

PREPARING FOR LIFE TRANSITION PLANNING GUIDE

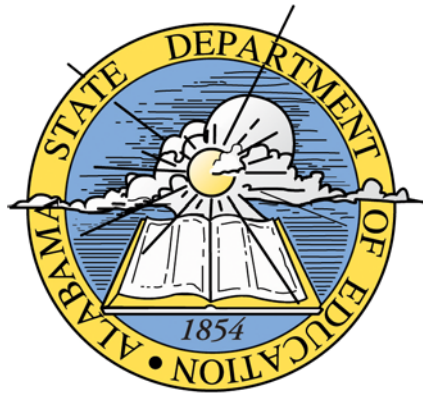


A Student/Parent/School Planning Guide
For The Transition Process Including Determining
Diploma Pathways Options For Secondary Students with Disabilities

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SECTION 1: Introduction

Introduction

Alabama's PLAN 2020

PREPARING FOR LIFE TRANSITION PLANNING GUIDE

A Student/Parent/School Planning Guide
For The Transition Process Including Determining
Diploma/Exit Options
For Secondary Students with Disabilities

Introduction

The *Preparing for Life Transition Planning Guide* is designed to provide assistance to students, parents, and school personnel as they discuss and plan transition from school to adult life. This planning includes assessment of interests and strengths; setting transition goals; and selecting the appropriate courses of study and diploma/exit option, services, and agency linkages needed to meet the transitional goals for students with disabilities. Transition planning could begin as early as elementary school. School personnel should begin the process with students and parents to discuss the educational progress and needs of the student, taking into consideration the expectations and aspirations of the student and his/her family. The process should include discussions concerning future goals and the skills that are needed to support the transition goals. When the student is in middle school, school personnel should begin using career assessments to identify the career interests, abilities, and needs of the student. The assessments data should be utilized to develop appropriate programming including the courses of study that focus on preparing the student to meet his/her transition goals. Public agencies must provide information to students and parents regarding the different diploma/exit options and the requirements for each option. When students are transitioning from middle to high school the Individualized Education Program (IEP) Teams must consider the highest most appropriate diploma/exit option when selecting the exit option and courses of study for the student. **Beginning not later than age 16 or earlier if appropriate, the IEP Team must address transition services in the IEP.**

Alabama's PLAN 2020

PLAN 2020 is the strategic plan for education in Alabama. The goal of this plan is to prepare all students to be successful in college and/or career upon graduation from high school. A “prepared graduate” is defined in PLAN 2020 as one whom:

1. Possesses the knowledge and skills needed to enroll and succeed in credit-bearing, first-year courses at a two- or four-year college, trade school, technical school without the need for remediation.
2. Possesses the ability to apply core academic skills to real-world situations through collaboration with peers in problem solving, precision and punctuality in delivery of a product, and a desire to be a life-long learner.

Four priorities listed below establish the foundation of the plan.

- Alabama's 2020 Learners.
- Alabama's 2020 Support Systems.
- Alabama's 2020 Schools/Systems.
- Alabama's 2020 Professionals.

Each of the four priorities contains objectives, strategies, and targets/indicators designed to focus all available resources, completely address all critical aspects needed for each component, and make significant measureable progress by the year 2020. Alabama's 2020 Learners PLAN is shown below.

PLAN 2020 – LEARNERS OBJECTIVES

- All students perform at or above proficiency and show continuous improvement (achievement/growth).
- All students succeed (gap closure).
- Every student graduates from high school (grad rate).
- Every student graduates high school prepared (college- and career-readiness).

STRATEGIES

- Develop and implement a unified Pre-K through college- and career-readiness plan.
- Develop and adopt college- and career-ready aligned standards in all subject areas.
- Create and implement a balanced and meaningful assessment and accountability system.
- Align available programmatic and fiscal resources to support local school needs in the area of instruction.

MEASURES OF SUCCESS–BY 2016

- Increase the four-year Cohort Graduation Rate.
- Increase the number of students who are college- and career-ready as measured by receiving a Business and Industry Recognized Credential upon graduation.
- Increase the percentage of students who are college- and career-ready as measured by the High School Graduate College and Career Readiness Index of the ACT.
- Reduce the number of students requiring remedial courses in reading and mathematics in two- and four-year colleges.
- Improve the percentage of students performing at or above proficiency on the *ACT Aspire* in 3rd through 8th grade reading.
- Improve the percentage of students performing at or above proficiency on the *ACT Aspire* in 3rd through 8th grade mathematics.
- Decrease the gap on the *ACT Aspire* combined reading and mathematics scores for 3rd through 8th grade students and the composite ACT score between groups of students.

Implementation of PLAN 2020 will improve student growth and achievement, close the achievement gap, increase the graduation rate, and increase the number of students graduating high school who are college- and career-ready and prepared to be successful in our global society (see www.alsde.edu for more information on Alabama's PLAN 2020).

SECTION 2: Transition

What is Transition?

What is Transition Planning?

Who Should be Involved?

Roles in Transition Planning?

- **Student's Role**
- **Parents'/Guardians' Role**
- **Teacher's/Case Manager's Role**
- **School Guidance Counselor's Role**
- **Other Agency Representatives' Role**

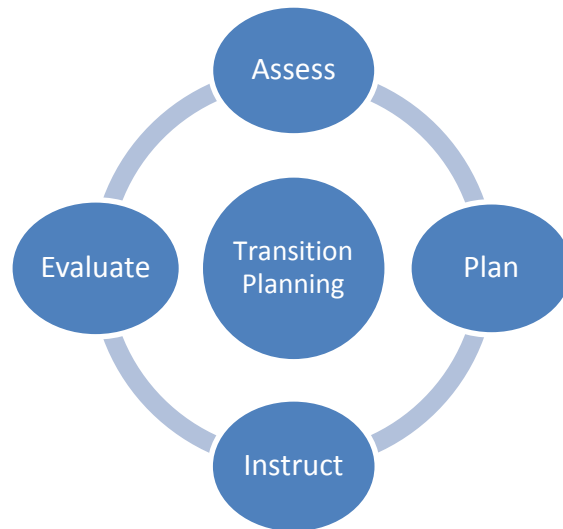
Transition Timeline/Process

What is Transition?

The *Individuals with Disabilities Education Act* (IDEA) defines Transition Services as: a coordinated set of activities for a **child** with a disability that—

- 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 postsecondary education, vocational **education**, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.
- Is based on the individual child's needs, taking into account the **child's strengths, preferences, and interests**.
- 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.
- Includes appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills.
- Includes transition services (including courses of study) needed to assist the child in reaching those goals.
- Begins no later than the first IEP to be in effect when the child is 16 and updated annually thereafter.

What is Transition Planning?



Adapted from Test, D. W., Aspel, N., & Everson, J. (2006). *Transition methods for youth with disabilities*. Columbus, OH: Merrill/Prentice Hall.

Transition Planning is the process that provides assistance to students, parents, and school personnel as they discuss and plan transition from school to adult life. Transition planning should prepare students to exit high school and successfully integrate into their communities, obtain and maintain jobs, get along with others, and live independently. This planning can be thought of as a four-step process and includes assessing interests and strengths, planning appropriate IEP transition goals, instructing with meaningful transition-related activities, and evaluating progress.

In the first step (assess), educators assess, as applicable, students' interests, preferences, needs, and aptitude, if applicable, related to desired post-school outcomes using formal and informal assessments. The second step (plan) involves interpreting assessment results, using the data to create appropriate IEP goals, selecting the appropriate courses of study and diploma/exit option, and developing appropriate transition services. In the third step (instruct), students engage in meaningful transition-related activities and learn the skills needed to reach their post-school goals. Students should also be linked to services and agencies needed to meet the transition goal. In the last step (evaluate) educators evaluate whether student progress has been made toward achieving the transition skills and transition IEP goals.

Transition planning may begin as early as elementary school. School personnel should begin the process of discussing with students and parents the educational progress and needs of the student. The discussion should consider the expectations and aspirations of the student. The process should also include discussions concerning future goals and the skills that are needed to support the transition goals. When the student is in middle school, school personnel should begin using career assessments to identify the career interests, abilities, and needs of the student. The assessment data should be utilized to develop appropriate programming including the courses of study that focus on preparing the student to meet his/her transition goals. Information should be provided to students and parents regarding the different diploma/exit options and the requirements for each option. During the transition from middle to high school, the IEP Team must consider the highest most appropriate diploma/exit option when selecting the exit option and courses of study for the student. Beginning not later than age 16, or earlier if appropriate, the IEP Team must address transition services in the IEP.

Who should be involved?

- Student
- Parents/Guardians
- Special Education Teachers
- General Education Teachers
- School Administrators
- Guidance Counselor
- Vocational Rehabilitation Counselor
- Other Agency Representatives

Roles in Transition Planning

This overview summarizes the roles of the student, parent, teachers, guidance counselors, vocational rehabilitation counselors, and other service providers in transition planning. This summary identifies the responsibilities of team members who work with a student as he/she transitions from school to adult life. This summary is not meant to be exhaustive, but rather an illustration of the roles and responsibilities of team members in the transition planning process. The hope is that through the coordinated effort of all team members, students with disabilities can experience a seamless transition from high school to post-school adult life.

Student's Role

- Learn about the transition process.
- Take an active role in the transition process by voicing your interests, preferences, and goals.
- Ask questions.
- Identify your strengths and weaknesses.
- Identify the appropriate exit option based on your strengths and interests.
- With the help of career and/or guidance counselors, identify appropriate courses to help reach your goal.
- Explore career interests and options.
- Complete age-appropriate transition assessments.
- Complete activities to work towards achieving your goals.
- Attend class and complete assignments.
- Identify people, resources, and agencies that will assist you in reaching your goals.
- Learn more about your disability and how to get the supports you need to reach your goals.
- Discuss and review these areas at least annually at your IEP Team meeting.

Why should I be involved?

- Allows you to have a voice in planning your future.
- Helps you prepare for post-school outcomes (life after high school).
- Helps you identify the appropriate exit option and high school courses.
- Helps you determine what skills you need to develop to live successfully in your community after high school.
- Gives you the opportunity to explore career options while in high school.
- Helps you make connections with post-high school programs, colleges, and agencies to reach your goals.

How should I plan?

- The best transition plans are those that help you achieve your dreams and aspirations. You should be included in all aspects of planning and goal setting and encouraged to participate at the IEP Team meetings. Transition planning involves a team of people who can help you assess your specific needs for postsecondary services. It is important that you be linked to agencies such as colleges, employment, housing, mental health, training agencies, and vocational rehabilitation.

Parents'/Guardians' Role

- Be an active participant in the IEP Team transition planning process.
- Share your thoughts and concerns about your child's transition plan.
- Share information with the IEP Team about your child's strengths, needs, and preferences.
- Ask questions.
- Discuss with your child his/her future goals.
- Help your child explore and develop realistic goals for adult life.
- Determine how much assistance your child will need to acquire independence.
- Assist your child in the development of self-advocacy skills.
- Encourage your child to be an active participant in this planning process.
- Become knowledgeable about graduation requirements and help make decisions about Diploma Pathways Options.
- Become knowledgeable about post-school options and resources available to your child.
- Help ensure that needed curriculum adaptations and environmental modifications are made.
- Ensure that the IEP goals are being accomplished.
- Provide supplemental support (e.g., providing transportation to and from a job site if appropriate).
- Keep records of the transition-related services and activities that occur.

Why should I be involved?

- Be an advocate for your child.
- Sign consents to allow outside agencies to participate in the transition planning process.
- Gain knowledge about resource providers and community agencies.
- Ensure that post-school goals and services are coordinated between all plans (e.g., IEP, Individualized Plan for Employment (IPE), Individualized Support Plan (ISP)).
- Keep the IEP Team focused on my child's transitional needs and goals.

Teacher's/Case Manager's Role

- Help the student explore his/her goals for adult life.
- As an IEP Team member develop measurable postsecondary goals for the student.
- Help the student complete activities that will help him/her achieve their goals.
- Become familiar with outside agency service provider representatives and their programs.
- Coordinate IEP meeting times with all transition team members.
- With consent, coordinate and secure services to assist the student in obtaining his/her desired future outcome.
- Provide instruction in the classroom setting on self-determination/self-advocacy skills and skills related to understanding the purpose of the IEP process.
- Provide instruction on the legal rights of an individual with a disability and the impact of having a disability.
- Provide instruction on the transition services required under the *Individuals with Disabilities Education Act (IDEA)*.
- Role-play IEP meetings to help the student understand the IEP process and requirements.
- Encourage the student to communicate with school personnel to monitor progress toward the IEP goals.
- Encourage the student to advocate and conduct his/her IEP Team meeting.

School Guidance Counselor's Role

- Assess students for career interests and aptitude leading to the student's career path.
- Develop four-year educational/career plans for students.
- Beginning in the eighth grade, and annually thereafter, guide students in the development and annual revision of the four-year educational/career plan.
- Facilitate the delivery of appropriate curriculum in the classroom.

Other Agency Representatives' Role

- Attend IEP Team meetings when invited.
- Actively participate with other IEP Team members to align plans and services.
- Provide information on resources and supports available to help the student reach his/her goals.
- Provide necessary services and supports to help the student achieve his/her goals.

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 (SOP). • Complete the SOP 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 SOP 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 Section 11 for SOP forms. • Discuss next steps as related to selected diploma/exit option or pathway. • Discuss the Post-School Outcome (PSO) survey.

SECTION 3: Outcomes and Assessments

Post-School Outcomes

Planning for Student Post-School Outcomes

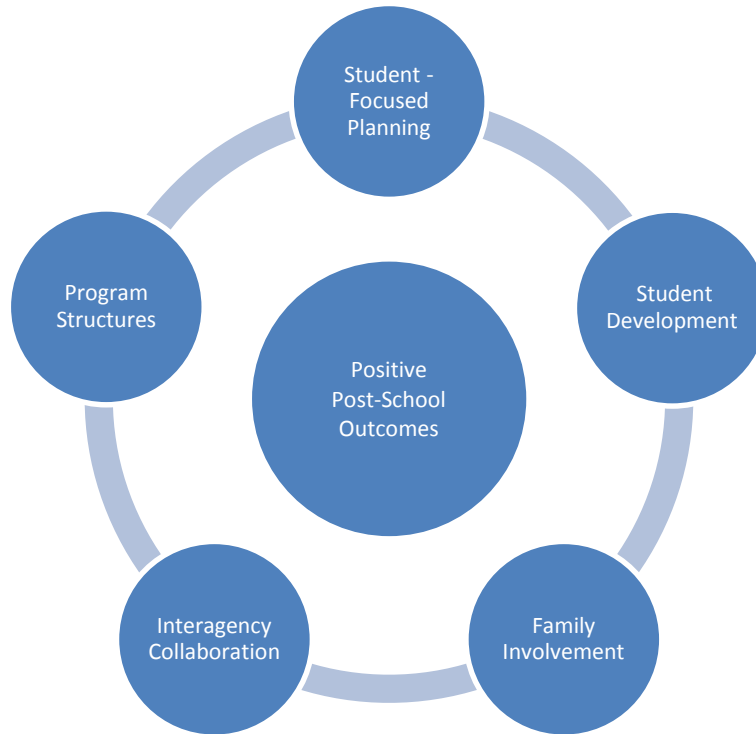
Transition and the IEP

Assessments for Transition Planning

Types of Assessments

Self-Determination/Self-Advocacy

Post-School Outcomes



Kohler, P.D. (1996). *Taxonomy for Transition Programming*. Champaign: University of Illinois.

Providing students with disabilities secondary transition services using evidence-based practices has been identified as a key predictor for positive post-school outcomes for students with disabilities. Effective evidence-based practices (EBP) can be organized into five categories described below: Student-Focused Planning; Student Development, Family Involvement, Interagency Collaboration, and Program Structures.

Category	Practice
Student-Focused Planning	<ul style="list-style-type: none"> Use assessment information, student participation, planning strategies, and student postsecondary goals to develop the IEP.
Student Development	<ul style="list-style-type: none"> Emphasize life, career, and vocational skill development through school-based and work-based curricula, in addition to student assessments and accommodations.
Family Involvement	<ul style="list-style-type: none"> Increase the ability of family members to work effectively with educators and service providers in planning and delivering education and transition services.
Interagency Collaboration	<ul style="list-style-type: none"> Facilitate involvement of community providers and agencies in transition education to foster collaboration and enhance curriculum and program development.
Program Structures	<ul style="list-style-type: none"> Efficient and effective delivery of transition-focused education and services including philosophy, planning, policy, evaluation, human resource development, and the structures and attributes of schools.

(NSTAAC, 2010)

Planning for Student Post-School Outcomes

Transition planning involves more than creating a paper document. Transition planning involves ensuring all students with disabilities are prepared to achieve their desired post-school goal. Beginning at age 16, or earlier if appropriate, the IEP Team must determine the student's post-school transition goals based on needs, preferences, interests, and appropriate transition and career planning assessments. It is the transition IEP that designs the services to help a student move toward and reach his/her postsecondary goals (Test & Grossi, 2011).

Transition and the IEP

Transition services must begin no later than the first IEP to be in effect when the student turns 16, or earlier if appropriate, and are updated annually thereafter. The IEP Team must address the student's course of study; transition assessments; long-term transition goals in the areas of postsecondary education/training, employment/occupation/career and community/independent living; transition services; and annual goal(s) to address the transition service needs indicated on the transition page. The IEP Team will consider the student's strengths, preferences, and needs to determine the most appropriate diploma option. The IEP Team is encouraged to consider the highest option feasible to allow maximum post-school opportunities. The IEP Team will also plan the appropriate courses of study to be included on the IEP document as well as any additional transition services and needed accommodations and modifications. The IEP Team should review the student's progress at least annually to determine if the selected exit option, goals, and services are appropriate. However, on-going evaluation of student progress is encouraged.

During the eighth-grade IEP meetings, students should take an active role in selecting their graduation option and determining the needed courses of study based on their post-school outcomes.

Assessments for Transition Planning

The first step in planning for transition is assessment. Assessment is a systematic attempt to understand a student's employment aptitudes, preferences, strengths, and weaknesses. This critical step in transition planning is an ongoing process to determine students' changing needs. Examples of some types of assessments are: student interest inventory, parent survey, career interest inventory, vocational assessments, transition assessments, and academic assessments.

Transition Assessments can:

- Provide relevant information about the student in relation to key areas for transition planning.
- Provide information about the student's current levels of functional performance and indicate appropriate accommodations to support student success.
- Provide a basis for measurable postsecondary goals.
- Provide a basis for measurable annual goals.

Transition Assessments can provide information about a student's strengths and needs in preparing for:

- Postsecondary Education.
- Vocational Education.
- Employment – including supported employment.
- Continuing and Adult Education.
- Adult Services.
- Independent Living.
- Community Participation.
- Self-Determination/Self-Advocacy.

Types of Transition Assessments:

Assessments come in two general formats – formal and informal.

- **Formal** – aptitude tests, interest assessments, intelligence tests, achievement tests, personality or preference tests, career development measures, training evaluations, and measures of self-determination.
 - Examples
 - *Meyers Briggs Type Indicator Form M*
 - *Self-Directed Search (Forms E, R, and Explorer)*
 - *Wonderlic Basic Skills Test*
 - *Occupational Aptitude Survey and Interest Schedule, 3rd Edition*
 - *Armed Services Vocational Aptitude Battery (ASVAB)*
- **Informal** – interviews or questionnaires, direct observations, anecdotal records, environmental or situational analysis, curriculum-based assessments, interest inventories, preference assessments, and transition planning inventories.
 - Examples
 - *The Transition Planning Inventory*
 - *O'Net Career Interest Inventory*
 - *Life Centered Career Education (LCCE) Performance and Knowledge Battery*

It may be most useful to use a combination of both types of assessments in order to get a true measure of the student's abilities and needs.

Examples of Transition Assessments

- **Educational**—Individual classroom-based assessments; grade or school-wide assessments; academic assessments (reading, written language, mathematics); and reports of observations made by teachers, employers, parents, or school personnel.
- **Employment**—Ratings of employability, vocational interest inventories, functional skills assessments, structured assessments in the work setting, evaluations of interview experience, work skills assessments (e.g., punctuality, work completion, social skills, ability to accept criticism, appropriate appearance for work), and employer references.
- **Training**—*Armed Services Vocational Aptitude Battery* (ASVAB), computerized skills assessments, self-determination scales, and vocational readiness ratings.
- **Independent Living Skills**—Daily living skills assessments and assistive technology evaluations.

Section 5 includes a transition planning checklist, along with additional transition planning resources that may be used as students prepare to transition from school to adult life, and information on how to find transitional planning assessments.

Self-Determination/Self-Advocacy

Students with disabilities must learn and use self-determination/self-advocacy skills to become active participants in making educational decisions that will affect their future. The students must learn to identify their strengths and needs and have an understanding of their legal rights.

Youth and Young Adults in Transition (YAIT) is a school-based organization that provides students with disabilities the opportunity to meet and develop self-determination and leadership skills within themselves. The groups are organized locally and can include more than one LEA. The meetings are designed to discuss topics such as:

- Self-Advocacy
- Self-Determination
- Teamwork
- Goal Setting
- Special Education and IEP
- Identify Service Providers
- Identify Community Resources
- Participation in leadership opportunities

SECTION 4: Goals and Standards

Postsecondary Goals and Transition Standards

Postsecondary Education/Training Goal

Employment/Occupation/Career Goal

Community/Independent Living

Transition Services

Age Requirements for Students with Disabilities

Transfer of Rights

Postsecondary Goals and Transition Standards

Beginning at age 16, or younger, the IEP Team must determine the student's appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to:

- Training
- Education
- Employment
- Independent Living Skills, where applicable

The Alabama State Department of Education (ALSDE) has divided the postsecondary goals into three categories: **Postsecondary Education/Training, Employment/Occupation/Career, and Community/Independent Living.**

Transition Standards have been developed to provide guidance in developing postsecondary goals. After appropriate transition assessments have been conducted, these standards **must** be used for IEP development. The Transition Standards are divided into four strands: **Academics/Training (AT), Occupations/Careers (OC), Personal/Social (PS), and Daily Living (DL).**

The following is a list of suggested postsecondary goals within each category for IEP Teams to consider. The IEP Team may use one of the following examples for each category or develop other goals. The IEP Team will determine the goals based on the results of the assessments that include student preferences and interests.

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 submission of application for enrollment.
- Student will be prepared to participate in a **technical or non-degree education** program based on completion of IEP goals, high school program, and submission of application for enrollment.
- Student will be prepared to participate in a **short-term educational or vocational training program** based on completion of IEP goals, high school program, and submission of application for enrollment.
- Student will be prepared to participate in **day/activity training program** based on completion of IEP goals, high school program, and submission of application for enrollment.
- Other: Write an appropriate goal for the student based on the needed transition services.

The **Transition Standards** within the **Academics/Training** strand will provide a framework for preparing students to enter, progress, and complete postsecondary education or training. Focus is given to the process needed to identify and enter postsecondary education or training programs and the supports that might be needed for successful completion.

Postsecondary School is defined as, including: (a) type of school, education, or training (two-year college or community college, four-year college or university, technical college, vocational or short-term training program, or on-the-job training programs) and (b) whether enrollment is full-time or part-time. The definition of full-time/part-time enrollment is twelve semester hours equals full-time and six semester hours equals half-time.

Employment/Occupation/Career Goal

- Student will be prepared to engage in career-related planning, leading to the **selection of a career**, based on personal career interests, aptitudes, abilities, and occupational information.
- Student will be prepared to participate in **competitive 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 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** 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 a **day/activity training program** based on successful completion of school-based career exploration experiences and application for adult services.
- Other: Write an appropriate goal for the student based on the needed transition services.

The **Transition Standards** within the **Occupations/Careers** strand will outline a career planning process; identify the benefits of employment; and develop career-related skills that facilitate each individual's potential for economic, social, and personal post-school fulfillment. This instructional component provides the student with the opportunity to apply knowledge of career-related skills in work-based learning experiences.

Competitive Employment is work (i) in the competitive labor market that is performed on a full-time or part-time basis in an integrated setting and (ii) for which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled [Authority: Sections 7(11) and 12(c) of that Act; 29 U.S.C. 705(11) and 709(c)].

Supported Employment provides community-based assessments, job development, job coaching, and extended support to meet the employment needs of individuals with the most severe disabilities. Individualized employment assistance is provided to match individual interests, skills, and abilities with an appropriate job in the community. A job coach works closely with each individual to teach the job tasks. To ensure long-term job stability, the individual's rehabilitation counselor arranges for the employee and employer to receive continued supports for the duration of the employment.

Day Program Options are alternatives to vocational programs. Emphasis is placed on social skill development, survival skill development, physical therapy, speech therapy, occupational therapy, and activity therapy. No wages are earned.

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 both community activities and live **independently** based on independent living skill level achieved, 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.

The **Transition Standards** within the **Personal/Social** strand addresses the personal management and social interaction skills that students need to become integrated community members.

The **Transition Standards** within the **Daily Living** strand will enable students to acquire the skills needed for an integrated postsecondary community life. The standards within this strand address the skills necessary for students to successfully engage in daily living activities in the home, the workplace, and the general community.

Community/Independent Living

The Transition Team should ensure that information is provided to students and parents about options available to them. Community living is about more than just where we live. It is about:

- Choosing how, where, and with whom we live.
- Having the supports to live as independently as possible.
- Being connected to others in our homes, neighborhoods, and communities.
- Feeling safe and comfortable in our homes and neighborhoods.
- Enjoying life, including recreation, and how we spend our spare time.

Many students' hopes and dreams (along with those their parents have for them) revolve around being as independent as possible; while also being a connected and valued member of the community. To achieve this goal requires looking beyond traditional options, using creative thinking, and being willing to take some risks.

Transition planning must address knowledge and skills needed for students to live independently. Some of these skills include:

- Managing finances.
- Managing a home; including maintenance and repair.
- Caring for personal needs.
- Buying and preparing food.
- Buying and caring for clothing.
- Acting as a responsible adult.

Natural Supports include supports that are a part of our lives “naturally.” For example, it is common for roommates to assist each other with things like cooking and housework. Friends and neighbors may also offer support in many other areas, such as loaning items or offering to fix something.

Community Membership means taking an active part in community activities, developing friendships, giving something back to the community, and feeling that your contribution is valued. As students move from school to adult life, they should think about their interests and the changing options for their age group. The *Americans with Disabilities Act* (ADA) guarantees access to all community opportunities for individuals with disabilities. Do not rule out certain activities because of the student’s special needs. There are often ways to adjust an activity with or without adaptive devices.

Community Supports available around housing and independent living vary. Families and friends may continue to play a major role in a student’s life, but this role may change, requiring the student to become more independent. The student has become an adult and must begin making his/her own decisions and telling others his/her needs and wishes; including what to eat, how to dress, where to go.

Recreation/Leisure Options help students to learn new things, gain a skill, meet new people, and have fun! It can be something they do alone (such as gardening or painting) or a group activity (such as basketball or aerobics).

Volunteering is a great way to meet others with similar interests, and also can be an opportunity to engage in social activities. Remember that volunteering means performing a service willingly and without pay.

Transition Services

For each student you must:

- Identify the transition services needed for the student to reach his or her postsecondary education/employment and community/independent living goals.
- Address one or more transition service(s) each year for students aged 16, or earlier if appropriate, and update annually thereafter.
- Document transition service(s) through lesson plans, unit plans, grade books, etc.
- Provide evidence of transition service(s) and student progress toward transition goals.

Agency Linkages are important components of transition to adult life for many students with disabilities who need ongoing support after graduation. After graduation and the termination of special education services, there are agencies and community groups that help young adults with special needs. These organizations may support overall services, independent living, and employment and/or recreation and leisure activities.

Age Requirements

Students with disabilities who have not earned an AHSD and who have not reached their 21st birthday by August 1 are entitled to a Free Appropriate Public Education (FAPE) up to age 21, even if it means that instruction is provided in excess of 12 years. If a student turns 21 on or after August 1 but during the school year, that student is entitled to complete the school year as defined by the *Alabama Administrative Code* (AAC), Rule 290-8-9-.4(3).

Transfer of Rights

Beginning at least one year before the student reaches the legal age of majority under state law, his or her IEP must include a statement that the student has been informed of his or her rights that will transfer to the student on reaching the age of majority. In Alabama, educational rights automatically transfer from parent to student at the age of 19. The transfer of rights section of the IEP must be signed by the student at least one year prior to the student's 19th birthday. Once the student turns 19, the public agency must recognize that the educational rights have transferred from parent to student. However, the public agency must continue to provide notice to the parents any time notice is required.

SECTION 5: Transition Planning Resources

Transition Planning Checklist: Middle School/Junior High School

Transition Planning Checklist: Senior High School

Transition Assessment Resources

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. 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.

Year Column: Record current school year. 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.

	YEAR 20__	IEP	YEAR 20__	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...)				

	YEAR 20__	IEP	YEAR 20__	IEP
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)				
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				

	YEAR 20__	IEP	YEAR 20__	IEP
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.)				
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 who require transition services.

Year Column: Record current school year. 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.

	YEAR 20__	IEP	YEAR 20__	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				

	YEAR 20__	IEP	YEAR 20__	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				

	YEAR 20__	IEP	YEAR 20__	IEP
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				
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				

	YEAR 20__	IEP	YEAR 20__	IEP
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...)				
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				

	YEAR 20__	IEP	YEAR 20__	IEP
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 the following agencies: _____ _____ _____				
Invite the following agencies to IEP meeting(s): _____ _____				

Transition Assessment Resources

Disclaimer: This list is not a comprehensive list of transition assessment resources, and the ALSDE does not endorse any particular publisher or product.

These Web sites are:

<http://alcareerinfo.org/> – Alabama Career Information Network

http://www.alsde.edu/html/sections/doc_download.asp?section=65&id=15415&sort=2 – Alabama Transition Standards additional Assessment Resources can be found in Appendix C.

http://www.cde.state.co.us/cdesped/download/pdf/TK_TransAssessment.pdf – Colorado Department of Education, Special Education Services Unit.

<http://www.khake.com/page51.html> – The Vocational Information Center; Career and College Planning Resources.

<http://www.ncset.org/> - National Center on Secondary Education and Transition

[http://www.ncwd-youth.info/resources & Publications/assessment.html](http://www.ncwd-youth.info/resources&Publications/assessment.html) – Career Planning Begins with Assessment: A Guide for Professionals Serving Youth with Educational and Career Development Challenges.

<http://www.nsttac.org/> - Age Appropriate Transition Assessment Guide, National Secondary Transition Technical Assistance Center.

<http://www.ode.state.or.us/gradelevel/hs/transition/newsletters/2004/ttvol102issue03.pdf> – Produced in November 2003 by the Oregon Department of Education and Transition. This issue of the Transition Toolbox newsletter focuses on Vocational Transition.

[http://www.onetcenter.org/guides.html#tests and other assessments helping you make better career decisions](http://www.onetcenter.org/guides.html#tests_and_other_assessments_helping_you_make_better_career_decisions) – Testing and Assessment Consumer Guides by the Occupational Information Network (O*Net) Resource Center.

<http://www.onetonline.org/> - O*NET Online

http://www.seattleu.edu/ccts/func_eval/index.asp – A guide to functional Vocational Evaluation developed in Washington State (October 2004). The Center for Change in Transition Services, a Washington State Needs Project funded by the Office of Superintendent of Public Instruction in collaboration with Seattle University.

http://www.transitioncoalition.org/transition/module_home.php – Assessing Students with Disabilities: Transition Planning for the IEP is a Web site developed by Gary Clark at the University of Kansas.

SECTION 6: Exit Options

Selecting the Highest, Most Appropriate Diploma Pathway Graduation Requirements by Cohort

Additional Information

- **4x4 Curriculum**
- **Credit Recovery**
- **Academic Flexibility**
- **Dual Enrollment**
- **Course Offerings**

Selecting the Highest, Most Appropriate Diploma Pathway

- The staff member in the office responsible for a student's plan (case manager) should gather pertinent data, including grades, state assessment results, current least restrictive environment (LRE), and parent input, and take into consideration the student's needs and future goals.
- The IEP Team should review existing data and determine the most appropriate diploma pathway with input from the parent and student.
- The IEP Team should consider the results of the career interest inventories and transition assessments when identifying transition services.
- The IEP Team will identify and document on the transition page of the IEP the diploma pathway and address the LRE and appropriate services in the IEP.
- The case manager should monitor the student's progress regularly and determine appropriate services.

Section 7 contains the form to document that parents and/or students have been informed of the Diploma Pathways.

Graduation Requirements by Cohort

Cohort	Coursework	State Assessment(s)	Diploma
<p>2009 – 2010 and before</p> <p><i>Students who have previously exited or who have been retained but did not complete graduation requirements (e.g., course credits, passed the AHSGE)</i></p>	<p>Students will follow the <i>Alabama Course of Study</i> to earn Advanced Placement, IB or General Education</p> <p style="text-align: center;">or</p> <p>Alabama Occupational Diploma(AOD) credit</p> <p style="text-align: center;">or</p> <p>Alabama Extended Standards Course of Study</p>	<p>Alabama High School Graduation Exam (AHSGE) for students working toward an Alabama High School Diploma</p> <p style="text-align: center;">or</p> <p>The AHSGE for students working towards the AOD</p> <p><i>(Any student with a disability as defined by the Individuals with Disabilities Education Act of 2004 and or Section 504 of the Rehabilitation Act of 1973 who meet the Exception Rule criteria may earn the Alabama High School Diploma (AHSD) or the AHSD with Credit-Based Endorsement.</i></p>	<p>Alabama High School Diploma,</p> <p>Alabama High School Diploma with Advanced Academic Endorsement</p> <p>Alabama High School Diploma with Advanced Career and Technical Endorsement</p> <p>Alabama High School Diploma with Career and Technical Endorsement</p> <p>Alabama High School Diploma with Credit Based Endorsement</p> <p>Alabama Occupational Diploma</p> <p>Graduation Certificate</p>
<p>12th graders who are in the 2010 – 2011 cohort</p>	<p>Students will follow the <i>Alabama Course of Study</i> to earn Advanced Placement, IB or General Education</p> <p style="text-align: center;">or</p> <p>Alabama Occupational Diploma(AOD) credit</p> <p style="text-align: center;">or</p> <p>Alabama Achievement Standards (formerly Alabama Extended Standards) Course of Study</p>	<p>Quality Core End of Course Assessment if the student is enrolled in the following courses: English 10, Algebra 1, Algebra IB</p> <p style="text-align: center;">or</p> <p>Substitute courses: English Essentials 10, Algebraic Essentials B, Algebraic Explorations II</p> <p><i>Students will NOT be required to pass the AHSGE; however, any student whose transcript reflects a “not attempted” or “failed” status in one or more subject area may continue to take the appropriate test(s).</i></p>	<p>Alabama High School Diploma</p> <p>*Local school systems may add endorsements</p>

<p>11th graders who are in the 2011 – 2012 cohort</p>	<p>Students will follow the <i>Alabama Course of Study</i> to earn Advanced Placement, IB or General Education or Alabama Occupational Diploma(AOD) credit or Alabama Achievement Standards (formerly Alabama Extended Standards) Course of Study</p>	<p>Quality Core End of Course Assessment if the student is enrolled in the following courses: English 10, Algebra 1, Algebra IB or Substitute courses: English Essentials 10, Algebraic Essentials B, Algebraic Explorations II and Grade 11- The ACT Plus Writing or Alabama Alternate Assessment</p>	<p>Alabama High School Diploma <i>*Local school systems may add endorsements</i></p>
<p>10th graders who are in the 2012 – 2013 cohort</p>	<p>Students will follow the <i>Alabama Course of Study</i> to earn Advanced Placement, IB or General Education or Alabama Occupational Diploma(AOD) credit or Alabama Achievement Standards (formerly Alabama Extended Standards) Course of Study</p>	<p>Quality Core End of Course Assessment if the student is enrolled in the following courses: English 10, Algebra 1, Algebra IB or Substitute courses: English Essentials 10, Algebraic Essentials B, Algebraic Explorations II and Grade 10- ACT Plan or Local assessment (collect 3 pieces of evidence for each Alabama Extended Standard for Grade 10, score locally, keep on file locally to use for educational planning) with option of UNIACT(career interest inventory in PLAN)</p>	<p>Alabama High School Diploma <i>*Local school systems may add endorsements</i></p>
<p>9th graders who are in the 2013 -2014 cohort</p>	<p>General Education Pathway or Essentials/Life Skills Pathway or Alternate Achievement Standards Pathway (formerly Alabama Extended Standards)</p>	<p>Quality Core End of Course Assessment if the student is enrolled in the following courses: English 10, Algebra 1, Algebra IB or Substitute courses: English Essentials 10, Algebraic Essentials B, Algebraic Explorations II</p>	<p>Alabama High School Diploma <i>*Local school systems may add endorsements</i></p>

*Students as defined by the *Individuals with Disabilities Education Act* who meet the requirements for graduation through the *Essentials/Life Skills Pathway* or *Alternate Achievement Standards Pathway* may return to school to work on transitional/life skills. The student is entitled to FAPE until he/she exits with a diploma or to age 21.

If a student taking general education courses, Essentials/Life Skills Courses, or Alternate Achievement Standard (AAS) courses completes all course requirements in four (4) years, he/she will graduate with the AHSD.

If a student taking general education courses, Essentials/Life Skills Courses, or AAS courses does not complete all course requirements in four (4) years, he/she will not be counted as a graduate in the four-year cohort.

If a student completes all course requirements in his/her fifth year, he/she will be counted in the fifth-year cohort.

Students must be allowed to participate in graduation activities with classmates during his/her 12th grade year. The awarding of a regular diploma ceases the school system's responsibility for providing FAPE. Therefore, school systems are encouraged to issue the diploma when the student actually exits from school.

Additional Information

4x4 Curriculum

- Students must adhere to the requirements of the 4x4 curriculum that requires students to pass four credits of coursework in Mathematics, Science, English Language Arts, and Social Studies for each year of high school. All students will be required to have an online experience.

A student may obtain his/her **Online Credit** through one or more of the following options:

1. Take an online course
2. Participate in an online experience
3. Participate in online experiences incorporated into required courses for the Alabama High School Diploma

For the online experience to be successful and to meet the **Credit Requirements**, it must meet the following standards:

1. Be relevant and address many learning styles appropriate to the task.
2. Include asynchronous and/or synchronous interaction between teacher and student as well as student and student.
3. Incorporate resources outside of the classroom.
4. Meet the *Alabama Course of Study: Technology Education* standards for Grades 9-12.
5. Incorporate the following:
 - a. **Use** of technology tools for managing and communicating personal information.
 - b. **Apply** advanced software features such as built-in thesaurus, templates, and styles to improve the appearance of word processing documents, spreadsheets, and presentations.
 - c. **Identify** and **describe** various telecommunications or online technologies such as desktop conferencing, listservs, blogs, and virtual reality.
 - d. **Incorporate** a variety of media and formats to **design, develop, publish, and present** products.
 - e. **Collaborate** in content-related projects that integrate a variety of media.
 - f. **Demonstrate proficiency** in the use of emerging technology resources such as podcasting, Webcasting, compressed video delivery, online file sharing, graphing calculators, and global positioning software.

Credit Recovery

- Credit Recovery would provide course-specific, skill-based opportunities for students who have not mastered a specific part of a course. This would allow students to demonstrate competency on that segment of the course and receive course credit or earn promotion.
- The school system would be required to develop program rules, regulations, and processes that meet ALSDE guidelines.
- Credit Recovery study is based on deficiencies rather than a repeat of the entire course. This policy would encourage school systems to provide remedial assistance to students as soon as possible following failure in specific competencies.
- The policy would provide students who might fail the entire course because of lack of knowledge of specific competencies with an opportunity to graduate from high school on time, thus keeping more of Alabama's students in school until graduation.

{Effective date: Fall 2008}

Academic Flexibility

- The Carnegie unit was developed in 1906 as a measure of the amount of time a student has studied a subject. In the past, a total of 140 hours in one subject—meeting four or five times a week for 40 to 60 minutes for 36 to 40 weeks each year—earned the student one "unit" of high school credit. The current block scheduling option is also based on 140 hours of "seat time."
- In-school and extra-school educational opportunities are now available for students. For example, online courses allow public agencies to provide students with alternatives to "seat time" as a measure of learning. Participating agencies may choose to use the 140-hour criteria or to offer students methods demonstrating mastery of course of study content standards other than the previously required 140 hours.

{Effective date: Fall 2008}

Dual Enrollment

School systems may establish dual enrollment programs, allowing certain high school students to enroll in postsecondary institutions, in order to dually earn credits for a high school diploma and/or a postsecondary degree at both the high school and participating postsecondary levels. The dual enrollment program is open to all students meeting the following requirements:

- Have a "B" average, as defined by the school system's policy, in completed high school courses.
- Have written approval of the student's principal and superintendent.
- Be in Grade 10, 11, or 12 or have an exception granted by the participating postsecondary institution upon the recommendation of the student's principal and superintendent and in accordance with the *Alabama Administrative Code* (AAC) Rule 290-8-9-.17 regarding gifted and talented students.
- Students enrolled in Grade 10, 11, or 12 who do not have a "B" average in completed high school courses may be deemed eligible to participate in dual enrollment courses pending demonstrated ability to benefit as documented by successful completion and placement identification on assessments approved by the Department of Postsecondary Education. Students eligible under this section will be restricted to pursuing career/technical and health-related courses.
- Students enrolled under this provision must have earned a "B" average in high school courses related to the occupational/technical studies, if applicable, which the student intends to pursue at the postsecondary level and have maintained an overall grade point average of 2.50. Students enrolled under this provision must have written approval of the students' principal and superintendent.

Course Offerings

- Courses shall be postsecondary/college level. Postsecondary/college level remedial courses shall not meet the requirements of this program.
- Students enrolled in courses offered during the normal high school day on or off the high school campus shall have prior permission of the students' principal, superintendent, and the participating postsecondary institution.

SECTION 7: Diploma Pathways

Alabama High School Diploma (AHSD) Pathways

Courses for the AHSD Pathways

The New AHSD Work Component Requirements

Transition Elective Courses

Changing Graduation Pathways

Planning for Modifications and Accommodations

Form: Selecting the Highest Most Appropriate Pathway

Alabama High School Diploma (AHSD) Pathways

Students with disabilities have several pathways to follow. Keep in mind that there will be students with disabilities on all pathways.

AHSD Pathways
General Courses/AP/IB/Postsecondary Equivalent Courses
Essentials/Life Skills Courses
Alternate Achievement Standards Courses

Students with disabilities are able to take general courses, AP, IB, and postsecondary equivalent courses. All students must follow the 4X4 plan regardless of the pathway selected. Remember, *all* students must take four English courses, four mathematics courses, four science courses, and four social studies courses.

Additionally, Algebra II, Algebra II with Trigonometry, or an ALSDE-approved substitute is required for all students pursuing the Alabama High School Diploma via the General Education Pathway and the Essentials/Life Skills Pathway.

4X4 PLAN
4 English
4 Mathematics
4 Science
4 Social Studies

On the Courses for the Alabama High School Pathways document, the courses with one asterisk denote the course sequence for students with disabilities earning credit through the Essentials/Life Skills Courses. **Non-disabled students may take Essentials/Life Skills Courses as per students' four-year plan.** There is one diploma with substitute/equivalent courses. Courses are open to all students. **Counselors should advise students of possible outcomes and benefits from taking these courses or regular education courses, including very carefully considering college admissions requirements, NCAA eligibility, etc.** Students should be advised as to whether certain courses would adequately prepare them for college- and career-readiness in the future.

Courses with two asterisks denote the course sequence for students with significant cognitive disabilities earning core credit through Alternate Achievement Standards (AAS) Courses.

COURSES FOR THE ALABAMA HIGH SCHOOL DIPLOMA PATHWAYS

		GENERAL	ESSENTIALS/LIFE SKILLS	ALTERNATE ACHIEVEMENT STANDARDS	CREDITS	
AREA OF STUDY	ENGLISH	English 9 or any AP/IB/Postsecondary Equivalent Courses	*English Essentials 9	**AAS English 9	1	
		English 10 or any AP/IB/Postsecondary Equivalent Courses	*English Essentials 10	**AAS English 10	1	
		English 11 or any AP/IB/Postsecondary Equivalent Courses	*English Essentials 11	**AAS English 11	1	
		English 12 or any AP/IB/Postsecondary Equivalent Courses	*English Essentials 12	**AAS English 12	1	
					TOTAL	4
	MATHEMATICS	Algebra I	*Refer to Appendix A for possible course progressions.	**AAS Math 9	1	
		Geometry		**AAS Math 10	1	
		Algebra II with Trig or Algebra II or CTE/IB/postsecondary equivalent courses		**AAS Math 11	1	
		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/IB/Postsecondary Equivalent Courses.	*Algebra II, Algebra II with Trigonometry, or an ALSDE-approved substitute is required for all students pursuing the Alabama High School Diploma via the General Education Pathway and the Essentials/Life Skills Pathway.	**AAS Math 12	1	
					TOTAL	4
	SCIENCE	Biology	*Life Skills Science I	**AAS Science 9	1	
		Physical Science	*Life Skills Science II	**AAS Science 10	1	
		The third science 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/IB/ Postsecondary Equivalent Courses.	*Life Skills Science III	**AAS Science 11	1	
		The fourth science 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/IB/ Postsecondary Equivalent Courses.	*Life Skills Science IV	**AAS Science 12	1	
						TOTAL
	SOCIAL STUDIES	World History	*World History for Living	**AAS Social Studies 9	1	
U.S. History 10		*U.S. History for Living 10	**AAS Social Studies 10	1		
U.S. History 11		*U.S. History for Living 11	**AAS Social Studies 11	1		
Government/Economics or AP/IB/ Postsecondary Equivalent Courses		*Economics for Living/U.S. Government for Living	**AAS Social Studies 12	1		
				TOTAL	4	
+ OTHER REQUIREMENTS						
PHYSICAL EDUCATION	Life (Personal Fitness)	Life (Personal Fitness)	Life (Personal Fitness)	1		
	<i>One JROTC credit may be used to meet this requirement.</i>					
				TOTAL	1	

COURSES FOR THE ALABAMA HIGH SCHOOL DIPLOMA PATHWAYS

HEALTH EDUCATION	Alabama Course of Study: Health Education	* Alabama Course of Study: Health Education	**AAS Pre-Vocational, **AAS Vocational, **AAS Community-Based Instruction, and/or **AAS Elective Course	0.5
			TOTAL	0.5
CAREER PREPAREDNESS	Career Preparedness Course <ul style="list-style-type: none"> • Career and Academic Planning • Computer Applications • Financial Literacy 	Career Preparedness Course <ul style="list-style-type: none"> • Career and Academic Planning • Computer Applications • Financial Literacy 	**AAS Life Skills (must mirror Career Preparedness Course)	1
			TOTAL	1
CTE and/or FOREIGN LANGUAGE and/or ARTS EDUCATION	Students choosing CTE, Arts Education, and/or Foreign Language are encouraged to complete two courses in sequence.	*Two CTE courses and Workforce Essentials or Transition Services II	**AAS Life Skills	3
			TOTAL	3
ELECTIVES	Electives	*Students earning core credit through the Essentials/Life Skills courses are required to take Cooperative Education Work-Based Experience or LS Occupational Preparation.	**AAS Pre-Vocational, **AAS Vocational, **AAS Community-Based Instruction, and/or **AAS Elective Course.	2.5
			TOTAL	2.5
TOTAL CREDITS REQUIRED FOR GRADUATION				24
* Course sequence for students earning core credit through the Essentials/Life Skills 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 students with significant cognitive disabilities earning core credit through Alternate Achievement Standards (AAS) courses. Students enrolled in AAS courses must be assessed using the Alabama Alternate Assessment (AAA).				

Updated: June 2015

**THE ALABAMA HIGH SCHOOL DIPLOMA
WORK COMPONENT REQUIREMENTS**

This document highlights the changes made in the *2012 CIT Alabama Work-Based Learning Manual* revised November 2014.

PREREQUISITE COURSE
Career Preparedness (<i>Career and Academic Planning, Computer Applications, Financial Literacy</i>)
REQUIREMENTS
Students who take 4 or more Essential Life Skills Pathway courses must complete the following:
<ul style="list-style-type: none"> ▪ Community-based Work Instruction ▪ 2 Career and Technical Education courses in a sequence ▪ Workforce Essentials or Transition Services II ▪ Cooperative Education/Work-based Experience and/or Life Skills Occupational Preparation
<p>CHANGES: <i>Career and Technical Education has developed new requirements for the Cooperative Education Program. The new requirements will be in effect for the 2015 - 2016 school year. Local education agencies (LEAs) have the option of implementing the new requirements for the 2014 - 2015 school year.</i></p>
The changes are:
<ul style="list-style-type: none"> ▪ Cooperative Education Seminar is <i>not</i> a required component; however, LEAs can decide to offer this course. ▪ Cooperative Education <i>can</i> consist of an apprenticeship (paid) or internship (unpaid) experience. ▪ The student must have a minimum of 140 hours of apprenticeship (paid) experience or 140 hours of internship (unpaid) experience. The student will be awarded one credit for successful completion of the career experience. (<i>Example: Minimum of 140 hours per period per semester on a BLOCK schedule or a minimum of 140 hours per year per period on a 7 period day</i>) A majority of these hours should be worked Monday through Friday. (Cooperative education students may earn one credit for the completion of a work-based experience/apprenticeship or internship in the summer if they are enrolled in a formal summer school program, provided the coordinator is on a 12-month contract). ▪ The Career Preparedness course will count as a career and technical education course regardless of the instructor’s teacher certification. Also, the Career Preparedness course will count as a career and technical education course for students pursuing the career and technical education “traditional track”.

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 and 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. These teachers do not have to meet the highly qualified teacher status.

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/Life Skills pathway when the school system does not offer Workforce Essentials.** These teachers do not have to meet the highly qualified teacher status.

700042 LS Occupational Preparation

This code applies to teachers teaching work-based experience to high school students. Work-based experience is a minimum of 140 successful hours of paid employment under the supervision of a workplace mentor and the special education teacher and/or a representative of vocational rehabilitation services. This course meets the work component requirement of the Essentials/Life Skills 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. Teachers for this course do not have to meet the highly qualified teacher status.

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. Teachers for this course do not have to meet the highly qualified teacher status.

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. Teachers for this course do not have to meet the highly qualified teacher status.

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. Teachers for this course do not have to meet the highly qualified teacher status.

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. Teachers for this course do not have to meet the highly qualified teacher status.

Changing Graduation Pathways

When considering the most appropriate pathway for a student with a disability, the IEP Team should review the student's transition assessments and the postsecondary education/training and employment/occupation/career and community/independent living goals to ensure that the appropriate pathway and course of study are selected. When there is indecision regarding which pathway is the most appropriate for a student, the IEP Team is strongly encouraged to select the pathway that will help the student accomplish his/her long-term goals. The IEP Team should review the pathway selected annually, if necessary, for changes needed to the student's course of study and/or program supports. Students are able to enroll in courses on any of the three pathways. However, it is important to remember that the course of study that the student follows will help them achieve his/her post-school goals.

Students who are enrolled in General Education pathway courses will allow a student to enroll in institutions of higher education (IHE) (four-year colleges). Enrollment in Essentials/Life Skills pathway courses will prepare students for employment, training, or postsecondary education (two-year colleges). Students enrolled in Alternate Achievement Standards pathway courses *may* lead to supported employment.

Please note that students who enroll in four or more courses on the Essentials/Life Skills pathway must complete the work component requirements.

Planning for Modifications and Accommodations

Modifications are changes that are made to the course content. **Accommodations** are things we do for students with disabilities to lessen the impact of their disability in the teaching/learning environment. An example of a **modification** would be if the general education students were completing a mathematics assignment of 25 multiplication problems, the student with disabilities would be working on addition problems or number recognition. An example of an **accommodation** for the same assignment would be that the student with disabilities was required to complete only 15 multiplication problems or was allowed more time to complete the work.

When course content is **modified**, the student is not pursuing the required content standards. In order for any student (including a student with a disability) to earn credit that can be applied toward obtaining the selected diploma option, the content that is prescribed in the applicable Alabama Course of Study must be taught. If the prescribed content is not taught, then credit may not be given for this course toward the selected diploma option. When **accommodations** are made for the student with a disability, the content standards are the same. Accommodations in secondary coursework will not prevent the student from receiving course credit toward his/her selected diploma option.

NOTE: The guidelines on courses taken and credits earned toward a diploma prior to the ninth grade are as follows:

- The course must be taken in the eighth grade.
- The course must follow the course of study and be of high school content and rigor.
- The course cannot supersede required courses (i.e., eighth-grade English cannot be substituted for high school English; eighth-grade physical education cannot be substituted for the required unit of high school physical education).

For students pursuing the Essentials/Life Skills pathway, the content that is prescribed in the curriculum guide must be taught and assessed. If the prescribed content is not taught, then credit may not be given for the course in meeting the requirements for the AHSD following the Essentials/Life Skills pathway. **Students may receive accommodations as specified in their IEP; however, the content specified in the Essentials/Life Skills pathway curriculum guide may not be modified if the students intend to receive the Alabama High School Diploma following the Essentials/Life Skills pathway.**

Students working toward the **Alabama High School Diploma following the Alternate Achievement Standards pathway may receive** content modifications and accommodations in any state-approved diploma courses of study if the IEP Team specifies that such modifications and accommodations are appropriate. The student would not be eligible for the general education course credit if modifications are provided. Course credit could be based on Alternate Achievement Standards if instruction and evaluation are aligned to Alternate Achievement Standards requirements.

Accommodations may also be provided on statewide assessments for students receiving accommodations within their courses. System test coordinators, counselors, and special education personnel can provide more information concerning the available accommodations.

Accommodations are also available for college entrance tests such as the American College Test (ACT) and the Scholastic Aptitude Test (SAT). See your school counselor for this information.

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 (HS) Diploma.

_____ The IEP Team has considered the **Essentials/Life Skills pathway** with access to substitute 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 and Cooperative Education leading to the Alabama High School (HS) Diploma. Students that take four or more Essentials/Life Skills Core classes must complete all requirements of the pathway including the work component.

_____ The IEP Team has considered the **Alternate Achievement Standards (AAS) pathway** with access to substitute courses to meet the required courses in English Language Arts, Science, Social Studies and Math; the student will have access to: AAS Life Skills, AAS Pre-Vocational, AAS Vocational, AAS Community-Based Work Instruction, and AAS Elective Course leading to the Alabama High School (HS) Diploma.

This should be completed at the end of the eighth grade school year and reviewed annually with the student’s four year plan and transition plan.

- The pathways leading to the Alabama High School (HS) 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 (HS) 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 (HS) Diploma.
- I understand that students with disabilities who have participated in graduation activities with their age-appropriate peers who are following the Essentials/Life Skills pathway or the Alternate Achievement Standards pathway and who have not earned the Alabama High School (HS) Diploma are entitled to FAPE until they exit school with a regular diploma or to age 21, even if it means that services are provided in excess of 12 years.

Parent’s Signature

Date

Student’s Signature

Date

Case Manager’s Signature

Date

Counselor’s Signature

Date

SECTION 8: Community-Based Work Training

Community-Based Work Training

Community-Based Work Training Requirements

Steps for Implementing the Community-Based Training

Steps for Developing Community-Based Transition Teams

Steps for Preparing Students for Community-Based Work Training

Evaluating Student Performance

Community-Based Work Training

Community-Based Work Training is an unpaid work experience and a **required** component of the Essentials/Life Skills pathway. The Essentials/Life Skills pathway leading to the Alabama High School Diploma is applicable to students in the ninth grade beginning the 2013-2014 school year. This component of the AOD and Essentials/Life Skills pathway enables students with disabilities to develop appropriate work skills and habits, such as attending to tasks until completed, being punctual, exhibiting appropriate dress/personal hygiene, and following directions. These experiences are designed to enhance the career interest(s) of the student and prepare the student to meet his or her post-school employment goal.

In Community-Based Work Training, students with disabilities work in the community under the direct supervision of an employee of the business or school personnel. While on the training site, the student will perform work as assigned by the employer or the training site supervisor. When the student completes the work experience, the training site supervisor or special education teacher will complete a *Community-Based Work Training Performance Evaluation*. The evaluation documents the student's interests, aptitudes, special needs, learning styles, work habits, personal social skills, attitudes toward work, and work tolerance. The Community-Based Work Training is considered "vocational training" by the U. S. Department of Labor guidelines. Therefore, each experience must not exceed 120 hours per job experience during any one year. It is recommended that all persons involved in the Community-Based Work Training become familiar with the guidelines outlined in the *Fair Labor Standards Act*.

Community-Based Work Training Requirements

All students pursuing the Essentials/Life Skills 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 using the *Community-Based Work Training Performance Evaluation* completed by employers/supervisors.
 - The *Community-Based Work Training Performance Evaluation* must document that the student has appropriate job-readiness skills.
 - Special education teachers must keep documentation. (Examples: The *Community-Based Work Training Performance Evaluation*, resume, personal information, birth certificate, social security card, letters of recommendations, etc.).
2. Demonstrate appropriate job-readiness skills through previous work experience.
 - The **required** documentation for students that demonstrate appropriate job-readiness skills must include the *Community-Based Work Training Performance Evaluation* form or a letter from an employer/volunteer supervisor documenting that the student has appropriate job-readiness skills.
 - Special education teachers must keep documentation. (Examples: The *Community-Based Work Training Performance Evaluation*, resume, personal information, birth certificate, social security card, letters of recommendations, etc.).

Forms required for Community-Based Work Training documentation include the following:

- Permission to Participate in Community-Based Work Training Program
- Community-Based Work Training Business Agreement

- Community-Based Work Training Student Contract
- Work Area Orientation Checklist
- Community-Based Work Training Assignment
- Cumulative Time Sheet for Community-Based Work Training
- Community-Based Work Training Performance Evaluation
- Disciplinary Form for Community-Based Work Training

Steps for Implementing the Community-Based Work Training

1. Prior to entering the Community-Based Work Training component, the student's IEP Team should review the student's transitional 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 and community experiences that will assist the student in determining and/or reaching his or her post-school goal of employment.
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 special 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 **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 **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: It 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, insurance card, etc.
 - 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.**

Steps for Developing Community-Based Transition Teams

Developing relationships with school personnel, outside agencies, and the business community is the key to ensuring the success of the AOD program and Essentials/Life Skills pathway. Students with disabilities should participate in Community-Based Work Training prior to taking Coordinated Studies. The steps described below are intended to help create supportive relationships with community employers.

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. The team should meet a minimum of two times per year. The team should work to develop and/or revise a community resource database of employers and businesses in the community. 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 AOD or the Essentials/Life Skills pathway. The partnerships developed between schools and community agencies are essential for the success of the students participating in the AOD program or the Essentials/Life Skills pathway.

3. Review the community existing labor market and projected job market information. The information should be reviewed and updated annually.
4. Establish relationships with employers for Community-Based Work Training.
 - 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. Direct contact involves visiting various businesses, identifying possible training opportunities, and leaving written information about the AOD program or the Essentials/Life Skills 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 AOD program or the Essentials/Life Skills pathway. Be sure to dress professionally and be prepared to provide written and/or oral information to the employer.
 - Document the contacts and the outcomes of the visits 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*.

Steps for Preparing Students for Community-Based Work Training

1. The IEP Team will meet to review the student's previous work experience. If the student has previous work experience, the team should review the required documentation to determine if the student needs additional Community-Based Work Training. After reviewing the student's past work experience, the IEP Team will determine the types of skills and additional community experiences that will assist the student in reaching his/her post-school goal of employment.

2. If the IEP Team determines that Community-Based Work Training is required, the student and parent or guardian must sign the *Permission to Participate in Community-Based Work Training Program* and the *Community-Based Work Training Student Contract*.
3. 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.
4. The special education teacher will provide instructions to the student concerning training, work assignment, responsibilities, required equipment or clothing, disciplinary actions, evaluation of performance, and how to document hours for each training experience.
5. The special education teacher will develop a schedule including all Community-Based Work Training sites and the 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.
6. 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 Training.
7. 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 Training will begin after the orientation training is completed.

Evaluating Student Performance

Documentation of the student's progress in Community-Based Work Training is a requirement for the AOD and the Essentials/Life Skills pathway. The special education teacher and/or work site supervisor should evaluate the student's progress by completing a minimum of two evaluations per training assignment. The *Community-Based Work Training Performance Evaluation* form should be used to document the student's progress. The student evaluation form must indicate scores of **threes** and **fours** before moving to another training site. The on-site visits will allow the special education teacher the opportunity to observe the student, communicate with the training site supervisor regarding student progress, and make any suggestions regarding training techniques.

The special education teacher should complete a *Cumulative Time Sheet* to document hours completed on each Community-Based Training site. The documentation should be maintained by the special education teacher. The IEP Team will review all *Community-Based Work Training Performance Evaluations*, *Cumulative Time Sheets*, and other documentation to determine if the student has acquired the skills necessary to be successful in his or her work-based experience and achieve his or her post-school goal of employment.

SECTION 9: Cooperative Education

Introduction

Cooperative Education

Definition

Purpose/Objective

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State Department of Education Requirements

Local Education Agency (LEA) Responsibilities

Roles and Responsibilities

Coordination of Cooperative Education Components

Coordinator Responsibilities

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Extended Contract Responsibilities

Selection of Students

Determination of Student Eligibility

Placement of Students

Selection of Training Stations

Student Information and Reporting

Student Grading

Student Attendance

Weekly Wage and Hour Report

INTRODUCTION

“Research has indicated that work-based experiences invigorate learning and that students participating in work-based learning were more likely to stay in school, take more difficult courses, and graduate.”

- Swail, Watson S. and Kampits, Eva, 2004

Work-based learning provides students with educational opportunities that typically cannot be replicated in the classroom. The *Carl D. Perkins Career and Technical Education Act of 2006* (Perkins IV) emphasizes the necessity of providing students with strong experiences in, and comprehensive understanding of, all aspects of the industry that the student is preparing to enter. This manual provides a framework for meeting this mandate through rigorous, relevant experiences in the classroom and in a work-based learning setting.

The work-based experiences included in this manual are designed to make learning relevant, improve graduation rates, and better prepare students for careers or continued education and to connect information learned in the classroom with skills obtained in an occupational setting. These experiences include cooperative education, Health Science Clinical Internship, Education and Training Internship, Supervised Agricultural Experience, Health Science Career Shadowing, school-based enterprises, industry tours and job fairs, job shadowing, work-based learning pilot experiences, and industry-based learning experiences.

This manual contains policies, techniques, and procedures to be used for all work-based learning experiences. It provides instruction, guidance, direction, and the documentation necessary to develop and implement a quality, work-based learning experience. Information contained herein should be used as a guide for teachers, counselors, school administrators, and others involved in providing work-based learning experiences.

Benefits of Work-Based Learning

Work-based learning is a major component of career and technical education. Improved skills lead to higher efficiency and the availability of a better-trained labor pool that encourages business growth and productivity. Well-managed work-based learning experiences build confidence in the school system and have benefits for the student, employer, mentor, school, and community.

The students may be given the opportunity in work-based learning experiences to:

- Receive specific school-based and work-based training in a chosen career while attending high school.
- Earn income and become financially literate in some experiences.
- Reinforce and apply academic competencies.
- Develop, demonstrate, and refine safe work habits.
- Demonstrate responsibility, maturity, job competency, and decision-making skills.
- Gain an understanding of the financial operations, employment opportunities, and organizational structure of business and industry.
- Develop a portfolio of academic, technological, occupational, and work-readiness skills.
- Improve the transition from school to work.
- Participate in Career Technical Student Organizations (CTSOs) related to their career objectives and coursework.

The employer or the employer-mentor may be given the opportunity to:

- Be involved in the total school program.
- Participate in the development of a work-based training plan that meets labor market demands.
- Create an awareness of training needs for their business and industry.
- Employ part-time employees that provide more flexible scheduling.
- Develop positive public relations and build goodwill through partnerships with schools.

The school may be given the opportunity to:

- Increase the graduation rate.
- Create broader curricula that encourage students to accomplish their educational goals.
- Allow flexibility of instruction.
- Meet the career goals of a diverse student population.
- Correlate school-based learning with work-based learning.
- Provide valuable industry contacts and opportunities for partnership development.
- Enable students to receive training in a number of occupations in state-of-the-art facilities, utilizing the most current technology with minimal capital expense for the school.

The community may be given the opportunity to:

- Participate in partnership development with the school system.
- Increase the local economy with student earnings.
- Provide awareness of local career opportunities.
- Assist students in appropriate career selection.
- Participate as a member of a local CTE Advisory Council/Committee.

COOPERATIVE EDUCATION

(Changes to the 2012 CIT Work-Based Learning Manual)

(Revised: November 2014)

Cooperative Education is a structured component of the Career and Technical Education (CTE) curriculum that integrates classroom instruction with productive, progressive, supervised, work-based experiences/apprenticeships (Paid) and internships (Unpaid), related to students' career objectives. Content is planned for students through a cooperative arrangement between the school and employer as a component of work-based learning.

Definitions:

Work-Based Experiences/Apprenticeships are paid work experiences for eligible 11th and 12th grade students where experiences, hours worked, and wages earned are monitored and documented by the employer and the coordinator. (**Paid** work experience herein referred to as *Apprenticeship*)

Work-Based Experiences/Internships are unpaid work experiences for eligible 11th and 12th grade students where experiences and hours worked are monitored and documented by a supervisor/mentor and the coordinator. (**Unpaid** work experience herein referred to as *Internship*)

Standalone-with Seminar Cooperative Education Program is a program where the coordinator is not scheduled to teach any *Career and Technical Education course*, other than Cooperative Education Seminar, during the regular school day.

Standalone-without Seminar Cooperative Education Program is a program where the coordinator is not scheduled to teach any *Career and Technical Education course* during the regular school day.

Combination Cooperative Education Program-with Seminar is a program where the Coordinator teaches other Career and Technical Education courses (Agriscience, BMA, FACS, etc.) in addition to managing the Cooperative Education Program including teaching Seminar.

Combination Cooperative Education Program-without Seminar is a program where the Coordinator teaches other Career and Technical Education courses (Agriscience, BMA, FACS, etc.) in addition to managing the Cooperative Education Program without teaching Seminar.

Cooperative Education Seminar is not a required component, but can be continued as a local education agency (LEA) decision under the current regulations requiring a once per week meeting for the Cooperative Education work-based experiences/apprenticeships or internships. Students enrolled in Cooperative Education programs are **not** required to participate in the seminar. However, they must report weekly hours worked or hours acquired through internships. Cooperative education is supervised by a teacher who holds a Class B or higher certificate in CTE, has taken the *Functions of the Coordinator* or *Principles of Coordination* coursework, and who completes two hours of Child Labor Law training annually.

Purpose/Objective

The purpose of Cooperative Education is to provide work-based experiences in approved training stations that typically cannot be obtained in the classroom.

Prerequisites

It is recommended, but not required, that a student obtain concentrator status, (*two courses within a CTE program*) prior to enrollment in cooperative education. Students who have not obtained concentrator status must have successfully completed a minimum of one CTE credit. The **Career Preparedness** course will count as a Career Technical course regardless of the instructor's teacher certification. Documentation of Career Preparedness content standards achieved by the student may be used in lieu of course credit for Career Preparedness. All required reports

and/or documentation (See *Required Documentation*, page 14) may be submitted online, in person to the coordinator during regularly scheduled job visits, or in another manner deemed appropriate by the Coordinator and LEA.

State Department of Education Requirements

The following are essential components of on the job training (OJT) that must be in place in order for the work-based learning experiences/apprenticeships or internships to be recognized by the Alabama State Department of Education (*herein referred to as the Department*):

- Administrative support that ensures that instructional activities promote a quality, work-based learning experience.
- Qualified Work-Force Development Teacher-Coordinator (*herein referred to as the Coordinator*) who manages work-based learning experiences/apprenticeships or internships, in compliance with the *Alabama Administrative Code, The General Business/Industry Certification Standard, and all federal and state Child Labor Laws*.
- Student-learners that meet student selection criteria. (See *Selection of Students*, page 15)
- Cooperative Education Seminar course offering per LEA discretion or local plan of action.
- Training agreements that stipulate the essential responsibilities and conditions of student employment.
- Training plans that list processes, knowledge, and skills that the student is expected to learn in the work-based experiences/apprenticeships and/or internships.
- Continually supervise work-based experiences/apprenticeships or internships performed in approved training stations under the supervision of a work-place mentor and the Coordinator.
- Student evaluations by the Coordinator and employer/mentor.
- Monthly training station communication, contact, or visits for each student.

Local Education Agency (LEA) Responsibilities

It is the role of the LEA administration to ensure that instructional activities support and promote quality, work-based learning experiences/apprenticeships or internships. Positive administrative support is vital to the success of cooperative education and should be demonstrated in the following ways:

- Develop written policies regarding cooperative education at least every three years in cooperation with the Coordinator to be adopted by the local board of education for use in decision-making situations and to provide guidance in achieving program goals. (See *School Regulations/Policies*, page 19)
- Assure compliance with written state and local boards of education policies.
- Provide facilities and up-to-date equipment to meet Business/Industry Certification standards.
- Facilitate the procurement of instructional materials.
- Schedule students into a regular school schedule until they are placed in work-based experiences.
- Provide opportunities for recruitment of students through assembly programs, meetings, school visits, and other venues to create awareness of cooperative education.
- Ensure the review of student transcripts to verify eligibility for participation in cooperative education. (*Example: Student assessment database, Kuder*)
- Cooperate with the Coordinator and/or career and technical education teachers in the selection of prospective students and in making school records available. (*Example: Kuder, Inow*)
- Provide orientation for students and parents.
- Visit training stations.
- Attend the employer-mentor orientation (recommended). (*Example: administrator occasionally accompanies the Coordinator on placement visits*)
- Review student and teacher files for required forms: *Training Agreement, Training Plan, Application for Enrollment, Teacher Recommendations, Weekly Wage and Hour Sheet, R-1, Training Station/Agency Visit Coordinator Summary and Student Evaluations*. (See *Required Documentation*, page 14)

- Require and facilitate a monthly meeting of all personnel who supervise cooperative education to discuss programs, placements, successes, and problems.
- Ensure that the student selection is equitable and addresses the needs of each student.
- Ensure that students accepted have met the application/selection criteria for cooperative education and has been approved for participation by the Coordinator.
- Ensure that the Coordinator has a coordination period as identified in the table below:

This table is an example for a Standalone Coordinator.

Cooperative Education Coordinator	Four-Period Day (Block Schedule)	One period for planning Three periods for coordination
	Five-Period Day	One period for planning Four periods for coordination
	Six-Period Day	One period for planning Five periods for coordination
	Seven-Period Day	One period for planning Six periods for coordination

- Provide the following financial support in order to support cooperative education:
 - Access to Computer Lab and Facilities when needed, classroom space, furniture, and equipment required for Business/Industry Certification.
 - Local Maintenance Funds based on state standards (not less than \$300 per teacher, plus not less than \$3 per student based on enrollment.).
 - Travel funds for the Coordinator’s work-based training supervision.
- **Place, when possible, the Coordinator on an extended contract that provides the time to plan and carry out required activities needed to manage the experience.** This also allows for the possibility of summer work-based learning experiences/apprenticeships or internships, if desired by the LEA. The Coordinator must be on an extended contract if the student is enrolled in summer school and credit is awarded for summer work-based experience.

ROLES AND RESPONSIBILITIES

Cooperative education requires time, commitment, and collaboration of the following partners

- **Students** may, at the LEA discretion, meet with the Coordinator one class period per week (Cooperative Education Seminar) to maintain all required documentation and coursework and to accommodate student and/or employer needs based on individual circumstances. The LEA may use the online Kuder Portfolio for updating records and/or regularly scheduled visits by the Coordinator to meet with students. The Student must adhere to all policies of the program and training station/agency. Students must maintain transportation to continue with work-based experience.
- **Parents/Guardians** should provide ongoing support to the student. They should support the goals and policies of cooperative education and assume responsibility for the conduct of the student. Parents/guardians must sign all required forms. Parents/guardians must arrange transportation for the student to and from the training station.
- **Business and community partners** agree to serve as training stations/agencies providing placements for students to complete work-based learning experiences. Training mentors are responsible for evaluating student performance, ensuring that students are scheduled to meet the minimum work hours required as participants in an apprenticeship or internship, as defined in the Training Agreement, and for providing rigorous and progressive employment experiences.

- **Coordinators** will provide ongoing supervision to the student and will manage all requirements of cooperative education. This includes, but is not limited to, collaboration with partners, selection of students, selection of training stations, placement of students, coordination of cooperative education components, documentation and submission of required reports.

Coordination of Cooperative Education Components

Coordination is the process of aligning administrative, organizational, and instructional activities to accomplish the objectives of Cooperative Education that requires time released from school as detailed in this manual. The Coordinator must be constantly aware of the student's performance on the job and instructional activities for optimum results. The Coordinator ensures that normal progression takes place and that a complete series of manipulative skills is acquired. These skills are supplemented by technical and general information that will make the student a competent and well-rounded employee.

During the coordination period(s), the Coordinator performs the necessary out-of-school activities including visiting training stations, observing students at work, and consulting business individuals responsible for training the student.

Coordination functions ensure that certain essential objectives are attained:

- Prevent any possible exploitation of students.
- Determine progress of students' performance on the job and in instructional activities.
- Help resolve problems that occur on the job.
- Increase the Coordinator's understanding of the employer's viewpoint.
- Check on student's work performance, progress, habits, and attitudes.
- Evaluate the employer's and the employee's satisfaction with the job placement.
- Promote enforcement of the school's policies and procedures by the employer.
- Collaborate with the employer to determine the student's job performance.
- Make school instruction relevant to the student.

Coordinator Responsibilities

The Coordinator will:

- Create a *Training Plan* for each cooperative education participant.
- Complete training agreement with required signatures. It is through this training agreement that the essential functions are outlined and agreed to by the training mentor, student, coordinator, parent, and school administrator (see *Training Agreement*, page 13).
- Explain to the employer prior to the first written evaluation, the *Work-Based Experiences/Apprenticeships or Internships Evaluation Report* that rates the student on personal qualities and job tasks as defined in the *Training Plan*. (See *Work-Based Learning Training Plan*, page 23)
- Secure an evaluation at least once per grading period, at the end of the semester/term, and at other times deemed appropriate.
- Encourage students to become active in a CTSO related to their career objectives, career pathways, and career clusters.
- Prepare students for Work-Based Experiences/Apprenticeships or Internships, expectations.
- Inform all students within the system of the cooperative education opportunity.
- Conduct an annual follow-up with employers.
- Conduct an annual self-evaluation to facilitate continuous improvement.
- Have communication, contact, or visit the training station of **each student a minimum of once per month**. (More frequent communication, contacts, or visits may be required to monitor students experiencing difficulties.)
- **The student must have a minimum of 140 hours of apprenticeship experience or 140 hours of internship experience.** The student will be awarded one credit for successful completion of the **career**

experience. (Example: Minimum of 140 hours per period per semester on a **BLOCK schedule** or a minimum of 140 hours per year per period on a **7 period day**) A majority of these hours should be worked Monday through Friday. (Cooperative education students may earn one credit for the completion of a work-based experience/apprenticeship or internship in the summer if they are enrolled in a formal summer school program, provided the Coordinator is on a 12-month contract).

- Complete and submit reports as required by the Department and LEA, (including the R-1 report that is due **November 1 and March 1**).

The Coordinator needs adequate time prior to the opening of school to make business/community contacts in order to facilitate the implementation of work-based learning experiences. Making contacts in the community is critical to the success of the work-based learning experience.

The Coordinator will:

- Visit the business and industry leaders in the community to explain the opportunities available, as well as benefits of the work-based learning experiences to the employer.
- Develop a work-based learning brochure/handbook to distribute to business, industry, the school community, and other stakeholders.
- Develop a communication plan to keep the community informed regularly of work-based learning experiences. Suggested forms of media include, but are not limited to, presentations, articles, television programs, billboards, radio spots, etc.
- Facilitate placement of students in employment.
- Participate in Program Advisory Committee meetings for all school CTE programs.

Required Documentation

Each step in the cooperative education process has documentation that must be completed. This documentation must be kept on file a minimum of three years or as directed by LEA policy.

Required documents must be on file (paper or electronic) in the Coordinator's office and must include the following:

- Individual Student Record:
- Application for Enrollment
- Resume
- Interview Evaluation form
- Training Plan
- Training Agreement
- Work-based Learning Evaluation Reports (one per grading period)
- Training Station/Agency Visit Coordinator Summary
- Wage and Hour Reports, apprenticeships and/or internships
- School Regulations and Policies (signed)
- Teacher Recommendation forms (3) including a recommendation from (3) different subject areas.
- Interest/Aptitude Inventory, (example Kuder) results required.
- Safety training documentation.
- Emergency Contact Form
- Other forms as required by the LEA or training station.

All coordination communication, contacts, or visits must be documented. A written summary is required for each visit. Each coordination visit must include documentation of a contact with a supervisor to ensure implementation of the *Training Plan* and *Training Agreement*.

When making the monthly coordination communication, contact, or visit, the Coordinator's records may include:

- Duties and tasks relative to the *Training Plan*.
- Student's performance on assigned responsibilities and work habits including dress, grooming, general appearance, attendance, safety, etc.

- Quality and quantity of work expected and performed.
- Student's attitude toward the job, employer, co-workers, etc.
- Student's reaction to rewards, criticism, and disciplinary action.
- Safety conditions of the training station.
- Validation of the student's work hours for work-based experiences/apprenticeships or internships, including punctuality and regularity of attendance.
- Student's rotation through different job experiences ensuring that they are diverse, rigorous, and progressive.
- Student's preparation for position/job change or advancement.
- Additional opportunities for involvement in work-based learning experiences.

Extended Contract Responsibilities

It is *recommended* that the Coordinator should be on an extended contract that provides the time to plan and carry out required activities needed to manage the experience. Listed below are a number of activities that must be completed in preparation for the next school year if the student and community needs are to be met:

- Establish relationships with Industry Partners for the LEA.
- Schedule meetings with parents.
- Coordinate summer work-based learning experience.
- Locate and secure prospective training stations.
- Provide summer coordination for students continuing in apprenticeships or internships throughout the summer break.
- Plan the instructional program.
- Assess and counsel students.
- Participate in professional development through **job shadowing** to meet the technical awareness hours required by BIC.

Supervision of the extended-contract period is the responsibility of the LEA. The minimum standards for an extended contract for the Coordinator beyond the regular school term require the submission for LEA approval of a written Program of Work for the extended time period. The LEA shall have on file documentation of appropriate CTE activities with measurable goals, objectives and timelines for each teacher with an extended contract. The Coordinator must file a *weekly itinerary in advance* with the local CTE administrator or principal to account for time both on and off campus. (*This does not exclude the LEA from requiring weekly itineraries for 9 and 10 month Coordinators during the school year.*)

SELECTION OF STUDENTS

The student is the most important component in work-based learning. In all cases, the Coordinator must ensure that the student has a *clearly defined career objective*. Students must have the **ability, aptitude, and attitude** for successful employment.

In situations where students have an IEP, it is *required* that the Coordinator participates in the development of the Individualized Education Program (IEP) prior to placement in work-based experiences/apprenticeships or internships. It is also *strongly recommended* that a CTE teacher representing the cluster related to the student's occupational objective also be included in the IEP development process.

Determination of Student Eligibility

The Coordinator will ensure that all requirements for cooperative education are met. The Coordinator ensures that the student:

- Is at least 16 years of age.
- Is classified as an 11th or 12th grader.
- Is on track for graduation.
- Has a clearly defined career objective.

- Possesses the knowledge, skills, behavioral qualities, and abilities required for successful employment.
- ***Is physically and mentally capable of performing the essential functions of the desired work-based experience.*** (Essential functions are responsibilities that must be performed by the position as identified by business and industry professionals. This list should be discussed with all students and/or at all IEP meetings).
- Has successfully completed the required prerequisite course, Career Preparedness, or documentation of course content objectives achieved.
- Has an acceptable **attendance, grade, and discipline record** as validated by the Coordinator.
- Has completed an *Application for Enrollment*.
- Has provided the names of a minimum of three educators that know, and are not related to, the student and will complete recommendation forms including the teacher of the career cluster course, if applicable.

The steps for selection are:

1. Recruitment by Coordinator

A planned recruitment campaign is appropriate and necessary. Support is needed from teachers, counselors, administrators, parents, and students. Activities should be planned well in advance to articulate with overall school calendars and to have adequate time to visit feeder schools. Publicity should include purposes, career opportunities, and enrollment procedures. *Designate a specific time frame* for recruitment activities. The following are suggested recruitment activities:

- Classroom Visits
- Posters/Flyers/Brochures
- Awareness Presentations
- CTSO Presentations
- Assembly Programs
- Advisory Committee Presentations and participation for all CT Program areas
- Distribution of Enrollment Information and Applications
- Personal and Parental Contact
- Other

2. Application by students

- To be considered for acceptance in cooperative education, the student must submit a completed application. The application provides information relative to the student’s interests, abilities, and adaptability in relation to the chosen career objective. (See *Application for Enrollment*, pages 30-31)
- A minimum of three completed recommendation forms must be submitted to the Coordinator. These forms must be submitted by the current/former course teachers. Other teachers, counselors, or administrators may submit additional forms. (See *Teacher Recommendation Form*, page 28)

3. Evaluation

The Coordinator will ***accept or reject*** an application based on:

- Documentation and record review, such as attendance, academic and discipline.
- Student interview.
- Specified career objective. (Example: Listed in Kuder along with the Four Year Plan)
- Interest in learning the skills for a chosen career.
- Incomplete forms

PLACEMENT OF STUDENTS

The Coordinator will ensure that all placements enhance the student’s career objective and adhere to Federal and Alabama Child Labor Laws.

Students may be employed at businesses or industries where immediate family members will be acting as their supervisor. A student may not be employed in any hazardous occupation, as defined by Federal and Alabama Child Labor Laws.

The Coordinator could send the training mentor more than one applicant or trainee, if appropriate. If an employer wants to train a specific student, they must agree to abide by the work-based learning policies. The student's career objective should align with the training placement and the Coordinator must approve it.

Selection of Training Stations

Appropriate training stations meet the following criteria:

- Comply with Office for Civil Rights regulations.
- Provide worker compensation insurance when applicable.
- Provide on the job experiences.
- Understand the goals and objectives of work-based learning.
- Collaborate with the Coordinator to identify the student's additional training and teaching needs.
- Provide rigorous and progressive occupational training and educational opportunities.
- Participate in the development of the student's training plan. (See *Work-Based Learning Training Plan*, page 14)
- Allocate time to work with the Coordinator to monitor the implementation of the training plan and evaluate the progress of the student in meeting the goals and objectives of the work-based experiences.
- Provide the required hours for work-based experiences/apprenticeships or internships for course credit.
- Provide compensation information.
- Ensure a safe work environment and complies with local, state, and federal labor regulations related to minors.
- Exemplify high ethical standards.
- Meet geographic requirements as defined by the LEA.
- Assign Interns a mentor who is willing and able to:
 - Assist the student in establishing goals relative to career development, provide training to develop skills for the immediate task and future opportunities, reinforce the value and relevance of academic skills, advise the student in terms of job performance, growth opportunities, and networking.
 - Coach the student on specific job skills. Reinforce the health and safety requirements in the workplace.

STUDENT INFORMATION AND REPORTING

Student Grading

The Coordinator must set high standards for students and expect high-quality work. A complete record of all grades earned must be maintained. Grades for work-based experiences/apprenticeship or internship are determined by the Coordinator through utilization of written evaluations of the students' job performance and consultation with the employment supervisor. Written employment evaluations are given at least once per grading period, and at other times deemed appropriate. It is the responsibility of the Coordinator to secure ratings from the employer on the student's personal qualities, job performance and incorporate this information into the final grades for each student. Evaluations must be reflective of progress on skills, knowledge, and processes identified in the *Training Plan*. Reports are to be included in the student's portfolio or as outlined in the Cooperative Education Seminar course in the *Alabama Course of Study: Career and Technical Education*.

Student Attendance

If it is necessary for a student to be absent from the job, the students ***must contact the employer and the Coordinator prior to*** the absence to provide notification and/or secure permission.

Weekly Wage and Hour Report

Compliance with all Federal and Alabama Child Labor and minimum wage laws is required. Students may not work in a training station that would pay a lower training wage for hours worked. Each student must keep a record of hours worked each day and wages earned in an apprenticeship or internship. These records are checked weekly by the Coordinator and verified with the training station. (See *Weekly Wage and Hour Report*, pages 34-36)

SECTION 10: Summary of Academic Achievement

Summary of Academic Achievement and Functional Performance (SOP)
Transition Goal Progress Report: Postsecondary Education/Training Goal
Transition Goal Progress Report: Employment/Occupational Goal
Transition Goal Progress Report: Community/Independent Living Goal
Summary of Progress and Accommodations
Student Input Form

Summary of Academic Achievement and Functional Performance (SOP)

Student Name: _____

Date of Birth: _____

SSID: _____

Alabama High School Diploma Pathway:

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

Date of Exit: _____

The Summary of Academic Achievement and Functional Performance (SOP) documents academic achievement and functional performance and accommodations during high school. It is completed at the end of the student's exiting year. This critical information will be useful as the student transitions from high school to higher education, training, employment, and/or adult services.

- Part 1: Transition Goal Progress Report**
- Postsecondary Education/Training Goal
 - Employment/Occupation/Career Goal
 - Community/Independent Living Goal

- Part 2: Summary of Progress and Accommodations**
- Summary of Academic Performance
 - Summary of Functional Performance
 - Summary of Accommodations
 - Present Level of Performance
(Academic/Functional)

- Part 3: Student Input/Comments**

School Name: _____

School Phone #: _____

Case Manager Name: _____

Case Manager Signature: _____ Date Given/Sent to Student: _____

Student Name: _____
School Name: _____
Case Manager: _____

Date of Birth: _____
SSID: _____
Date: _____

Transition Goal Progress Report

Postsecondary Education/Training Goal:

- Student will be prepared to participate in a 2 to 4 year postsecondary education program based on completion of graduation requirements and submission of application for enrollment.
- Student will be prepared to participate in a technical or non-degree education program based on completion of Individualized Education Program goals, high school program and submission of application for enrollment.
- Student will be prepared to participate in a short-term educational or vocational training program based on completion of Individualized Education Program goals, high school program and submission of application for enrollment.
- Student will be prepared to participate in day/activity training program based on completion of Individualized Education Program goals, high school program and submission of application for enrollment.
- Other _____

Report of Progress on Goal:

- Goal has been met.
- Some progress made.
- Very little progress made.
- No progress made.

Recommendations to assist the student in meeting Postsecondary Education/Training Goal(s):

Comments:

Student Name: _____
School Name: _____
Case Manager: _____

Date of Birth: _____
SSID: _____
Date: _____

Transition Goal Progress Report

Employment/Occupation/Career Goal:

- Student will be prepared to engage in career-related planning leading to the selection of a career based on personal career interests, aptitudes, abilities, and occupational information.
- Student will be prepared to participate in competitive 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 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 based on successful completion of school-based work experiences, community-based career exploration, and submission of application for supported employment services.
- Student will be prepared to participate in day/activity training program based on successful completion of school-based career exploration experiences and submission of application for adult services.
- Other _____

Report of Progress on Goal:

- Goal has been met.
- Some progress made.
- Very little progress made.
- No progress made.

Recommendations to assist the student in meeting Employment/Occupation/Career Goal(s):

Comments:

Student Name: _____
School Name: _____
Case Manager: _____

Date of Birth: _____
SSID: _____
Date: _____

Transition Goal Progress Report

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 both 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 submission of 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 submission of 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 _____

Report of Progress on Goal:

- Goal has been met.
- Some progress made.
- Very little progress made.
- No progress made.

Recommendations to assist the student in meeting Community/Independent Living Goal(s):

Comments:

Summary of Progress and Accommodations

Student Name: _____ Date: _____

Date of Birth: _____ SSID: _____

Area(s):

Reading

Present Level of Performance:

Effective Accommodations and Support:

Math

Present Level of Performance:

Effective Accommodations and Support:

Written Language

Present Level of Performance:

Effective Accommodations and Support:

Functional Performance

- **Personal Social**
- **Daily Living**
- **Employment and Training**

Present Level of Performance:

Effective Accommodations and Support:

Student Input Form

Student Name: _____

Date of Birth: _____

SSID: _____

This section may be filled out independently by the student or completed with the student through an interview.

How does your disability affect your schoolwork and school activities (such as grades, relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities)?

In the past, what supports have been tried by teachers or by you to help you succeed in school (aids, adaptive equipment, physical accommodations, other services)?

Which of these accommodations and supports has worked best for you?

Which of these accommodations and supports has not worked?

What strengths and needs should professionals know about you as you enter the college or work environment?

Student Signature: _____

Date: _____

SECTION 11: Post-School Options

Postsecondary Education

The Alabama Community College System

Public Technical Colleges

Public Community and Technical Colleges

Ability-to-Benefit Provision

Alabama's Public and Private Colleges and Universities

Military

Employment

Disability Services for Students in Postsecondary Education

What is the Americans with Disabilities Act (ADA)?

What is an ADA Coordinator?

ADA Coordinators

Ability-to-Benefit Programs

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 AOD or Essentials/Life Skills 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 AOD or Essentials/Life Skills pathway courses toward non-degree programs.
- Two-year postsecondary institutions require students pursuing an AOD or the Essentials/Life Skills pathway to obtain a minimum American College Test (ACT) score of 16 or the equivalent score on the Scholastic Aptitude Test (SAT) and 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/>.

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. Entrance requirements include:

- AHSD or AHSED
- AOD or Essentials/Life Skills pathway and an ACT score of 16 or equivalent on the SAT (AOD recipients or students who received an AHSD following the Essentials/Life Skills pathway may be admitted to certain non-degree programs without an ACT score).

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. Entrance requirements include:

- AHSD or AHSED
- AOD or Essentials/Life Skills pathway and an ACT score of 16 or equivalent on the SAT (AOD recipients or students who received an AHSD following the Essentials/Life Skills pathway may be admitted to certain non-degree programs without an ACT score).

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. (See below)

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/>)

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.

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.
- The military will **consider** students who previously obtained the AOD on a case-by-case basis.
- 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/Life Skills 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.

Additional information on postsecondary education for students with disabilities can be found at <http://www.pacer.org>

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. A list of ADA Coordinators in Alabama's colleges and universities is listed below.

ADA Coordinator

College/University	Address	Phone	Email
AIDT	AIDT 1 Technology Court Montgomery, AL 36116	(334) 280-4404	lserrill@aidt.edu
Alabama Southern Community College	Ms. Rhonda Dees Post Office Box 2000 Monroeville, AL 36461	(251) 575-8281	rdees@ascc.edu
Athens State University	Athens State University 300 N. Beaty Street Athens, AL 35611	(256) 233-8285	janice.owen@athens.edu
Alabama Technology Network (ATN)	ATN Corporate Office Dr. Debbie Marcus 500 Beacon Parkway West Birmingham, AL 35209	(205) 943-4805	gdmarcus@atn.org
Bevill State Community College	Ms. Suzanne Light 1411 Indiana Avenue Jasper, AL 35501	(205) 648-3271 ext. 5814	srlight@bscc.edu
Bishop State Community College	Ms. Vivian Williams 351 North Broad Street Mobile, AL 36603-5898	(251) 405-7103	vwilliams@bishop.edu
Calhoun Community College	Dr. Kermit Carter Post Office Box 2216 Decatur, AL 35609-2216	(256) 306-2613	klc@calhoun.edu
Central Alabama Community College (CACC)	CACC/Childersburg Campus Ms. Sandra Wilson 34091 U.S. Hwy 280 Childersburg, AL 35044	(256) 378-2004	swilson@cacc.edu
Central Alabama Community College (CACC)	CACC/Talladega Career Center Ms. Sandra Wilson 231 Haynes Street Talladega, AL 35160	(256) 378-2038	swilson@cacc.edu
Central Alabama Community College (CACC)	CACC/Alexander City Campus Ms. Tiffanie Character Post Office Box 699 Alexander City, AL 35011	(256) 215-4269	tcharacter@cacc.edu
Chattahoochee Valley Community College	Ms. Vickie Williams 2602 College Drive Phenix City, AL 36869	(334) 214-4803	vickie.williamsn@cv.edu
Drake State Community & Technical College	Ms. Denise Gaymon 3421 Meridian Street, North Huntsville, AL 35811	(256) 551-1710	denise.gaymon@drakestate.edu
Enterprise State Community College	Dr. Felisha Ford Post Office Box 1300 Enterprise, AL 36331	(334) 347-2623 ext. 2233	fford@esc.edu

Faulkner	Dr. Brenda J. Kennedy 1900 Highway 31 South Bay Minette, AL 365007	(251) 580-2180	Brenda.kennedy@faulknerstate.edu
Gadsden State Community College	Dr. Danny Wilborn Post Office Box 227 Gadsden, AL 35902	(256) 439-6912	dwilborn@gadsdenstate.edu
J. F. Ingram State Technical College	Erica Turner Post Office Box 220350 Deatsville, AL 36022	(334) 290-3248	erica.turner@istc.edu
Jefferson Davis Community College	Mr. Lee Barrentine Post Office Box 958 Brewton, AL 36427	(251) 809-1523	lee.barrentine@jdcc.edu
Jefferson State Community College	Ms. Alisha Medley 2601 Carson Road Birmingham, AL 35215	(205) 856-7731	alemaster@jeffstateonline.com
T. A. Lawson State Community College	Dr. Cynthia Anthony 3060 Wilson Road Birmingham, AL 35221	(205) 929-6386	canthony@lawsonstate.edu
Lurleen B. Wallace Community College (LBWCC)	LBWCC/Andalusia Campus Ms. Latrece Gulley Post Office Box 1418 Andalusia, AL 36420	(334) 881-2271	lgulley@lbwcc.edu
Lurleen B. Wallace Community College (LBWCC)	LBWCC/Greenville Campus Ms. Latrece Gulley 750 Greenville Bypass Greenville, AL 36037	(334) 881-2247	lgulley@lbwcc.edu
Lurleen B. Wallace Community College (LBWCC)	LBWCC/Luverne Center Ms. Laura Elliott Post Office Box 555 Luverne, AL 36049	(334) 335-2187	lelliott@lbwcc.edu
Lurleen B. Wallace Community College (LBWCC)	LBWCC/MacArthur Campus Dr. Jason Cain Post Office Drawer 910 Opp, Alabama 36037	(334) 493-5363	jcain@lbwcc.edu
Marion Military Institute	Ms. Brenda Cook 1101 Washington Street Marion, AL 36756	(334) 683-2354	bcook@marionmilitary.edu
Northeast Alabama Community College	Ms. Katelin Miller Post Office Box 159 Rainsville, AL 35986	(256) 228-6001 (256) 638-4418 ext. 322	millerk@nacc.edu
Northwest-Shoals Community College	Mr. Charles Taylor P. O. Box 2545 Muscle Shoals, AL 35662	(256) 331-5462	taylor@nwsc.edu
Reid State Technical College	Ms. Monica Robinson Post Office Box 588 Evergreen, Alabama 36401	(251) 578-1313 ext. 132	mrobinson@rstc.edu
Shelton State Community College	Ms. Michele Minor 9500 Old Greensboro Road Tuscaloosa, AL 35405	(205) 391-3958	m.minor@sheltonstate.edu

Snead State Community College	Ms. Lesley Kubik Post Office Box 734 Boaz, AL 35957	(256) 840-4219	lkubik@snead.edu
Southern Union State Community College (SUSCC)	SUSCC/Opelika Campus Mr. Gary Branch 1701 LaFayette Pkwy Opelika, AL 36801	(334) 745-6437 ext. 5331	gbranch@suscc.edu
Southern Union State Community College (SUSCC)	SUSCC/Wadley Campus Mr. Fred Williams Post Office Box 1000 Wadley, AL 36276	(256) 395-2211 ext. 5151	fwilliams@suscc.edu
Southern Union State Community College (SUSCC)	SUSCC/Valley Campus Ms. Robin Brown Fob James Drive Valley, AL 36854	(334) 756-4151 ext. 5204	rbrown@suscc.edu
H. Council Trenholm State Technical College	Ms. Beverly Ross P. O. Box 10048 Montgomery, AL 36108	(334) 420-4332	brross@trenholmstate.edu
George C. Wallace Community College (WCC)	WCC/Wallace Campus Dr. Thomas Maple 1141 Wallace Drive Dothan, AL 36303	(334) 556-2616	tmaple@wallace.edu
George C. Wallace Community College (WCC)	WCC/Sparks Campus Mr. Earl Bynum Post Office Drawer 580 Eufaula, AL 36072-0580	(334) 687-3543 ext. 4270	ebynum@wallace.edu
Wallace State Community College (Hanceville)	Ms. Lisa Smith Post Office Box 2000 Hanceville, AL 35077-2000	(256) 352-8052	lisa.smith@wallacestate.edu
George Corley Wallace State Community College (Selma)	Mrs. Shelia Theiss Post Office Box 2530 Selma, AL 36702-2530	(334) 876-9294	stheiss@wccs.edu

Ability-to-Benefit Programs

College	Certificated Programs	Non-Certificated Programs/ATB
Alabama Southern Community College	YES	YES
Bevill State Community College	YES	YES
Bishop State Community College	YES	YES
John C. Calhoun Community College	YES	NO
Central Alabama Community College	YES	YES
Chattahoochee Valley Community College	YES	YES
Enterprise Ozark Community College	YES	NO
Jefferson Davis Community College	YES	YES
James H. Faulkner State Community College	YES	NO
Gadsden State Community College	YES	YES
Jefferson State Community College	YES	NO
T.A. Lawson Community College	YES	YES
Lurleen B. Wallace Community College	YES	YES
Marion Military Institute	YES	NO
Northeast Alabama Community College	YES	YES
Northwest Shoals Community College	YES	YES
Shelton State Community College	YES	YES
Snead State Community College	YES	NO
Southern Union State Community College	YES	YES
George C. Wallace Community College (Dothan)	YES	YES
Wallace State Community College(Hanceville)	YES	YES
George Corley Wallace State Community College (Selma)	YES	YES
J.F. Drake State Technical College	YES	YES
Reid State Technical College	YES	YES
H. Council Trenholm State Technical College	YES	YES

SECTION 12: Community-Based Work Training Forms

Permission to Participate in Community-Based Work Training Program

Community-Based Work Training Business Agreement

Community-Based Work Training Student Contract

Work Area Orientation Checklist

Community-Based Work Training Assignment

Cumulative Time Sheet for Community-Based Work Training

Community-Based Work Training Performance Evaluation

Disciplinary Form for Community-Based Work Training

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 correct				
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: _____

SECTION 13: Cooperative Education Work Experience Sample Forms

WBL School Regulations/Policies

WBL Training Agreement

WBL Training Plan

**WBL Extended Contract Duties and Responsibilities for Cooperative
Education Teacher-Coordinator**

R-1 Cooperative Education WBL Report

WBL Evaluation Report

Teacher Recommendation Form

Emergency Contact Form

Application for Enrollment

WBL Questions for Student Interview

WBL Interview Evaluation Form

WBL Weekly Wage and Hour Report

Orientation to Business

General Safety Exam

Training Station/Agency Visit Coordinator Summary

**Cooperative Education Teacher-Coordinator's Extended Contract
Program of Work**

**WBL Extended Contract Itinerary for Cooperative Education Teacher-
Coordinator**

**Cooperative Education Teacher-Coordinator's Business/Community
Visitation Log**

Cooperative Education Teacher-Coordinator Monthly Travel Log

(SAMPLE DOCUMENT)
Work-Based Learning
SCHOOL REGULATIONS/POLICIES

1. Student acknowledges that the primary purpose of Work-Based Learning is educational and, therefore, agrees to abide by the **Work-Based Learning (WBL)** program policies and decisions of the Cooperative Education Teacher-Coordinator, including those regarding specific job placements.
2. Student acknowledges that the school, through the Cooperative Education Teacher-Coordinator, is acting as an intermediary between the training mentor and student and that the Cooperative Education Teacher-Coordinator has a legitimate right to know and a significant role in determining the outcome of any placement issues including, termination, scheduling, assignments, and all other aspects of student placement.
3. Work-Based Learning students who fail to perform satisfactorily in all subject areas during any grading period and who fail to improve during the next grading period should be asked to resign from his/her placement.
4. A student suspended from school should not be allowed to attend their WBL placement during the suspension. On the second offense he/she may be dropped from the Work-Based Learning program with a loss of all credit.
5. A student must comply with the LEA attendance policy to participate in the program.
6. A student losing his/her WBL placement due to any action deemed unacceptable by the school and Cooperative Education Teacher-Coordinator will be dropped from the program with possible loss of all credit.
7. A student whose WBL placement is terminated for any reason is to report to the Cooperative Education Teacher-Coordinator. Failure to do so may result in the student being dropped from the WBL program.
8. A student not attending regular school classes, and/or *the Cooperative Education Seminar class (per LEA decision)* cannot work at the WBL placement on the day(s) he/she is absent.
9. In case of absence, the student is *required* to call the Cooperative Education Teacher-Coordinator and his/her training mentor before class or working period.
10. Personal business handled at the WBL placement is prohibited.
11. Friends or family are not to visit the student at the WBL placement.
12. A student is to be on time at school as well as the WBL placement.
13. Parents should understand the student's responsibility to the training WBL placement and not interfere with the performance of his/her duties.
14. Business rules for dress and personal hygiene will be observed.
15. Since training is the primary objective, a student is expected to remain with the WBL placement to which he/she is assigned. Students may resign or change placements only with the express written permission of the Cooperative Education Teacher-Coordinator and following business practices for resignation. Students who fail to follow these procedures are subject to being dropped from Work-Based Learning.
16. The student organization is an integral part of a student's Career and Technical Education program. Therefore, all students are expected to participate in and actively support the Career and Technical Education student organization that relates to their career objective.
17. When Work-Based Learning students honor their training mentors with a banquet, reception, etc., all students are expected to attend with their training mentors as their guests.
18. Students are placed to train and are under the supervisions of the Cooperative Education Teacher-Coordinator and training mentor where they are placed.

19. Students must abide by all school rules and regulations for other students and consider themselves *under the jurisdiction of the school while at the WBL placement*.
20. *Transportation* to and from the WBL placement is to be arranged by the student/parent/guardian. Transportation problems do not justify absence from the WBL placement.
21. Students will leave the campus immediately following the last scheduled class. If for any reason a student needs to remain on campus, permission must be obtained from the Cooperative Education Teacher-Coordinator, School Administrator, or CTE Instructor.
22. Other local additions

*I have read the foregoing rules for Work-Based Learning students and agree to follow them.

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

(SAMPLE)
TRAINING AGREEMENT
FOR
WORK-BASED LEARNING

Student's Name _____ Birth Date _____ Age _____
Student's Address _____
Telephone _____ Cell Phone _____ E-mail _____
Current Career Objective/Pathway _____ Job Title _____
School Name _____ System _____
Work-Based Learning Site _____ Telephone _____
WBL Site Address _____
WBL Supervisor _____ Mentor _____
Date Training Period Begins _____ Ends _____

This training agreement briefly outlines the responsibilities of the student, parents, employer, and the Cooperative Education Teacher-Coordinator. The second part of this document is entitled "Training Plan" and consists of tasks and competencies for the specific student's career objective/pathway.

Parent/Guardian

1. Approves and agrees that the student may participate in Work-Based Learning.
2. Encourages the student to effectively carry out the work experience requirements in all components of the program.
3. Assumes responsibility for the conduct of the student.
4. Arranges transportation for the student to and from the Work-Based Learning site.
5. Holds school and Cooperative Education Teacher-Coordinator harmless for risks associated with transportation and indirectly monitored activities (e.g., work-based experience).

Student

1. Complies with the rules and regulations of the Work-Based Learning site.
2. Observes the same regulations that apply to other employees.
3. Adheres to all policies and regulations as set forth by school administration and the Cooperative Education Teacher-Coordinator.
4. Works an average of 15 hours each week.
5. Will not pursue additional part-time employment while enrolled in Work-Based Learning.
6. Will not displace adult workers who can perform such work as assigned in the work-based experience.
7. Attends an annual employer appreciation if required by the Cooperative Education Teacher-Coordinator.

Cooperative Education Teacher-Coordinator

1. Assists in securing an appropriate work-based experience based on the student’s career objective/pathway.
2. Works with the supervisor/mentor in developing a training plan for the student.
3. Communication/Contacts/Visits the Work-Based Learning site at least once per month to contact the employer and student; verify that student’s duties correlate with job description; observe working conditions; help develop progressive skill-building activities; observe and evaluate student progress; and/or resolve questions, issues, concerns, etc.
4. Counsels the student about his/her job progress, behavior, attitude, academics, etc.
5. Terminates employment/participation when it serves the best interest of the student as determined in collaboration with the employer.
6. Determines the student’s final grade with input from the OJT mentor/supervisor for the Work-Based Learning experience.
7. Reinforces work-based learning experiences with related classroom instruction.

Employer/Training Mentor

Recognizes that the student is enrolled in a Work-Based Learning experience designed to prepare for a career in _____.

1. Provides supervision and instruction in each of the applicable tasks listed on the Training Plan to assist the student in acquiring those competencies necessary for success in the career objective.
2. Evaluates and documents student progress.
3. Employs a non-discrimination policy with regard to race, color, handicap, sex, religion, national origin, creed, or age.
4. Adheres to wage and hour, child labor, and all other federal, state, and local laws pertaining to student employment and safety.
5. Employs/interns the student for an average of 15 hours per week. (140 hours per Credit)
6. Completes the Work-Based Experience Evaluation and returns it to the Cooperative Education Teacher-Coordinator by the required date.

The (Name of Recipient/LEA) does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Name and Title (i.e. 504 Coordinator or Title IX Coordinator)
Address
Telephone Number
E-mail Address

Name and Title (i.e. 504 Coordinator or Title IX Coordinator)
Address
Telephone Number
E-mail Address

(Parent/Guardian)

(Employer/Training Mentor)

(Student)

(Co-Op Teacher/Coordinator)

(School Administrator)

(Date)

(SAMPLE)
WORK-BASED LEARNING
EXTENDED CONTRACT DUTIES AND RESPONSIBILITIES
FOR COOPERATIVE EDUCATION TEACHER-COORDINATOR

1. Conduct and/or update the Business/Community Survey to ascertain number and type of employment opportunities available and/or anticipated Work-Based Learning (WBL) placements.
2. Process individual application forms for each student planning to enroll in the Work-Based Learning programs. Develop tentative training agreements and training plans. Process appropriate documents. (Business/Industry Certification)
3. Contact new students' parents/guardians; explain the WBL program and discuss responsibilities of school, student, parent, and training placement. Establish purpose of training agreement and training plan. (Business/Industry Certification)
4. Plan employability skills training, leadership development, and skill enhancement as an integral part of instruction. (Business/Industry Certification)
5. Place students in WBL sites for paid work experience to develop their career objective. (Business/Industry Certification)
6. Conduct monthly communication/contacts/visits to the work site to determine student progress and changes needed in Work-Based Learning programs. (Business/Industry Certification)
7. Visit new and expanding industries and businesses to identify new skills, equipment, and materials that may be incorporated into the curriculum. Solicit materials from related industries and other agencies to be used in classroom and laboratory activities.
8. Adapt classroom instruction (if applicable) to conform to the course of study and changes in business and industry. (Business/Industry Certification)
9. Conduct safety checks of all equipment, hazardous materials, and facilities as appropriate. (Business/Industry Certification). (if applicable)
10. Facilitate the repair of equipment and classroom maintenance to ensure students' safety and maximum use of the equipment. (Business/Industry Certification). (if applicable)
11. Prepare Career and Technical Education Implementation Plan for students with disabilities who have previously been identified for the program. (Business/Industry Certification.)
12. Assess and inventory equipment, facilities, materials, and supplies and initiate orders as necessary before beginning of school year (if applicable).
13. Work with counselor for the purpose of interpreting test results of pre-registered students to determine learning needs of students and appropriate placement of students. (Business Industry Certification)
14. Participate in appropriate in-service programs, technical conferences, and workshops/seminars to improve teaching techniques and enhance professional development. (Business/Industry Certification)
15. Ensure that the classroom is clean and orderly. Arrange for safe storage of hazardous materials and equipment (if applicable). (Business/Industry Certification)
16. Prepare appropriate public relations materials when meeting with business, industry, and community organizations.
17. Update all files, enrollment forms, student records, etc. (Business/Industry Certification)
18. Develop and update community resource lists of business and industry personnel who can provide assistance with Work-Based Learning programs.

Quality Factors (QF) are taken from *Career and Technical Education General Program Business/Industry Certification Checklist*.

R-1 Cooperative Education Work-Based Learning Report

Coordinator's Name: _____

Email Address: _____

School: _____

School System: _____

Submission date: _____

Standalone Program: (Full-time)

Combination Program: (Part-time)

Alabama State Department of Education
Career and Technical Education/Workforce Development
P. O. Box 302101
Montgomery, Alabama 36130-2101

Approved: _____
(Local Career and Technical Education Administrator)

Signed: _____
(Cooperative Education Teacher-Coordinator)

Date: _____

Due: November 1 and March 1

Email one copy to R1report@alsde.edu

All Students participating in Work-Based Experiences must be on track for graduation.

Student Name	Age	Sex	Grade	IEP	Apprenticeship	Internship	Title of Career and Technical Education Eligibility Course	Student's Career Objective (Program Cluster Area)	Student's Specific Job Title	Name of Training Station
1. <i>John Doe (Example)</i>	17	M	11	N	Y	N	<i>Career Preparedness</i>	<i>Architecture and Construction</i>	<i>Welder</i>	<i>Widget Fabricators, Inc.</i>
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
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16.										
17.										
18.										
19.										
20.										
21.										
22.										
23.										
24.										
25.										

Student Name	Age	Sex	Grade	IEP	Apprenticeship	Internship	Title of Career and Technical Education Eligibility Course	Student's Career Objective (Program Cluster Area)	Student's Specific Job Title	Name of Training Station
26.										
27.										
28.										
29.										
30.										
31.										
32.										
33.										
34.										
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53.										
54.										
55.										
56.										
57.										
58.										
59.										
60.										

(SAMPLE)

TEACHER RECOMMENDATION FORM

_____ has applied for enrollment in the _____
(Activity Name) Work-Based Learning program. Students in this program may receive classroom instruction in workplace practices and procedures, and are placed in training stations where they develop skills and obtain valuable experience under supervision. The cooperation of business and industry will continue only if the students they employ have the proper attitude and interest to profit from on-the-job training toward a career objective/pathway. Using your knowledge of the student, please rate the student on the characteristics indicated.

Rate qualities by checking the proper right-hand column.	Poor	Below Average	Average	Above Average	Superior
Dependability: Able to work with little supervision, prompt, sincere, consistent, truthful, follows instruction, etc.					
Cultural Refinement: Courteous, considerate, good manners, appreciative, etc.					
Leadership: Resourceful, able to inspire others, etc.					
Industriousness: Persistent, good work habits, makes wise use of time, etc.					
Thoroughness: Accurate, completes work carefully, etc.					
Appearance and Grooming: Clean, neat appearance, orderly, etc.					
Ability to Get Along With People: Adaptable, friendly, tactfully, cooperative, respectable, etc.					
Social Habits: Good attitude, self-control, honesty, not inclined to argue or complain, etc.					
Attendance: Present and on time, begins work at once without delay, etc.					
Mental Alertness: Attentive, interested, observing, eager to learn, etc.					
Academic Performance: Completes assignments, follows instructions, meets deadlines, masters content, etc.					

Other Comments: (use the back of this page for additional comments if need)

Employability

If you were an employer or job supervisor, would you want this student working for you?

Yes No

Would you be willing for this student to represent the school on the job? Yes No

Signature _____

Date _____

(Evaluating Teacher)

(SAMPLE)
Emergency Contact Form

Emergency Contact Information

Please provide the name, address, and telephone number of two persons who may be contacted in the event of an emergency:

Name and Relationship: _____

Home Street Address: _____

Home Telephone: _____ Cell: _____

Business Telephone: _____

E-mail: _____

Name and Relationship: _____

Home Street Address: _____

Home Telephone: _____ Cell: _____

Business Telephone: _____

E-mail: _____

List as references the names of three teachers who can attest to the quality of your work.

1. _____ (Career and Technical Education Teacher if applicable)
2. _____
3. _____

To the Student:

Work-Based Learning provides an opportunity **to be considered** for **apprenticeship/internship** in business and industries in our area. You further understand that **NO apprenticeship or internship is guaranteed. You must apply, interview and compete for the placement based on your skill, your abilities and your aptitude.** When you enroll in Work-Based Learning, you indicate that you are sincerely interested in putting forth your best efforts to receive work-based experience. If you accept this responsibility, please sign in the space provided.

Student Signature _____ Date _____

To the Parent/Guardian:

Do you consent to your child entering Work-Based Learning, arranging transportation, and agree to cooperate with the school and the training agency in making the training and education of the greatest possible benefit to your child? If so, please indicate your support and approval with your signature.

Parent/Guardian Signature: _____ Date _____

To Be Completed by the Cooperative Education Teacher-Coordinator.

On Track for Graduation: ___yes ___No Successful completion of **Career Preparedness**: ___Yes ___No
Current Attendance Record: No. Absences _____ No. Tardies _____
Current Disciplinary Record: Total Reports _____ Cumulative GPA: _____

List Career and Technical Occupational Courses or Career Objective that determine student's potential placement:

1. _____
2. _____
3. _____
4. _____

Verified By _____
Counselor/School Administrator/Cooperative Education Teacher-Coordinator

Status of Application: Pending Approved Not Approved

The (Name of Recipient/LEA) does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Name and Title (i.e. 504 Coordinator or Title IX Coordinator)
Address
Telephone Number
E-mail Address

Name and Title (i.e. 504 Coordinator or Title IX Coordinator)
Address
Telephone Number
E-mail Address

(SAMPLE)
WORK-BASED LEARNING
QUESTIONS FOR STUDENT INTERVIEW
(For Student Selection)

1. What do you believe is the purpose of Work-Based Learning?
2. Why do you want to enroll in Work-Based Learning?
3. Have you ever been employed before? If so, describe your job.
4. What are your plans following high school? Have you considered additional training?
5. In what ways will Work-Based Learning help you?
6. Is there any reason why you could not work fifteen (15) to twenty (20) hours weekly next year? What are your plans to participate in activities during your final year at high school?
7. Are you currently a member of a student organization? Why? Why not?
8. What subjects do you find most enjoyable?
9. What special training would you expect to receive from your Apprenticeship/Internship?
10. Where did you first hear about Work-Based Learning?
11. What do you want to do to earn a living?
12. How do you learn outside of the classroom?
13. What courses do you plan to take next year?
14. What are your arrangements for transportation?
15. Would you change your appearance to become employed or be retained in employment?
(cut hair, no nail color, short nails, no miniskirts, remove piercings, cover tattoo etc.)
16. Do you have a preference of where you would like to work?
17. Other

(SAMPLE)
WORK-BASED LEARNING
INTERVIEW EVALUATION FORM

Student Interviewed: _____ Career Objective: _____

	Above Average	Average	Poor
Appearance			
Personality			
Desire to be enrolled in the program			
Concept of program's purpose			

Summary of student's interests, abilities, and adaptability relative to career objective:

Student's plans following high school:

Work experience:

Reaction when asked if he/she would change personal appearance in order to become employable or keep employment:

Discussion of student organization (CTSO):

Current Employment if any:

Comments:

(SAMPLE)

WORK-BASED LEARNING
WEEKLY WAGE AND HOUR REPORT

Student _____ Job Title _____ Training Station _____ Supervisor _____

Month _____ Year _____ Supervisor's Initials _____ Month _____ Year _____ Supervisor's Initials _____

Week	Number of Hours Worked							Total Hours Worked	Rate of Pay	Total Gross Wages
	Sun	Mon	Tues	Wed	Thurs	Fri	Sat			
1										
2										
3										
4										
5										
Total										

Week	Number of Hours Worked							Total Hours Worked	Rate of Pay	Total Gross Wages
	Sun	Mon	Tues	Wed	Thurs	Fri	Sat			
1										
2										
3										
4										
5										
Total										

Month _____ Year _____ Supervisor's Initials _____

Month _____ Year _____ Supervisor's Initials _____

Week	Number of Hours Worked							Total Hours Worked	Rate of Pay	Total Gross Wages
	Sun	Mon	Tues	Wed	Thurs	Fri	Sat			
1										
2										
3										
4										
5										
Total										

Week	Number of Hours Worked							Total Hours Worked	Rate of Pay	Total Gross Wages
	Sun	Mon	Tues	Wed	Thurs	Fri	Sat			
1										
2										
3										
4										
5										
Total										

Student _____

Month _____ Year _____ Supervisor's Initials _____

Week	Number of Hours Worked							Total Hours Worked	Rate of Pay	Total Gross Wages
	Sun	Mon	Tues	Wed	Thurs	Fri	Sat			
1										
2										
3										
4										
5										
Total										

Month _____ Year _____ Supervisor's Initials _____

Week	Number of Hours Worked							Total Hours Worked	Rate of Pay	Total Gross Wages
	Sun	Mon	Tues	Wed	Thurs	Fri	Sat			
1										
2										
3										
4										
5										
Total										

Month _____ Year _____ Supervisor's Initials _____

Week	Number of Hours Worked							Total Hours Worked	Rate of Pay	Total Gross Wages
	Sun	Mon	Tues	Wed	Thurs	Fri	Sat			
1										
2										
3										
4										
5										
Total										

Month _____ Year _____ Supervisor's Initials _____

Week	Number of Hours Worked							Total Hours Worked	Rate of Pay	Total Gross Wages
	Sun	Mon	Tues	Wed	Thurs	Fri	Sat			
1										
2										
3										
4										
5										
Total										

Student _____

Month _____ Year _____ Supervisor's Initials _____

Month _____ Year _____ Supervisor's Initials _____

Week	Number of Hours Worked							Total Hours Worked	Rate of Pay	Total Gross Wages
	Sun	Mon	Tues	Wed	Thurs	Fri	Sat			
1										
2										
3										
4										
5										
Total										

Week	Number of Hours Worked							Total Hours Worked	Rate of Pay	Total Gross Wages
	Sun	Mon	Tues	Wed	Thurs	Fri	Sat			
1										
2										
3										
4										
5										
Total										

CUMULATIVE RECORD

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Hrs. Fwd												
Hrs. This Month												
Hrs. Y-T-D												
Wages Forward												
Wages This Month												
Wages Y-T-D												

(SAMPLE)
ORIENTATION TO BUSINESS

STUDENT'S NAME _____ DATE _____

TRAINING STATION/AGENCY _____ SUPERVISOR _____

Instructions: Please provide the following information to your student employees. Check each item as it is completed. Return the completed form to the Cooperative Education Teacher-Coordinator.

Company Orientation

- _____ 1. Give student copies of printed materials (handbook, brochures, etc.).
- _____ 2. Explain the company's history.
- _____ 3. Describe the company's service/product line(s).
- _____ 4. Discuss company policies and procedures regarding:
 - () Hours of operation/work
 - () Overtime policies
 - () Pay time period
 - () Vacation policy
 - () Holiday policy
 - () Appropriate dress and grooming
 - () **Safety rules/Regulations**
 - () Emergency procedures
 - () Absentee procedures
 - () Parking
 - () Arrival procedures
 - () Departure procedures
- _____ 5. Describe employee benefits such as:
 - () Discounts
 - () Educational assistance
- _____ 6. Describe the relationship of the department to the company (if applicable).
- _____ 7. Discuss specific company/departmental rules including:
 - () Breaks
 - () Work schedules
 - () Days off
 - () Presence of food at work station
- _____ 8. Introduce co-workers.
- _____ 9. Explain job responsibilities of co-workers.
- _____ 10. Identify training sponsor/mentor.

Job Orientation

- _____ 11. Show student her/his workstation.
- _____ 12. Describe student's responsibilities.
- _____ 13. Explain the importance of the student's responsibilities to the organization.
- _____ 14. **Explain Safety Procedures and Emergency Situations.**

(Employer/Mentor) _____ (Date)

(Student) _____ (Date)

(SAMPLE)
GENERAL SAFETY EXAM
Quiz_safetyvideoquiz.pdf (View online)

1. T or F Personal protective equipment (PPE) is only made for the head, face and eyes.
2. T or F A hard hat should provide a one-inch space between your head and the outer shell.
3. T or F Hair clips, earrings, eyeglasses, and even you own hair can reduce the effectiveness of earmuffs.
4. T or F Earplugs fit over the entire ear.
5. T or F Respirators are only necessary if you are working in an oxygen-deficient work environment.
6. T or F Gloves should not be worn when working with or around machinery with moving parts.
7. T or F Pulling a heavy load is easier on your back than pushing it.
8. T or F Your can help prevent slips, trips, and falls with good housekeeping practices.
9. T or F Wet entrances and exits can increase the risk of slips and falls.
10. T or F Trip hazards, such as uneven surfaces, curled or loose carpeting, or extension cords across a traffic area, should be reported at your next employee evaluation meeting.
11. T or F Labels will always list what type of PPE to wear while handling that particular material.
12. T or F If you remove a label, you should replace it with an accurate label immediately.
13. T or F Although the format of MSDS may vary, they all contain the same basic information.
14. T or F You should avoid getting blood or other potentially infectious body fluids from an injured co-worker directly on your skin, eyes, nose, or mouth.
15. T or F Blood and body fluids can carry viruses like HIV and the hepatitis B virus.
16. T or F Applying a lock or tag to an energy source is only one step in the standard six-step lockout/tagout procedure.
17. T or F You can remove someone else's tag and restore power to a machine if you check to make sure that nobody is currently working on it.
18. T or F Always stay and fight a fire with an extinguisher until the fire department arrives.
19. T or F Keeping fuel or flammable materials away from ignition sources can help prevent fires.
20. T or F When you practice basic safety procedures, you are helping to make your work environment a safe place for everyone.

(SAMPLE)
TRAINING STATION/AGENCY CONTACT

COORDINATOR SUMMARY

Student's Name _____ Job Title _____
Training Station/Agency _____ Supervisor _____
Contact Person (*today's visit*) _____ Date: _____

Purpose of Visit: Student Observation Student Evaluation Counseling
 Problem Resolution Other _____

This form must be completed each month for training station/agency visits. Record observations, actions to be taken, and recommendations. Identify specific strengths and needed improvements.

General Observations:

Student Activity During the Observation:

Student Conference/Comments:

Training Mentor Conference/Comments:

Cooperative Education Teacher-Coordinator's Overall Comments On This Visitation:

During the visit, the Cooperative Education Teacher-Coordinator confers with the employer or trainer to discuss one or all of the following items:

1. Duties and tasks relative to the agreed training plan.
2. Student's performance on assigned responsibilities and work habits.
3. Quality and quantity of work expected and performed.
4. Student's attitude toward the job, employer, co-workers, etc. rewards, criticism, and disciplinary action.
5. Safety conditions.

6. Validation of the student's work hours including punctuality and regularity of attendance.
7. Student's rotation through different job experiences, insuring that they are diverse, rigorous, and progressive.
8. Student's preparation for position/job change or advancement.
9. Additional opportunities for involvement in the Cooperative Education program.
10. Additional opportunities for partnering with Career and Technical Education, i.e. competition judge, resource speakers.

Signature: _____
(Cooperative Education Teacher-Coordinator)

(SAMPLE)
WORK-BASED LEARNING
EXTENDED CONTRACT ITINERARY FOR
COOPERATIVE EDUCATION TEACHER-COORDINATOR

Name _____

School _____

Itinerary for week of _____
(Month) (Date) (Year)

Day		Places/Persons	Work To Be Done
Monday	AM		
	PM		
Tuesday	AM		
	PM		
Wednesday	AM		
	PM		
Thursday	AM		
	PM		
Friday	AM		
	PM		

Note: Make three copies - One for principal/CT Administrator, one for local supervisor (if applicable), and one for personal files. **For local use only.**

SECTION 14: Resources

State Agencies and Organizations

Transition Agencies and Resources

United States Senators

Honorable Jeff Sessions (R)

326 Russell Senate Office Building

Washington, DC 20510

(202) 224-4124

(202) 224-3149 (Fax)

E-mail: <http://sessions.senate.gov/public/index.cfm?FuseAction=ConstituentServices.ContactMe>

Web: <http://sessions.senate.gov>

Honorable Richard C. Shelby (R)

304 Russell Senate Office Building

Washington, DC 20510

(202) 224-5744

(202) 224-3416 (Fax)

E-mail: senator@shelby.senate.gov

Web: <http://shelby.senate.gov>

United States Representatives

To find the contact information for your representative in the House of the U.S. Congress, visit the House's Web site at: www.house.gov, or call: (202) 224-3121; (202) 225-1904 (TTY).

Governor

Honorable Robert Bentley

State Capitol

600 Dexter Avenue

Montgomery, AL 36130-2751

(334) 242-7100

(334) 353-0004 (Fax)

Web: www.governor.state.al.us/

Governor's Office on Disabilities

Graham Sisson, Executive Director

Governor's Office on Disabilities

2129 East South Boulevard

Montgomery, AL 36111-0586

(334) 353-0353; (888) 879-3582

E-mail: graham.sisson@good.alabama.gov

Web: www.good.alabama.gov

Official State Web Site

Web: www.alabama.gov/

State Department of Education: Special Education

Crystal Richardson, Program Coordinator

Alabama Department of Education

Special Education Services

P.O. Box 302101

Montgomery, AL 36130-2101

(334) 242-8114

E-mail: speced@alsde.edu

Web: www.alsde.edu/

State Coordinator for NCLB (No Child Left Behind)

Edmund Moore, Program Coordinator
Federal Programs
Alabama State Department of Education
50 N. Ripley Street
Montgomery, AL 36104
(334) 242-8199
E-mail: emoore@alsde.edu
Web: www.alsde.edu

Programs for Infants and Toddlers with Disabilities: Ages Birth Through 2

Betsy Prince, Part C Coordinator
Alabama's Early Intervention System
Department of Rehabilitation Services
Division of Early Intervention
2129 East South Boulevard
Montgomery, AL 36116
(334) 215-5042; (800) 543-3098
(800) 499-1816 (TTY)
E-mail: betsy.prince@rehab.alabama.gov
Web: www.rehab.alabama.gov/ei

Programs for Children with Disabilities: Ages 3 Through 5

Lisa Highfield, 619 Coordinator
Special Education Services
Alabama State Department of Education
P.O. Box 302101
Montgomery, AL 36130
Email: jane@alsde.edu

State Vocational Rehabilitation Agency

Cary F. Boswell, Commissioner
Department of Rehabilitation Services
2129 East South Boulevard
Montgomery, AL 36116
(334) 293-7200
E-mail: cary.boswell@rehab.alabama.gov
Web: www.rehab.alabama.gov/vrs

Coordinator for Transition Services

Alicia Hodge, Education Administrator
Special Education Services
Alabama State Department of Education
P.O. Box 302101
Montgomery, AL 36130
(334) 242-8114
E-mail: ahodge@alsde.edu
Web: www.alsde.edu

Office of State Career and Technical Education

Dr. Philip Cleveland, Director
Career and Technical Education
Alabama State Department of Education
P.O. Box 302101
Montgomery, AL 36130-2101
(334) 242-9111
E-mail: pleveland@alsde.edu
Web: www.alsde.edu

State Mental Health Representative for Children and Youth

Courtney Tarver, J.D., Associate Commissioner
Division of Developmental Disabilities
Alabama Department of Mental Health
P.O. Box 301410
Montgomery, AL 36130-1410
(334) 242-3454
E-mail: courtney.tarver@mh.alabama.gov
Web: www.mh.alabama.gov

Programs for People with Developmental Disabilities

Jim Reddoch, J.D., Commissioner
Alabama Department of Mental Health
RSA Union Building
P.O. Box 301410
Montgomery, AL 36130-1410
(334) 242-3107
E-mail: jim.reddoch@mh.alabama.gov
Web: www.mh.state.al.us

Ann Whitespunner, Assoc. Commissioner
Alabama Department of Mental Health
RSA Union Building
P.O. Box 301410
Montgomery, AL 36130-1410
(334) 242-3701
E-mail: ann.whitespunner@mh.alabama.gov
Web: www.mh.alabama.gov

Council on Developmental Disabilities

Elmyra Jones, Executive Director
Alabama Council for Developmental Disabilities
RSA Union Building
100 N. Union Street, Suite 498
P.O. Box 301410
Montgomery, AL 36130-1410
(334) 242-3973; (800) 232-2158
E-mail: acdd@mh.state.al.us
Web: <http://acdd.org>

Protection and Advocacy Agency

Ellen Gillespie, Ph.D., Executive Director
Alabama Disabilities Advocacy Program (ADAP)
The University of Alabama
500 Martha Parham West
P.O. Box 870395
Tuscaloosa, AL 35487-0395
(205) 348-4928 (V/TTY); (800) 826-1675
E-mail: ADAP@adap.ua.edu
Web: www.adap.net

Client Assistance Program

Rachel Hughes, Director
Department of Rehabilitation Services
2129 East South Boulevard
Montgomery, AL 36116
(334) 613-2265
E-mail: rachel.hughes@rehab.alabama.gov

Programs for Children with Special Health Care Needs

Melinda Davis, Asst. Commissioner
Alabama Department of Rehabilitation Services
Children's Rehabilitation Service
2129 East South Boulevard
P.O. Box 11586
Montgomery, AL 36111-0586
(334) 281-8780; (800) 441-7607
(800) 846-3697 (in AL)
E-mail: melinda.davis@rehab.alabama.gov
Web: www.rehab.alabama.gov/crs

State CHIP Program

(Health care for low-income uninsured children)

Cathy Caldwell, Director
Children's Health Insurance Program
Alabama Department of Public Health
201 Monroe Street, Suite 250
Montgomery, AL 36104
(334) 206-5568; (877) 774-9521
Web: www.adph.org/allkids/

Programs for Children and Youth who are Blind or Visually Impaired, Deaf or Hard of Hearing, or Deaf-Blind

Michelle Jones, Regional Director
Alabama Institute for Deaf and Blind
1050 Government Street
Mobile, AL 36604
(251) 432-7777 (V/TTY)
E-mail: jones.michelle@aidb.state.al.us
Web: www.AIDB.org

Telecommunications Relay Services for Individuals who are Deaf, Hard of Hearing, or with Speech Impairments

(800) 548-2547 (V)
(800) 548-2546 (TTY); 711 (TTY)
(888) 229-5746 (Speech to Speech-English)
(866) 260-9470 (Speech to Speech-Spanish)

Regional ADA Technical Assistance Center

Pamela Williamson, Project Director
DBTAC - Southeast ADA Center
Project of the Burton Blatt Institute - Syracuse University
1419 Mayson Street
Atlanta, GA 30324
(404) 541-9001; (404) 541-9002
(800) 949-4232 (V/TTY)
E-mail: sedbtacproject@law.syr.edu
Web: www.sedbtac.org

Graham Sisson, Assistant Attorney General
Alabama Department of Rehabilitation Services
2129 East South Boulevard
Montgomery, AL 36111
(334) 613-3471 (Montgomery office)
(205) 290-4540 (Birmingham office)
(888) 574-2257 (TTY)
(800) 205-9986 (Alabama's Toll Free Hotline for ADA Information)
E-mail: graham.sisson@rehab.alabama.gov
Web: www.rehab.state.al.us/ada

University Centers for Excellence in Developmental Disabilities

Harold Sontheimer, Director
Civitan International Research Center
University of Alabama at Birmingham
1719 6th Avenue South
Birmingham, AL 35294-0021
(205) 934-8900; (800) 822-2472
Web: www.circ.uab.edu

Technology-Related Assistance

Helen Baker, Executive Director
STAR (Statewide Technology Access and Response for Alabamians with Disabilities)
602 South Lawrence Street
Montgomery, AL 36104
(334) 293-7143; (800) 499-1816 (TTY)
(800) STAR-656 (In AL)
Web: www.rehab.alabama.gov/star

Lisa Snyder, Project Manager
Technology Assistance for Special Consumers (T.A.S.C.)
United Cerebral Palsy of Huntsville and Tennessee Valley
1856 Keats Drive
Huntsville, AL 35810
(256) 859-8300
E-mail: tasc@uphuntsville.org
Web: <http://www.ucptasc.org/>

State Mediation System

Alabama Department of Education
Special Education Services
P.O. Box 302101
Montgomery, AL 36130-2101
(334) 242-8114
E-mail: speced@alsde.edu
Web: www.alsde.edu

Respite Care

Linda Lamberth, Program Manager
Alabama Lifespan Respite Resource Network
1521 E. 9th Street
Anniston, AL 36207
(256) 237-3683; (866) 737-8252
E-mail: alabamarespite@aol.com
Web: <http://alabamarespite.org>

Special Format Library

Ruth Evans, Director
Alabama Regional Library for the Blind and Physically Handicapped
6030 Monticello Drive
Montgomery, AL 36130-6000
(334) 213-3906, ext. 921; (800) 392-5671
E-mail: ruth.evans@apls.alabama.gov
Web: <http://statelibrary.alabama.gov>

Disability-Specific Organizations

Attention Deficit Disorder

To identify an ADD group in your state or locality, contact either:

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)
8181 Professional Place, Suite 150
Landover, MD 20785
(301) 306-7070
(800) 233-4050 (Voice mail to request information packet)
Web: www.chadd.org**Attention Deficit Disorder Association (ADDA)**
P.O. Box 7557
Wilmington, DE 19803
(800) 939-1019
Email: info@add.org

Web: www.add.org

Autism

Melanie Jones, Executive Director
Autism Society of Alabama
4217 Dolly Ridge Road
Birmingham, AL 35243
(205) 951-1364; (877) 4AUTISM
E-mail: melanie@autism-alabama.org
Web: www.autism-alabama.org

Blind/Visual Impairments

Carl Augusto, President/CEO
American Foundation for the Blind
2 Penn Plaza, Suite 1102
New York, NY 10121
(212) 502-7600; (800) 545-8331
E-mail: afbinfo@afb.net
Web: www.afb.org

Cerebral Palsy

Gary Edwards, Executive Director
United Cerebral Palsy of Greater Birmingham
Hand In Hand: A Learning Environment for Children
120 Oslo Circle
Birmingham, AL 35211
(205) 944-3939; (800) 654-4483
E-mail: gedwards@ucpbham.com
Web: www.ucpbham.com

Glenn R. Harger, President/CEO
United Cerebral Palsy of Mobile, Inc.
3058 Dauphin Square Connector
Mobile, AL 36607
(251) 479-4900; (888) 630-7102
E-mail: info@ucpmobile.org
Web: www.ucpmobile.org

Epilepsy

Caroline Foster, Executive Director
Epilepsy Foundation of Alabama
273 Azalea Road, Suite 310
Office Park 3
Mobile, AL 36609
(251) 341-0170; (800) 626-1582 (In AL)
E-mail: cfoster@efala.org
Web: www.epilepsyfoundationalabama.org

Head Injury

Charles Priest, Executive Director
Alabama Head Injury Foundation

3100 Lorna Road, Suite 200
Hoover, AL 35216
(205) 823-3818; (800) 433-8002
E-mail: charlespriest@bellsouth.net
Web: www.ahif.org

Intellectual and Developmental Disabilities

Thomas B. Holmes, Executive Director
The Arc of Alabama, Inc.
P.O. Box 1206
Montgomery, AL 36102-1206
(334) 262-7688; (866) 243-9557
E-mail: info@thearcofalabama.com
Web: www.thearcofalabama.com

Learning Disabilities

Tamara Massey-Garrett, President
Learning Disabilities Association of Alabama
P.O. Box 11588
Montgomery, AL 36111
(334) 277-9151
Web: www.ldaal.org

Mental Health

Wanda Laird, Executive Director
NAMI Alabama
4122 Wall Street
Montgomery, AL 36106
(334) 396-4797; (800) 626-4199 (In AL)
E-mail: wlaird@namialabama.org
Web: www.namialabama.org

Special Health Care Needs

Susan Colburn, Co-Director
Family Voices
1050 Government Street
Mobile, AL 36604-2402
1-877-771-3862
E-mail: susan@familyvoicesal.org
Web: www.familyvoicesal.org

Jerry Oveson, Co-Director
Family Voices
1050 Government Street
Mobile, AL 36604-2402
1-877-771-3862
E-mail: jerry@familyvoicesal.org
Web: www.familyvoicesal.org

Speech and Hearing

Vicki Copeland, Executive Director
Speech and Hearing Association of Alabama
P.O. Box 238
Capshaw, AL 35742
(256) 325-8885
E-mail: info@AlabamaSHAA.org
Web: www.alabamashaa.org

Spina Bifida

Angie Pate, Executive Director
Spina Bifida Association of Alabama
P. O. Box 13254
Birmingham, AL 35202
(256) 617-1414
E-mail: AL_spina_bifida_support@hotmail.com
Web: www.sbaofal.org

Tourette Syndrome

Linda Saunders, Program Manager
Tourette Syndrome Association Mid-South Regional Office
(*Serving Alabama, Arkansas, Kentucky, Louisiana, Mississippi, North Carolina, Tennessee and West Virginia*)
423 Summertrees Drive
Auburn, AL 36832
(334) 502-0055
E-mail: tsamidsouth@bellsouth.net
Web: <http://tsa-usa.org/TSANatLocal/Chapters/Midsouth.htm>

Organizations Especially for Parents

Parent Training and Information Center (PTI)

Jeanna Winter, Executive Director
Alabama Parent Education Center (APEC)
10520 US Highway 231
Wetumpka, AL 36092
(334) 567-2252
E-mail: jwinter@alabamaparentcenter.com
Web: www.alabamaparentcenter.com

Parent Teacher Association (PTA)

Cassandra White, Office Manager
Alabama PTA
470 S. Union Street
Montgomery, AL 36104-4330
(334) 834-2501; (800) 328-1897
E-mail: alabamapta@yahoo.com
Web: www.alabamapta.org

Other Disability Organizations

Byron White, President
Alabama APSE, Association for Persons Supporting Employment First
8228 Royal Oak Court
Montgomery, AL 36117
(334) 353-7713
E-mail: byron.white@mh.alabama.gov
Web: www.al-apse.org

Graham Sisson, President
Alabama Disability Action Coalition
206 13th Street, South
Birmingham, AL 35233-1317
(800) 441-7607
E-mail: president@accessalabama.org
Web: www.accessalabama.org

Dr. John Mascia, President
Alabama Institute for Deaf and Blind
P.O. Box 698
Talladega, AL 35161
(256) 761-3200
E-mail: mascia.john@aidb.state.al.us
Web: www.aidb.org

Lynne Stokley, CEO
Easter Seals Alabama
5960 E. Shirley Lane
Montgomery, AL 36117-1935
(334) 395-4489; (800) 388-7325
Email: info@al.easterseals.com
Web: www.easterseals.com

Jeff Underwood, President/CEO
Lakeshore Foundation
4000 Ridgeway Drive
Birmingham, AL 35209
(205) 313-7400; (888) 868-2303 (In AL)
Email: jeffu@lakeshore.org
Web: www.lakeshore.org

Patti Hendrix Lovoy, Executive Director
VSA Arts of Alabama
1915 4th Avenue, South
Birmingham, AL 35233
(205) 307-6300 ext. 16
E-mail: info@vsartsalabama.org
Web: www.vsartsalabama.org

Independent Living

To find out the contact information for the Statewide Independent Living Council (SILC) in your state, contact:

Independent Living Research Utilization Project

The Institute for Rehabilitation and Research

2323 South Sheppard, Suite 1000

Houston, TX 77019

(713) 520-0232 (V); (713) 520-5136 (TTY)

E-mail: ilru@ilru.org

Web: www.ilru.org

To find out the contact information for centers for independent living (CILs) in your state, contact:

National Council on Independent Living

1710 Rhode Island Avenue, NW, 5th Floor

Washington, DC 20036

(202) 207-0334 (V); (202) 207-0340 (TTY)

E-mail: ncil@ncil.org

Web: www.ncil.org

SECTION 15: References

References

References

Kohler, P.D. (1996). *Taxonomy for Transition Programming*. Champaign: University of Illinois.

Leuchovius, D. (2013). ADA Q & A: Section 504 and Postsecondary Education. Retrieved from <http://www.pacer.org/publications/adaqa/504.asp>

National Secondary Transition Technical Assistance Center. (2010, October). Cross-referencing the Taxonomy for Transition Programming with the NASET National Standards and Quality Indicators and the [NCWD/Youth] Guideposts for Success for Transition-Age Youth. Charlotte, NC: University of North Carolina Charlotte. Retrieved from http://www.nsttac.org/sites/default/files/assets/pdf/pdf/capacity_building/CrosswalkTaxonomy.pdf

Test, D. W., Aspel, N., & Everson, J. (2006). *Transition methods for youth with disabilities*. Columbus, OH: Merrill/Prentice Hall.

APPENDIX 1: Mathematics Pathways

Mathematics Pathways

Approved Courses in Mathematics and Science



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Thomas R. Bice
State Superintendent of Education

May 26, 2015

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of Education

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Mary Scott Hunter, J.D.
District VIII

Thomas R. Bice, Ed.D.
Secretary and
Executive Officer

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Thomas R. Bice *TRB*
State Superintendent of Education

RE: Mathematics Pathways

The additional substitute courses referenced in the *Approved Courses in Mathematics and Science* (FY15-1013) memorandum dated April 3, 2015, has generated numerous telephone calls and e-mails inquiring about pathways of mathematics using the courses in the mathematics course of study, substitute courses, and special education courses. Inquiries have addressed how these may all fit together in assisting students in becoming prepared for their goals in high school and afterwards.

Students should choose their mathematics courses carefully and with intense counseling. The courses should be selected that would best aid the students in preparing for their college and career plans. Four-year plans may require mathematics course adjustments in the higher grades as the students' focus becomes clearer regarding future post-high school goals and mathematics preparation needed to be successful.

Students need to be familiar with the college or university mathematics admissions requirements of the institutions they plan to attend. Certain scholarships may also have high school mathematics course requirements. Athletes need to know if the National Collegiate Athletic Association (NCAA) approves the selected mathematics course credits for eligibility. One of the most important considerations is whether the mathematics courses selected will prepare the student for his/her future college or career goals. If a local education agency (LEA) is considering using dual enrollment to meet high school mathematics course requirements, the LEA should consider working closely with postsecondary institutions to develop courses that align with high school course standards.

The accompanying document provides possible mathematics pathways for students, parents, and counselors to consider as the student prepares for high school mathematics course credits. Some students begin to earn high school mathematics credits as early as Grade 7 or Grade 8. If high school credits are earned earlier than Grade 9, the students who have been advanced need to know what mathematics courses will be available in Grades 9-12. The purpose for advancing students in mathematics is to ensure that the students may receive

City and County Superintendents of Education
Page 2
May 26, 2015

additional mathematics credit in high school. The charts provide possible pathways for those students. The charts also describe pathways for students who are on track for earning their mathematics credits in Grades 9-12. Possible pathways for regular education students with special needs or students with disabilities have also been included.

If you have questions concerning the mathematics pathways, please contact Dr. Susan B. Davis at (334) 353-9151 or by e-mail at sdavis@alsde.edu or Mrs. Alicia Hodge at (334) 242-8114 or by e-mail at ahodge@alsde.edu.

TRB/RAN/LM

Attachments

cc: LEA Curriculum Directors
LEA Counselors
LEA Technology Coordinators
Principals
Dr. Susan B. Davis
Mrs. Alicia Hodge

FY15-2072



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Thomas R. Bice
State Superintendent of Education

April 3, 2015

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Thomas R. Bice *TRB*
State Superintendent of Education

RE: Approved Courses in Mathematics and Science

The career and technical education courses listed below have been approved by the Alabama State Department of Education in the areas of mathematics and science as additional courses that meet requirements for graduation. Upon completion of the required mathematics courses, students may choose one of the following courses to serve as their fourth credit in mathematics:

- Career Mathematics (400024)
- Computer Science A, AP (520007)
- Computer Science Principles (520008)

Upon completion of the required science courses, students may choose up to two of the following courses to serve as their third and/or fourth credit in science:

- Chemistry of Food (510013)
- Forensic and Criminal Investigations (410028)
- Plant Biotechnology (420053)
- Aquaculture Science (420037)
- Environmental Management (420026)
- Introduction to Biotechnology (490041)
- Human Body Structures and Functions (490015)
- PLTW Human Body Systems (490043)

Credit for these courses may be awarded in the areas of mathematics and science if taught by a teacher holding certification in the appropriate career and technical education area.

If you have questions, please contact Dr. Philip C. Cleveland, Director, Career and Technical Education/Workforce Development, by telephone at 334-242-9960 or by e-mail at pcleveland@alsde.edu or Dr. Julie Hannah, Director, Office of Student Learning, by telephone at 334-353-1608 or by e-mail at jhannah@alsde.edu.

TRB:PCC:MS

cc: Dr. Philip C. Cleveland
Dr. Julie Hannah

FY15-1013

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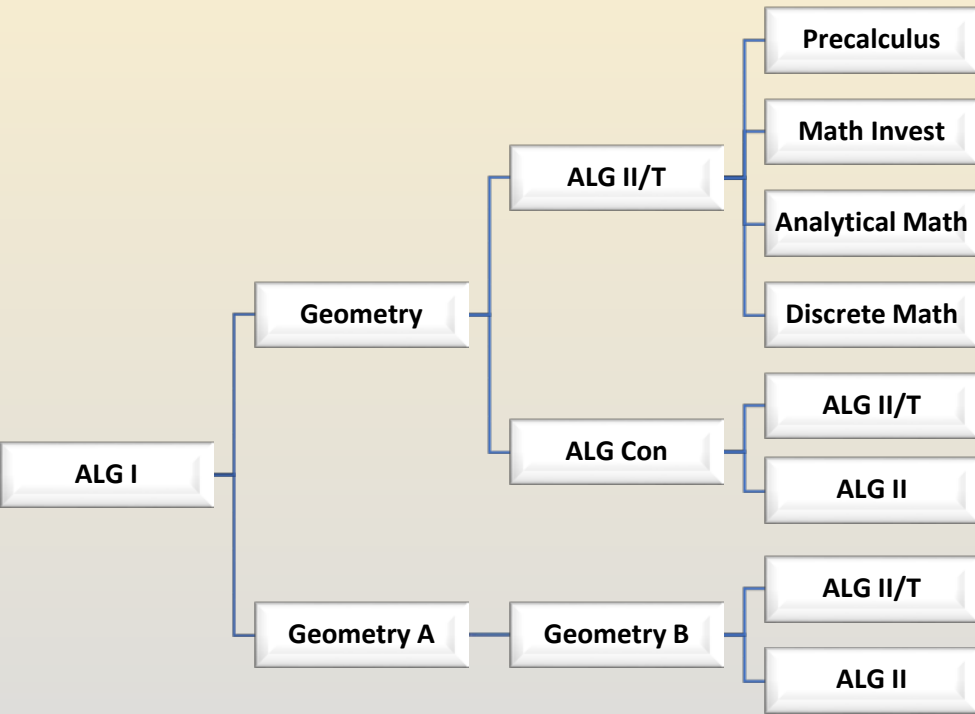
Cynthia McCarty, Ph.D.
District VI

Jeff Newman
District VII
President Pro Tem

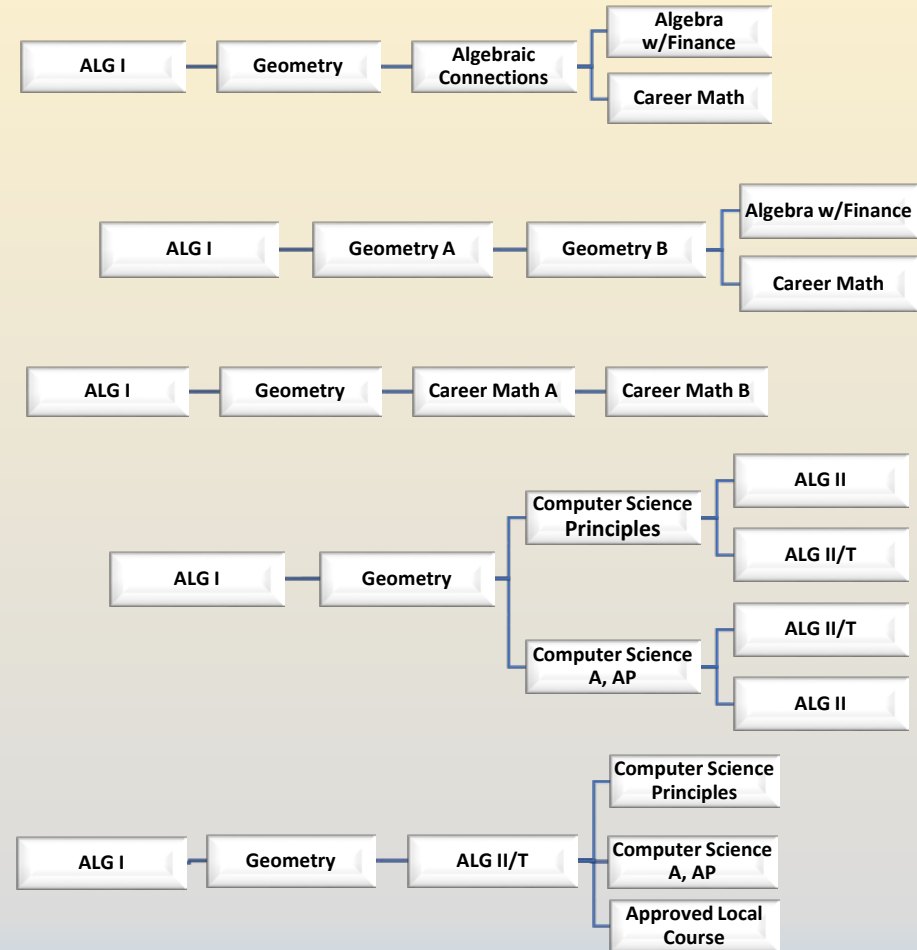
Mary Scott Hunter, J.D.
District VIII

Thomas R. Bice, Ed.D.
Secretary and
Executive Officer

Algebra I in Grade 9



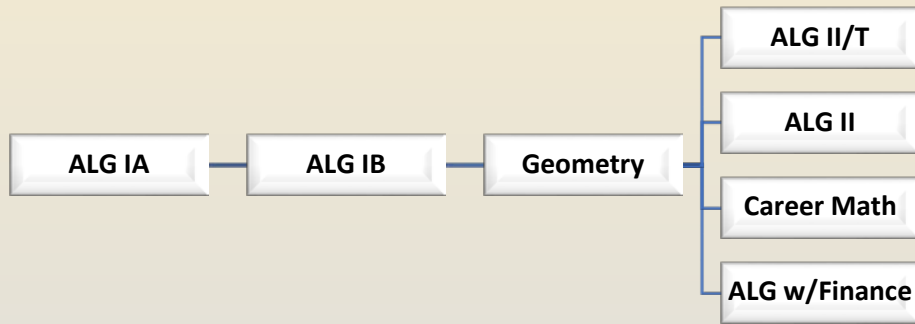
Math Substitutes



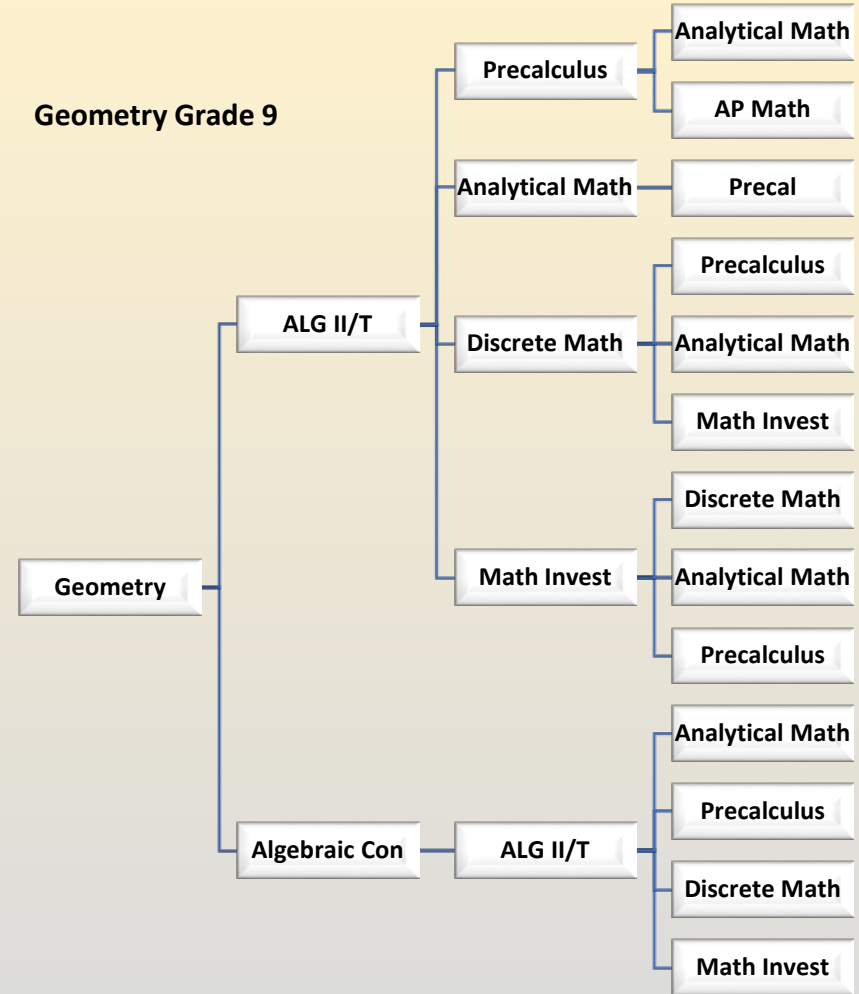
- Selected mathematics courses should be checked by the student, with counselor guidance, for acceptance by NCAA, certain scholarships, college or university admission requirements, and/or chosen career goals.
- Students must be well counseled before they enroll in any mathematics course, including substitute courses.
- Mathematics courses should be carefully chosen for the student's four-year plan and modified as the student narrows his/her focus on post-high school goals.
- Mathematics courses should be selected by each student, with proper counseling, that will enable him/her to be successfully prepared to reach his/her desired post-high school goal(s).

The pathways do not include every option, they are just examples in addition to the pathways named in the *Alabama course of study: Mathematics*

Algebra IA in Grade 9



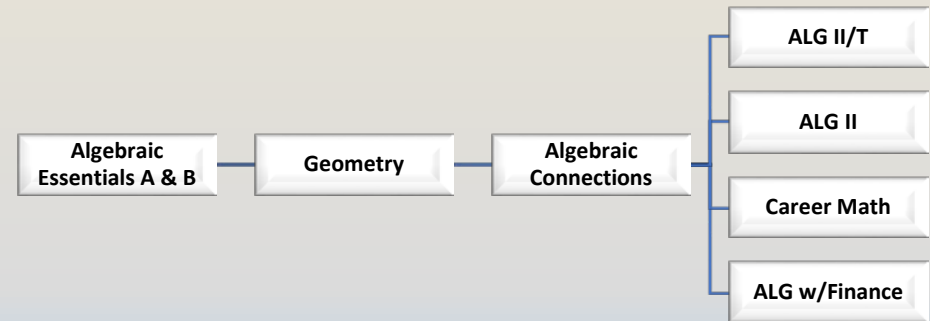
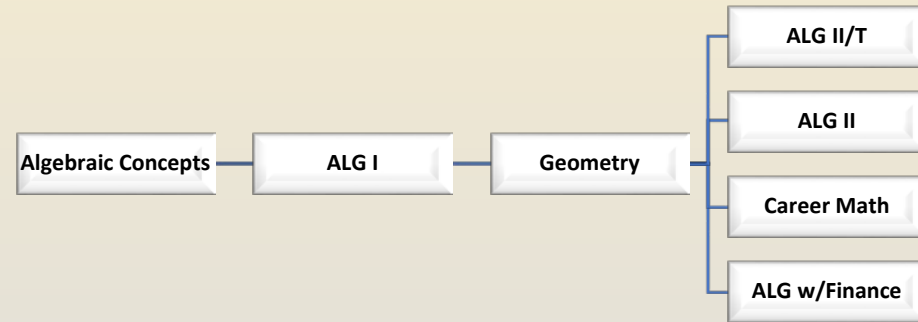
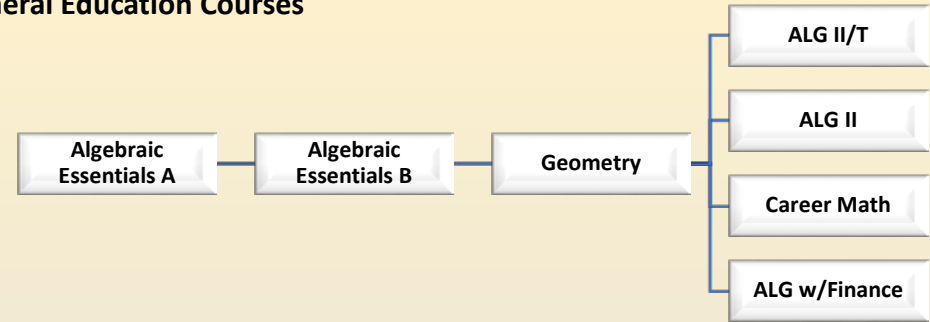
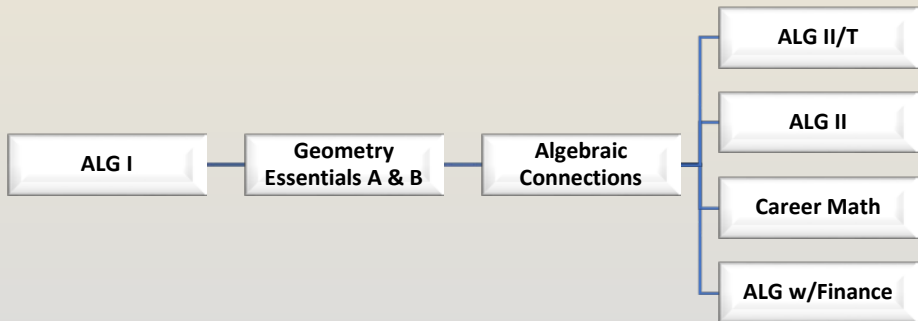
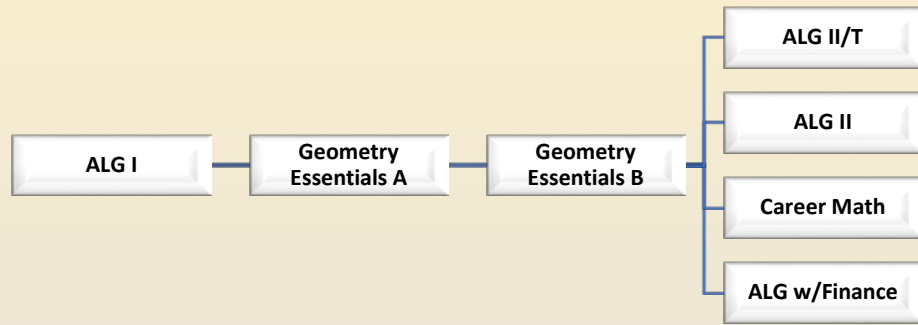
Geometry Grade 9



- Selected mathematics courses should be checked by the student, with counselor guidance, for acceptance by NCAA, certain scholarships, college or university admission requirements, and/or chosen career goals.
- Students must be well counseled before they enroll in any mathematics course, including substitute courses.
- Mathematics courses should be carefully chosen for the student's four-year plan and modified as the student narrows his/her focus on post-high school goals.
- Mathematics courses should be selected by each student, with proper counseling, that will enable him/her to be successfully prepared to reach his/her desired post-high school goal(s).

The pathways do not include every option, they are just examples in addition to the pathways named in the *Alabama course of study: Mathematics*

Options Using Special Education and General Education Courses



- Selected mathematics courses should be checked by the student, with counselor guidance, for acceptance by NCAA, certain scholarships, college or university admission requirements, and/or chosen career goals.
- Students must be well counseled before they enroll in any mathematics course, including substitute courses.
- Mathematics courses should be carefully chosen for the student's four-year plan and modified as the student narrows his/her focus on post-high school goals.
- Mathematics courses should be selected by each student, with proper counseling, that will enable him/her to be successfully prepared to reach his/her desired post-high school goal(s).

The pathways do not include every option, they are just examples in addition to the pathways named in the *Alabama course of study: Mathematics*

Possible Mathematics Course Pathways

Algebra I in Grade 9

Algebra I
Geometry
Algebra II/Trigonometry
Precalculus

Algebra I
Geometry
Algebraic Connections
Algebra II/Trigonometry

Algebra I
Geometry
Algebra II/Trigonometry
Mathematical Investigations

Algebra I
Geometry
Algebraic Connections
Algebra II

Algebra I
Geometry
Algebra II/Trigonometry
Analytical Mathematics

Algebra I
Geometry A
Geometry B
Algebra II/Trigonometry

Algebra I
Geometry
Algebra II/Trigonometry
Discrete Mathematics

Algebra I
Geometry A
Geometry B
Algebra II

Mathematics Substitutes

Algebra I
Geometry
Algebraic Connections
Algebra with Finance

Algebra I
Geometry
Computer Science Principles
Algebra II/Trigonometry

Algebra I
Geometry
Algebra II/Trigonometry
Computer Science A, AP

Algebra I
Geometry
Algebraic Connections
Career Mathematics

Algebra I
Geometry
Computer Science Principles
Algebra II

Algebra I
Geometry
Algebra II/Trigonometry
Approved Local Course

Algebra I
Geometry A
Geometry B
Algebra with Finance

Algebra I
Geometry
Computer Science A, AP
Algebra II/Trigonometry

Algebra I
Geometry A
Geometry B
Career Mathematics

Algebra I
Geometry
Computer Science A, AP
Algebra II

Algebra I
Geometry
Career Mathematics A
Career Mathematics B

Algebra I
Geometry
Algebra II/Trigonometry
Computer Science Principles

The pathways do not include every option, they are just examples in addition to the pathways named in the *Alabama course of study: Mathematics*

Possible Mathematics Course Pathways

Algebra IA in Grade 9

Algebra IA
Algebra IB
Geometry
Algebra II/Trigonometry

Algebra IA
Algebra IB
Geometry
Algebra II

Algebra IA
Algebra IB
Geometry
Career Mathematics

Algebra IA
Algebra IB
Geometry
Algebra with Finance

Geometry
Algebra II/Trigonometry
Precalculus
Analytical Mathematics

Geometry
Algebra II/Trigonometry
Precalculus
AP Math

Geometry
Algebra II/Trigonometry
Analytical Mathematics
Precalculus

Geometry
Algebra II/Trigonometry
Discrete Mathematics
Precalculus

Geometry in Grade 9

Geometry
Algebra II/Trigonometry
Discrete Mathematics
Analytical Mathematics

Geometry
Algebra II/Trigonometry
Discrete Mathematics
Mathematical Investigations

Geometry
Algebra II/Trigonometry
Mathematical Investigations
Discrete Mathematics

Geometry
Algebra II/Trigonometry
Mathematical Investigations
Analytical Mathematics

Geometry
Algebra II/Trigonometry
Mathematical Investigations
Precalculus

Geometry
Algebraic Connections
Algebra II/Trigonometry
Analytical Mathematics

Geometry
Algebraic Connections
Algebra II/Trigonometry
Precalculus

Geometry
Algebraic Connections
Algebra II/Trigonometry
Discrete Mathematics

Geometry
Algebraic Connections
Algebra II/Trigonometry
Mathematical investigations

The pathways do not include every option, they are just examples in addition to the pathways named in the *Alabama course of study: Mathematics*

Possible Mathematics Course Pathways

Options Using Special Education and General Education Courses

Algebra I
 Geometry Essentials A
 Geometry Essentials B
 Algebra II/T

Algebra I
 Geometry Essentials A & B
 Algebraic Connections
 Algebra II/T

Algebraic Essentials A
 Algebraic Essentials B
 Geometry
 Algebra II/T

Algebraic Concepts
 Algebra I
 Geometry
 Algebra II/T

Algebraic Essentials A & B
 Geometry
 Algebraic Connections
 Algebra II/T

Algebra I
 Geometry Essentials A
 Geometry Essentials B
 Algebra II

Algebra I
 Geometry Essentials A & B
 Algebraic Connections
 Algebra II

Algebraic Essentials A
 Algebraic Essentials B
 Geometry
 Algebra II

Algebraic Concepts
 Algebra I
 Geometry
 Algebra II

Algebraic Essentials A & B
 Geometry
 Algebraic Connections
 Algebra II

Algebra I
 Geometry Essentials A
 Geometry Essentials B
 Career Math

Algebra I
 Geometry Essentials A & B
 Algebraic Connections
 Career Math

Algebraic Essentials A
 Algebraic Essentials B
 Geometry
 Career Math

Algebraic Concepts
 Algebra I
 Geometry
 Career Math

Algebraic Essentials A & B
 Geometry
 Algebraic Connections
 Career Math

Algebra I
 Geometry Essentials A
 Geometry Essentials B
 Algebra w/Finance

Algebra I
 Geometry Essentials A & B
 Algebraic Connections
 Algebra w/Finance

Algebraic Essentials A
 Algebraic Essentials B
 Geometry
 Algebra w/Finance

Algebraic Concepts
 Algebra I
 Geometry
 Algebra w/Finance

Algebraic Essentials A & B
 Geometry
 Algebraic Connections
 Algebra w/Finance

The pathways do not include every option, they are just examples in addition to the pathways named in the *Alabama course of study: Mathematics*