, or the student who has been trained to lead the meeting.

Once introductions have occurred, the purposes of the meeting should be stated. For example, “The purpose of this meeting is to develop Ja’Varie’s IEP for next school year. We will discuss academic goals and services as well as transition goals and services.” Be sure everyone has a clear picture of what will be covered at this meeting. The topics to be discussed should have been outlined on the *Notice and Invitation to a Meeting/Consent for Agency Participation* in order for them to be considered for discussion at this meeting. If additional topics are brought up, they might be put into the “parking lot” for discussion at a later scheduled meeting.

Once the purposes has been identified, the meeting will proceed and cover the topics outlined in the meeting agenda. Team members should be attentive and listen to the input and concerns of all team members. Team members should be respectful to the concerns of the parents and other team members, even when they may disagree. An IEP meeting is not the time to air personal grievances. Rather, it is a time to address the present level of achievement of the student, what the barriers to learning are for the student, and how the IEP will address those needs through goals, activities, services, and supports to enable the student to progress within the curriculum.

Once the IEP meeting is completed, all IEP Team members should sign the IEP signature page. A signature does not construe agreement with all aspects of the IEP, but rather indicates the member's attendance at and participation in the IEP meeting. Conference notes are a useful tool to document what was discussed at the IEP meeting and document any concerns and/or disagreements that were presented.

Once the IEP meeting has been completed, the parent should be provided a copy of the finalized IEP within a reasonable time. If the copy of the finalized IEP is not provided to the parent at the meeting, the date it is provided must be documented on the signature page of the IEP.

Individualized Educational Program (IEP) Meeting

AGENDA

Date:

Time:

Location:

- Welcome (Welcome everyone to the meeting and thank them for coming)
- Introductions (ask all team members to introduce themselves and tell their role in the meeting)
- Purpose of Meeting (Tell why everyone is there)
- Provide parent copy of rights
- Review profile page information
 - Strengths/Needs
- Review Transition page
 - Diploma option
 - Employment/Postsecondary Goals
 - Community Living Goals
- Go over proposed goals
 - Present level of performance
 - Goal
 - Supports, services, accommodations
- Ask for any input/comments/concerns
- Discuss state assessments (if any)
- Get everyone to sign IEP
- Adjournment (Thank everyone for participating in meeting)

IEP Meeting Agenda

- Introduce IEP Team Members
- Share purpose of the meeting
- Parent Rights/Procedural Safeguards – provide parents a copy of their parent rights.
- Discuss extended school year services
- Discuss and consider any parental concerns
- Share profile information, including assessment data and present levels of academic achievement and functional performance
- Address any appropriate instructional factors, transportation, and extracurricular activities
- Explain the data from the age-appropriate transition assessments and how they inform the selection of the long-term transition goals
- Identify the selected pathway to an Alabama High School Diploma (AHSD) and how course credit will be earned
- Discuss the present level of academic achievement and functional performance (PLAAFP) for the annual transition goals
- Discuss the annual transition goals and activities, as well as services to be provided
- Discuss the PLAAFP and goals for any academic area, behavioral issue, or social skills deficit, etc.
- Discuss Special Education Services, Related Services, Supplementary Aids and Services, Testing Accommodations, etc. that are necessary for the student to benefit from Special Education
- Discuss any state assessments and identify any needed accommodations
- Discuss the least restrictive environment (LRE) for the student and provide justification if the student does not receive all services with his/her nondisabled peers
- Discuss the age of majority, if applicable
- Document attendance at the meeting by signing signature page where indicated
- Provide parent with a copy of the IEP, or indicate a date when they will be provided with a copy
- Review minutes of meeting, sign and provide a copy
- End meeting by thanking everyone for coming

IEP MEETING PREPARATION CHECKLIST

STUDENT NAME: _____ IEP MEETING DATE: _____

	ITEMS	STAFF RESPONSIBLE	DATE COMPLETED
1.	Is the meeting room large enough to comfortably accommodate all participants?		
2.	Is the room available for the time needed for the meeting?		
3.	Have all participants been notified of the location of the meeting?		
4.	Has the meeting timeframe been determined and are all participants aware of the timeframe?		
5.	Are there any time constraints for a team member? If so, have alternate plans, such as covering classes, been determined?		
6.	Has a staff member been assigned to greet the parent and escort the parent to the meeting room?		
7.	Will the parent(s) be seated next to a staff member with whom they have a good rapport?		
8.	Are visuals, including <u>all student data</u> , ready and available for the meeting?		
9.	Is a tape recording device available (with extra tapes, if needed) in case the parents request that the IEP meeting be taped?		
10.	If a laptop is used for the meeting forms, will the forms be projected? If so, is a projector or empty wall available?		
11.	Is a printer available nearby to make copies for the parent and staff, as needed?		
12.	Are tabletop or wall charts prepared with the agenda and ground rules/norms?		
13.	Are other resources or materials available in the meeting room? (i.e., water, tissues, pens, markers, post-it notes, name tags)		
14.	Other Items:		

SAMPLE GROUND RULES/MEETING NORMS

Post Ground Rules/Meeting Norms in the IEP room to use during the IEP meeting. Present, review and get agreement on them at the beginning of the meeting. Below are samples that you may use or you can develop others.

Ground Rules

REMAIN STUDENT FOCUSED AND SOLUTION-ORIENTED

FOLLOW THE AGENDA

LISTEN CAREFULLY AND RESPECTFULLY TO TEAM MEMBERS' IDEAS AND QUESTIONS

SILENCE COMMUNICATION DEVICES

MAINTAIN CONFIDENTIALITY AND WORK TOGETHER TO REACH CONSENSUS

IEP Meeting Norms

- **KEEP THE DISCUSSIONS OBJECTIVE, DATA-BASED, AND FOCUSED ON THE STUDENT.**
- **LISTEN RESPECTFULLY, CONSIDER ALL POINTS OF VIEW, AND REFRAIN FROM SIDEBARS.**
- **STAY ON THE AGENDA TOPIC.**
- **SILENCE COMMUNICATION DEVICES.**



A Reminder about -

My IEP Meeting



Who:

Date:

Time:

Location:

Thanks for helping me prepare for my future.

Your attendance is greatly appreciated!

Interagency Collaboration

How does the Alabama State Department of Education, Special Education Services section work in collaboration with other state agencies and organizations?

The ALSDE collaborates with many other agencies and organizations to develop and implement appropriate transition services and activities throughout the state of Alabama. Those agencies and organizations include, but are not limited to, the following: the Alabama Department of Rehabilitation Services (ADRS), Children's Rehabilitation Services, the Alabama Department of Mental Health (ADMH), the Alabama Council for Developmental Disabilities, Alabama Disabilities Advocacy Program, the Governor's Office on Disabilities, the Alabama Department of Human Services, People First of Alabama, Alabama Institute for the Deaf and Blind, Alabama Department of Youth Services, Alabama Community College System, Alabama Parent Education Center, Disabilities Rights and Resources, UAB Disability Support Services, Local Education Agencies across Alabama, United Ability (formerly UCP of Greater Birmingham), and parent and student representatives. The agencies and organizations work together to provide supports to youth and students with disabilities, as well as training for transition stakeholders such as teachers, parents, pre-employment transition specialists (job coaches), VR counselors, etc. All agencies and organizations work together to empower individuals with disabilities to achieve the fullest, most successful life possible.

What is the State Interagency Transition Team and what is its function?

The State Interagency Transition Team (SITT) was first formed in 1983 as the State Transition Task Force, and became the State Interagency Transition Team in 2009. The SITT is composed of multidisciplinary members from the agencies and organizations listed in the section above. The team meets quarterly in March, June, September, and December, varying locations between Montgomery and Birmingham. Members work together to develop and implement a state plan that provides for collaboration on projects and activities between the different agencies and organizations. The SITT also works to inform member agencies and organizations about events and activities sponsored or hosted by different transition stakeholders, giving each agency the ability to disseminate information amongst each agency's clientele. This interagency collaboration allows for a better understanding of each agency's role in the transition process, as well.

The SITT has identified a vision and mission statement. The SITT seeks to leave no transition stakeholder behind by "promoting and assisting in the development, coordination, and implementation of activities and services which enhance and facilitate community capacity to support effective transition from school to meaningful adult life for youth and young adults with disabilities." In addition, the SITT works to promote "positive post-school outcomes at each level of interagency collaboration beginning with the student and progressing through the local, state, and national levels of involvement." Each year the SITT identifies priorities through the completion of an assessment tool, and

develops goals and tasks based on the priorities identified. The SITT then works on the goals and tasks through small subcommittees who report back to the main committee on the progress and completion of goals and tasks.

For more information about the State Interagency Transition Team (SITT), you can access the SITT link on the Transition Services Landing Page by clicking the hyperlink that follows: <http://www.alsde.edu/sec/ses/ts/Pages/sitt-all.aspx>.

How is service delivery throughout the state improved through interagency collaboration?

Service delivery is greatly improved throughout the state when agencies and organizations work together to develop, coordinate, and implement needed transition services. Collaborative input from all transition stakeholders provides an opportunity for new and innovative methods of service delivery to be utilized across the state by all service providers. Memorandums of Understanding are often developed between state agencies to outline the work to be done by each agency so that there is not a duplication of services. Agencies can direct their focus to needed supports or gaps in services, and not spend time on what another agency is already providing. Currently, the ALSDE and the ADRS have such a memorandum in place for transition services.

The Professional's Role in Family and Student Engagement

How can education professionals engage the family in the transition process?

Professionals need to actively attempt to engage the family in the transition process. The family will be a continued support for the student as they pursue college and/or career after high school, as well as live independently. Providing the family with the information and resources they need to assist their child with a disability as they navigate the post-school world is an essential component of the transition process.

There are many ways that professionals can engage the family. The first way is to build a positive relationship with the family from the very beginning of the process. Prompt responses to phone calls and e-mails helps build such a relationship. Working around the family's schedule and giving adequate notice when planning for meetings is essential. Allowing the family to participate through alternative means can also be a way to increase family engagement. The family must trust that you have the best interests of their child in mind and are willing to listen to their concerns. Having an open line of communication is vital to family engagement. The second way to engage families is to provide them with the information they need. Sometimes parents do not understand the special education jargon we as professionals are used to using, or they become confused with terms used by various professionals. Family members should be made to feel that they can ask questions for clarification or further understanding without being looked down upon. Professionals should ensure that resources provided to the parent are written in a way that is easily understood by all stakeholders, which includes parents and students. Finally, the third way to engage families is to provide them with all the options available for their child and demonstrate that you as a professional hold high expectations for their child. Finally, make the family feel like they are a respected member of the IEP Team and their input is an important contribution to the transition process.

In summary, professionals need to remember the following when engaging with families:

1. Make family members feel welcome.
2. Address any family concerns regarding the student's education in a positive manner.
3. Always start by addressing positive aspects instead of starting off the meeting with a negative tone.

How can education professionals engage students in the transition process?

Education professionals can engage students in the transition process in several ways. Students need to be taught about the transition process and its application to their lives in order to achieve buy-in. This instruction should take place as early as possible, even during the elementary school age years. Students should be trained on disability awareness, the IEP process, how to actively participate in planning for and development of the IEP, how to have an active role in the IEP meeting, and how important it is to have

accurate transition assessment information that is informed with their input and feedback. Curriculum is available, both free and for purchase, to teach the skills necessary to actively participate in the IEP process. See the end of this section for information on these resources. Instruction on the transition process should be engaging for the students. Suggested activities might include hands-on activities, team building activities, guest speakers with disabilities who have gone through the IEP process themselves, role-playing activities, and mock IEP meetings. Simply lecturing the students, or allowing them to participate in IEP meetings without any pre-teaching of the actual process and needed skills is not a good method of fostering student engagement. Students can begin to learn about transition in the early elementary grades with exposure to basic disability awareness and participating in the IEP meeting briefly to do a short presentation about themselves for the team. As the student increases in age, he or she can be trained to gradually increase his or her participation in the IEP process, until during the high school years the student is actually able to lead his or her own IEP meeting.

What supports are available to assist professionals as they work to engage families and students in the transition process?

Supports exist to assist professionals in engaging both families and the student in the transition process. A new parent handbook developed by the ALSDE, SES section and the Alabama Parent Education Center (APEC) can provide ideas for supporting and engaging parents. The handbook, part of a three-part transition engagement series, is entitled *Alabama Transition Engagement Series: 2 – Helping Parents Navigate the Transition Process: A Handbook for Family Engagement*. During the 2017-2018 school year, the ALSDE, SES section plans to release the third handbook in the series, designed especially for students. The handbook is entitled *Alabama's Transition Engagement Series: 3 – Helping Students Lead the Transition Process: A Handbook for Student Engagement*. The handbook will contain student-friendly language that explains the process and provides helpful tips and forms to assist the student through the transition process.

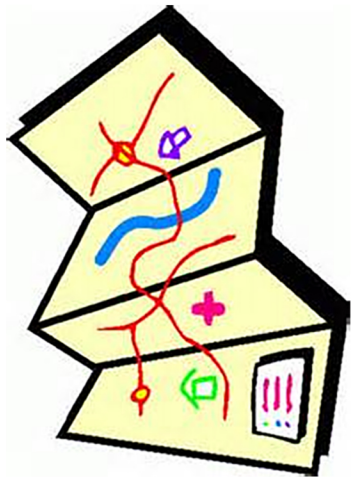
There's a world of opportunity out there... if you dream and prepare!



Students and families are vital to the transition planning process

For information about transition in your school:

What path will your child take **after** **High School?**

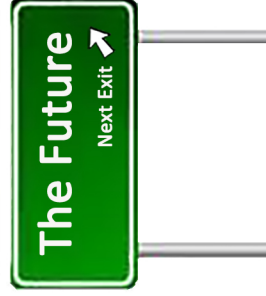


Transition Planning

can **help** you with the **answers...**

Do you have questions about how your child will learn, work, have friends and a good life after high school?

Transition services help students and families establish a vision for the future about where students will live and work, and how they will participate in their community.



Transition planning focuses on:

- Future Education & Training
- Future Careers & Employment
- Community Involvement
- Connections with Agencies & Services

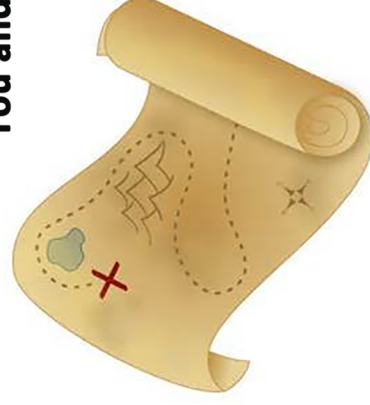
Students, families, schools and agencies work as a team to support the students' plans for the future.

Transition Planning consists of... curriculum, services and supports to help students move successfully to life after high school.

- Transition planning must begin by the IEP in effect when a student turns 16.
- Transition planning can begin earlier, if needed.
- Some states start transition planning when the student turns 14.
- ALL students with IEPs must receive transition planning and services.
- Each year, the student and IEP team identify what the student wants to do after high school for employment, education/training, and independent living.
- The IEP must include coursework, annual goals and transition services to work toward the student's future plans.

You and your son or daughter will help identify:

- A vision for the future
- High School courses to take
- College and other future learning & training options
- Employment options and experiences
- Extracurricular activities to participate in
- Community experiences, and
- Agencies or services



It's never too early to start preparing for a successful future.

Program Structure

What are the graduation requirements for students in Alabama schools?

Alabama currently has three pathways to one diploma. The pathways are: General Education pathway, the Essentials pathway, and the Alternate Achievement Standards pathway. The General Education pathway is open to all students. The Essentials and Alternate Achievement Standards pathways are only open to students with a disability under IDEA. All students in Alabama must have four years each of mathematics, English, science, and history. Career Preparedness is required for all students on the General and Essentials pathways. See the information at the end of this section for the graduation requirements for each pathway. All students must earn a minimum of 24 credits to graduate from an Alabama high school. Some LEAs may require additional credits for graduation.

At the IEP meeting prior to entering 9th grade, all diploma pathways must be discussed, and the selected pathway documented on the transition page of the student's IEP. A form, entitled *Selecting the Highest, Most Appropriate Pathway to an Alabama High School Diploma* is available to document the discussion and to identify the chosen pathway. The parent/guardian, student, and IEP case manager should all sign the document to indicate his or her understanding of the pathways and the pathway for which the student will be earning credits. See the end of this section for a copy of this form, or access the form digitally via the following Web link: <http://www.alsde.edu/sec/ses/Forms/Selecting%20the%20Highest%20Most%20Appropriate%20Pathway%20Form%201-25-2017.pdf>

A brief description of each diploma pathway is listed below:

General Education pathway – This diploma pathway is open to all students, and is designed to prepare students for enrollment in a four-year postsecondary institution and/or career. The student has access to the general education courses, as well as Advanced Placement/International Baccalaureate courses, and dual enrollment courses.

Essentials pathway – This diploma pathway is open only to students with an IEP. The pathway is designed to prepare students for supported or competitive employment. Students on this pathway are generally accepted by state community colleges, but may not be accepted by most four-year institutions of higher learning. The National Collegiate Athletic Association (NCAA) generally does not accept Essentials core courses for eligibility purposes. Students on this pathway must complete community-based work training hours, a minimum of two credits of Career and Technical Education in a sequence, a credit of either Workforce Essentials or Transition Services II, and at least one credit of either Cooperative Education/Work-Based Learning or Essentials Career Preparation.

Alternate Achievement Standards pathway – This pathway is designed to meet the needs of students with significant disabilities. In Alabama, significant disabilities is defined as a student with an intelligent quotient (IQ) of three standard deviations below the mean, which is an IQ of 55 or below. The IEP Team should use this as a guideline when considering which pathway to select. It is designed to prepare students for supported/competitive employment. Students on this pathway will meet their core requirements through the Alabama Extended Standards. Four credits of AAS Life Skills, one credit each of AAS Prevocational, AAS Vocational, and AAS Community-Based Instruction are earned through completion of objectives in a locally designed syllabi for each course. One course from the listing above should be aligned with the content standards for Career Preparedness and one course should be aligned with the content standards for Health.

It should be noted that students who pursue the Essential or Alternate Achievement Standards pathway have the opportunity to continue their education until the age of 21, should the IEP Team determine that is appropriate. For more information see chapter on Transition for Students with Significant Disabilities.

How do I know that a student has met all graduation requirements?

The IEP case managers should check student transcripts each semester, or annually, to document credits earned for required courses and elective courses. This ensures the student is on-track for graduation, and any missing credits can be addressed in a timely manner. Copies of diploma credits checklists can be found in the Student-Focused Transition Planning section of this handbook. These checklists are designed for each pathway and contain all required coursework for the individual pathways. Use the credit checklists to track attainment of required credits.

What are Evidence-Based, Research-Based, and Promising Practices (EBPP)?

Evidence-based and promising practices are those practices that have been identified, based on certain criteria, as practices that work in teaching transition skills to students with disabilities. Evidence-based practices are those that are based on rigorous research designs and have demonstrated a strong record of success for improving outcomes. Research-based practices used rigorous research designs, but are identified as having a sufficient record of success for improving outcomes. Promising practices may or may not have used a rigorous research design, and only demonstrate a limited success for improving outcomes. (from NTACTION Descriptors of Levels of Evidence, January 2016)

What are some curriculum resources to assist in providing instruction for transition?

There are numerous curriculum resources available to assist professionals in providing instruction for transition. Many online resources are available at no cost, and

commercially-published materials are available for a cost. A listing of some commonly used resources are listed at the end of this section.

How can transition professionals partner with Career and Technical Education (CTE) professionals?

It is extremely important for transition professionals to develop a strong working relationship with Career and Technical Education (CTE) professionals. Many students with disabilities find great success in the CTE classroom. Courses offered by CTE provide instruction in areas where there is a great demand for skilled workers, and often these positions are well-paid ones.

It is a requirement under the AAC (290-6-1-.05 (3)(f)(g)(h)) that CTE personnel will be invited to and attend the IEP meeting when the student will be enrolled in a CTE course for the upcoming school year. The CTE personnel should assist the IEP Team in identifying those accommodations that can be provided in the CTE classroom that do not compromise safety or the integrity of the course. This information in turn can be used to develop the Career Technical Implementation Plan (CTIP), which is required for all students with an IEP that enroll in CTE courses. Often, a CTE teacher has come to the education field from industry, and may not be fully aware of all requirements relating to Special Education and the IEP. Having a working partnership between Special Education and CTE helps to ensure that the student's rights under IDEA are fully implemented and that they have access to the full range of CTE offerings.

Curriculum Resources

The following is a listing of web sites and other resources for teaching transition skills. The ALSDE, SES section in no way endorses any particular curriculum or program. This list is not exhaustive, but a sampling of what is available.

Transition Coalition (website)

<http://transitioncoalition.org/>

National Technical Assistance Center for Transition (website)

<http://www.transitionta.org/>

Zarrow Center for Learning Enrichment (website)

<http://www.ou.edu/content/education/centers-and-partnerships/zarrow.html>

ME! Lessons for Teaching Self-Awareness & Self-Advocacy

<http://www.ou.edu/content/education/centers-and-partnerships/zarrow/trasion-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy.html>

Transition Bell Ringers

<http://www.ou.edu/content/education/centers-and-partnerships/zarrow/trasion-education-materials/transition-bell-ringers.html>

Student-Directed Transition Planning

<http://www.ou.edu/content/education/centers-and-partnerships/zarrow/trasion-education-materials/student-directed-transition-planning.html>

Whose Future Is It *Anyway?* 2nd Edition

<http://www.ou.edu/content/education/centers-and-partnerships/zarrow/trasion-education-materials/whos-future-is-it-anyway.html>

Life Centered Education (LCE) Transition Curriculum (purchase)

<https://www.cec.sped.org/Publications/LCE-Transition-Curriculum>

High School Transition Curriculum – East Carolina University

<http://www.ecu.edu/cs-acad/stepp/high-school-transition-curriculum.cfm>

Project Discovery (purchase)

<http://educationassociates.com/curriculum/>

Brigance Transition Skills Activities (purchase)

<http://www.curriculumassociates.com/products/detail.aspx?title=brigtsa>

James Stanfield Transitions Curriculum (purchase)

<https://www.stanfield.com/product/transitions-curriculum-bundle-w1103/>

Skills to Pay the Bills

<http://lifeafterieps.com/free-resource-for-teaching-employment-soft-skills/>

Steps to Self-Determination: A Curriculum to Help Adolescents Learn to Achieve Their Goals (Purchase)

<http://www.proedinc.com/customer/productView.aspx?ID=3601>

Next S.T.E.P. Complete Program (purchase)

<http://www.proedinc.com/customer/productView.aspx?ID=3485>

PRO-ED Series on Transition – Complete Kit (purchase)

<http://www.proedinc.com/customer/productView.aspx?ID=1750>

Predictors of Post-School Success

Research-Based Predictors of Positive Educational Outcomes

- [Inclusion in general education](#)
- [Occupational courses](#)
- [Paid employment/work experience](#)
- [Transition program](#)
- [Vocational education](#)
- [Youth autonomy](#)

Research-Based Predictors of Positive Employment Outcomes

- [Inclusion in general education](#)
- [Occupational courses](#)
- [Paid employment/work experience](#)
- [Vocation education](#)
- [Work study](#)

Research-Based Predictors of Positive Independent Living Outcomes

- [Inclusion in general education](#)
- [Self-care/independent living](#)

Promising Predictors of Positive Educational Outcomes

- [Career awareness](#)
- [Interagency collaboration](#)
- [Parent expectations](#)
- [Self-advocacy/ self-determination](#)
- [Self-care/ independent living skills](#)
- [Social skills](#)
- [Student support](#)

Promising Predictors of Positive Employment Outcomes

- [Career awareness](#)
- [Community experience](#)
- [Exit exam requirements/high school diploma status](#)
- [Interagency collaboration](#)
- [Parent/ Family involvement](#)
- [Parent expectations](#)
- [Program of study](#)
- [Self-advocacy/ self-determination](#)
- [Self-care/ independent living skills](#)
- [Social skills](#)
- [Student support](#)
- [Transition program](#)
- [Travel skills](#)

- [Youth autonomy](#)

Promising Predictors of Positive Independent Living Outcomes

- [Paid employment/work experience](#)
- [Social skills](#)
- [Student support](#)

Student Name: _____ DOB _____ School Year: _____ Grade _____

Selecting the Highest, Most Appropriate Pathway Leading to the Alabama High School Diploma

(Please check as all items are discussed.)

___The IEP Team has considered the **General Education pathway** with access to Advanced Placement (AP)/International Baccalaureate (IB)/Postsecondary Equivalent Courses leading to the Alabama High School Diploma. This diploma is designed to prepare students for college and career (four-year college).

___The IEP Team has considered the **Essentials pathway** with access to credit-eligible courses to meet the required courses in English Language Arts, Science, Social Studies and Math; the student **must** participate in Community-Based Work Training or have documentation of previous work experience (prior to co-op) and complete two Career Technical Education (CTE) courses in the same strand, Workforce Essentials or Transition Skills II and Cooperative Education and/or Essential Career Preparation leading to the Alabama High School Diploma. Students that take four or more Essentials Core classes must complete all requirements of the pathway including the work component. This pathway is designed to allow students to participate in career/competitive employment. This pathway is accepted by most state community colleges, but may not be accepted by most four-year institutions, and will not be accepted by the National Collegiate Athletic Association (NCAA) for eligibility purposes.

___The IEP Team has considered the **Alternate Achievement Standards (AAS) pathway** with access to credit-eligible courses to meet the required courses in English Language Arts, Science, Social Studies and Math; the student will participate in AAS Life Skills, AAS Pre-Vocational, AAS Vocational, AAS Community-Based Work Instruction, and will have access to an AAS Elective Course leading to the Alabama High School Diploma. This pathway is designed to prepare the students for supported/competitive employment.

This form should be completed at the end of the eighth grade school year, and reviewed annually, along with the student’s four-year plan and current transition information.

- The pathways leading to the Alabama High School Diploma have been explained to me.
- I have read and understand the information above about selecting the highest most appropriate pathway, leading to the Alabama High School Diploma.
- The IEP Team has considered all possible pathways and matched the student’s postsecondary goals to the appropriate course of study leading to the Alabama High School Diploma.
- I understand that students with disabilities who have participated in graduation activities with their age-appropriate peers and who have not earned the Alabama High School Diploma are entitled to a Free, Appropriate Public Education (FAPE) until they exit school with the Alabama High School Diploma or reach the age of 21, even if it means that services are provided in excess of 12 years.

- **I understand that the _____ pathway has been selected for my child at this time.**

Parent’s Signature _____ **Date**

Student’s Signature _____ **Date**

Case Manager’s Signature _____ **Date**

Counselor’s Signature _____ **Date**

Courses for the Alabama High School Diploma Pathways

		General Pathway	*Essentials Pathway	**Alternate Achievement Standards Pathway	Credits
Core Curriculum Area of Study	English	English 9 or any AP/IB/Postsecondary Equivalent Courses	English Essentials 9	AAS English 9	1.0
		English 10 or any AP/IB/Postsecondary Equivalent Courses	English Essentials 10	AAS English 10	1.0
		English 11 or any AP/IB/Postsecondary Equivalent Courses	English Essentials 11	AAS English 11	1.0
		English 12 or any AP/IB/Postsecondary Equivalent Courses	English Essentials 12	AAS English 12	1.0
	Mathematics	Algebra I	Refer to "Essentials Pathway Math Sequence Options" document for possible course progressions. Link to document: http://www.alsde.edu/sec/ses/Standards/Essentials%20Pathway%20Math%20Sequence%20Options.pdf	AAS Math 9	1.0
		Geometry		AAS Math 10	1.0
		Algebra II with Trig or Algebra II or CTE/IB/Postsecondary equivalent courses		AAS Math 11	1.0
		Additional course(s) to complete the four credits in mathematics must be chosen from the <i>Alabama Course of Study Mathematics</i> or CTE/AP/Postsecondary Equivalent courses		AAS Math 12	1.0
	Science	Biology	Essentials: Biology	AAS Science 9	1.0
		Physical Science	Essentials: Physical Science	AAS Science 10	1.0
		The third credit may be used to meet both the science and CTE requirement and must be chosen from the <i>Alabama Course of Study: Science</i> or CTE/AP/Postsecondary Equivalent courses	Essentials: Earth and Space Science	AAS Science 11	1.0
		The fourth credit may be used to meet both the science and CTE requirement and must be chosen from the <i>Alabama Course of Study: Science</i> or CTE/AP/Postsecondary Equivalent courses	Essentials: Environmental Science or Essentials: Human Anatomy and Physiology	AAS Science 12	1.0
	Social Studies	World History	Essentials I: World History	AAS Social Studies 9	1.0
		U.S. History 10	Essentials II: U.S. History to 1877	AAS Social Studies 10	1.0
		U.S. History 11	Essentials III: U.S. History from 1877	AAS Social Studies 11	1.0
		Government/Economics or AP/IB/Postsecondary Equivalent courses	Essentials IV: Economics; Essentials IV: U.S. Government	AAS Social Studies 12	1.0
Other Requirements					
Electives	Physical Education	LIFE PE	LIFE PE	LIFE PE	1.0
	Health Education	Health Education	Health Education	AAS Life Skills 9 (must be aligned to Health for one semester)	0.5
	Career Preparedness	Career Preparedness (includes: Career and Academic Planning, Computer Applications, and Financial Literacy)	Career Preparedness	AAS Life Skills 10 (must be aligned with components of Career Preparedness)	1.0
	CTE and/or World Language and/or Arts	Students choose from CTE, Arts Education, and/or World Language courses and are encouraged to complete a course sequence	Two CTE courses in a sequence; Workforce Essentials or Transition Services II	AAS Prevocational, AAS Vocational, and AAS Community-based Instruction	3.0
	Electives	Electives	Minimum of one credit of Cooperative Education/Work-Based Learning or Essentials Career Preparation; Other electives	AAS Life Skills 11; AAS Life Skills 12; AAS Elective	2.5
Total Credits Required for Graduation					24

*Course sequence for students with disabilities earning core credit through the Essentials courses. Students pursuing an Alabama High School Diploma through this pathway must participate in Community-Based Work Training or have documentation of previous work experience in addition to the course requirements described above. **Course sequence for student with significant disabilities earning core credit through Alternate Achievement Standards (AAS) courses. Students enrolled in AAS courses must be assessed using the Alabama Alternate Assessment (AAA).

**THE ALABAMA HIGH SCHOOL DIPLOMA
ESSENTIALS PATHWAY WORK COMPONENT
REQUIREMENTS
JANUARY 2017**

PREREQUISITE COURSE

Career Preparedness (Career and Academic Planning, Computer Applications, and Financial Literacy)

REQUIREMENTS

Students who take **4 or more** Essentials Pathway courses must complete the following:

- **Community-Based Work Training**
- **Two Career/Technical Education courses in a sequence**
- **Workforce Essentials or Transition Services II**
- **Cooperative Education/Work-Based Learning and/or Essentials Career Preparation**

IMPORTANT INFORMATION

- Community-Based Work Training should be completed before applying for Cooperative Education/Work-Based Learning.
- Community-Based Work Training should be completed at two different work sites, and will be considered successful when the student has two Community-Based Work Training Performance Evaluations with scores of 3 or 4 for each site.
- Community-Based Work Training can be waived with successful paid work experiences documented on the Community-Based Work Training Performance Evaluation form (minimum of two).
- Cooperative Education/Work-Based Learning and Essentials Career Preparation can consist of an apprenticeship (paid) or internship (unpaid) experience.
- Students must have a minimum of 140 hours of apprenticeship or internship experience. The student will be awarded one credit for each 140 hours of the career experience.
- Apprenticeship and internship hours can only be earned in the summer if the student is enrolled in summer school and the system Cooperative Education Coordinator is on a 12-month contract.
- The Career Preparation course can count as a career/technical education course, regardless of the instructor's teacher certification.

Alabama's Curriculum Guide to the Standards

In 2002, a task force met to develop the first curriculum guide for mathematics for the purpose of developing instructional objectives, based upon state content standards, which are prerequisite or enabling skills for each standard. Curriculum guides are companion documents to the *Alabama Courses of Study*. Curriculum guides have now been developed and revised for all core academic subjects. The instructional objectives contained in each curriculum guide can be used for many purposes, including:

- Allowing for Problem Solving Teams (PSTs) to plan for response to intervention/instructional strategies
- Assisting in development of Individualized Education Program (IEP) annual goals and services
- Preparing for collaborative teaching
- Designing tutorial programs
- Planning for instructional groupings
- Planning for parent information and conferences
- Developing curriculum-based assessments for use in determining mastery of needed prerequisite skills
- Preparing for state assessments by building prerequisite and enabling skills
- Developing lesson plans for differentiated instruction

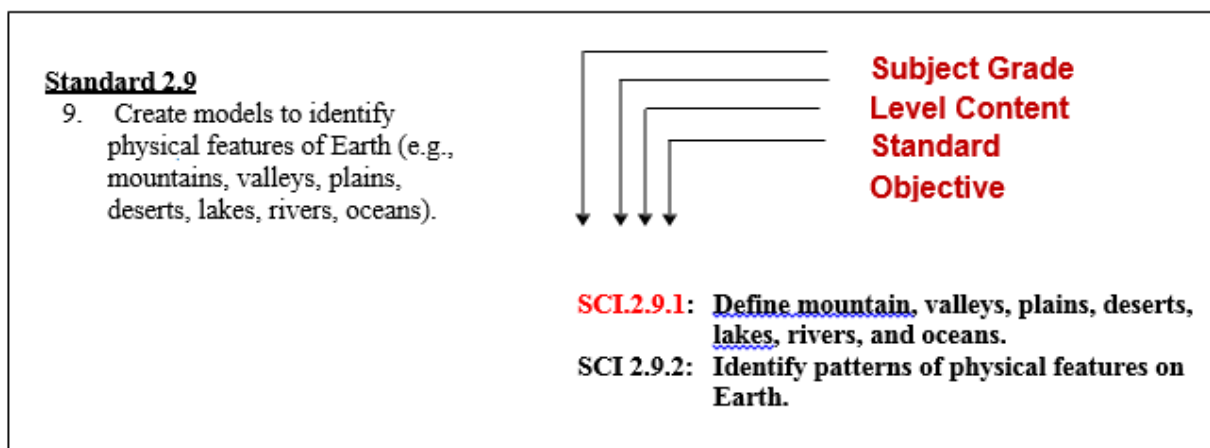
Special Education professionals are highly encouraged to use the curriculum guides as references for assisting in the development of IEP goals based upon results of age-appropriate assessments. Annual IEP goals should be based upon a student's individual needs and deficit skills, and not on grade-level content. The curriculum guides' instructional objectives allow professionals to look at the grade-level content standards and then determine what prerequisite or enabling skills are necessary for the student to overcome the skill deficits related to that content. Goals should be based on the instructional objectives that assist the student in overcoming deficit skills.

The organizational components of the curriculum guides include content standards and instructional objectives. Examples may be provided with certain content standards and instructional objectives to provide clarification.

Content Standards are statements found in the *Alabama Course of Study* that define what all students should know and be able to do at the conclusion of a grade level or course. Content Standards contain minimum required content and complete the phrase "*Students will.*" Content standards are also found in the *Curriculum Guide to the Alabama Course of Study* to indicate the standard for which each objective is a prerequisite or enabling skill. Content Standards for a grade level or course are clearly written, reasonable, measurable, developmentally appropriate, and sufficiently rigorous to enable Alabama students to achieve at levels comparable to other students in the nation and the world. They also provide proportional emphasis to the essential knowledge, skills, and processes of a given grade level or course.

Instructional Objectives divide the standards into smaller instructional units that are prerequisite and enabling skills for the standards. Instructional objectives are useful for facilitating the ability to have all students working towards grade-level standards while also working at individual ability levels. Instructional objectives within this document are numbered according to grade level, content standard number, and the order in which the instructional objective is listed. Objectives always start with any needed definitions, and then work down from skills closest to the standard (higher skills) to skills the furthest from the standard (lower skills). The instructional objectives are not a chronological list of learning targets, nor a sequence of instruction, but rather identified prerequisite or enabling skills.

Below is a sample of the system for numbering the objectives. This example is from the *Alabama Curriculum Guide to the Standards: Science* for **Science Standard 2.9**.



Essentials Course Curriculum

The *Curriculum Guide to the Alabama Course of Study* contains the course content for the *Essentials* course credits for the Alabama High School Diploma. The courses provide students with foundational skills for content standards identified in the general education courses.

Instructional objectives in Grades 9-12 preceded by a diamond shape (♦) indicate content required for earning course credit for the *Essentials* courses.

Quick Guide: Preparing Students for Competitive Integrated Employment

My name is Ben Carter. In high school, I had a strong desire to provide a service, interact with people, and stay mobile throughout the day. I worked with my parents, teachers, and service providers to identify my interest and skills and prepare me for competitive employment. I worked with a supported employment agency, Alternative Work Concepts, to find just the right job. After engaging in a transition assessment process that included several ecological and situational assessments, I found a job that was a good fit for me. Lane County Health and Human Services had a specific need for courier service to deliver confidential documents from one location to another throughout the area. It was a position that would allow me to provide a service, interact with people, and stay mobile! I like to work. The favorite part of my job is talking to people when I deliver the mail. I like getting a paycheck (personal communication, Ben Carter, Lane County Health and Human Service Employee & Scott Whetham, Program Coordinator Alternative Work Concepts, November 3, 2015).

To learn more about Ben visit: <https://www.youtube.com/watch?v=PFD8oJHkKJQ&feature=youtu.be>

What is Competitive Integrated Employment?

Competitive Integrated Employment, real work for real pay in a job that aligns the post-school employment goals of the student, is the gold standard of transition outcomes for students with disabilities. This is a desired transition outcome for all youth who choose to work, regardless of disability or needed accommodations or support. Competitive integrated employment is a realistic and desirable expectation for all youth.

The Rehabilitation Act of 1973, as amended by Title IV of the Workforce Investment Opportunities Act (WIOA) of 2014, defines Competitive Integrated Employment as, *work that is performed on a full-time or part-time basis for which an individual is: (a) compensated at or above minimum wage or commensurate with individuals without disabilities performing similar duties and with similar training and experience, (b) eligible for the level of benefits provided to other employees, (c) at a location where the employee interacts with other individuals without disabilities, and (d) presented opportunities for advancement similar to other employees without disabilities in similar positions.*

As families, schools, Vocational Rehabilitation (VR) agencies and other partners plan and engage in transition planning with students, it is important to understand that employment looks different for each student. Competitive integrated employment options should be individualized and align with a student's interests, preferences, skills, and support needs; and with the labor market needs of businesses. By making the connection between student's interests skills, and preferences and business needs, good job matches can be brokered so employment is a mutually beneficial outcome for both the student and business.

One type of competitive integrated employment outlined in the Rehabilitation Act that may align with student interests and support needs is:

- *Supported Employment*, as paraphrased from WIOA (2014), supported employment is defined as individualized (i.e., consistent with individual's strengths, abilities, interests) competitive

employment in an integrated work setting for individuals who need intensive support services to perform the work involved.

In assisting students to achieve competitive integrated employment, one strategy that can be used is developing a customized employment opportunity for the student.

- *Customized Employment* is defined as individualizing the employment relationship between employees and employers in ways that meet the needs of both. It may include employment developed through job carving, self-employment, entrepreneurial initiatives, or other job development or restructuring strategies that result in job responsibilities being customized and individually negotiated to fit the needs of individuals with a disability. Customized employment assumes the provision of reasonable accommodations and supports necessary for the individual to perform the functions of a job that is individually negotiated and developed (WIOA, 2014). *For more information on customized employment:*
<http://www.dol.gov/odep/topics/CustomizedEmployment.htm>

Why is Competitive Integrated Employment Important?

Research has demonstrated that employment is a factor associated with an individual's overall quality of life or assessment of their well-being (Canha, Simoes, Ownes, & Matos, 2013). However, when we look at employment outcomes of students with disabilities transitioning from school to work they have persistently lagged behind their peers without disabilities (Fogg, Harrington, & McMahaon, 2010). A 2013 report from the U.S. Department of Labor indicated that only 26% of students with disabilities are employed after high school compared to almost 64% of their peers without disabilities. Additionally, persons with disabilities experience the highest rates of poverty of any subcategory of Americans recorded by the Census Bureau. Of the nearly 30 million individuals with disabilities ages 18–64, 27%, or more than 4 million people, live in poverty. This is more than double the rate of 12.5% for the entire population (Office of Disability Employment Policy, 2013).

Education and VR both have key roles and responsibilities in helping students achieve competitive integrated employment. There has been an increased emphasis on educational services that are mindful of optimal post-school outcomes (Individuals with Disabilities Education Act, 2004; Every Student Succeeds Act, 2015). Schools are required to begin transition planning for students with disabilities no later than age 16 (age 14 in some states) to prepare for students for post-school education/training and employment. State education agencies are required to collect and measure post-school employment outcomes for students with disabilities (i.e., competitive employment within one year of high school graduation).

The recent reauthorization of the Rehabilitation Act (WIOA, 2014), legislates VR's requirement to begin transition planning with students no later than age 16. VR, in partnership with Education, is also required to provide pre-employment transition services designed to prepare students with disabilities for competitive employment. These mandates along with new requirements restricting use of subminimum wage heightened the emphasis on students achieving a post-school outcome of competitive integrated employment.

How Does Research Support Competitively Integrated Employment?

Attempts over the last decade to synthesize what works in transition have yielded and increased the knowledge base about effective transition practice (Cobb & Alwell, 2007; Test et al., 2009). Among the important findings is that solid academic preparation in conjunction with transition planning, youth empowerment, family involvement, activities that connect transition resources, and work experiences are critically important in influencing school-to-work transition outcomes. As it relates to employment preparation and support, research has consistently shown that paid work during the secondary years is the strongest predictor of post-school employment success for students with disabilities, regardless of disability label or intensity of special education services (e.g., Bullis et al. 1995, Wagner et al., 2014).

Empowering students to determine, plan for, and receive appropriate workforce supports is key to a student being successful in competitive integrated employment. Research has found that youth and their families who collaborate with educators, local agency personnel, and businesses are more likely to be employed as adults. Perhaps more interestingly, the nature of the support provided to the student on and off the job determined the difference between a successful job placement and an unsuccessful one (Brewer, 2005). Collaboration among partners working with the student is important can lead to the desired outcome of competitive integrated employment after high school. When collaboration is directly focused on outcomes for youth and the systems that serve them – rather than merely referring them for a “hand off” to the next responsible party – higher school completion and employment rates are likely (Fabian & Luecking, 2015).

Where Do You Find the Primary Resources for Employment Preparation and Supports needed to Prepare Youth for Competitive Integrated Employment?

How Does This Apply to Youth and Young Adults?

- Learn about work and why it is important: <http://www.youthhood.org/jobcenter/index.asp>
- Explore career opportunities through active participation information gathering: <http://www.onestopcoach.org/> ; <https://www.onetonline.org/>
- Learn about training opportunities that align with careers: <http://www.onestopcoach.org/FindTraining/types/types-of-training.aspx>
- Learn about potential members on your transition team: <http://www.parentcenterhub.org/repository/adultservices/>
- Explore possible job accommodations: <https://askjan.org/indiv/>

How Does This Apply to Families of Young Adults with Disabilities?

- Set the expectation of work/assist youth in preparing for employment: <http://www.pacer.org/transition/learning-center/planning/preparing-employment.asp>
- Support youth in the development of post-school employment goals: <http://www.parentcenterhub.org/repository/employment/>
- Assist youth in making connections to appropriate services and supports: <http://www.parentcenterhub.org/repository/adultservices/>
- Explore work incentive programs: <https://www.socialsecurity.gov/disabilityresearch/wi/generalinfo.htm#ssdiwi>

How Does This Apply to Administrators?

- Provide school-wide comprehensive and systematic opportunities for students to learn about various careers: <https://www.acteonline.org/general.aspx?id=652#.Vnlj9pMrLVo>
- Support teachers in integrating career readiness skills into the general curriculum: <http://www.careertech.org/sites/default/files/CareerReadyPractices-FINAL.pdf>
- Support schools in providing course offerings throughout the school day so scheduling conflicts do not restrict student access to occupational courses: <http://www.pbs.org/makingschoolswork/sbs/hstw/>
- Develop school/business partnerships to support career exploration and quality jobs for students: <http://www.transitionta.org/sites/default/files/postsecondary/SCB%20Partnerships%20Guide.FINAL%201.pdf>

How Does This Apply to School-Level Practitioners?

- Support students in leading and directing the transition planning process: <http://www.ou.edu/education/centers-and-partnerships/zarrow/trasition-education-materials/student-directed-transition-planning.html>
- Assist students to explore career opportunities through active participation information gathering: <https://www.onetonline.org/>
- Assist students to develop work skills and behaviors through work-based learning and other community experiences: http://www.selnmembers.org/components/com_wordpress/wp-content/uploads/2015/07/seln-volunteering-internships-and-unpaid-work-experiences.pdf
- Conduct assessments to determine student's work-related abilities, the type and amount of supports required by student, and possible strategies to reduce amount of support needed: <http://www.communityinclusion.org/its/kz/DiscrepChart.Steps.doc>
- Refer and assist students in obtaining desired adult services: <http://www.parentcenterhub.org/repository/adultservices/>

How Does This Apply to Vocational Rehabilitation Counselors?

Collect assessment data in multiple settings and from multiple people in the student's circle of support to learn about strengths, abilities, interests: <http://www.ncwd-youth.info/information-brief-20>

- Involve student in the job development process by encouraging them to provide information that reflects their interests, talents, positive traits to create a good job match between student and employer: <https://www.dol.gov/odep/ietoolkit/publications/500.pdf> ;
- Develop long-term partnerships with businesses for career exploration and quality jobs for students: <http://www.transitionta.org/sites/default/files/postsecondary/SCB%20Partnerships%20Guide.FINAL%201.pdf>
- Develop jobs through job carving, self-employment, or entrepreneurial initiatives, or other job development or restructuring strategies: <http://www.griffinhammis.com/images/carving.pdf>; <https://www.dol.gov/odep/ietoolkit/publications/500.pdf>
- Work collaboratively with student and employer to develop assistive technology of individualized supports that are as typical to the workplace as possible and maximize individual performance: <http://www.workwithoutlimits.org/employers/ra/at>

Additional Employment Resources Relevant to Secondary Education

- Association of Persons Supporting Employment First: <http://apse.org/>
- Office of Disability Employment Policy (ODEP): <http://www.dol.gov/odep/>
- Integrated Employment Toolkit:
<http://www.dol.gov/odep/i toolkit/communityEmploymentAgencies.htm>
- National Center on Leadership for the Employment and Economic Advancement of People with Disabilities (LEAD Center): <http://www.leadcenter.org/>
- National Collaborative on Workforce and Disability for Youth (NCWD/Youth): <http://www.ncwd-youth.info/>
- Partnership on Employment & Accessible Technology (PEAT): <http://www.peatworks.org/>
- Employer Assistance and Resource Network: <http://askearn.org/>
- SAMSHA Supported Employment Evidence-Based Practice Toolkit:
<http://store.samhsa.gov/shin/content//SMA08-4365/HowtoUseEBPKITS-SE.pdf>

References

- Bullis, M., Davis, C., Bull, B., & Johnson, B. (1995). Transition achievement among young adults with deafness: What variables relate to success? *Rehabilitation Counseling Bulletin*, 39, 130–150.
- Canha, L., Simoes, C., Owens, L.A., & Matos, M. (2013). The importance of perceived quality of life and personal resources in transition from school to life. *The European Journal of Social and Behavioural Sciences*, (eISSN: 2301-2218).
- Fabian, E., & Luecking, R. G. (2015). Does Inter-Agency Collaboration Improve Rehabilitation Outcomes For Transitioning Youth? (Research Brief No. 1504). Center on Transition to Employment for Youth with Disabilities. Retrieved from http://transitiontoemployment.org/index.php?option=com_content&view=article&id=81:inter-agency-outcomes-brief&catid=38:txt-only
- Fogg, N. P., Harrington, P. E., McMahon, B. T. (2010). The impact of the Great Recession upon the unemployment of Americans with disabilities. *Journal of Vocational Rehabilitation*, 33, 193-202.
- The Rehabilitation Act of 1973 (PL 93-112). 29 U.S.C. § 701.
- Wagner, M. M., Newman, L.A., & Javitz, H.S. (2014). The influence of family socioeconomic status on the post-high school outcomes of youth with disabilities. *Career Development and Transition for Exceptional Individuals*. Advance online publication. doi: 10.1177/2165143414523980.
- Workforce Innovation and Opportunity Act of 2014. Sec. 113, 29 USC 733.

This document was developed by The National Technical Assistance Center on Transition (NTACT), Charlotte, NC, funded by Cooperative Agreement Number H326E140004 with the U.S. Department of Education, Office of Special Education and Rehabilitative Services - jointly from the Office of Special Education Programs (OSEP) and the Rehabilitation Services Administration (RSA). This document has been reviewed and approved by the Office of Special Education and the Rehabilitation Services. Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Education. OSEP Project Officer: Dr. Selete Avoke. RSA Project Officer: Kristen Rhinehart-Fernandez. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: National Technical Assistance Center on Transition (2016). *Competitive Integrated Employment*. Developed for NTACT by Dawn A. Rowe, Ruth Allison, Jacque Hyatt, & Laura Owens-Johnson.



NTACT

National Technical Assistance Center on Transition

Quick Guide: Universal Design for Learning in Secondary Education

Language arts teachers at Southwest High School collectively began implementing universal design for learning strategies. They started by augmenting lessons for Lord of the Flies and offering multiple means of representation. In addition to using the standard text, they used adapted texts with simplified language and listened to the audio version of the book. They also provided multiple means of action and expression. The teachers decided to give students a list of possible assignments they could complete for their final project including creating their own film version of the book, writing an essay, or creating a graphic novel representing themes from the text. Finally they offered multiple means of engagement. The teachers attempted to engage students in the text by comparing it to a relevant context or looking for other references in popular culture. Teacher's discovered that students accomplished learning goals and participated more during class.

What is Universal Design for Learning (UDL)?

The Center for Applied Special Technology (CAST, 2010) defines Universal Design for Learning (UDL) as “a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.” UDL has three guiding principles which include; provide multiple means of representation, provide multiple means of action and expression, and provide multiple means of engagement.

Why Is UDL Important?

Individual students bring with them a variety of skills, needs, and ways they learn best. UDL is a framework that addresses the barriers to learning and allows students flexibility instead of a cookie cutter curriculum where everyone does the same thing, but to still achieve the same learning goals. In addition to increasing the learning of every student, there are legal mandates that support the use of UDL including The Assistive Technology Act, 1998; Individuals with Disabilities Education Improvement Act, 2004; and Higher Education Opportunity Act, 1998.

How Does Research Support UDL?

Research on UDL is split into guidelines under the three principles (multiple means of representation, action and expression, and engagement) and pinpoints specific studies showing the benefits and ways to customize the display of information (e.g., Boon, Burke, Fore III, & Spencer, 2006; Brunken, Plass, & Leutner, 2004; Papalewis, 2004). Studies supporting multiple means of action and expression include studies which demonstrate ways to provide options for physical action, expression and communication, and executive function (e.g., Alper &

Raharinirina, 2006; Boon et al., 2006; Graham & Perin, 2007). Studies under multiple means of engagement identify strategies for providing options for recruitment interest, sustaining effort and persistence, and self-regulation (e.g., Luiselli, Putnam, & Sunderland, 2002; Mak, Blewitt, & Heaven, 2004; Roeser, Midgley, & Urdan, 1996).

Where Do You Find the Primary Source for UDL?

More information on UDL strategies, research, professional development and case studies can be found at the National Center on Universal Design for Learning: www.cast.org.

How Does This Apply to Families?

- A parent's guide to Universal Design for Learning (UDL)-National Center for Learning disabilities
 - <http://www.cpacinc.org/wp-content/uploads/2009/12/ParentsGuidetoUDL.pdf>
- Factsheet on Universal Design for Learning for Parents and Families
 - http://www.udlcenter.org/sites/udlcenter.org/files/UDL_Familiesfactsheets.pdf

How Does This Apply to Administrators?

- Universal Design for Learning and the Transition to a More Challenging Academic Curriculum: Making it in Middle School and Beyond (2005) by Beth Casper and Deborah Leuchovius:
 - Universal design means that environments and curricula are designed, right from the start, to be flexible and useable by students of widely varying abilities.
 - http://www.ncset.org/publications/parent/NCSETParent_Apr05.pdf
- Factsheet on Universal Design for Learning for administrators
 - http://www.udlcenter.org/sites/udlcenter.org/files/UDL_Adminfactsheets.pdf

How Does This Apply to School-Level Practitioners?

- Using Universal Design for Learning: Successful Transition Models for Educators Working with Youth with Learning Disabilities NCWD-Y Info Brief 2/201:
 - Provides background information on Universal Design for Learning and strategies for special education and general education teachers to implement in the classroom.
 - http://www.ncwd-youth.info/sites/default/files/infobrief_issue33.pdf
- Universal Design of Instruction in Elementary and Secondary Education from the Do-IT website (this is a collection of links to other sources)
 - <http://www.washington.edu/doiit/programs/center-universal-design-education/primarysecondary/universal-design-instruction-elementary>
- Fact sheet on Universal Design for Learning for teachers
 - http://www.udlcenter.org/sites/udlcenter.org/files/UDL_Educatorsfactsheets.pdf
- Online learning modules that introduce theory and strategies surrounding Universal Design for Learning

- <http://www.udlcenter.org/implementation/modules>

Additional UDL Resources Relevant to Secondary Education References

- Other National Centers Supporting the research and implementation of UDL:
 - National Center on Accessible Instructional Materials
 - <http://aem.cast.org/>

Examples of UDL practices in Secondary Education

- Examples from four school districts of how Universal Design for Learning is being implemented
 - <http://www.udlcenter.org/implementation/fourdistricts>
- UDL Spotlight features teachers practicing UDL strategies in applications of technology, courses, tools and web sites to support teaching and learning. In each Spotlight, segments of the UDL Guidelines are highlighted that are met by any implementation.
 - <https://udlspotlight.wordpress.com/>

References

- Alper, S., & Raharinirina, S. (2006). Assistive technology for individuals with disabilities: A review and synthesis of the literature. *TAM Board Members, 21*, 47-64.
- Boon, R. T., Burke, M. D., Fore III, C., & Spencer, V. G. (2006). The impact of cognitive organizers and technology-based practices on student success in secondary social studies classrooms. *Journal of Special Education Technology, 21*, 5-15.
- Brunken, R., Plass, J. L., & Leutner, D. (2004). Assessment of cognitive load in multimedia learning with dual-task methodology: Auditory load and modality effects. *Instructional Science, 32*, 115-132.
- Graham, S., & Perin, D. (2007). A meta-analysis of writing instruction for adolescent students. *Journal Educational Psychology, 99*, 445-476.
- Luiselli, J. K., Putnam, R. F., & Sunderland, M. (2002). Longitudinal evaluation of behavior support intervention in a public middle school. *Journal of Positive Behavioral Interventions, 4*, 182-188.
- Mak, A. S., Blewitt, K., & Heaven, P. C. L. (2004). Gender and personality influences in adolescent threat and challenge appraisals and depressive symptoms. *Personality and Individual Differences, 36*, 1483-1496.
- Papalewis, R. (2004). Struggling middle school readers: Successful, accelerating intervention: Read 180 program. *Reading Improvement, 41*, 24-38.
- Roeser, R. W., Midgley, C., & Urdan, T. C. (1996). Perceptions of the school psychological environment and early adolescents' psychological and behavioral functioning in school: The mediating role of goals and belonging. *Journal of Educational Psychology, 88*, 408-422.

This document was developed by The National Technical Assistance Center on Transition (NTACT), Charlotte, NC, funded by Cooperative Agreement Number H326E140004 with the U.S. Department of Education, Office of Special Education and Rehabilitative Services - jointly from the Office of Special Education Programs (OSEP) and the Rehabilitation Services Administration (RSA). This document has been reviewed and approved by the Office of Special Education and the Rehabilitation Services. Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Education. OSEP Project Officer: Dr. Selete Avoke. RSA Project Officer: Kristen Rhinehart-Fernandez. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: National Technical Assistance Center on Transition (2016). *Quick Guide: Universal Design for Learning in Secondary Education developed in partnership with the National Center of Universal Design for Learning. Developed for NTACT by Misty Terrell*

Developed in partnership with CAST UDL Center



Community-Based Work Training

What is community-based work training?

Community-based work training is an unpaid work experience designed to teach pre-employability skills to students with disabilities, as well as to expose students to real-world situations and careers. According to Employment First of Ohio, research indicates that “during the high school years, participation in real-life work experiences that closely resemble adult environments has been identified as a high predictor of successful adult outcomes. Work experience should include a variety of activities or strategies that place the student in an authentic work place such as work sampling, job shadowing, internships, internships, apprenticeships, and paid employment.” (Ohio Employment First).

In Alabama, community-based work training is a required component of the Essentials pathway to an Alabama High School Diploma (AHSD). This community-based work training consists of job shadowing at a minimum of two different work sites/positions in order to learn pre-employment skills. Students are evaluated twice at each site or position to determine whether they have learned the pre-employment skills. The *Community-Based Work Training Performance Evaluation* form, found at the end of this section, should be used to document the student’s progress and performance on the work site.

What factors do transition professionals need to consider in order to implement community-based work training?

Transition professionals must consider several factors before they can implement community-based work training. Transition professionals must decide who will be responsible for site development and business contacts, as well as the work training experience itself. Another factor that must be examined will be when to schedule the community-based work training, which will depend greatly on the schedule of the school and of the student(s) needing this training. The location of the school in relation to the business site will also be a factor, as travel time must be figured into the total time away from school. Transition professionals must be aware of and obey all Alabama Child Labor laws that will factor into what students can and cannot do at the community work sites. Finally, the interests and work preferences of the students involved should determine which sites are selected for this experience.

What forms are available to use for community-based work training?

Forms for use with community-based work training can be found at the end of this section. Below is a summary of the purpose of each form:

Permission to Participate in Community-Based Work Training Program

This form is used to document to parent's consent for the student to participate in the program, as well as documents that the student is covered by family health insurance or school accident coverage. If the student does not have either of these types of insurance, the school system will need to provide it.

Community-Based Work Training Business Agreement

This form documents the agreement between the school and the business and outlines the terms of the agreement. It must be signed by the business representative, a school administrator, and the special education staff member who will be supervising the program.

Community-Based Work Training Student Contract

This form outlines the rules for the community-based work training and the consequences for not obeying the rules. It must be signed by the student, the parent, the principal, and the teacher.

Work Area Orientation Checklist

This form documents that the student has been provided instruction on the location of identified items at the work site, and that the safety and emergency procedures, as well as the site's policies and procedures, have been reviewed with the student. The student must sign the form.

Community-Based Work Training Assignment

This form documents the training assignment for the student, as well as outlines the tasks the student will be expected to perform at the training site. This form should be completed by the business representative and reviewed with both the student and the transition professional.

Cumulative Time Sheet

This form documents the time spent at each training site. A minimum of two different training sites should be utilized during the training.

Community-Based Work Training Performance Evaluation

This form is used to document the student's performance at the training site. Two performance evaluation forms must be completed for each work training site. Scores of 3's and 4's will be considered documentation of a successful work training experience. This form should be completed by the supervisor and reviewed with the student and teacher. The student should sign the second page of the form after it has been reviewed. There is space on the form for teacher and student comments and feedback, which is always encouraged, as well.

Disciplinary Form

This form is used to provide a detailed description of any violation of rules while on job site. The disciplinary action(s) taken and the results of this action(s) should be

documented on the form. It must be signed by the student, the teacher and the site supervisor.

What are the requirements of community-based work training?

All students pursuing the AHSD through the Essentials pathway must participate in community-based work training or have documentation of previous work experience.

Students must either:

1. Participate in community-based work training:
 - The documentation of community-based work training must include at least two (2) acceptable performance evaluations as indicated on the **Community-Based Work Training Performance Evaluation** completed by employers/supervisors, which evaluates the student on appropriate job-readiness skills.
 - Special education teachers must keep all work training documentation, including the **Community-Based Work Training Performance Evaluation**, résumé, personal information, birth certificate, social security card, letters of recommendations, etc.

OR

2. Demonstrate appropriate job-readiness skills through previous work experience(s):
 - The **required** documentation for students to demonstrate appropriate job-readiness skills must include two satisfactory **Community-Based Work Training Performance Evaluation** forms or a letter from an employer/volunteer supervisor documenting that the student has appropriate job-readiness skills.

What are the steps for implementing community-based work training?

1. Prior to entering the community-based work training component of the Essentials pathway, the student's IEP Team should review the student's transitional service needs, paid work experiences, and volunteer work experiences, and then determine the amount of time and number of experiences required.
2. After evaluating the student's previous work experiences, the IEP Team will determine the types of skills needed to assist the student in determining and/or reaching his or her post-school goal of employment, and will match them to appropriate community experiences.
3. Complete the required **Permission to Participate in Community-Based Work Training Program** form with the parent or guardian and the student during the IEP Team meeting, giving increased emphasis to the following points:
 - Health insurance coverage **must** be provided for participants in the community-based work training. The public agency is responsible for providing insurance

coverage if the parent or guardian is unable to provide coverage. Low-cost group coverage may be obtained through various insurance companies. If the parent or guardian has insurance coverage, obtain a copy of the insurance card for the student's file.

- Permission from the parent or guardian (or student aged 19 or older) **must** be obtained to disclose relevant information regarding the student's abilities, needs, and accommodations to the training site supervisor, employer, and adult service provider, etc.
- Permission from the parent or guardian (or student aged 19 or older) **must** be obtained before filming/photographing the student for newspapers, TV, etc. Parents or guardians should understand that the student may be identified as a recipient of special education services. **Note:** *A media release is not required for students to agree to have pictures taken in order to participate in community-based work training.*
- The public agency should obtain copies of documents such as a birth certificate, social security card, picture ID/driver's license, and health insurance card.
- The student is not entitled to wages or worker's compensation during the community-based work training. **The experience does not entitle the student to a job at the end of the training period.**

How do you prepare students for community-based work training?

1. Once the IEP Team has determined that community-based work training is required, the student and parent or guardian must review and sign the ***Permission to Participate in Community-Based Work Training Program*** and the ***Community-Based Work Training Student Contract***.
2. The special education teacher must obtain the appropriate documentation for participation in community-based work training that may include verification of health insurance, personal information, birth certificate, social security card, driver's permit/license, or picture ID.
3. The special education teacher will provide an orientation to the student concerning training needs, work assignment, job responsibilities, required equipment or clothing needed on the job site, disciplinary actions, evaluation of performance, and how to document hours for each training experience.
4. The special education teacher will develop a schedule to include all community-based work training sites and names of students participating at each site. Transportation schedules should be arranged with school personnel such as the transportation supervisor, special education coordinator, and the school principal.
5. The special education teacher will complete and review the *Community-Based Work Training Assignment* form with the student and work site supervisor. The special education teacher and the work site supervisor will determine the date the student will begin his/her community-based work training experience.

6. The special education teacher will complete the *Work Area Orientation Checklist* and explain the job duties and responsibilities to the student. The work site supervisor or the special education teacher can conduct the orientation training. The community-based work training will begin after the orientation training is completed.

What is a Community-Based Transition Team and why do we need one?

Developing relationships between school personnel, outside agencies, and the business community is the key to ensuring the success of the Essentials pathway's work component. Students with disabilities should participate in community-based work training prior to taking Cooperative Education/Work-Based Learning courses. Creating supportive relationships with community employers is extremely important. Below are a few suggestions for forming a team that can assist in creating success for our students.

1. Develop a School-Based Transition Team composed of career technical/cooperative education teachers, vocational rehabilitation representatives, job coaches, counselors, transition teachers, special education teachers, and any other individuals involved in placing students in jobs in the community. The purpose of the School-Based Transition Team is to share information about local businesses, industry, and employment opportunities in the community. It is recommended that the team should meet a minimum of two times per year. The team can work to develop and/or revise a community resource database of employers and businesses in the community as a resource. It is important to work cooperatively by sharing information in order to present an organized effort to the business community and establish a systematic approach for managing employer contact information.
2. Develop a Community-Based Transition Team to begin marketing and networking with other agencies and community businesses. The team members may include representatives from the following:
 - Representatives of non-profit agencies in the community
 - Rehabilitation services employment development counselors and transition counselors
 - Personnel of technical skills training programs at local community and technical colleges
 - Local area chambers of commerce
 - Civic groups

All of the personnel within these agencies are potential resources for employment information. Allocate the time to meet with these individuals to determine what services they can provide, to share information on employment resources, and to explain the purpose and requirements of the Essentials pathway towards an AHSD. The partnerships developed between schools and community agencies are essential for the success of the students participating in the community-based work training component of the Essentials pathway.

3. Review the current labor market and projected job market information for your region. Due to the constantly changing demands of the workforce, this information should be monitored, reviewed and updated as needed.
4. Establishing relationships with employers is essential for success in creating an effective community-based work training experience for students. Here are a few suggestions for establishing and maintaining such relationships:
 - Make initial contact with employers by visiting the business sites and meeting with the employers. Informational interviews and direct contact are two basic strategies for contacting employers. Informational interviews involve scheduling specific times to present information about the community-based work training program. Direct contact involves visiting various businesses, identifying possible training opportunities, and leaving written information about the community-based work training component of the Essentials pathway. Direct contact should be used to arrange an in-depth interview with an employer at a later date.
 - The purpose of the initial contact is to provide written information about the community-based work training component of the Essentials pathway. Be sure to dress professionally and be prepared to provide written and/or oral information to the employer.
 - Document the results of each business contact and share this information with the School-Based Transition Team.
 - Send a thank-you letter or card to each employer contacted. It is important to maintain a positive working relationship with employers.
 - When an agreement to participate is confirmed, complete the ***Community-Based Work Training Business Agreement***.

Conclusion

The community-based work training experience can be a wonderful opportunity for students to learn pre-employment skills and to be exposed to real-world work situations. The transition professional must work closely with businesses to seek out appropriate job sites that meet the requirements of the Alabama Child Labor laws. The transition specialist must assist the business personnel in supervising the student at the site. The responsibility for completing paperwork for the work training is the responsibility of both the transition professional and the business representative. The student should be instructed and trained on the responsibilities and requirements of the job site. With the cooperation between the transition professional, the business representative, and the student, this training can be a highly beneficial activity for the student.

MINORS UNDER 18

Minors **under 18** are **prohibited** from the following occupations:

- (1) In or about or in connection with any mine, coke breaker, cook oven, or quarry in any capacity.
- (2) In wrecking, demolition, and ship-breaking.
- (3) In any tunnel or excavation with a depth of four feet or more
- (4) In any roofing, scaffolding, or sandblasting operations.
- (5) Operating or driving any truck or heavy equipment over three tons gross weight
- (6) In logging or around any sawmill, lathe mill, shingle, or cooperage-stock mill.
- (7) Operating any power-driven woodworking, bakery, or paper products machinery.
- (8) Upon any steam, electric, diesel, hydraulic, or other railroad.
- (9) As firefighters.
- (10) Operating any stamping machines used in sheet metal or tin ware, or in paper or leather manufacturing, or washer or nut factories.
- (11) In or around any steam boiler or rolling mill machinery
- (12) Operating any power-driven metal forming, cutting, straighting, drawing, punching, or shearing machines.
- (13) Operating or assisting in operating any elevators, open freight elevators, cranes, derricks, or other power-driven hoisting apparatus, with exception of an unattended automatic passenger elevator.
- (14) Operating any paper cutting, stapling, corrugating, or punching machines.
- (15) Assembling, adjusting, cleaning, oiling, or servicing machinery in motion.
- (16) Operating any circular saws, band saws, or guillotine shears.
- (17) In or around any distillery where alcoholic beverages are manufactured, bottled, wrapped, or packed.
- (18) In the manufacture, storage, or transportation of explosive components.
- (19) In the manufacturing of brick, tile, or similar products.
- (20) In the manufacture or transportation of dangerous or toxic chemicals or compounds.
- (21) In, about, or in connection with, poisonous dyes, dangerous or poisonous gases, compositions of lye in dangerous quantities, dangerous or poisonous acids, or pesticides.
- (22) In any activity involving exposure to radioactive substances or ionizing radiation.
- (23) Around asbestos or any other cancer-causing agents
- (24) Operating or assisting in operating any job, cylinder, or offset printing presses.
- (25) In any activity involving slaughtering, butchering, and meat cutting.
- (26) In any place or occupation which the department may declare dangerous to life or limb or injurious to the health or morals of persons under 18 years of age.

ALCOHOL

Employees must be **21** to serve alcoholic beverages for consumption on premises (19 if licensee is RVP certified).

Minors **16** and older may be employed in such establishments as busboys, janitors, dishwashers, cooks, hostesses, or seaters.

14 and 15 year old minors SHALL NOT work in any establishments that serves alcohol for consumption on premises (Note: Members of the immediate family of the owner or operator who are 14 or 15 years of age may be employed in such establishments provided they do not serve, sell, dispense, or handle alcohol.)

ADULT ESTABLISHMENTS

No person 18 years of age shall be employed in or perform in any adult establishment.

INSPECTIONS BY THE DEPARTMENT OF LABOR

The Department of Labor has the right to enter, without warrant or notice, any business establishment for the purpose of routine inspections. These visits shall be conducted as frequently as needed to insure that minors are employed in compliance with this act. The department shall enforce this act and administer fines and/or prosecution for any violation of this act.

TRAINING AND EDUCATION



THE

ALABAMA

CHILD LABOR

LAW

CHILD LABOR CERTIFICATES

Employers who wish to employ a person under 18 years of age must obtain the appropriate Child Labor Certificate(s) for each location where persons under 18 years of age are employed.

A Class I Child Labor Certificate is required for the employment of 14 and 15 year old minors.

A Class II Child Labor Certificate is required for the employment of 16 and 17 year old minors.

Child Labor Certificates must be posted in public view

Apply for the certificate by going to:
www.labor.alabama.gov

ELIGIBILITY TO WORK FORM

An Eligibility to Work Form, issued by the school, must be kept on file for all 14 and 15 year old employees.

POSTER

A Child Labor Law poster (2009 version or later) must be on display in every location employing minors 18 and younger.

RECORD KEEPING

Each employer must keep on premises an **Employee Information Form, Proof of Age, and Time Records** showing the number of hours worked each day, starting and ending times, and break times for each employee 18 years of age and younger.

(For full text see AL § 25-8-38)

Acceptable Proof of Age: A copy of a birth certificate, driver's license, or identification card issued by a federal, state, or local government agency provided the ID card includes the employee's name and date of birth.

Employers who chose not to use the **Employee Information Form** must keep a separate file for each employee 18 and younger which includes the following information: The employee's name, address, telephone number, date of birth, date of hire, proof of age, school of attendance, and time records.

The **Employee Information Form** can be found at www.labor.alabama.gov

MINIMUM AGE TO WORK 14 YEARS OF AGE

Persons under 14 years of age shall not be employed

CHILDREN OF PARENTS WHO OWN THEIR OWN BUSINESS ARE NOT EXEMPT FROM THE ALABAMA CHILD LABOR LAW.

WORK TIME RESTRICTIONS (14-15 YEAR OLD MINORS)

**DURING MONTHS WHEN PUBLIC SCHOOL IS
IN SESSION:**

Not before **7am** or after **7pm ANY DAY OF THE WEEK**
Not during hours when school is in session (8AM-3PM)

No More than 3 hours on **ANY SCHOOL DAY**

No more than 8 hours on non school days

No more than 6 days in one week

No more than 18 hours per week

DURING THE SUMMER MONTHS

Not before **7am** or after **9pm ANY DAY OF THE WEEK**
No more than 8 hours a day

No more than 40 hours per week

No more than 6 days per week

WORK TIME RESTRICTIONS (16-18 YEAR OLD MINORS)

Minors 16, 17, & 18 years old, who are enrolled in public or private school **shall not work between 10pm and 5am on any night preceding a school day.**

BREAKS

A **30 minute break is required** for any 14 or 15 year old person employed for **more than 5 hours continuously.**

All required breaks must be documented in the employees time records.

No breaks are required for employees age 16 and older.

MINORS UNDER 16

Minors under 16 are **prohibited from being employed** in the following occupations or places:

In, about, or in connection with any manufacturing or mechanical establishment, cannery, mill, workshop, warehouse, or machine shop.

- (1) Operating or assisting in operating any sandpaper or wood polishing machinery, any washing, grinding, or mixing machinery, or commercial laundry equipment.
- (2) Operating or assisting in operating any machines used in picking wool, cotton, hair, or any other material.
- (3) In any work in or about a rolling mill, machine shop, or manufacturing establishment which is hazardous or dangerous to health, limb, or life.
- (4) In proximity to any hazardous or unguarded gearing.
- (5) Upon any vessel or boat engaged in navigation or commerce within the jurisdiction of this state.
- (6) In the manufacture or packing of paints, colors, or white or red lead.
- (7) In occupations causing dust in injurious quantities
- (8) In soldering, brazing, heat treating, or welding.
- (9) In the building trades, except that persons 14 or 15 years of age who are members of the immediate family of the contractor may be employed in trades involving nonhazardous duties or occupations.
- (10) Repairing, painting, or cleaning buildings or structures while working at the top of ladders, lifts, or scaffolds exceeding a height of six feet.
- (11) In connection with a junk or scrap metal yard.
- (12) Assorting, manufacturing, or packing tobacco.
- (13) Operating any automobile, truck, or motor vehicle, or flagging or directing traffic.
- (14) In airport hangers or landing strips or taxi and maintenance aprons.
- (15) In connection with any lumberyard.
- (16) In any place or occupation which the department declares dangerous to life or limb or injurious to the health or morals of persons under 16 years of age.

(Note: A minor 14 or 15 may sell fireworks if supervised by someone 18 years or older.)

The presence of any person under 18 years of age in any restricted establishment or occupation shall be evidence of their employment.

Permission to Participate in Community-Based Work Training Program

Your child will participate in the Community-Based Work Training Program during the ____-____ school year. The program is designed to provide your child with real work experiences that will assist him/her in learning the skills needed for independent/competitive employment. However, this program should not be considered employment. In order for your child to participate in this program, we must have your permission concerning the following:

Yes No I give my permission for _____ to participate in Community-Based Work Training.

Yes No In an emergency, I give permission for employees of the training site or school personnel to obtain medical care for my child.

Yes No I understand that my child must have accident insurance before participating in the Community-Based Work Training program.

Insurance Carrier _____
Primary Insured _____ ID# _____
Medicaid Student ID# _____
School Accident Insurance Student ID# _____

Please provide a copy of your insurance card.

Attached is a school insurance form. If a student does not have insurance, please contact _____.

Yes No I understand that I will be notified when my child changes training sites.

Yes No I understand that my child will not be entitled to wages or worker's compensation during work training.

Yes No I give permission for my child to be transported to the training sites selected by the school.

Yes No I give permission to disclose relevant information to business, adult service providers, etc., concerning my child's abilities, needs, accommodations, etc. **(Optional)**

Yes No I give permission for my child to be filmed/photographed. I understand that my child may be identified as an individual who participates in special education services. **(Optional)**

SIGNATURES

Your signature indicates that you understand and agree to these terms and conditions.

Parent/Guardian _____ Date _____

Student _____ Date _____

Principal _____ Date _____

Teacher _____ Date _____

Community-Based Work Training Business Agreement

Non-Binding Statement of Understanding

School System: _____

Teacher/Telephone Number: _____

Business/Industry: _____

Address: _____

Telephone Number: _____

All parties jointly agree to the following:

1. The business will not receive an immediate benefit from the student training.
2. The business will not displace any employee nor reduce the work hours due to the training of students.
3. The students who participate in the work-training program will not receive payment for work performed.
4. The business is under no obligation to hire any student participating in the program.
5. The students are not employees and workmen's compensation will not be required. Students who participate in the program must have proof of accident insurance coverage before participating in the Community-Based Work Training Program.
6. The business and the school personnel will agree upon the work schedule, job assignment, location of training site, and site supervisor.
7. The school personnel will complete the Community-Based Work Training Performance Evaluation with input from training site supervisor.
8. The students will be under the direct supervision of school personnel and/or an employee of the business.
9. The business will comply with all federal, state, and local labor laws as they apply to the work-training program.
10. The employers are released from all liability during the student training.

We, the undersigned, as representatives of our agency or business, agree to abide by the statements listed above. We understand that this agreement may be canceled by either party upon notice to the other.

Business Representative: _____ Date: _____

Transition Teacher: _____ Date: _____

School Administrator: _____ Date: _____

Community-Based Work Training Student Contract

I, _____, agree to the following rules as a participant in the Community-Based Work Training Program.

1. To report to training site(s) where I am assigned.
2. To wear clean and appropriate clothes and have good personal hygiene.
3. To get along with co-workers.
4. To use appropriate language and grammar.
5. To follow all safety and work place rules.
6. To complete all work assignments.
7. To maintain a good attitude.
8. To obey work supervisor and follow directions.
9. To discuss any complaints about my training with the supervising special education teacher.
10. To perform my duties to the best of my abilities.
11. To be punctual and reliable.
12. To inform my supervisor(s) at the school and work training site before I am absent.

I understand that if I do not obey these rules, I may receive one or more of the following:

1. A written warning/reprimand.
2. A lower grade.
3. A parent conference.
4. A suspension from the training site.
5. Termination (end work) of training at the site.

I understand I will not be paid, receive worker's compensation, or be entitled to a job at the completion of the training.

SIGNATURES

Student _____

Date _____

Parent _____

Date _____

Principal _____

Date _____

Teacher _____

Date _____

Work Area Orientation Checklist

Community-Based Work Training

Student: _____ Starting Date: _____

Training Site: _____ Training Area: _____

Checks indicate that student has been instructed in the area.

- _____ 1. Locate training station/work area.
- _____ 2. Locate and use employee entrance/exit.
- _____ 3. Locate restroom.
- _____ 4. Locate employee telephone and/or telephone use procedures.
- _____ 5. Locate time clock or sign-in location.
- _____ 6. Locate work supply area.
- _____ 7. Locate supervisor.
- _____ 8. Locate personnel to obtain assistance.
- _____ 9. Locate transportation to and from training site.
- _____ 10. Locate and review safety and emergency procedures.
- _____ 11. Locate and review the training site policies and procedures.

Additional Environment

Review critical environmental factors (i.e., noise level, extreme temperature variations).

- _____ 12. _____
- _____ 13. _____
- _____ 14. _____
- _____ 15. _____
- _____ 16. _____
- _____ 17. _____

_____ Student Signature _____ Date

Completed by: _____
Name/Title _____ Date _____

Community-Based Work Training Assignment

Student Name: _____

Training Site: _____ Training Area: _____

Position/Job Title: _____

Job Supervisor(s): _____

Job Duties/Tasks Trained:

Daily (tasks remain the same day to day)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Varies day to day (**List on other side if applicable**)

Dates of Training: _____

Days of Training: _____

Time of Training: _____

Dress Code: _____

Necessary Skills/Abilities: _____

Safety Precautions and Emergency Procedures: _____

Other Natural Supports: _____

*This form should be reviewed with the student and the transition teacher/job coach.

Cumulative Time Sheet Community-Based Work Training

Student Name: _____ Grade: _____

School: _____

Teacher: _____

Training Site/Area: _____

School Supervisor: _____

Job Title: _____

Total Hours: _____

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Dates						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Training Site/Area _____

School Supervisor

Job Title

Total Hours

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Dates						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Community-Based Work Training Performance Evaluation

Name of Student: _____ Training Site: _____

Supervisor: _____ Training Area: _____

Community: _____

Dates of Evaluation: From _____ To _____ (At least two per training site)

	4 Always	3 Usually	2 Seldom	1 With prompts
1. Has good attendance and punctuality				
2. Works independently or with minimal supervision				
3. Demonstrates willingness, interest, and motivation to work				
4. Maintains quality of work/self-corrects				
5. Demonstrates adequate speed and work production				
6. Completes task/work assignments				
7. Accepts constructive criticism				
8. Follows/retains directions				
9. Cooperates/interacts appropriately with coworkers/supervisors				
10. Adapts to new work situations				
11. Asks questions when necessary				
12. Responds appropriately to comments/questions				
13. Demonstrates sufficient stamina/physical abilities				
14. Exhibits appropriate personal hygiene/appropriate dress				
15. Demonstrates appropriate work skills				
TOTAL				

Comments/Recommendations: _____

Evaluated By: _____ Title: _____

Student Signature Date

Supervisor Date

Teacher Date

Other Date

**Community-Based Work Training
Performance Evaluation (Continued)**

Teacher Comments: _____

Student Comments: _____

Student Signature

Date Reviewed

Disciplinary Form

Community-Based Work Training

Students participating in Community-Based Work Training will be subject to rules set forth in the *Code of Student Conduct* adopted by the Board of Education.

Student's Name: _____ Date: _____

Supervisor's Name: _____ Teacher's Name: _____

Site Where Problem Occurred: _____

Detailed Description of Offense: _____

Action Taken: _____

Results: _____

Student's Signature: _____

Teacher's Signature: _____

Site Supervisor's Signature: _____

Transition Groups and Programs

What is Young Adults in Transition (YAiT)?

Young Adults in Transition (YAiT) is a group of youth, with disabilities or without disabilities, who meet to share information, develop self-determination and leadership skills, and learn how to be self-advocates. Each group throughout the state must register and submit paperwork with the ALSDE, SES section statewide facilitator for YAiT before starting the group. Once an LEA or school group facilitator has submitted the paperwork, the ALSDE, SES section will provide a Facilitator's Manual and a resource list to assist the group in getting started. A mission and vision statement has already been developed by the original group of students who started YAiT. Each group determines their own meeting place, schedule, and agenda. The group functions just like any other group or club at the school. Allowing students to assist in determining meeting themes, group activities, and possible fundraisers is highly encouraged.

Participation in a YAiT group is very important for helping students gain knowledge about skills they will need in their lives after high school. It is an opportunity to establish friendships and participate with others who share similar challenges. It is a unique way to learn about their school, community, and resources which may be of benefit to them as they pursue their life goals.

For more information about YAiT, call Mrs. Cindy Augustine at 334-242-8114 or e-mail her at caugustine@alsde.edu.

Are there leadership programs for youth with disabilities?

Alabama offers a leadership program for youth with disabilities, the Alabama Governor's Youth Leadership Forum (YLF). The YLF is an innovative and intensive leadership program for high school students with disabilities throughout Alabama. The YLF is designed to assist students with disabilities in developing leadership skills and using resources that can help them face challenges and become full members of society. The YLF is a five-day program, currently held at Troy University in Troy, Alabama, during the first week in June. Students must be enrolled in a secondary education program and be juniors or seniors, or between the ages of 18-21 to apply. Applications, usually available to LEAs in February each year, must be submitted by the deadline, usually by the end of March. Students are selected as delegates on a competitive basis. There is no cost to the delegates for attending the forum (including food, lodging and any needed accommodations); however, transportation to and from the Troy University campus is the responsibility of the student.

The YLF has many activities and opportunities to develop leadership skills. The delegates are able to share their experiences with each other. They learn about self-esteem, self-advocacy, career choice, independent living, and assistive technology. The delegates listen and receive advice from successful adults, with and without disabilities, who are community leaders, legislators, and professionals. The delegates develop a

personal leadership plan to help them prepare to be leaders in their own communities. Delegates also get to experience fun social activities, including a tour of the state capitol, a talent show, and a community outing.

For more information on YLF, you can call Mrs. Karen Jenkins, 1-800-441-7607 (voice) or 1-800-499-1816 (TTY), or e-mail YLF@rehab.alabama.gov.

Transition Programming for Students with Significant Cognitive Disabilities

How should a transition program for students with significant cognitive disabilities be different from a transition program for students with less significant cognitive disabilities?

A transition program for students with significant cognitive disabilities has both similarities and differences from other transition programs. Students with significant cognitive disabilities typically access the general education curriculum through instruction from the *Alabama Extended Standards*. These students are assessed using the *Alabama Alternate Assessment*. Generally, students with more significant cognitive disabilities earn an Alabama High School Diploma (AHSD) through courses taken and credits earned on the Alternate Achievement Standards (AAS) pathway. A credit checklist for the AAS pathway may be found in the Student-Focused Transition Planning section of this handbook.

Students with significant cognitive disabilities may also participate in other programs such as Career and Technical Education courses, Project SEARCH, community integration programs, as well as functional and vocational curriculums in a variety of settings such as schools, career technology centers, and the community.

Transition services for students with significant cognitive disabilities prepare students to expand their independence, advocate for one's self, prepare for and seek desired employment, and integrate socially within the community in age-appropriate activities.

What should a program for students who remain in school after completing their first year of 12th grade look like?

Programs and services for students with significant cognitive disabilities, who have completed their first 12th grade year, should offer meaningful transition services. Under the IDEA, students with disabilities may receive public education services up to age 21. For students who remain in school beyond their cohort year of graduation, their IEP transition goals should include aspects of academic enrichment, independent living, socialization, and work development or integrated work experience. Transition activities and services should be based on the student's interests and preferences as identified from a variety of age-appropriate transition assessments.

What can parents do for students with significant cognitive disabilities who reach the age of majority and have their rights transfer to them?

During the IEP meeting a year before the student reaches the age of majority, the parent will be informed of the legal rights that will transfer to their child. For parents of students with significant cognitive disabilities, this transfer of rights can be difficult to understand. When a student reaches the age of majority (age 19 in Alabama), the student is presumed

to be an adult under Alabama law, and considered capable of making his or her own decisions, including educational decisions. This does not mean that the parent cannot continue to be involved in their child's education, but it does mean that, by law, the rights granted to the parents under the IDEA have transferred to the adult student. The only exceptions to this would be for an adult student who has been determined to be incompetent under Alabama law, or has not been determined incompetent but has been determined unable to provide informed consent with respect to his or her educational program. For more guidance on age of majority and transfer of rights, please see the document *Procedures for Determining the Inability of an Adult Student with a Disability to Provide Informed Consent when IDEA Rights are Transferred at the Age of Majority (19)*. For more information, see the complete document via the link: <http://www.alsde.edu/sec/ses/Policy/Procedures%20For%20Determining%20Inability%20To%20Provide%20Informed%20Consent.pdf#search=Age%20of%20Majority>.

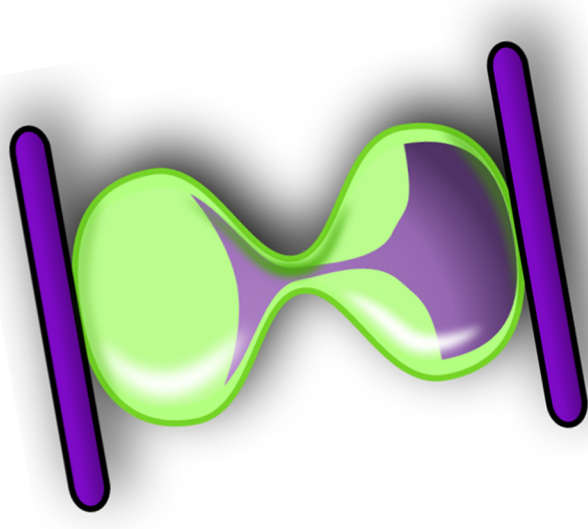
**What is
“AGE OF MAJORITY”
and what happens
at that age?**

The age of majority
in our state is ____



**When a student
reaches the
age of majority,
s/he gains the legal
power to make key
decisions about
school services.**

**Rights at the
age of
Majority**



**Transition
Planning**

**can help you
with the answers...**

For more information about guardianship and its alternatives, please contact:

Name:

Business:

Email:

Phone:

Website:



During the IEP meeting a year before the student reaches the age of majority, you will be informed of the rights that will transfer to your child.

Basically, when a student reaches the age of majority, the rights of the parent legally transfer to the student. Including:

- Notice of meetings (including IEP meetings)
- Notice and consent for evaluation
- Right to invite additional participants to IEP meetings
- Notice and consent for special education and regular services
- Change of placement including the ability to sign out of special education

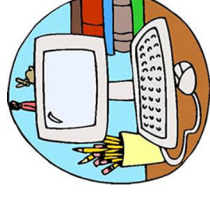
The decision-making begins....

If you do not think that your child will be able to make decisions about some aspects of life:

- Education
- Money Management
- Health Care

Consider a range of options for supporting your child in these decisions.

- Guardianship
- Conservator
- Power of Attorney



Learn More:

Go to www://transitioncoalition.org

Resource Hub > Websites

for websites, webcasts & printable materials about guardianship and supported decision-making

Preparing for Graduation

What is the Summary of Academic Achievement and Functional Performance (SAAFP)?

At the conclusion of high school, the *Individuals with Disabilities Education Act of 2004* (IDEA) requires the school to provide the student with a summary of his/her academic achievement and functional performance. In Alabama, this document is called the Summary of Academic Achievement and Functional Performance (SAAFP), and is completed collaboratively by the IEP case manager and student. The document provides information summarizing the student's current academic achievement and functional performance, including accommodations utilized and recommendations about ways the student can meet his or her post-school goals. Once completed, the LEA is required to provide the SAAFP to the student, along with copies of his or her most recent Eligibility Report and IEP. The SAAFP is provided to the student to assist with planning for his or her future as they transition from high school to higher education, training, employment, independent living, and/or adult services. This document also asks for contact information to communicate with the student a year after graduation to complete the Alabama Post-School Outcome Survey. The survey, required by the U.S. Department of Education, Office of Special Education Programs, provides information to states for understanding the experiences of secondary school students and to assist with improving the post-school outcomes for students with disabilities.

How and when do I complete the SAAFP?

The SAAFP is usually completed in the last month of the student's last year in high school, but may be completed at the annual IEP review meeting in the months prior to graduation. For students who continue beyond Grade 12, the SAAFP is completed during their exiting year. The SAAFP is its own process within the SETS software system. See the end of this section for a copy of the SAAFP with a description of what should be written in each area of a completed SAAFP.

What kind of diploma or certificate will be awarded for students with disabilities?

Currently, Alabama has one diploma for all students. There are three pathways to the AHSD: General Education pathway, Essentials pathway, and Alternate Achievement Standards pathway. Any student who successfully meets the requirements of his or her pathway will be awarded an AHSD. Certificates are only awarded when a student completes his or her IEP goals, but is not able to fully meet all the requirements of one of the three pathways.

When can a student participate in graduation activities?

Once a student completes the required credits for his or her chosen pathway, they are eligible to participate in graduation activities. Students on the Essentials or Alternate Achievement Standards pathways who choose to continue beyond 12th grade may participate in graduation activities with their age-appropriate/grade-appropriate peers, but should not be issued a diploma, nor should they be coded as exiting, until the year in which they actually exit. See the AAC 290-8-9.10(9)(f)(g).

How do I ensure that a student has met all the requirements for graduation?

Students must meet all requirements for their selected diploma pathways before they are awarded an Alabama High School Diploma. Credit checklists are available in the Student-Focused Transition Planning section of this manual that can assist special education staff in verifying that a student has met the required coursework before a AHSD is awarded.

What if a student wants to come back and work on reading, math, and transition after completing all of his or her coursework for a diploma?

Students on the Essentials or Alternate Achievement Standards pathway may return to continue working on reading, math, and functional (transition) skills until they reach the age of 21. Their IEPs should contain goals that address these three areas. After 12th grade, when students may stay in school to age 21, the IEP Team determines the reading and math content that can be used to address the student's transition from high school to adult life. This selected reading and math content might be from the extended standards, the *Alabama Transition Standards*, or might be content not included in the standards. The IEP Team addresses reading and math content in the context of preparing the student for adult life and the post-school outcomes of work and/or independent living. Transition services relating to these goals might be provided in settings other than the traditional school setting as well. Career and Technical Education courses might be modified to allow students to participate in certain aspects of the Career and Technical Education program, or students might be able to spend part of the day working in apprenticeship or internship positions. These options should be considered so that we as professionals are preparing students for adult life during the ages of 18-21.

Summary of Academic Achievement and Functional Performance (SAAFP)

Student Information

Student Name: _____ Date of Birth: _____ Gender: _____
 Student Address: _____ Primary Phone #: _____
 _____ Cell Phone #: _____
 _____ Email Address: _____
 School Attended: _____ School Phone #: _____
 SAAFP Completed by: _____ Position: _____ Phone # _____
 Email Address (if available): _____

Enter date SAAFP was provided to student.

Enter the date the student will graduate or exit high school.

Date Summary was Provided to Student: _____

Date of Graduation / Exit: _____

Indicate the pathway to the Alabama High School Diploma. Indicate the date the Eligibility report and IEP was provided to the student.

→ Student's Alabama High School Diploma Pathway:

- General Education Pathway
- Essentials Life Skills Pathway
- Alternate Achievement Standards Pathway

→ Date of most recent Eligibility report provided to the student: _____

→ Date of most recent IEP provided to the student: _____

This Summary of Academic Achievement and Functional Performance (SAAFP) document is being provided to this student to assist him/her in planning for the future. This information will be useful in the transition from high school to higher education, training, employment, and/or adult services. The document summarizes the student's academic and functional performance in school, the progress and accommodations/modifications, and gives the student an opportunity to provide information related to his/her achievement(s) and performance.

Summary of Student’s Academic and Functional Performance: (Based on previous assessments and tied to the student’s postsecondary goals, summarize the student’s abilities, skills, needs, and limitations, if appropriate, to assist them in meeting their postsecondary goals.)

<p style="text-align: center;">Academic Achievement (Reading, Math, Language, Learning skills)</p> <p>This section should contain a summary of the student’s present level of academic educational program (course of study, reading, mathematics, writing, and other related academic areas) and instructional performance as related to the student’s postsecondary goals. This section should include the present level of academic performance for each identified area(s) based upon assessments and recent IEP present level of academic achievement and functional performance as related to his/her post-secondary goals.</p>	<p style="text-align: center;">Accommodation(s)</p> <p>This section should contain any essential accommodations, modifications, assistive technology, and instructional strategies that have been utilized to assist the student in his/her educational program.</p>	<p style="text-align: center;">Recommendation(s)</p> <p>This section should contain recommendations for the student to self-advocate, maintain, or obtain to be successful in a post-secondary environment, workplace, and community.</p>
<p style="text-align: center;">Functional Performance (If appropriate)</p> <p>This section should contain a summary of the student’s present level of performance related to functional performance levels as related to the student’s postsecondary goals.</p>	<p style="text-align: center;">Accommodation(s)</p> <p>This section should contain any essential accommodations, modifications, assistive technology, and instructional strategies that have been utilized to assist the student in his/her educational program.</p>	<p style="text-align: center;">Recommendation(s)</p> <p>This section should contain recommendations for the student to self-advocate, maintain, or obtain to be successful in a post-secondary environment, workplace, and community.</p>
Career/Vocational		
Social Skills and Behavior		
Communication		
Self-Advocacy Skills		
Independent Living Skills		
Medical/Family Concerns		

Postsecondary Goals: Indicate the appropriate long-term postsecondary goal for **Postsecondary Education/Training, Employment/Occupation/Career, and Community/Independent Living.**

Postsecondary Education/Training Goal: Indicate the appropriate long-term postsecondary goal for Postsecondary Education/Training.

<input type="checkbox"/>	1.2. Student will be prepared to participate in a 2- to 4-year postsecondary education program based on completion of graduation requirements and meeting college admission requirements.
<input type="checkbox"/>	2.2. Student will be prepared to participate in a long-term certificate pathway or long-term apprenticeship program based on completion of graduation requirements and meeting certificate program requirements and/or apprenticeship requirements.
<input type="checkbox"/>	3.2. Student will be prepared to participate in a short-term certificate pathway program or pre-apprenticeship program based on completion of graduation requirements and meeting certificate program requirements and/or pre-apprenticeship requirements.
<input type="checkbox"/>	4.2. Student will be prepared to participate in on-the-job training based on completion of IEP goals, high school program, and submission of application for supported employment.
<input type="checkbox"/>	5.2. Student will participate in time-limited pre-employment services in order to prepare student to participate in Supported Employment services.
<input type="checkbox"/>	6. Other: Write an appropriate goal for the student based on the needed Transition Services.

Recommendations to assist the student in meeting this goal:

Detailed information about the goal.	Recommendations to assist in meeting this goal
This section should contain a detailed summary of the student's post-secondary goal and instructional performance as it relates to the student's Postsecondary Education/Training Goal.	This section should contain any recommendations that the student may require to be successful in meeting his/her goal and being successful in a post-secondary environment.

Employment/Occupation/Career Goal: Indicate the appropriate long-term postsecondary goal for Employment/Occupation/Career.

<input type="checkbox"/>	1.1. Student will reach college and career readiness by potentially earning an industry career credential.
<input type="checkbox"/>	2.2. Student will be prepared to participate in competitive integrated employment with no need for support based on successful completion of career exploration, community-based work, and/or cooperative education experience.
<input type="checkbox"/>	3.1. Student will be prepared to participate in competitive integrated employment with time-limited support based on successful completion of career exploration, community-based work experiences, and/or cooperative education experience.
<input type="checkbox"/>	4.1. Student will be prepared to participate in supported employment which will include community-based assessment, job development, job coaching, and extended support needed to meet his/her employment needs based on successful completion of school-based work experiences, community-based career exploration, and application for supported employment services.
<input type="checkbox"/>	5.1. Student will be prepared to participate in pre-employment services to increase the likelihood for community-based integrated employment based on IEP goals, individual or parental choice (requires application for adult services) in order to acquire skills needed for competitive integrated employment through supported employment services.
<input type="checkbox"/>	6. Other: Write an appropriate goal for the student based on the needed Transition Services.

Recommendations to assist the student in meeting this goal:

Detailed information about the goal.	Recommendations to assist in meeting this goal
This section should contain a detailed summary of the student's post-secondary goal and instructional performance as it relates to the student's Employment/Occupation/Career Goal.	This section should contain any recommendations that the student may require to be successful in meeting his/her goal and being successful in a post-secondary environment.

Community/Independent Living Goal: Indicate the appropriate long-term postsecondary goal for Community/Independent Living.

<input type="checkbox"/>	1. Student will be prepared to participate in community activities and live independently based on independent living skill level achieved and identification of community/living options.
<input type="checkbox"/>	2.1. Student, with time-limited support, will be prepared to participate in community activities and live independently based on independent living skill level achieved and identification of community/living and support options.
<input type="checkbox"/>	3. Student will be prepared to participate in community activities and live semi-independently with ongoing infrequent support based on independent living skill level achieved, identification of options, and/or application for adult services.
<input type="checkbox"/>	4. Student will be prepared to live in a group home or other supported environment with full-time support based on independent living skill level achieved and application for adult services.
<input type="checkbox"/>	5. Student will be prepared to live with parents, guardian, or relatives based on parental preference and independent living skill level achieved.
<input type="checkbox"/>	6. Other: Write an appropriate goal for the student based on the needed Transition Services.

Recommendations to assist the student in meeting this goal:

Detailed information about the goal.	Recommendations to assist in meeting this goal
This section should contain a detailed summary of the student's post-secondary goal and instructional performance as it relates to the student's Community/Independent Goal.	This section should contain any recommendations that the student may require to be successful in meeting his/her goal and being successful in a post-secondary environment.

This section provides the student an opportunity to state what supports and services have helped him/her to be successful in high school and what supports and services will be needed in a post-school setting.

Student Input / Comments:

1. What supports or accommodations have helped you succeed in school? How did they help you?

2. Which supports or accommodations has not helped you?

3. What supports or accommodations do you feel you will need to continue to achieve your postsecondary goals?

4. What services have helped you succeed in school?

5. What strengths and needs should professionals know about you as you enter the postsecondary work environment?

6. What has been the most difficult for you in school?

Youth can provide valuable information about how things are going within the year after they have exited school. Since you are exiting high school this year, someone from your school may contact you next year or meet with you to take a survey about your work or your further training. This survey is called the Alabama Post-School Outcomes Survey. This person from your school will ask you questions on the survey and will record your answers, along with the answers of many other students who exited school the same year that you did. This survey is very important. This survey helps schools and agencies understand how successful youth are meeting their goals for life after school and helps them improve their work in order to help other students achieve their goals.

I have reviewed this document with my teacher/service provider and was provided a copy.

Student's Signature: _____

Date: _____

Signature of LEA staff providing copy to the student: _____

Date: _____

Name of Parent/Guardian: _____

Address 1: _____

Home Phone#: _____ Work Phone#: _____

Address 2: _____

Cell Phone#: _____

City/State: _____

Email Address: _____

Zip: _____

Parent/Guardian Signature: _____

Date: _____

Post-School Options

Postsecondary Education

- Students who plan to pursue postsecondary training in four-year colleges and universities should remain on a general education diploma option or general education pathway to meet the qualifications for admission.
- The Alabama High School Equivalency Diploma (AHSED) is accepted by most four-year colleges and universities, including all of the two-year public colleges in Alabama.
- The Essentials pathway prepares students for employment and may be considered by selected two-year postsecondary institutions, technical, and vocational schools.
- Many of the technical and vocational schools will accept the Essentials pathway courses toward non-degree programs.
- Two-year postsecondary institutions require students pursuing the Essentials pathway to meet admission requirements.
- The Alternate Achievement Standards are not accepted as entrance criteria for postsecondary training.

The Alabama Community College System

The Alabama Community College System (ACCS) consists of 21 community colleges, 4 technical colleges, Marion Military Institute, and the Alabama Technology Network. The Alabama Community College System works hard every day to make Alabama better through quality academic programs and workforce development initiatives, community service programs, and programs and activities tailored to meet individual and business/industry needs. Visit the ACCS Web site for a listing of these institutions at: <https://www.accs.cc/index.cfm/students/>.

- Two-year postsecondary institutions under the Alabama Community College System (ACCS) require that students meet admission requirements and take a placement exam, such as the COMPASS or the ASSET.
- The Alternate Achievement Standards are not accepted as entrance criteria for postsecondary training.

Alabama's Public and Private Colleges and Universities

There are 16 four-year, state-funded colleges and universities in Alabama. The Alabama Commission on Higher Education regulates these institutions. (<http://www.ache.state.al.us/>)

There is one private junior college and 16 four-year private colleges and universities in Alabama. The Alabama Association of Independent Colleges and Universities coordinates the activities of these institutions. (<http://www.aaicu.net/>)

- Students who plan to pursue postsecondary training in four-year colleges and universities should remain on a general education diploma option or general education pathway to meet the qualifications for admission.
- The Alabama High School Equivalency Diploma (AHSED) is accepted by most four-year colleges and universities, including all of the two-year public colleges in Alabama.

Each institution's board of trustees sets entrance requirements. Minimum admission criteria generally include:

- Alabama High School Diploma or High School Equivalency Certificate.
- Additional entrance requirements regarding grade point averages and scores on college entrance exams such as the SAT and the ACT. Accommodations are allowed on these exams for students with disabilities. Contact the individual university to determine local requirements and identify any special programs. The school coordinator for programs and services for students with disabilities can answer questions concerning entrance requirements, available program modifications and accommodations, and program offerings.

Public Technical Colleges

Public technical colleges provide training to adult students in a particular technical area (such as Industrial Electronics or Carpentry). The admission requirements and length of time to complete each program vary.

Public Community and Technical Colleges

Most community colleges have technical and academic divisions. The Alabama State Board of Education sets the minimum admission requirements for these colleges.

Ability-to-Benefit Provision

Admission of Ability-to-Benefit Students—Applicants with less than a high school diploma or AHSED may be admitted to courses not creditable toward an associate’s degree or programs comprised exclusively of courses not creditable to an associate’s degree provided.

- The applicant is at least 17 years of age and has not been enrolled in secondary education for at least one calendar year and has specifically documented ability-to-benefit based on an assessment approved by the federal government.
- The applicant holds an AOD as defined by the Alabama State Board of Education, the high school diploma of another state equivalent to the AOD, or an equivalent diploma issued by a non-public high school.
- Contact the individual community colleges to determine additional local requirements and identify any special programs. The school coordinator for programs and services for students with disabilities can answer questions concerning entrance requirements, available program modifications and accommodations, and program offerings.

Alabama Non-Traditional High School Diploma Option (HSDO) Program

The HSDO Program is designed for Alabama public school students who have previously dropped out of the traditional high school setting or for students who have completed all of the required credits needed for graduation but were unsuccessful in completing one or more sections of the *Alabama High School Graduation Examination*. Option 1 would be available for students who earned an *Alabama Occupational Diploma (AOD)* and would like to earn the *Alabama High School Diploma*. The HSDO will be administered by a participating Adult Education Program at a local community college, but the Local Education Agency (LEA) will confer the *Alabama Non-Traditional High School Diploma*.

Military

- The military generally requires a high school diploma or AHSED for admission.
- The military uses the scores on the Armed Services Vocational Aptitude Battery (ASVAB) as entrance criteria.
- Selection criteria may change depending on the need for recruits; therefore, the local military recruiters should be contacted for the most current information.

Employment

- Students with disabilities may participate in employment opportunities through Career/Technical Cooperative Education. The Essentials pathway is an option for students with disabilities who have selected independent competitive employment as their post-school outcome. The Department of Rehabilitation Services can provide support and assistance to students who meet the qualification as clients.
- The Social Security Administration offers work incentives to encourage people receiving social security benefits to work and become independent without immediate loss of benefits.
Resource: <http://www.parentcenterhub.org>

Disability Services for Students in Postsecondary Education

Disability Services coordinates accommodations for students with documented disabilities. Its main purpose is to provide reasonable academic accommodations and to assure access to programs and activities that promote a supportive learning environment while enabling students to achieve their educational objectives.

Students and parents should be aware of how these services may vary from their high school experiences. The following chart identifies the primary differences in student rights and responsibilities between secondary and postsecondary education.

Secondary	Postsecondary
Students' rights covered under IDEA.	Students' rights covered under ADA and <i>Section 504 of the Rehabilitation Act</i> .
District responsible for providing evaluation.	Student responsible for submitting documentation.
Evaluation - children scale.	Evaluation - adult scale.
District is responsible for Child Find (locating, identifying, and evaluating all students suspected of having a disability).	Student is responsible to self-disclose disability and request accommodations.

IEP created by team approach.	No individual plan. Educational plan created by student and Disability Services staff.
District must prove plan is appropriate.	Student responsible to notify Disability Services if there are problems.
Curriculum can be fundamentally altered.	Curriculum content cannot be altered.
Parents are actively involved.	Parents have access to information only with student's consent.

What is the *Americans with Disabilities Act*?

The *Americans with Disabilities Act* (ADA) of 1990 is a civil rights law that protects qualified individuals with disabilities from discrimination and provides for equal access and opportunity. The ADA applies to five areas:

1. Employment [Title I]
2. State and local government [Title II]
3. Public accommodations (private businesses) [Title III]
4. Telecommunications [Title IV]
5. Transportation and miscellaneous provisions [Title V]

What is an ADA Coordinator?

The ADA Coordinator is responsible for coordinating the efforts of the government entity to comply with Title II and investigating any complaints that the entity has violated Title II. The name, office address, and telephone number of the ADA Coordinator must be provided to interested persons. Please see each college's faculty list for their ADA Coordinator.

Appendix A:

SETT Framework

SETT Framework

The SETT Framework, created by Joy Zabala, is a tool that helps teams gather and organize information that can be used to guide collaborative decisions about services that foster the educational success of students with disabilities. SETT is an acronym for Student, Environments, Tasks and Tools (Joy Smiley Zabala, 2017). Below are questions the IEP Team should ask when considering Assistive Technology for a student.

The Student

- What is (are) the functional area(s) of concern? What does the student need to be able to do that is difficult or impossible to do independently at this time?
- Special needs (related to area of concern)
- Current abilities (related to area of concern)
- Expectations and concerns
- Interests and preferences

The Environments

- Arrangement (instructional, physical)
- Support (available to both the student and the staff)
- Materials and Equipment (commonly used by others in the environment(s))
- Access Issues (technological, physical, instructional)
- Attitudes and Expectations (staff, family, other)

The Tasks

- What SPECIFIC tasks occur in the student's natural environment(s) that enable progress toward mastery of IEP goals and objectives?
- What SPECIFIC tasks are required for active involvement in identified environment(s)? (related to communication, instruction, participation, productivity, environmental control)

The Tools

- Is it expected that the student will *not* be able to make reasonable progress toward educational goals without assistive technology devices and services?
- If yes, *describe* what a useful system of supports, devices, and services for the student would be like if there were such a system of Tools.
- Brainstorm specific tools that could be included in a system that addresses student needs.
- Select the most promising tools for trials in the natural environment(s).
- Plan the specifics of the trial (expected changes, when/how tools will be used, cues, etc.)
- Collect data on effectiveness.

Joy Smiley Zabala, E. A. (2017, 3 09). *Leveling the Playing Field*. Retrieved from joyzabala.com http://www.joyzabala.com/uploads/Zabala_SETT_Leveling_the_Learning_Field.pdf.

Appendix B:

Links to Support the IEP Team with Assistive Technology and Transition

Links to Support the IEP Team with Assistive Technology and Transition

Job Network Accommodations (JAN)

<https://askjan.org/>

Alabama Department of Rehabilitation Services - Transition Services

<http://www.rehab.alabama.gov/individuals-and-families/vocational-rehabilitation-service-general/transition-service>

Americans with Disabilities Act

<https://www.ada.gov/>

<https://www.access-board.gov/attachments/article/1350/adaag.pdf>

<https://www.dol.gov/general/topic/disability/ada>

Wisconsin Assistive Technology Initiative (WATI)

<http://wati.org/content/supports/free/pdf/TeacherTransitionPortfolioDec08.pdf>

<http://wati.org/content/supports/free/pdf/WATI%20Assessment.pdf>

<http://www.transitioncoalition.org/wp-content/originalSiteAssets/files/docs/atransitionpacket1224259340.pdf>

Center on Technology and Disability

<http://ctdinstitute.org/events/event-details/and-accommodations-post-secondary-education-supporting-successful-transition>

<http://ctdinstitute.org/library/2016-06-17/qa-accommodations-supporting-successful-transition>

<http://www.ctdinstitute.org/library/2016-04-20/differences-between-high-school-and-college-students-disabilities-hand-out>

Joy Zabala

http://www.joyzabala.com/uploads/Zabala_SETT_Leveling_the_Learning_Field.pdf

http://www.joyzabala.com/uploads/Zabala_SETT_Scaffold_Consideration.pdf

Checklist of Questions to Ask Colleges

http://www.hewlett-woodmere.net/cms/lib03/NY01000519/Centricity/Domain/29/Questions_to_ask_colleges_about_AT.pdf

References

Earnest, Sally B. (2016). *Leading IEP Meetings Using a Facilitation Framework:*

Alabama Training Manual. Earnest Facilitations, LLC.

Kohler, P. D., Gothberg, J. E., Fowler, C., and Coyle, J. (2016). *Taxonomy for transition*

programming 2.0: A model for planning, organizing, and evaluating transition

education, services, and programs. Western Michigan University. Available at

www.transitionta.org.

National Technical Assistance Center on Transition (2016). *Age Appropriate Transition*

Assessment Toolkit Fourth Edition. University of North Carolina at Charlotte.

Original by NSTTAC and A.R. Walker, L.J. Kortering, C.H. Fowler, D. Rowe, & L.

Bethune. Update by C.H. Fowler & M. Terrell.

National Technical Assistance Center on Transition (2016). *Competitive Integrated*

Employment. Developed for NTACT by Dawn A. Rowe, Ruth Allison, Jacque

Hyatt, & Laura Owens-Johnson.

National Technical Assistance Center on Transition (2016). *Quick Guide: Universal*

Design for Learning in Secondary Education developed in partnership with the

National Center of Universal Design for Learning. Developed for NTACT by Misty

Terrell.

Preparing for Life Transition Planning Guide. (March 2017). Alabama State Department

of Education, Special Education Services Section.

[http://www.alsde.edu/sec/ses/Transition/ UPDATED%201 -](http://www.alsde.edu/sec/ses/Transition/UPDATED%201-)

[2417%20CA%20Preparing%20For%20Life%20Transition%20Planning%0Guide](http://www.alsde.edu/sec/ses/Transition/UPDATED%201-2417%20CA%20Preparing%20For%20Life%20Transition%20Planning%0Guide)

[%202017%20Revised%201-5-17.pdf](http://www.alsde.edu/sec/ses/Transition/UPDATED%201-2417%20CA%20Preparing%20For%20Life%20Transition%20Planning%0Guide%202017%20Revised%201-5-17.pdf).

Transition Coalition. April 2017. <http://transitioncoalition.org/>