

Working Through the Essentials/Life Skills Pathway: Work-Based Learning, Vocational Skills, and Advocacy Skills

MEGA CONFERENCE 2016

ALABAMA STATE DEPARTMENT OF EDUCATION/SPECIAL EDUCATION SERVICES
ALABAMA DEPARTMENT OF REHABILITATION SERVICES
PRESENTED BY THE ALSDE TRANSITION TEAM

Alabama State Department of Education, Special Education Services



Session Objectives

1. To provide an overview of the Essentials/Life Skills Pathway to the Alabama High School Diploma
2. To review Career Technical Education and Work-Based Learning requirements



Session Objectives, continued

3. To provide information about self-determination and self-advocacy, and the Young Adults in Transition (YAiT) program
4. To provide participants with knowledge about Workforce Development in the state of Alabama



Community of Practice Defined

A community of practice is a group of people who share a concern or a passion for something they do, and learn how to do it better as they interact regularly.

From: *Communities of Practice* (Lave and Wenger). (2016, June 2). <http://learning-theories.com/communities-of-practice-lave-and-wenger.html>



Alabama High School Diploma



Essentials/Life Skills Pathway



Available Courses for Essentials Pathway

English

Essential English 9
Essential English 10
Essential English 11
Essential English 12

Science

Essentials: Physical Science
Essentials: Biology
Essentials: Earth & Space Science
Essentials: Environmental Science
Essentials: Human Anatomy &
Physiology

Social Studies

Essentials I: World History
Essentials II: U.S. History to 1877
Essentials III: U.S. History from 1877
Essentials IV: Economics
Essentials IV: U.S. Government

Career/Technical

Essentials Career Preparation

Transition

Transition Services II

Mathematics

Algebraic Concepts
Algebraic Essentials A
Algebraic Essentials B
Geometry Essentials A
Geometry Essentials B
*Essentials Algebra II
*Essentials Algebra
with Finance

*Anticipated classes
available 2016-2017



Essentials Pathway Course Requirements

English – 4 credits

Mathematics – 4 credits (last course must be Algebra II or substitute course equivalent)

Science – 4 credits to include Biology and Physical Science with two additional elective science courses

History – 4 credits

Life PE – 1 credit

Career Preparedness – 1 credit

Health – 1/2 credit

Career Technical Education – 2 credits

Workforce Essentials or Transition Services II – 1 credit

Cooperative Education or Essentials Career Preparation
– 1 credit (140 hours)

Electives – 1 1/2 credits



What about the Essentials Math Pathway?

10. Under math requirements, what is meant by “or its equivalent” after the Algebra II requirement?

- Algebra II, Algebra II with Trigonometry, or an approved equivalent/substitute course is required. An equivalent course must contain at least a 90% match of standards. A substitute course is an appropriate replacement, but is not equivalent as defined above. Currently, Algebra with Finance or Career Mathematics may substitute for the Algebra II requirement.

11. Is there a minimum level of math required for graduation?

- Yes. The minimum level is Algebra I, Geometry, Algebra II/Algebra II with Trigonometry, or the equivalent/substitute of any of these, and one additional mathematics credit.
- Algebraic Connections must follow Geometry and be taken prior to Algebra II or Algebra II with Trigonometry.
- For students taking Algebra II instead of Algebra II with Trigonometry, Algebra II must be the fourth and final/terminating course in the mathematics sequence; whereas, Algebra II with Trigonometry allows students to continue taking higher – level mathematics courses.

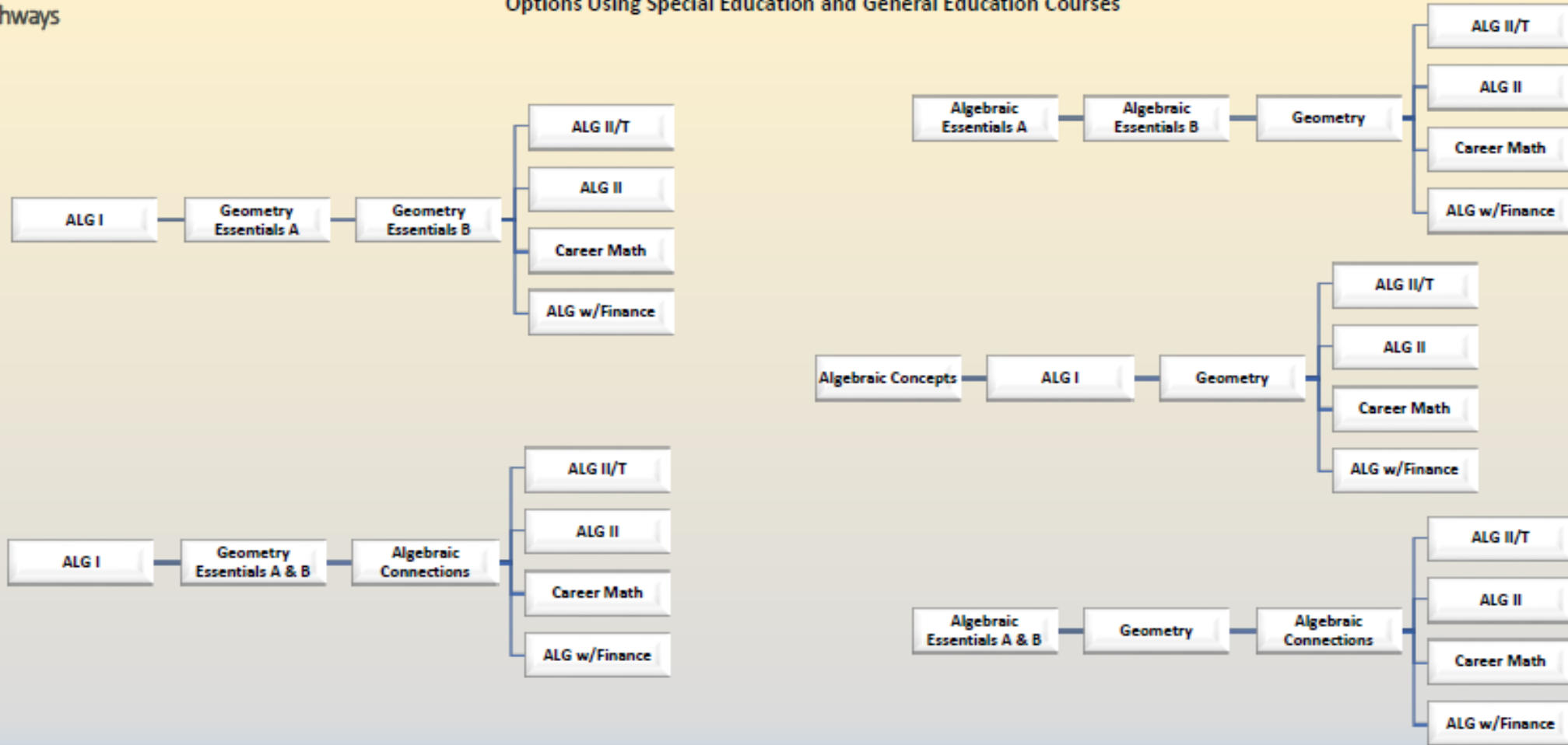
ALABAMA HIGH SCHOOL GRADUATION (AHSG) REQUIREMENTS LEA QUESTIONS Revised February 2015



Possible Pathways for Students on Essentials Pathway

Math Pathways

Options Using Special Education and General Education Courses





STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Thomas R. Bice
State Superintendent of Education

May 26, 2015

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Thomas R. Bice
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

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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



Work Components of the Essentials Pathway

Prerequisite Course: **Career Preparedness**

Required:

- **Community-based Work Training**
 - An unpaid work experience
 - Student works under direct supervision
 - Documentation for completion of community-based work instruction
 - This component can be waived if the student has previous work experience



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 prompt
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/half correct				
5. Demonstrates adequate speed and work production				
6. Completes task/work assignments				
7. Accepts constructive criticism				
8. Follows/obeys directions				
9. Cooperates/interacts appropriately with co-workers/supervisors				
10. Adapts to new work situations				
11. Asks questions when necessary				
12. Responds appropriately to communication				
13. Demonstrates sufficient stamina/physical ability				
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 Form



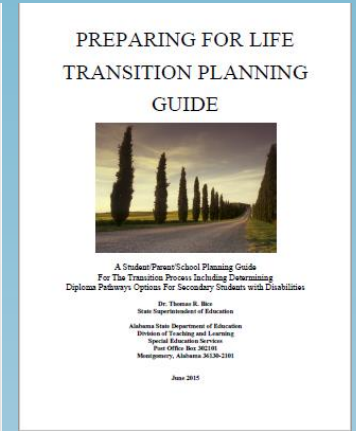
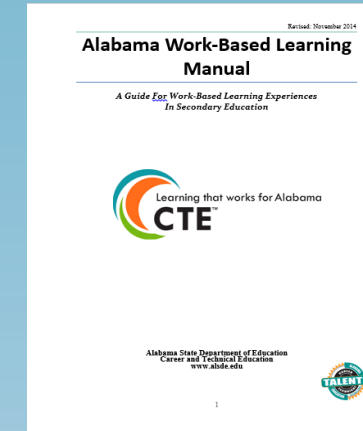
Work Components of the Essentials Pathway, Continued

Required:

- **Career and Technical Education (CTE)**
 - Two credits required
 - Courses should be in a sequence
 - Career Preparedness can count as a CTE credit
- **Workforce Essentials or Transition Services II**
 - Workforce Essentials is taught through CTE
 - Transitions Services II can be taught by the Special Education teacher



Work Components of the Essentials Pathway, Continued



Required:

- **Cooperative Education/Work-based Learning Experience OR Essentials Career Preparation**

Cooperative Education

- Students must apply and be accepted into the Cooperative Education course
- Cooperative Education is supervised through the CTE
- Cooperative Education can consist of either an apprenticeship (paid) or internship (unpaid) experience
- The student must have a minimum of 140 hours of successful apprenticeship or internship experience in order to earn one (1) credit

Work Components of the Essentials Pathway, Continued

Essentials Career Preparation

- Essentials Career Preparation can consist of either an apprenticeship (paid) or internship (unpaid) experience
- Essentials Career Preparation is supervised through the Special Education teacher
- Essentials Career Preparation may be able to receive job coaching services through ADRS to maximize community-based integrated employment opportunities.
- The student must have a minimum of 140 hours of successful apprenticeship or internship experience in order to earn one (1) credit
- As Essentials Career Preparation is an equivalent course to Cooperative Education, the same forms should be used for both courses to document successful completion of work experience hours.



Resources for Community-Based Work Training, Cooperative Education, and Essentials Career Preparation

Forms can be found in *Preparing for Life Transition Planning Guide* located on the ALSDE/Special Education Services website, [Preparing for Life Transition Planning Guide](#).

- Community-Based Work Training forms, pages 83-92
- Cooperative Education/Work-Based Learning Experience forms, pages 93-118



Skills Needed for Successful Post-school Outcomes: Self-Determination and Self- Advocacy



Self-Determination

- What is self-determination?
 - Self-determination “refers to the attitudes and abilities required to act as the primary causal agent in one’s life and to make choices regarding one’s actions free from undue external influence or interference.” -Wehmeyer, 1992, p. 305
 - A self-determined person is one who sets goals, makes decisions, see options, solves problems, speaks up for himself or herself, understands what supports are needed for success, and knows how to evaluate outcome. -Martin & Marshall, 1996

Self-Advocacy

- What is self-advocacy?
 - Self-advocacy refers to an individual's ability to effectively communicate, convey, negotiate or assert his or her own interests, desires, needs, and rights. It involves making informed decisions and taking responsibility for those decisions.

-VanReusen et al., 1994

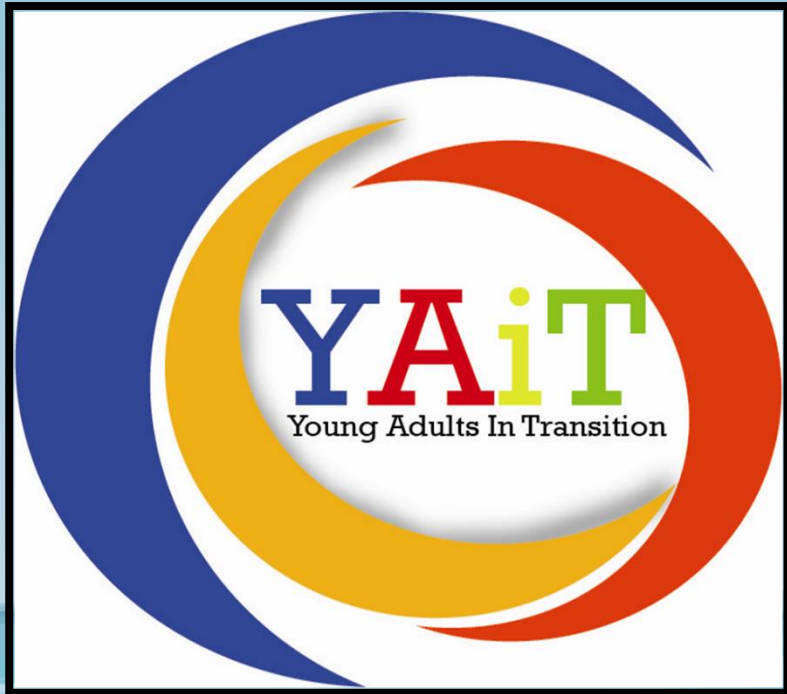


Self-Determination & Self-Advocacy – Why are they important?

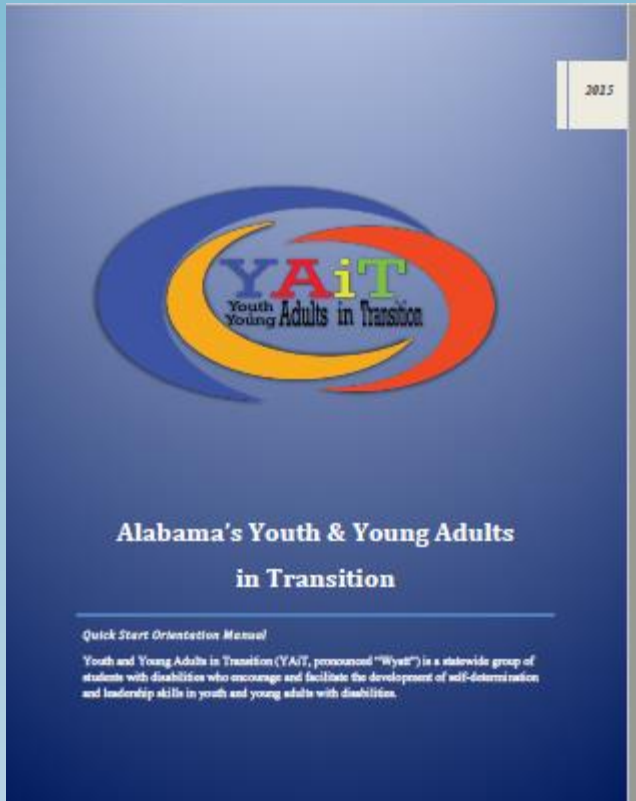
- Research shows that students who learned these skills in high school have greater positive post-school outcomes than those who did not.
 - Wehmeyer and Schwartz (1997)
 - Wehmeyer & Kelchner (1995)
 - Wehmeyer & Palmer (2003)



Developing Self-Advocacy & Self-Determination Skills Through Young Adults in Transition (YAiT) Groups



- **What is YAiT?** Youth and Young Adults in Transition (YAiT, pronounced “Wyatt”) is a statewide group of students with disabilities who encourage and facilitate the development of self-determination and leadership skills in youth and young adults with disabilities.
- **Vision Statement** -- *“The vision of YAiT is to guide us [students with disabilities] down the right trail to our futures, by bringing us together with people who have something in common, to learn about ourselves, our rights, and how to speak out for what we need.”*
- **Mission Statement** -- *Young adults helping other young adults transition to the real world.*



How can you form a YAiT group in your system?

- Obtain the YAiT Quick Start Orientation Manual
- Identify a YAiT facilitator
- Gain support from your school's administration



So I've formed a YAiT group, now what?

- The ALSDE advisor will provide training on how to conduct a YAiT group
- The facilitator will be provided a YAiT Handbook



Once you have your YAiT materials, its time to recruit members and begin your meetings.

Who can be a member of YAiT? What about the meetings?



YAiT Contact Information

If you are interested in learning more about YAiT, please contact Cindy Augustine by email at caugustine@alsde.edu



Workforce Development and Career Technical Education

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