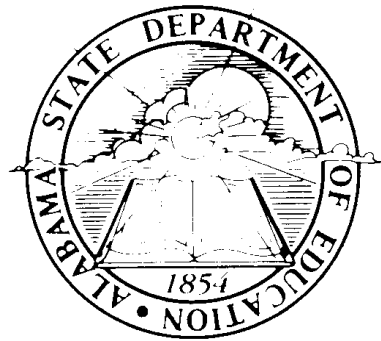


PREPARING FOR LIFE TRANSITION PLANNING GUIDE

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



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Table of Contents

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.....	2
What is Transition?.....	2
What is Transition Planning?	2
Student’s Role.....	2
Parents’ Role.....	3
School’s Role	4
Planning Student Career Paths.....	4
Transition Timeline/Process	5
Post-School Outcomes	6
Transition and the IEP	6
Assessments for Transition Planning.....	6
Postsecondary Goals	7
Transition Services.....	10
Transition Standards	11
Age Requirements for Students with Disabilities.....	11
Transfer of Rights	11
No Child Left Behind and a Focus on Standards.....	11
Planning for Modifications and Accommodations	12
Selecting the Highest, Most Appropriate Diploma/Exit Option.....	14
Diploma Options.....	15
Exception Rule.....	19
Additional Information	19
Elective Courses.....	21
Changing Graduation Options	22
Post-School Options.....	24
The Alabama College System.....	24
Disability Services for Students in Postsecondary Education	25
Appendix A Form for Documenting Parents and Students Have Been Informed of Diploma/Exit Options	
Appendix B Transition Planning Assessment and Transition Assessment Resources	
Appendix C Individualized Education Program (Refer to Mastering the Maze)	
Appendix D Summary of Academic Achievement and Functional Performance (SOP)	
Appendix E State Agencies and Organizations/ Transition Agencies and Resources	
Appendix F Americans with Disabilities Act (ADA) Coordinators/ Ability to Benefit Programs	

Introduction

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

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 will include assessment of interests and strengths, setting transition goals, selecting the 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 their 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 which 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 Plan (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.

What is Transition?

The *Individuals With Disabilities Education Act* (IDEA) defines transition services as: The term “transition services” means 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?

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. This planning will include assessing of interests and strengths; setting transition goals; and selecting the courses of study and diploma/exit option; and 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. 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 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.

Who should be involved?

- Student
- Parents
- Special education teachers and regular education teachers
- School administrators
- Guidance counselor
- Vocational rehabilitation counselor
- Other agency representatives

Student's Role

Beginning at age 16, or earlier if appropriate, students with disabilities should participate in the development of their individualized education programs. *During the eighth-grade IEP Team 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.*

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 student must learn to identify his/her strengths and needs and have an understanding of his/her legal rights.

Why should I be involved?

- Allows you to have a voice in planning your future.
- Helps you prepare for post-school outcomes.
- Helps you identify the appropriate exit option and high school courses.
- Helps you determine what skills you need to develop to live in your community after high school.
- Gives you the opportunity to explore career options while still in high school.
- Helps you make connections with post-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. You should determine who will be invited to the IEP transition planning meeting. It is important that you be linked to agencies such as mental health, vocational rehabilitation, colleges, housing, employment, and training agencies.

Things to consider when planning for transition

- Identify your strengths and weaknesses.
- Explore career interests and options.
- Identify the appropriate exit option based on your strengths and interests.
- Identify appropriate courses to help reach your goal.
- Identify post school outcomes in the areas of postsecondary education or employment and community independent living.
- Discuss and review these areas at least annually at your IEP Team meeting.
- Identify people, resources, and agencies that will assist you in reaching your goals.

Parents' Roles

Parents must be advocates for their children. They are responsible for keeping the team focused on the student's transitional needs and goals. Parents' many responsibilities in transition include the following:

- Learn all you can about the post-high school options and resources available to the student.
- Discuss with the student his/her future goals.
- Determine how much assistance the student will need to acquire independence.
- Share information with the IEP Team about the student's strengths, needs, and preferences.
- Encourage the student's attendance and participation in IEP Team meetings.
- Assist the student in the development of self-advocacy skills.
- Provide supplemental support for the student, e.g., providing transportation to and from a job site if appropriate.
- Ensure that the IEP goals are being accomplished.
- Ensure that academic advisement is provided for students choosing postsecondary education as a post-school outcome.

- For students not bound for postsecondary education, ensure that their IEP addresses community-based vocational training/mobility and travel training/community-based life skill instruction.
- Help ensure that needed curriculum adaptations and environmental modifications are made.
- Monitor student's progress on goals that are stated in the IEP and transition plan.

School's Role

The following are best practices for student-directed IEPs:

- 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)*.
- Include students with disabilities in the development of their four-year educational/career plan.
- Role-play IEP meetings to help students understand the IEP process and requirements.
- Encourage the students to advocate and conduct their IEP Team meeting.
- Encourage students to communicate with school personnel to monitor progress toward the IEP goals.

Planning Student Career Paths

Students will need guidance in middle and high schools in career planning. The first step in this process is to assess the student for career interests and aptitude leading to the student's career path. This information should be used by the IEP Team to determine appropriate exit options and courses of study.

School counseling and guidance programs in Alabama are required to develop four-year educational/career plans. Beginning in the eighth grade, and annually thereafter, school counselors (Grades 8-12) are required to guide students in the development and annual revision of the four-year educational/career plan. The selection of the educational plan shall be approved in writing by the parents or guardians.

Transition Timeline/Process

Transition Services must begin not later than the first IEP **to be in effect when the student turns 16 or earlier if appropriate** and is updated annually thereafter.

Grade Level	Areas for IEP Team to Consider
Middle School/Junior High School	<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. • Discuss diploma/exit options.
Eighth Grade	<ul style="list-style-type: none"> • Identify your 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 your transition goals. • Select the highest most appropriate diploma/exit option at the end of eighth grade.
Ninth Grade Through Eleventh Grade	<ul style="list-style-type: none"> • Assess student interests, strengths, and needs as appropriate. • Review diploma/exit option. • Review course of study. • Review documentation of transition services. • Discuss and explore career interests with the IEP Team. • Discuss and review postsecondary education and employment goals. • Discuss and review community independent living goals. • Develop agency linkages if appropriate. • Begin application to adult service agencies.
Twelfth Grade and/or Exiting Year	<ul style="list-style-type: none"> • Complete the Summary of Academic Achievement and Functional Performance (SOP). • Complete the SOP for every student that exits with a high school diploma or who will be exceeding the age of eligibility for free appropriate public education (FAPE). The SES strongly encourages public agencies to complete the SOP for all other students exiting high school (e.g., AOD, graduation certificate). • 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 Appendix D for SOP forms.

Post-School Outcomes

Planning for Student Post-School Outcomes

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.

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/employment 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 will review the student's progress at least annually to determine if the selected exit option, goals, and services are appropriate.

Appendix C refers to *Mastering the Maze* for IEP forms.

Beginning at age 16, or earlier if appropriate, students with disabilities should participate in the development of his/her IEP. *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.*

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.

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.

Examples of transition assessments

Educational—Individual classroom-based assessments; grade or schoolwide 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—Assessed with daily living skills assessments and assistive technology evaluations.

Appendix B includes a transition planning assessment that may be used as students prepare to transition from school to adult life and information on how to find transitional planning assessments.

Postsecondary Goals

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; and, where appropriate, independent living skills. The Alabama State Department of Education (SDE) has divided the postsecondary goals into two categories—Postsecondary Education/Employment and Community/Independent Living.

The following is a list of suggested goals for IEP Teams to consider. The IEP will determine the goals based on the results of the assessments that include student preferences and interests.

Postsecondary Education/Employment Goal (The IEP Team may use one of the following examples or develop other goals):

- Student will be prepared to participate in **postsecondary education/training** based on completion of graduation requirements and submission of application for enrollment.
- 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 **day/activity training program** based on successful completion of school-based career exploration experiences and application for adult services.
- If **“Other”** is selected, please specify in the space provided.

Postsecondary Education/Employment

The State Department of Education (SDE) has adopted the Rehabilitation Act definition for competitive employment which reads: Competitive employment means 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© of that Act; 29 U.S.C. 705(11) and 709(c).

The definition of postsecondary school that the SDE has adopted is: Postsecondary school, 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.

Supported Employment provides community-based assessments, job development, job coaching, and extended support to meet the employment needs of individuals experiencing the most severe disabilities. Individualized employment assistance is provided to match individual’s interests, skills, and abilities with an appropriate job in the community. A job coach works closely with each individual to teach the job tasks. This training process may involve a considerable amount of time. To ensure long-term job stability, the consumer’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. The focus generally includes emphasis on activities other than vocational skills. No wages are earned. The program might include social skill development, survival skill development, physical therapy, speech therapy, occupational therapy, and activity therapy.

Community/Independent Living Goal (The IEP Team may use one of the following examples or develop other goals):

- 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.
- If **“Other”** is selected, please specify in the space provided.

Community/Independent Living

The Transition Team should ensure that students and parents are aware of the many options available to them. The following information should be conveyed.

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.

So many students’ hopes and dreams (and their parents’ hopes and dreams for them) revolve around being as independent as possible, while also being a connected and valued member of the community. Here is where much of your creative thinking will come in, as well as the willingness to take some risks and look beyond traditional options.

If the student will someday live on his/her own without the support of others, has the transition plan addressed the skills he/she will need to do this? Has the student learned these skills? The student will need to learn to:

- Manage finances.
- Manage a home; repair and maintain a home or apartment.
- Care for personal needs.
- Buy and prepare food.
- Buy and care for clothing.
- Act as a responsible adult.

Natural Supports are supports that are already 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 much more than just living in the community. It 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. Also, thanks to the *Americans With Disabilities Act* (ADA), all options in the community must now also be open to individuals with disabilities. Also, do not rule out certain activities because of the student's special needs. There are often ways to adapt an activity, with or without adaptive devices.

Community Supports available around housing and independent living vary quite a bit. Families and friends may continue to play a major role in a student's life but this role will change. The role of the family becomes less to guide the student in a certain direction (usually set by the parents) and more to get them to reach the level of independence that he/she chooses. During the transition years, students may begin to rely on the advice of friends and express their own choices. Other supports that parents and friends may have provided are not his/her responsibility. As a parent, they may have decided how and what their son/daughter ate or how he/she dressed in the younger years, but as an adult, the student will decide these things and will have to tell others his/her needs and wishes.

Recreation/Leisure Options help students to learn new things, gain a skill, meet new people, and have fun! It can be something he/she does 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 many volunteer activities also include social activities. Remember that volunteering does not mean doing something for free that others get paid to do.

Transition Services

The term "transition services" means 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:

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 ages 16, or earlier if appropriate, and updated 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

One component of transition is agency linkages. Agency linkages are an important component 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.

Transition Standards

Transition standards have been developed to provide a common and shared framework to help school systems and communities identify what youth need in order to achieve successful participation in postsecondary education and training, community involvement, meaningful employment, and adult life. One major challenge in addressing diverse youth's needs is the development of a common vision, shared goals, and coordinated strategies among schools, community service agencies, families, employers, and others. The development of a set of state standards for secondary education and transition that embraces the perspectives of all stakeholders is therefore critically important in helping all youth achieve positive school and post-school results. These standards can be used for IEP development as well as implementation in a variety of courses (e.g., Transition Services I, Transition Elective) or integrated in other core courses.

Age Requirements for Students with Disabilities

Students with disabilities who have not earned an Alabama High School Diploma and who have not reached their 21st birthday by August 1 are entitled to 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).

This entitlement also applies to students with disabilities who have been awarded other diploma/exit options including the AOD or Graduation Certificate. Students who return after exiting with a certificate are not required to begin work on the AOD, just as students exiting with an AOD are not required to begin working on the Alabama High School Diploma upon returning to school. It is up to the IEP Team to individually determine the placement and appropriate goals and benchmarks.

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.

No Child Left Behind and a Focus on Standards

The following information is from the National Center on Secondary Education and Transition Web site: <http://www.ncset.org>.

The No Child Left Behind Act requires that academic content standards (a) specify what all students are expected to know and be able to do, (b) contain coherent and rigorous content, and (c) encourage the teaching of advanced skills.

This federal law also requires that schools assess the progress of all their students in achieving the standards and report their results.

The academic content standards that a state sets are for all students, including students with disabilities. This means that students with disabilities are to be held accountable to the academic content standards that have been established for other students. If students with disabilities are to be held accountable to the academic content standards, then they must also have access to the quality instructional strategies and curriculum materials that will help them reach those standards. Careful alignment of curriculum and instruction to the standards set for all students, along with the necessary learning supports, ensures that students with disabilities have access to the general curriculum and are held to high standards.

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 AOD, 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 AOD. **Students may receive accommodations as specified in their IEP; however, the content specified in the AOD curriculum guide may not be modified if the students intend to receive an AOD.**

Students working toward the Graduation Certificate **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** receive credit toward the Alabama High School Diploma if content modifications are implemented.

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 Diploma/Exit Option

- The case manager should gather pertinent data including grades, state assessment results, current least restrictive environment (LRE), 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/exit option 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/exit option and address the LRE and appropriate services in the IEP.
- The case manager should monitor the student's progress regularly and determine appropriate services.

Appendix A contains the form to document that parents and/or students have been informed of the Diploma/Exit Options.

Diploma Options

Alabama's High School Diplomas

FIRST CHOICE, the Alabama High School Diploma with Advanced Academic Endorsement, will serve as the standard diploma for Alabama high school graduates. This option was adopted by the State Board of Education on May 8, 2008.

Based on a recommendation by the student's IEP Team or a signed request by the parent, a student would be able to opt out of the Alabama High School Diploma with Advanced Academic Endorsement. Public agencies may adopt additional options, such as honors or International Baccalaureate alternatives for students.

The Alabama High School Diploma with Credit-Based Endorsement is also available to LEAs beginning with the graduating class of 2008. Additional local options include applying Credit Recovery and Flexibility as early as Summer School of 2008 and instituting the Advanced Academic Endorsement for all ninth-grade students in August 2008.

The Diploma/Exit Options are as follows:

- 1) Alabama High School Diploma with or without one of the following endorsements:
 - a) Advanced Academic Endorsement - Standard (students can opt out with a parent signature or the IEP Team decision)
 - b) Career Technical Endorsement

- c) Advanced Career Technical Endorsement
 - d) Credit-Based Endorsement-General education students and students with disabilities will complete the required credits in the core curriculum for an Alabama diploma, earn one additional Career/Technical Education credit, take the *Alabama High School Graduation Exam* (AHSGE) each time offered through the twelfth grade, and pass three of the five sections of the AHSGE. Two of the three sections passed must be reading and mathematics
- 2) Alabama Occupational Diploma (AOD)
 - 3) Graduation Certificate

The Alabama High School Diploma with or without the Advanced Academic Endorsement will continue to adhere to the requirements of the 4x4 curriculum that requires student to pass four credits of coursework in Mathematics, Science, English Language Arts, and Social Studies for each year of high school for a total of 16 total credits. All students will be required to take one distance-learning course (exception through IEP).

The 4x4 curriculum requires four credits in mathematics. The first two courses Algebra I and Geometry are required for all diploma options. For the Advanced Academic Endorsement, the remaining two mathematics credits required by the 4x4 curriculum must include Algebra II and Trigonometry and one other credit in advanced mathematics that can be selected from a list of advanced coursework. All other endorsements require the remaining two mathematics credits.

The Advanced Academic Endorsement requires two credits of a foreign language in the same language. The foreign language requirement may be obtained through distance-learning courses.

With the addition of the foreign language requirements for the Advanced Academic Endorsement, students pursuing this option will only have 3.5 credits for electives as compared to 5.5 electives with a non-advanced endorsement. Advanced Placement courses (college-level courses) and honors courses will also suffice to meet the coursework requirement for the Advanced Academic Endorsement.

**Alabama High School Diploma with Advanced Academic Endorsement
(AHSD/AAE)**

	Credits
English Language Arts	4
Four credits to include the equivalent of:	
English 9	1
English 10	1
English 11	1
English 12	1
Mathematics	4
Four credits to include the equivalent of:	
Algebra 1	1
Geometry	1
Algebra II with Trigonometry	1
One additional mathematics credit (as defined in course of study)	1
Science	4
Two credits to include the equivalent of:	
Biology	1
A physical science (as defined in course of study)	1
Two additional science credits (as defined in the course of study)	2
Social Studies*	4
Four credits to include the equivalent of:	
Grade 9 Social Studies	1
Grade 10 Social Studies	1
Grade 11 Social Studies	1
Grade 12 Social Studies	1
Physical Education	1
Health Education	0.5
Arts Education	0.5
Computer Applications**	0.5
Foreign Language ***	2
Electives	3.5
TOTAL CREDITS	<u>24</u>

Assessment Requirement:

PASS the Alabama High School Graduation Exam

*All four required credits in Social Studies shall comply with the Alabama Course of Study

**May be waived if competencies outlined in the computer course are demonstrated to qualified staff.

***Students earning the diploma with the advanced academic endorsement shall successfully complete two credits in the same foreign language.

Alabama High School Diploma with Credit-Based Endorsement (AHSD/CBE)

Available for general education students and students with disabilities as defined by IDEA or Section 504 of the Rehabilitation Act

- Earn 24 Required Credits
- Including: One Career/Technical Education(CTE) credit
- Assessment Requirement:
PASS three of the five parts of the *Alabama High School Graduation Exam (AHSGE)*
(must pass reading and mathematics, unless disability exemption applies)

Following the spring administration of the AHSGE, twelfth-grade students who have not passed all sections of the AHSGE may choose the **Credit-Based Endorsement** of the Alabama High School Diploma if approved as an endorsement by the LEA and if the student has met the following criteria:

1. Successfully met the academic course requirements as established by the local school system.
2. Successfully met the course requirements for one career and technical education course.
3. Passed the reading, mathematics, and one other subtest of the AHSGE.
Once a student chooses the Credit-Based Endorsement, it will serve as the final endorsement to the Alabama High School Diploma. A Credit-Based Endorsement request form must be completed and signed by the graduating senior and his/her parent or guardian and submitted to the high school counselor in order to receive the Credit-Based Endorsement.

Alabama High School Diploma with Advanced Career/Technical Endorsement (AHSD/ACTE)

- Earn 24 required credits
- Including: Advanced level work in the core curriculum, Algebra II with Trigonometry, three credits Career/Technical Education (sequenced program of courses)
- Assessment Requirement:
PASS the *Alabama High School Graduation Exam*

Alabama High School Diploma with Career/Technical Endorsement (AHSD/CTE)

- Earn 24 required credits
- Including: three credits Career/Technical Education (sequenced program of courses)
- Assessment Requirement:
PASS the *Alabama High School Graduation Exam*

(Public Agencies ARE NOT REQUIRED TO OFFER EITHER OF THE AHSDs with CTE)

Alabama Occupational Diploma (AOD)
(Available to Students with Disabilities as Defined by IDEA and Certain General Education Students)

	Credits
English Language Arts*	4
Four credits to include the equivalent of:	
English I	1
English II	1
English III	1
English IV	1
Mathematics*	4
Four credits to include the equivalent of:	
Math I	1
Math II	1
Math III	1
Math IV	1
Science*	4
Four credits to include the equivalent of:	
Science I	1
Science II	1
Science III	1
Science IV	1
Social Studies*	4
Four credits to include the equivalent of:	
Social Studies I	1
Social Studies II	1
Social Studies III	1
Social Studies IV	1
Career/Technical Education	2
Workforce Essentials or Transition Services II**	1
Cooperative Education Seminar/(Work-Based Experience) or Life Skills Occupational Preparation***	1
Physical Education	1
Health Education	0.5
Arts Education	0.5
Electives	2
TOTAL CREDITS	<u>24</u>

Assessment Requirement:

ATTEMPT the *Alabama High School Graduation Exam* in the spring of 11th grade

*All AOD credits shall comply with the current curriculum guides designated for AOD implementation.

**Transition Services II is designed to take the place of Workforce Essentials for students pursuing the AOD in the event Workforce Essentials is not available. Transition Services II can also be used as an elective course for students pursuing diploma options other than the AOD.

***Life skills Occupational Preparation may only be used in a system that does not have a Cooperative Education Program.

Graduation Certificate (CERTIFICATE)

(Only Available to Students with Disabilities as Defined by IDEA)

- Earn 24 required credits or;
- Pass the Alabama High School Graduation Exam or;
- Complete the IEP

Students with disabilities who graduate with the AOD or the Certificate may continue to attend school to age 21 with IDEA services.

Exception Rule

Any student with a disability(s) (defined by the *Individuals With Disabilities Education Improvement Act of 2004* and/or *Section 504 of the Rehabilitation Act of 1973*) is eligible to receive the AHSD if he or she has taken the *Alabama High School Graduation Exam (AHSGE)* through the twelfth grade, passed all but one subject-area test of the AHSGE, or passed three subject-area tests for the AHSD with Credit-Based Endorsement, met all other graduation requirements, and has the required alternate documentation.

The required alternate documentation must be verified by the special education coordinator or 504 coordinator, approved by the high school principal, school counselor, and special education teacher, and must include the following:

1. Completion of all course credits for the AHSD or completion of all course credits for the AOD.
2. Documentation of the disability which substantially limits achievement in the area of the one subject-area test of the AHSGE that was not passed.
3. Participation in remediation activities (extent and nature determined by the local school system) during high school.
4. Met attendance requirements of the local school system.
5. Hold a cumulative “C” average for all coursework (Grades 9-12).

The flexibility granted through these new rules is retroactive to first-time ninth graders in the 1997-1998 school year (Class of 2001) and applies only to students with disabilities (defined by IDEA and/or Section 504) taking the AHSGE. This exception also applies to the AHSD with Credit-Based Endorsement.

Alabama Administrative Code Rule 290-3-1-.02 (8)(g)4, 290-3-1-.02 (8)(h)6.

Additional Information

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.
- Public Agencies would be required to develop program rules, regulations, and processes that meet SDE guidelines.

- Credit Recovery study is based on deficiencies rather than a repeat of the entire course. This policy would encourage LEAs 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. Online courses, for example—allow public agencies to provide students with a number of 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

LEAs 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 LEAs 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.

Elective Courses

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

Transition Services I

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.

Transition Services II

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 AOD when the school system does not offer Workforce Essentials. These teachers do not have to meet the highly qualified teacher status.

Changing Graduation Options

When considering the diploma/exit option for a student with disability, the IEP Team should review the students transitional employment and community goals to ensure that the appropriate diploma/exit option and course of study are selected. When there is indecision regarding which diploma/exit option would be the most appropriate for a student, the IEP Team is strongly encouraged to select the higher of the options being considered. The IEP Team should review the diploma/exit option selected annually, if necessary, for changes needed to the student's course of study and/or program supports. **Please note, however, that changes in diploma options late in the student's high school program may result in additional time needed to obtain credits required to graduate.**

Public agencies are required to develop procedures for students to select and move between diploma options, see *Alabama Administrative Code*, Rule 290-8-9-.10(9)(e).

<p>The AHSD with the AAE</p>	<ul style="list-style-type: none"> • The AHSD with the AAE is the FIRST CHOICE diploma for Alabama high school graduates. Students may opt-out of this provision—based on a request by the parent/guardian.
<p>Moving from the AHSD to the (AOD)</p>	<ul style="list-style-type: none"> • Students should select the AHSD option if the postgraduate transition goal is a university degree. • Students should select the AOD option if the IEP Team believes that this is the highest option feasible for the student and the student's postgraduate transition goal is immediate competitive employment. • A student may move from an AHSD to the AOD and receive credit toward the AOD for passing general education classes without modification. • A student who moves from the AHSD to the AOD must still master all the training components and the CTE components. • Students on the AOD option who wish to pursue postsecondary education through the two-year college institutions and the military should take as many classes in the general curriculum as possible to obtain skills needed for the required entrance exams.
<p>Moving from the AHSD or the AOD to the Graduation Certificate (Certificate)</p>	<ul style="list-style-type: none"> • Students may move from the AHSD or the AOD to the Certificate and receive credit toward the Certificate as determined by the IEP Team.
<p>Moving from the AOD to the AHSD</p>	<ul style="list-style-type: none"> • If a student moves from the AOD to the AHSD, he or she will not receive credit for AOD courses toward the required credits in English, Mathematics, Science, and Social Studies (except possibly as electives). • Students may need to make up credits for the AHSD that may require additional time needed for graduation. • Students with disabilities as defined by the IDEA are eligible to receive the AHSD if they pass all but one subject-area test of the <i>Alabama High School Graduation Exam</i>, meet all other graduation requirements for the AHSD or AOD, and have the required alternate documentation.
<p>Moving from the Certificate to the AOD</p>	<ul style="list-style-type: none"> • Students may move from the Certificate to the AOD and receive credit toward the AOD if the student has successfully completed AOD coursework without modification. • Students will need to make up credits if the courses were modified or the student participated in an alternative curriculum. • Students must complete the required AOD training components and the CTE components. • Students may require additional time in school in order to graduate.

Post-School Options

Postsecondary Education

- Students who plan to pursue postsecondary training in four-year colleges and universities should remain on a general education diploma option to meet the qualifications for admission.
- The State of 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 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 toward non-degree programs.
- Two-year postsecondary institutions require students 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 Graduation Certificate is not accepted as entrance criteria for postsecondary training.

The Alabama College System

The Alabama College System consists of 19 community colleges, 7 technical colleges, 2 junior colleges, 1 senior institution, and a statewide industrial training institute. The Alabama 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 ACS Web site for a listing of these institutions at: <http://www.acs.cc.al.us/acs/col.htm>.

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 and an ACT score of 16 or equivalent on the SAT (AOD recipients may be admitted to certain non-degree programs without an ACT score)

Public Community and Junior Colleges

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 and an ACT score of 16 or equivalent on the SAT (AOD recipients may be admitted to certain non-degree programs without an ACT score)

Ability-to-Benefit

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 16 years of age and has not been enrolled in secondary education for at least one calendar year, and have 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 appendix F)

Alabama Industrial Development Training

The mission of Alabama Industrial Development Training (AIDT) is to provide quality workforce development for Alabama's new and existing industries, and to expand the opportunities of its citizens through the jobs these industries create. The AIDT (<http://www.aidt.edu/>), an institute of the State Department of Postsecondary Education, encourages economic development through job-specific training. Training services are offered in many areas and are free of charge to new and expanding industries throughout the state.

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/index.htm>)

There is one private junior college and there are 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/aaicu.html>)

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.

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.

MILITARY

- The military generally requires a high school diploma or HSED for admission.
- The military uses the scores on the Armed Services Vocational Aptitude Battery (ASVAB) as entrance criteria.
- The military will consider students with the AOD for selection 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 AOD 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.
- The AOD and the Graduation Certificate are not general education diplomas and may or may not be recognized by some employers.

Resource: <http://www.nichcy.org/pubs/stuguide/ta2.pdf>

Appendix A

Form for Documenting Parents and/or Students Have Been Informed of Diploma/Exit Options

Selecting the Highest, Most Appropriate Diploma/Exit Option

Please check as all items are discussed.

- ___ The IEP Team has considered all possible diploma/exit options and matched the student's goals to the appropriate graduation option/course of study.
- ___ The IEP Team has considered the **Alabama High School Diploma with Advanced Academic Endorsement (AHSD/AAE)** as the first option considered for the student.
- ___ The IEP Team has considered the **Alabama High School Diploma with Credit-Based Endorsement (AHSD/CBE)**.
- ___ The IEP Team has considered the **Alabama High School Diploma with Career/Technical Endorsement (AHSD/CTE)**.
- ___ The IEP Team has considered the **Alabama High School Diploma with Advanced Career/Technical Endorsement (AHSD/ACTE)**.
- ___ The IEP Team has considered the **Alabama Occupational Diploma (AOD)**.
- ___ The IEP Team has considered the **Graduation Certificate**.
- ___ The IEP Team has considered the highest most appropriate Diploma/Exit Option.
- ___ The IEP Team has explained that students with disabilities who have not earned an Alabama High School Diploma and who have not reached their 21st birthday by August 1, are entitled to a FAPE up to age 21, even if it means that instruction is provided in excess of 12 years.

To be completed at the end of the eighth grade school year.

- The Diploma/Exit options have been explained to me.
- I have read and understand the information above about selecting the highest, most appropriate diploma/exit option.

Parent Signature

Date

Student Signature

Date

Case Manager Signature

Date

Appendix B

TRANSITION PLANNING ASSESSMENT **Middle School/Junior High** **Senior High**

TRANSITION ASSESSMENT RESOURCES

Date of Assessment: _____

Name: _____

TRANSITION PLANNING ASSESSMENT
Middle School/Junior High School

Below you will find possible activities for each of the transition service areas. These activities are suggested, but not required. The case manager, student, parent, and appropriate agency personnel should work together to complete this assessment.

<input type="checkbox"/> If Mastered		<input type="checkbox"/> If Working Toward	Date Completed	Initials
	Vocational Evaluation			
	Complete prevocational/vocational assessment information			
	Develop realistic career goal			
	Complete a vocational evaluation			
	Employment Development			
	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			
	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			
	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			

<input type="checkbox"/> If Mastered		<input type="checkbox"/> If Working Toward	Date Completed	Initials
	needed			
	Personal Management			
	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			
	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			
	Participate in IEP planning			
	Demonstrate appropriate assertiveness			
	Express desires appropriately			
	Make choices/decisions			
	Communicate appropriately with peers and adults			
	Identify ongoing advocacy or legal services, if needed			
	Community Participation			
	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			

☒ If Mastered		☑ If Working Toward	Date Completed	Initials
	activities			
	Participate in both individual and group leisure/recreation activities			
	Transportation			
	Identify various modes of transportation			
	Utilize at least one mode of transportation (walking, bicycle, etc.)			
	Medical			
	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			
	Identify adult services available after high school			
	Identify the roles and responsibilities of each agency involved			
Comments:				

Date of Assessment: _____

Name: _____

TRANSITION PLANNING ASSESSMENT
Senior High School

Below you will find possible activities for each of the transition service areas. These activities are suggested, but not required. The case manager, student, parent, and appropriate agency personnel should work together to complete this assessment.

<input type="checkbox"/> If Mastered		<input type="checkbox"/> If Working Toward	Date Completed	Initials
	Vocational Evaluation			
	Complete vocational evaluation			
	Complete interest and aptitude assessment			
	Complete worker behavior assessment			
	Complete work sample assessment			
	Complete situational assessment			
	Employment Development			
	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			
	Apply for supported employment services through Vocational Rehabilitation or other adult services agency			
	Seek employment			
	Maintain employment			

☒ If Mastered		☑ If Working Toward	Date Completed	Initials
Postsecondary Education				
	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				
	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			
	Demonstrate understanding of how to file automobile insurance claims			
	Understand the various types of insurance available (e.g., unemployment, medical, dental, car, rental, life)			
	Identify natural supports for ongoing assistance in financial management			

☒ If Mastered		☑ If Working Toward	Date Completed	Initials
	Personal Management			
	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			
	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			
	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			

☒ If Mastered		☑ If Working Toward	Date Completed	Initials
	Understand and effectively express limitations/needs, as well as strengths			
	Demonstrate an understanding of rights and responsibilities as a person with a disability			
	Identify natural supports for ongoing assistance in advocacy			
	Identify guardianship options			
	Community Participation			
	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			
	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			

☒ If Mastered		☑ If Working Toward	Date Completed	Initials
	Medical			
	Demonstrate what to do in emergency situations			
	Have medical insurance and maintain access to medical insurance card			
	Demonstrate how to file insurance claim			
	Independently take medication			
	Demonstrate ability to make doctor's appointments			
	Discriminate between serious and minor illnesses			
	Identify the closest emergency room			
	Explain disability to medical personnel			
	Describe family medical history and any allergies to medicine			
	Identify ongoing medical needs			
	Linkages to Agencies			
	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

This list is by no means a comprehensive list of transition assessment resources, and the office of special education services does not endorse any particular publisher or product.

These Web sites are:

http://www.nsttac.org/products_and_resources/tag.aspx#Assessment – Age Appropriate Transition Assessment Guide, National Secondary Transition Technical Assistance Center.

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.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.khake.com/page51.html> – the Vocational Information Center; Career and College Planning Resources.

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

<http://www.ode.state.or.us/gradelevel/hs/transition/newsletters/2004/ttvol02issue03.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.cde.state.co.us/cdesped/download/pdf/TK_TransAssessment.pdr – Colorado Department of Education, Special Education Services Unit.

Appendix C
Individualized Education Program (IEP)
Refer to *Mastering the Maze*

Appendix D

Summary of Academic Achievement and Functional Performance (SOP)

Summary of Academic Achievement and Functional Performance (SOP)

Student Name: _____

Exit Document: _____ 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/Employment
 - Community/Independent Living

- 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**

Case Manager Name _____

School Name _____

School Phone # () _____

Case Manager Signature

Date Given/Sent to Student

SDE Approved 2/05/08

Student Name _____
School _____
Case Manager _____
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 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 _____

Report of Progress on Goal:

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

If goal was NOT met, recommendations for meeting goal:

Comments:

Student Name _____
School _____
Case Manager _____
Date _____

Transition Goal Progress Report

POSTSECONDARY EDUCATION/EMPLOYMENT GOAL:

- Student will be prepared to participate in **postsecondary education/training** based on completion of graduation requirements and submission of application for enrollment.
- 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 **day/activity training program** based on successful completion of school-based career exploration experiences and application for adult services.
- Other _____

Report of Progress on Goal:

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

If goal was NOT met, recommendations for meeting goal:

Comments:

Summary of Progress and Accommodations

Student Name: _____

Date: _____

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:

SDE Approval 02/05/08

Name _____

Student Input Form

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: _____

SDE Approved 2/05/08

Appendix E

State Agencies and Organizations/ Transition Agencies and Resources

United States Senators

Honorable Jeff Sessions (R)
335 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)

110 Hart 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 Bob Riley
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

Mabrey Whetstone, Ph.D., Director
Alabama Department of Education
Special Education Services
P.O. Box 302101
Montgomery, AL 36130-2101
(334) 242-8114

E-mail: specialed@alsde.edu

Web: www.alsde.edu/

State Coordinator for NCLB (No Child Left Behind)

Deann K. Stone, Director of Federal Programs
Instructional Services Division
Alabama State Department of Education
50 N. Ripley Street
Montgomery, AL 36104
(334) 242-8199
E-mail: dstone@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

Cathy Jones, Education Specialist
Special Education Services
Alabama State Department of Education
P.O. Box 302101
Montgomery, AL 36130
E-mail: cjones@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

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

Office of State Career and Technical Education

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

State Mental Health Representative for Children and Youth

Steve Lafreniere, Director
Office of Children's Services
Alabama Department of Mental Health and Mental Retardation
P.O. Box 301410
Montgomery, AL 36130-1410
(334) 353-7110
E-mail: steven.lafreniere@mh.alabama.gov
Web: www.mh.alabama.gov

Programs for People with Developmental Disabilities

John Houston, Commissioner
Alabama Department of Mental Health and Mental Retardation
RSA Union Building
P.O. Box 301410
Montgomery, AL 36130-1410
(334) 242-3107
E-mail: john.houston@mh.alabama.gov
Web: www.mh.state.al.us

Patricia L. Martin, Assoc. Commissioner
Alabama Department of Mental Health and Mental Retardation
RSA Union Building
P.O. Box 301410
Montgomery, AL 36130-1410
(334) 242-3701
E-mail: pat.martin@mh.alabama.gov
Web: www.mh.alabama.gov

Councils 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

Shelley Kaplan, Project Director
DBTAC - Southeast ADA Center
Project of the Burton Blatt Institute - Syracuse University
490 10th Street NW
Atlanta, GA 30318
(404) 385-0636; (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

Frankie Mitchum, Executive Director
STAR (Statewide Technology Access and Response for Alabamians with Disabilities)
2125 East South Boulevard
P.O. Box 20752
Montgomery, AL 36120-0752
(334) 613-3480; (334) 613-3519 (TTY)
(800) 782-7656 (In AL)
Web: www.rehab.alabama.gov/star

Lisa Snyder, Resource Center Coordinator
Technology Assistance for Special Consumers (T.A.S.C.)
United Cerebral Palsy of the Tennessee Valley
1856 Keats Drive
Huntsville, AL 35810
(256) 859-8300
E-mail: tasc@hiwaay.net
Web: <http://tasc.ataccess.org>

State Mediation System

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

Respite Care

Linda Lamberth, Project 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

Fara L. Zaleski, Librarian
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: fara.zaleski@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 543

Pottstown, PA 19464-0543
(484) 945-2101
Web: www.add.org

Autism

Jennifer Muller, Executive Director
Autism Society of Alabama
4778 Overton Road
Birmingham, AL 35210
(205) 951-1364; (877) 4AUTISM
E-mail: contact@autism-alabama.gov
Web: www.autism-alabama.org

Blind/Visual Impairments

Jaclyn Packer, Ph.D., Director of Information Center
American Foundation for the Blind
11 Penn Plaza, Suite 300
New York, NY 10001
(212) 502-7600; (800) 232-5463
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.ucp.org/ucp_local.cfm/160

Epilepsy

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

Head Injury

Charles Priest, 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

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

Mental Health

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

Special Health Care Needs

Susan Colburn, State & Regional Coordinator
Family Voices
c/o Children's Rehabilitation Service
2129 E. South Boulevard
Montgomery, AL 36116
(334) 613-2284
E-mail: susan.colburn@rehab.alabama.gov
Web: www.familyvoices.org

Dr. Gerald Oveson, State & Regional Coordinator
Family Voices
9800 Cascade Drive
Mobile, AL 36695
(251) 438-1609
E-mail: oveson@bellsouth.net

Speech and Hearing

Gary Copeland, Executive Director
Speech and Hearing Association of Alabama
P.O. Box 357
Normal, AL 35762
(256) 325-8885
E-mail: garycopeland@arilion.com
Web: www.alabamashaa.org

Spina Bifida

Trish Switzer, President/Executive Director
Spina Bifida Association of Alabama
140 Lansdowne Drive
Madison, AL 35758
(256) 325-8600
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)

Alabama Parent Education Center (APEC)
P.O. Box 118
Wetumpka, AL 36092
(334) 567-2252
E-mail: jwinter@alabamaparentcenter.com
Web: www.alabamaparentcenter.com

Partners in Policymaking

Jayne R. Chase, Director
Partners in Policymaking of Alabama
100 N. Union Street, Suite 498
P.O. Box 301410
Montgomery, AL 36130-1410
(256) 765-3895; (800) 846-3735
E-mail: jchase1040@aol.com
Web: <http://acdd.org>

Parent Teacher Association (PTA)

Nakia Thomas, Executive Director
Alabama PTA
470 S. Union Street
Montgomery, AL 36104-4330
(334) 834-2501; (800) 328-1897
E-mail: al_office@pta.org
Web: www.alabamapta.org

Other Disability Organizations

Byron White, President
Alabama APSE, The Network on Employment
P.O. Box 11586
Montgomery, AL 36116
(334) 613-3527
E-mail: byron.white@rehab.alabama.gov
Web: www.al-apse.org

Jeff Ridgeway, President
Alabama Disability Action Coalition
3801 Cabana Club Blvd., #108
Mobile, AL 36609
(251) 414-5364
E-mail: jridgeway11@bellsouth.net
Web: www.accessalabama.org

Terry Graham, President
Alabama Institute for Deaf and Blind
P.O. Box 698
Talladega, AL 35161
(256) 761-3200
E-mail: graham.terry@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
Web: www.easterseals.com

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

Julie Wall, Director
VSA Arts of Alabama
1600 7th Avenue South
Birmingham, AL 35233
(205) 212-7051
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

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Appendix F
Americans with Disabilities Act (ADA)
Coordinators/
Ability to Benefit Programs

ADA Coordinator

College / University	Address	Phone	Email
AIDT	AIDT 1 Technology Court Montgomery, AL 36116	(334) 280-4404	lsherrill@aidt.edu
Alabama Southern Community College	Alabama Southern Community College Post Office Box 2000 Thomasville, AL 36784	(334) 637-3223	aclanton@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 Corporate Office 500 Beacon Parkway West Birmingham, AL 35209	(205) 943-4805	dmarcus@atn.org
Bevill State Community College	Bevill State Community College 1411 Indiana Avenue Jasper, AL 35501	(205) 648-3271 ext. 5814	stbush@bscc.edu
Bishop State Community College	Bishop State Community College 351 North Broad Street Mobile, AL 36603-5898	(251) 405-7028	atrotter@bishop.edu
Central Alabama Community	Central Alabama Community 34091 U.S. Hwy 280 Childersburg, AL 35044	(256) 378-2004	gbland@cacc.edu
Central Alabama Community College	Central Alabama Community College 231 Haynes Street Talladega, AL 35160	(256) 480-2069	jhurst@cacc.edu
Central Alabama Community College	Central Alabama Community College Post Office Box 699 Alexander City, AL 35011	(256) 215-4269	dtippins@cacc.edu
Chattahoochee Valley Community College	CVCC 2602 College Drive Phenix City, AL 36869	(334) 214-4845	chris.patterson@cv.edu
Drake State Technical College	Drake State Technical College 3421 Meridian Street, North Huntsville, AL 35811	(256) 551-3117	kim.galkowski@drakestate.edu
Enterprise-Ozark Community College	Enterprise-Ozark Community College Post Office Box 1300 Enterprise, AL 36331	(334) 347-2623 ext. 2233	gdeas@eocc.edu
Gadsden State Community College	Gadsden State Community College Post Office Box 227 Gadsden, AL 35902	(256) 439-6852	dwilborn@gadsdenstate.edu

Ingram State Technical College	Ingram State Technical College Post Office Box 220350 Deatsville, AL 36022	(334) 290-3254	jmerk@ingram.cc.al.us
Jefferson Davis Community College	Jefferson Davis Community College Post Office Box 958 Brewton, AL 36427	(251) 368-7615	mickey.cannon@jdcc.edu
Jefferson State Community College	Jefferson State Community College 2601 Carson Road Birmingham, AL 35215	(205) 856-7731	marthas@jeffstateonline.com
Lawson State Community College	Lawson State Comm. College 3060 Wilson Road Birmingham, AL 35221	(205) 929-6386	canthony@lawsonstate.edu
Lurleen B. Wallace Community College	LBWCC/Andalusia Campus Post Office Box 1418 Andalusia, AL 36420	(334) 881-2247	banderson@lbwcc.edu
Lurleen B. Wallace Community College	LBWCC/Greenville Campus 750 Greenville Bypass Greenville, AL 36037	(334) 383-6703	amdams@lbwcc.edu
Lurleen B. Wallace Community College	LBWCC/Luverne Center Post Office Box 555 Luverne, AL 36049	(334) 335-2187	lelliott@lbwcc.edu
Lurleen B. Wallace Community College	LBWCC/MacArthur Campus Post Office Drawer 910 Opp, Alabama 36037	(334) 493-5363	jcain@lbwcc.edu
Northeast Alabama Community College	Northeast Alabama Community College Post Office Box 159 Rainsville, AL 35986	(256) 228-6001 (256) 638-4418 ext. 322	iveyr@nacc.edu
Reid State Technical College	Reid State Technical College Post Office Box 588 Evergreen, Alabama 36401	(251) 578-1313 ext. 218	wsmith@rstc.edu
Snead State Community College	Snead State Community College Post Office Box 734 Boaz, AL 35957	(256) 840-4151	pbrady@snead.edu
Southern Union State Community College	Southern Union State Community College 1701 LaFayette Pkwy Opelika, AL 36801	(334) 745-6437 ext. 5331	gbranch@suscc.edu
Southern Union State Community College	Southern Union State Community College Post Office Box 1000 Wadley, AL 36276	(256) 395-2211 ext. 5151	fwilliams@suscc.edu
Southern Union State Community College	Southern Union State Community College Fob James Drive Valley, AL 36854	(334) 756-4151 ext. 5204	cbritt@suscc.edu
Trenholm State Technical College	Trenholm State Technical College 1225 Air Base Blvd. Montgomery, AL 36108	(334) 420-4332	bross@trenholmtech.cc.al.us

Wallace Community College	Wallace Community College 1141 Wallace Drive Dothan, AL 36303	(334) 556-2295	mshope@wallace.edu
Wallace Community College	Wallace Community College Post Office Drawer 580 Eufaula, AL 36072	(334) 556-4270	jboyette@wallace.edu
Wallace State Community College	Wallace State Community College Post Office Box 2000 Hanceville, AL 35077-2000	(256) 352-8052	lisa.harris@wallacestate.edu
Wallace State Community College	Wallace State Community College 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