How to Have a Compliant IEP for Students of Transition Age

MEGA CONFERENCE 2016 (UPDATED 1-25-2017)

ALABAMA STATE DEPARTMENT OF EDUCATION/SPECIAL EDUCATION SERVICES
PRESENTED BY SPECIAL EDUCATION SERVICES’ TRANSITION TEAM
Session Objectives

• To provide guidance on preparing for and writing a transition IEP
• To discuss ways to conduct an IEP meeting for a Student of Transition Age
• To discuss ways to encourage parent engagement
• To review steps to take following the IEP Meeting
• To discuss how guidance and counseling services can assist the IEP Team
Preparing to Develop an IEP for a Student of Transition Age
Available Documents to Assist Educators

Alabama Transition Standards
Academic/Training
Daily Living
Health
Personal/Social

PREPARING FOR LIFE TRANSITION PLANNING GUIDE

SELECTING THE HIGHEST, MOST APPROPRIATE PATHWAY Leading to the Alabama High School Diploma

MASTERING THE MAZE: The Special Education Process

TRANSITION SERVICES II DRAFT

TRANSITION IN ALABAMA

 Alabama State Department of Education, Special Education Services
Gathering the information:

- Parent input form
- Teacher input form
- Student information form
- Student transcript
- Student 4-Year Plan
- Appropriate transition assessments
Parent Input Forms

- *Mastering the Maze, Optional Forms*
- Teacher-created forms
- Parent interview forms

Teacher Input Forms

- *Mastering the Maze, Optional Forms*
- Teacher-created forms
Student Information Forms

- *Mastering the Maze*, Optional Forms
- Teacher-created forms

Other Student Information Needed

- Transcript and Current Report Card
- Current year’s IEP
- Attendance and Discipline Information
- 4-Year Plan
Transition Assessments

Transition assessment is defined as:

- The **ongoing** process of collecting data on the individual’s **needs, preferences, and interests** as they relate to the demands of current and future working, educational, living, and personal and social environments.
- Assessment data serve as the **common thread** in the transition process.
- Forms the basis for defining goals and services to be included in the Individualized Education Program.

(Sitlington, Neubert, & LeConte, 1997; p. 70-71)
Transition Assessments must address three areas:

- Postsecondary Education/Training
- Employment/Occupations/Careers
- Community/Independent Living
The goal of transition assessment is to:

• Help students learn about themselves so they can be better prepared to take an active role in their career development. – Zunker and Osborn (2006)
• To develop postsecondary goals, and related transition services and annual goals and objectives for the transition component of the IEP.
The goal of transition assessment is to:

- To make instructional programming decisions. - Kortering, Sitlington & Braziel (2010)
- To lead students to better understand the connection between their individual academic program and post-school ambition. - Kortering and Braziel (2008)
Transition assessment is an individualized process designed to answer three broad questions about a student...

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

-Sitlington and Clark (2007)
Formal vs. Informal Transition Assessments

- Formal Assessments
- Informal Assessments
Examples

Formal Transition Assessments
- Learning style inventories
- Academic achievement tests
- Adaptive behavior scales
- Aptitude tests
- Interest inventories
- Self-determination assessments
- Personality Tests
- Job or Training Evaluations

Informal Transition Assessments
- Observations and situational assessments
- Teacher made surveys
- Interviews with students, family, and other stakeholders
- Academic and work performance portfolios
- Transition Planning Inventories
Transition Assessment Resource List
Handout

Postsecondary Education/Training

Occupations/Careers

Community/Independent Living

Transition Assessment Resources
Postsecondary Education/Training

SOUTH ASSESSMENTS
Achievement tests, such as STEP, WHV, WJACH, etc.

Mental/motor tests, such as WPPSI, UMD, etc.

CITE 6 LearningObjec Inventory
http://www.pryorcenter.org/pri/wps/Portal/server.pt?op=lookup&show=inventory

AT Information Sheets
http://www.pryorcenter.org/pri/wps/Portal/server.pt?op=lookup&show=inventory

AAT-6 Determination Iowa
http://www.uw.edu/courses/education/areas-and-fields/areas/psy/psy-determination-
students/980681-794152-259511-814882-2147483647

Transition Planning Inventory—Second Edition (TP-II) [Software]
http://www.zonealarm.com/customer/product.clp.asp?SearchType=Category&Brand=Software
&Category=5175354352

INFORMAL ASSESSMENTS

Informal Assessments for Transition: Postsecondary Education and Training [Purchase]

Informal Assessments for Transition: Planning, Second Edition [Inventories]
http://www.zonealarm.com/customer/product.clp.asp?SearchType=Category&Brand=Software
&Category=5175354352

Disclaimer: The resources listed in the assessment list are provided by the Alabama State Department of Education/Special Education Services and are not endorsed by the state. They may be varied, and the assessments are subject to change. Information and links to resources are not intended to endorse or promote the use of specific assessments or services. Alabama State Department of Education, Special Education Services.
Writing the Draft of the IEP
What makes a good transition IEP?

• Adequate, appropriate transition information for all three areas.
• Transition assessments informs a well-written present level of academic achievement and functional performance.
• Appropriate long-term goals are identified.
What makes a good transition IEP? (Continued)

• Annual goals based upon Alabama’s Transition Standards.
• Activities are developed.
• Person(s) involved are designated.
• Finally, transition services that address the individual needs of the student should be developed.

Appropriate transition services help drive the student’s course of study and address post-school goals.
Writing Transition Information into the Profile

Student Preferences and/or Interests—
This area includes information obtained from parent, teacher(s), and the student regarding preferences and interests. Include all information concerning student preferences and/or interests including transition information.

The student was given a student transition planning interview. According to the student transition planning interview, the student could list many different kinds of jobs, but he is interested in law enforcement. The student stated he does have friends and he participates in extracurricular activities. He attends church, has a membership at the local YMCA, and attends basketball tournaments and camps. According to the student’s father, he initiates interactions with peers, attends activities outside the home, and has friends in the neighborhood. According to his father, the student has always been interested in law enforcement.
According to teacher observations and parent interview, the student demonstrates appropriate hygiene, dresses appropriately according to weather, and wears appropriate clothing to school. Student stated it would be difficult for him to find a place to live, but felt he could do it. He does not have a driver’s permit, but stated he wants to get one this year. He has good manners and respects property and belongings in his home and community. He accepts consequences for wrong doing and responds to authorities.

According to the Kuder Interest Inventory, the student has expressed a desire to attend a 4-year college and is interested in law enforcement. He has also expressed an interest in working with his hands. He would like to live in an apartment off campus during college.

According to the Casey Life Skills, the student has knowledge about the kind of housing available in his community, is able to use public transportation where applicable, knows and understands civic responsibilities, and knows the importance of maintaining good hygiene.
Results of the most recent evaluations—
Include all information concerning evaluation results. This information should be written in meaningful terms so that the parent and service providers have a clear understanding of the evaluation results.

The student will pursue the Alabama High School Diploma through the General Education Pathway. According to curriculum based assessments, the student is currently passing all of his courses. He participates in group activities, complete assignments, and exhibits on-task behaviors. The student was administered the ASPIRE during his 8th grade school year. According to progress monitoring, grade assessments, and the results of the ASPIRE, the student’s current reading ability is below grade level. When presented with new information, he struggles and requires the text to be read to him several times before he comprehends the information. According to recent assessments and the ASPIRE, his math ability is also below grade level. According to his math teacher, his math skills are better and progress monitoring revealed that he is currently computing and comprehending grade level material in his math class. According to the most recent transition assessments, (student transition planning interview, Kuder Interest Inventory, Casey Life Skills), teacher observations, and parent interview, the student interests are to attend a 4-year college and pursue a career in Law Enforcement.
Identify the Long-Term Transition Goals & Document Transition Assessments Given

<table>
<thead>
<tr>
<th>Postsecondary Education/Training Goal</th>
<th>Date: 04/15/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment: ASPIRE</td>
<td></td>
</tr>
<tr>
<td>Assessment: Interviews and Observations</td>
<td>Date: 03/20/2016</td>
</tr>
<tr>
<td>Long-Term Goal:</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>If Other is selected, specify:</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Employment/Occupation/Career Goal</th>
<th>Date: 02/22/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment: Kuder Interest Inventory</td>
<td></td>
</tr>
<tr>
<td>Assessment: Interviews and Observations</td>
<td>Date: 01/29/2016</td>
</tr>
<tr>
<td>Long-Term Goal:</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>If Other is selected, specify:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community/Independent Living Goal</th>
<th>Date: 03/20/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment: Casey Life Skills</td>
<td></td>
</tr>
<tr>
<td>Assessment: Interviews and Observations</td>
<td>Date: 01/29/2016</td>
</tr>
<tr>
<td>Long-Term Goal:</td>
<td></td>
</tr>
<tr>
<td>Student will be prepared to participate in community activities and live independently based on independent living skill level and identification of community/living options.</td>
<td></td>
</tr>
<tr>
<td>If Other is selected, specify:</td>
<td></td>
</tr>
</tbody>
</table>
Long-Term Transition Goals

- Based on the strengths, interests, preferences and needs of the individual student.
- Based on data obtained from transition assessments.
- For all students who will turn 16 during the implementation dates of the IEP or who will be entering the 9th grade during the implementation dates of the IEP.
Writing the Present Level of Academic Achievement and Functional Performance

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:
Based on the student’s strengths, preferences, interests, and needs related to the postsecondary goals (include a description of age-appropriate transition assessments).

Student attends classes regularly and seems to enjoy school. He is currently working towards the Alabama High School Diploma on the General Education Pathway. He has a desire to obtain his driver’s permit. He is able to identify supports for community access. According to the student transition planning interview, the student could list many different kinds of jobs, but thinks he is most interested in law enforcement. According to the Kuder Interest Inventory, the student has expressed a desire to attend a 4-year college and is interested in law enforcement. He has also expressed an interest in working with his hands. He would like to live in an apartment off campus during college. According to the Casey Life Skills, the student has knowledge about the kind of housing available in his community, is able to use public transportation where applicable, knows and understands civic responsibilities, and knows the importance of maintaining good hygiene. Student’s lack of understanding of the requirements relating to the law enforcement profession negatively affects his ability to identify his strengths related to this work and whether or not his skills and abilities match this profession.
Tips for Writing the Present Level of Academic Achievement and Functional Performance

• Describe the information obtained from the appropriate transition assessments.
• State the information in a readily understandable way.
• Provide a direct relationship between the Present Level of Academic Achievement and Functional Performance and other components of the IEP.
• Describe the student’s strengths, preferences, interests, and needs as they relate to postsecondary goals.
Identify Barriers to Long-Term Goals

Postsecondary Education/Training Goal Barriers
• Reading skills below grade-level
• Lacks reading strategies

Employment/Occupations/Careers Goal Barriers
• Lack of knowledge of his identified career field
• Lack of experiences in career field

Community/Independent Living Goal Barriers
• Lack of transportation/no driver’s license
Developing Annual Goals, Transition Activities, and Identifying Persons/Agencies Involved

For each postsecondary goal area, there must be an annual goal(s) included in the IEP that will help the student make progress towards the stated postsecondary goals.

When developing these goals, ask yourself the following questions:
1. What skills and knowledge must the student attain this academic year to overcome the identified barriers?
2. What activities can be developed to support the student’s attainment of those identified skills and knowledge?
3. Who will be involved in completing the activities that lead to the attainment of the annual goal?
Writing Measurable Transition Goals that Reference the *Alabama Transition Standards*

This formula can guide you in writing measurable transition annual goals, and components can be rearranged within goal.

Given \( \text{______________} \), \( \text{______________} \) will \( \text{______________} \) \( \text{(condition)} \) \( \text{(Teaching strategy)} \) \( \text{(student)} \) \( \text{(behavior related to standard)} \) \( \text{(criteria)} \) \( \text{(time frame)} \) \( \text{(Transition standard citation)} \) (Example: 3 out of four times, or 80%)
Transition Activities for Postsecondary Transition
Annual Goals are:

• Designed to lead the student to goal completion.
• Are “checkpoints” along the path towards mastery.
• Are actions, and therefore should begin with an action verb.
Examples of Transition Activities

**Education**
1. Learn and practice social skills.
2. Learn and practice employability skills.
3. Research colleges and/or careers and their requirements.
4. Participate in Driver’s Education training.
5. Participate in community-based instruction.

**Employment**
1. Complete an application for enrollment with Vocational Rehabilitation Services.
2. Participate in community-based work experiences.
3. Attend a transition/career fair.
4. Open a bank account.
5. Participate in job-shadowing activities.

**Community Experience**
1. Practice budgeting and shopping skills.
2. Use public transportation to get to and from a work site.
3. Locate items in a grocery store.
4. Plan and participate in community activities.
5. Explore and tour living and housing options.

**Related Services**
1. Complete an assistive technology evaluation.
2. Work with the school nurse on medication management.
3. Participate in rehabilitation counseling.
4. Participate in social work services.
5. Connect with a local community mental health center for services.

**Daily Living**
1. Learn to operate a washing machine and dryer.
2. Learn and practice basic self-care skills.
3. Demonstrate appropriate personal toileting needs.
4. Manage a daily time schedule.
5. Learn emergency procedures.
**Measurable Annual Postsecondary Transition Goals – Postsecondary Education/Training Goal**

<table>
<thead>
<tr>
<th>Postsecondary Education/Training Goal:</th>
<th>Date of Completion/Mastery:</th>
</tr>
</thead>
<tbody>
<tr>
<td>When given reading passages and reading assignments, the student will use a variety of strategies (e.g., context clues, word study) to answer comprehension questions correctly in order to earn classroom-based assessments scores of at least 80% that will support his postsecondary education (TS.AT9.3.B.), by the end of 36 weeks.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

1. Participate in reading strategy lessons.
2. Complete reading comprehension activities to utilize learned reading strategies.

**Person(s)/Agency Involved:**  
Student, IEP Case manager, General Education teacher, Guidance Counselor
Measurable Annual Postsecondary Transition Goals – Employment/Occupations/Career Goal

<table>
<thead>
<tr>
<th>Employment/Occupation/Career Goal:</th>
<th>Date of Completion/Mastery:</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of 36 weeks, the student will research, analyze, and report identified aspects (job description, education/training requirements, work environment, pay, job outlook, similar occupations) of his desired personal career preference based upon the results of career assessments, with 100% completion rate. (TS.OC9.2.D).</td>
<td></td>
</tr>
</tbody>
</table>

*Transition Service(s):* Employment Development (ED)  Vocational Evaluation (VE)

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

1. Complete a graphic organizer detailing knowledge gained from research on law enforcement careers.
2. Complete job-shadowing activities within a police station and with the school security officer.

**Person(s)/Agency Involved:** Student, IEP Case Manager, Job Coach
### Measurable Annual Postsecondary Transition Goals – Community/Independent Living

<table>
<thead>
<tr>
<th>Community/Independent Living Goal:</th>
<th>Date of Completion/Mastery:</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of 18 weeks, the student will obtain a Graduated Driver’s License (Restricted) by enrolling in the Driver’s Education Preparation Course and passing the written permit exam (TS.DL10.1.E.).</td>
<td></td>
</tr>
</tbody>
</table>

*Transition Service(s):*  Transportation (T)  

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

1. Study for the written permit exam.  
2. Complete the Driver’s Education Preparation course.  
3. Obtain a Graduated Driver’s License (Restricted)

**Person(s)/Agency Involved:**  Student, IEP Case Manager, Driver’s Education Teacher, Parent
Determine the Services Necessary to Accomplish the Postsecondary Transition Annual Goals

- What is the specially-designed instruction?
- How will the content, methodology, and/or delivery of instruction be adapted to meet the student’s unique needs?
- How much time will be required?
- Where will the specially-designed instruction take place?
Special Education and Related Services on the IEP

Tips for Services

• Describe the specially-designed instruction.
• Decide how often the service will be provided.
• Determine the beginning/ending duration dates for the service.
• Determine the location.
### Special Education and Related Services on the IEP

**Special Education**

<table>
<thead>
<tr>
<th>Service(s)</th>
<th>Anticipated Frequency of Service(s)</th>
<th>Amount of time</th>
<th>Beginning/Ending Duration Dates</th>
<th>Location of Service(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition</td>
<td>Weekly</td>
<td>30 minutes</td>
<td>08/11/2016 to 05/27/2017</td>
<td>Resource Classroom</td>
</tr>
</tbody>
</table>

*Transition: The special education teacher will work one-on-one with the student to provide direct instruction in reading learning strategies to assist with reading comprehension deficits, obtaining information relevant to his identified career choice, and obtaining his learner’s permit.*

**Related Services**

<table>
<thead>
<tr>
<th>Service(s)</th>
<th>[ ] Needed</th>
<th>[ ] Not Needed</th>
<th>Anticipated Frequency of Service(s)</th>
<th>Amount of time</th>
<th>Beginning/Ending Duration Dates</th>
<th>Location of Service(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school guidance counselor will assist the student in course selection to ensure appropriate courses are selected and scheduled to meet his/her transition goals.</td>
<td></td>
<td></td>
<td>Monthly</td>
<td>10 minutes</td>
<td>08/11/2016 to 05/27/2017</td>
<td>Guidance Counselor’s Office</td>
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<tr>
<td>The Job Coach will assist the student with employability skills during community-based job-shadowing activities.</td>
<td></td>
<td></td>
<td>Monthly</td>
<td>50 minutes</td>
<td>08/11/2016 to 05/27/2017</td>
<td>Local police station and school campus</td>
</tr>
</tbody>
</table>
Conducting an IEP Meeting for a Student of Transition Age
Notice and Invitation to a Meeting/Consent for Agency Participation

- Check “Discuss Transition/Postsecondary Services” on form.
- Invite and notify student.
- Provide ample notice to IEP Team members.
- Ensure consent is obtained for other agency providers.
Setting the Stage for the Meeting

- Arrange for a room
- Prepare agenda
- Invite all school personnel
- Have a hostess
- Teach student how to be an active participant
Individualized Educational Program (IEP) Meeting

AGENDA

- Welcome (Welcome everyone to the meeting and thank them for coming)
- Introductions (introduce team members to interact)
- Agenda and role of each role in the meeting
- Purpose of meeting (tell why everyone is there)
- Provide parental copy of right
- Review profile page information
- Review Transition page
- Diploma option
- Transition Assessments
- Postsecondary Education/Training goal
- Employment/Occupation/Post Grad Goal
- Community/Independent Living Goal
- Go over proposed Measurable Annual Postsecondary Transition goals
- Present level of performance
- Goals
- Activities
- Progress/progress verified
- Students, services, accommodations
- Go over proposed annual goal(s)
- Present level of performance
- Goals
- Accommodations
- Ask for any input/comments/concerns
- Discuss state assessment (if any)
- Get everyone to sign IEP
- Adjournment (Thank everyone for participating in the meeting)

Date: Time: Location:

Please come to my IEP meeting and share your ideas.

Date:
Time:
Location:

Signed,

Thanks for helping plan my future!

Samples of Agenda and Invitation to IEP Meeting

Alabama State Department of Education, Special Education Services
Topics to Discuss During IEP Meeting

- Diploma Pathways to the Alabama High School Diploma

✓ Selecting the Highest, Most Appropriate Pathway Leading to the Alabama High School Diploma form.
Topics to Discuss During IEP Meeting, Continued

- Review coursework
- Discuss transition assessments
- Review appropriate transition information
- Parental concerns
How do we get parents to be an active, engaged member of the IEP Team?
When considering transition for a student with disabilities, it is important to design the high school years to ensure that students have the opportunity to gain the skills needed to achieve post-school education, employment, and living goals.
Barriers Reported from Families

- Inadequate transition planning
- Lack of general information or guidance of options
- School and other staff expectations and attitudes about options
- Financial constraints
- Different services did not work well together
- Long waiting lists for services
- Staff from different places giving different advice
- Written and online materials difficult to understand
Engaging Parents in the IEP Process for Students of Transition Age

- Families must be active supporters.
- Call parent ahead of time to ask for a good time for him/her to meet.
- Try to work around the parent’s schedule.
- Provide alternative means for parents to attend.
Engaging Parents in the IEP Process for Students of Transition Age, Continued

- Make parents feel welcome.
- Address parent’s concerns in a positive manner.
- Make the parent feel like a welcome participant in the meeting.
- Always start by addressing positive aspects.
After the IEP Meeting

Before IEP Meeting

After IEP Meeting
What To Do After the Meeting is Held

• Provide parents a copy of IEP within a quick time frame.
• Close all forms in the IEP Process in SETS.
• Make copies of IEPs.
• Provide scheduling information to administration. (see sample Scheduling Sheet for Grade 9 Handout)
# Scheduling and Four-Year Plans

## Four-Year Plans

<table>
<thead>
<tr>
<th>Class Period</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
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<tbody>
<tr>
<td>Time</td>
<td>7:45 - 8:00</td>
<td>8:00 - 8:15</td>
<td>8:15 - 8:30</td>
<td>8:30 - 8:45</td>
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<tr>
<td>Days</td>
<td>M, W, F</td>
<td>M, W, F</td>
<td>M, W, F</td>
<td>M, W, F</td>
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## Scheduling

### Class Schedule

<table>
<thead>
<tr>
<th>Class Period</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>7:00 - 7:15</td>
<td>7:15 - 7:30</td>
<td>7:30 - 7:45</td>
<td>7:45 - 8:00</td>
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<tr>
<td>Days</td>
<td>M, W, F</td>
<td>M, W, F</td>
<td>M, W, F</td>
<td>M, W, F</td>
</tr>
</tbody>
</table>

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Alabama State Department of Education, Special Education Services
Housekeeping Tips to Ensure Compliance

• Run the Transition Verification Report (TVR) for your caseload.
• Complete the Compliance Verification Form (CVF) for the IEP Process.
• Complete the Indicator 13 Checklist.
Forming a Working Relationship with Your Guidance Counselor

Sean Stevens
Education Administrator
Counseling and Guidance
Alabama State Department of Education
Counseling and Guidance Initiatives
Welcome!

The Alabama Career Planning System provides education and career planning resources to help you build a successful future. Whether you’re searching for higher education or training, exploring career options, or creating a professional portfolio of materials for the job search, the system can provide you with the tools you need.
Career and Technical Education (CTE) programs have become a **rigorous, progressive, and vital** part of the total educational system and are committed to providing students with rewarding opportunities to learn valuable academic, career, and life skills.

Career and Technical Education programs are continually providing students with great opportunities to gain invaluable hands-on experience—**preparing students to be college and career ready**.
Career Preparedness

“Alabama Students Ready for the Workforce”

NEW ALABAMA HIGH SCHOOL DIPLOMA

<table>
<thead>
<tr>
<th>AREAS OF STUDY</th>
<th>REQUIREMENTS</th>
<th>CREDITS</th>
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</thead>
<tbody>
<tr>
<td>Career Preparedness</td>
<td>Career Preparedness Course (Career and Academic Planning, Computer Applications, Financial Literacy)</td>
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</tr>
<tr>
<td>Total Credits Required for Graduation</td>
<td></td>
<td>24</td>
</tr>
</tbody>
</table>
Career Preparedness Overview

1 Credit required course

Components

▪ Academic Planning and Career Development
▪ Financial Literacy Knowledge
▪ Technology Skill Applications
Career Preparedness

- Requirement for General Education Pathway and Essentials
Life Skills Pathway

- Alternate Achievement Standards Pathway must take Life Skills Course in lieu of Career Preparedness
CAREER COACH INITIATIVE

90 Career Coaches hired to date

- Provide career development guidance for high school students with emphasis on technical programs
- Plan and implement student recruitment activities for technical programs
- Assist students with career exploration activities and career assessments
- Assist students with admissions, financial aid, and registration procedures for post high school experience
- Conduct public relations efforts to promote CTE
REACH Student Advisory Initiative

The REACH curriculum is designed to bridge the gap between what is taught in the core curriculum and the skills necessary for success in school, post-secondary education and the work place by addressing six major skills areas:

- School Success Skills
- Academic Planning
- Career Exploration
- Post-Secondary Planning
- Interpersonal/Life Skills
- Work Ethic

Alabama State Department of Education, Special Education Services
Transition Activities
Bibliography

Information provided in this presentation was based in part on the following resources:

- Alabama State Department of Education’s PowerPoint “Transition Updates and the Individualized Education Program (Spring ALA-CASE 2015)
- Alabama Transition Standards
- Mastering the Maze: The Special Education Process
- NSTTAC PowerPoint Presentation: Using Transition Assessment to Guide IEP Development