

# Improving Outcomes for Children with Disabilities

Parents and Teachers Together

June 1, 2018

- 8:15** Registration
- 9:00** Opening Remarks — Teresa Moulton , APEC
- 9:10** Developing a Vision For the Future—Kim Spangler, People First of Alabama
- 9:30** Workforce Investment Opportunities Act (WIOA) and Services for Youth with Disabilities—Tina Dortch, Alabama Department of Rehabilitation Services
- 10:30** Break
- 10:40** Continued Education For All Students; What is Available For My Child? Exploring Programs Beyond High For All Young Adults with Disabilities. Alabama Postsecondary Alliance for Intellectual Disabilities (APAID) - University of Alabama, University of South Alabama, Horizons School , and Jacksonville State University
- 11:30** Exploring and Using the New Transition APP —Cindy Augustine Alabama State Department of Education
- 12:00** The New Parent Transition Manual —Jeana Winter, APEC
- 12:30** Closing and Evaluations— Teresa Moulton, APEC

Conference Handouts available at:

<http://alabamaparentcenter.com/resources/handouts.php>

If you would like to view conference sessions join our **APEC Training** Facebook group.

Raising the Standards

## 2018 Raising the Standards Conference Speakers

### **Kim Spangler, People First of Alabama**

Ms. Spangler is a 1997 Graduate of the University of Montevallo with BS in Elementary Education. She has taught private and public schools for a combined time of over 12 years, and over 20 years of experience presenting to the public on disability issues. She has worked as a Marketing Director for a self-owned business for 5 years. She currently works as the Chapter Support Coordinator at People First of Alabama providing training. She has been married for 21 years and has 2 children ages 19 and 13. She enjoys traveling, learning, training and volunteering in the church and community while being a mom to her two awesome sons. Her favorite hobby is to coordinate a good party and she also may be slightly addicted to Pinterest!

[kspangler@charter.net](mailto:kspangler@charter.net).

### **Tina Dortch, Alabama Department of Rehabilitation Services**

Tina Dortch has been working for the Alabama Department of Rehabilitation Services for about 17 years. Ms. Dortch holds a Master degree in Community Agency Counseling from Hampton University in Virginia. She currently works as a Rehabilitation Administrator with both the supported employment program and transition program. She is also the department's representative for Employment First in Alabama. She came to Alabama from Iowa's Department of Rehabilitation Services. Ms. Dortch is also on the State Team for Project SEARCH and works collaboratively with the Department of Mental Health on their GATE Project and more recently their IPS Supported Employment initiative.

[Tina.dortch@rehab.alabama.gov](mailto:Tina.dortch@rehab.alabama.gov)

### **Cindy Augustine, Alabama State Department of Education**

Ms. Augustine is an Education Specialist for the ALSDE's Special Education Services. She also coordinates the work of the State Interagency Transition Team. [caugustine@alsde.edu](mailto:caugustine@alsde.edu)

### **Alabama Postsecondary Alliance for Intellectual Disabilities**

(APAID) is a group that has formed with the priority of enhancing postsecondary programs for students with ID in the State of Alabama. Their purpose is to support and encourage each other, centralize information sharing among members, with young adults and their families, to function as a unified voice for state advocacy and lobbying, interface with agencies that serve adults with disabilities in the State, and leverage resources for long-term sustainability of Postsecondary education programs. Its membership includes Institutions of Higher Education within Alabama, as well as other local and state agencies with a vested interest in improving the outcomes of students with intellectual disabilities in postsecondary settings. The following representatives are participating on the panel:

- The University of Alabama, CrossingPoints program- Dr. Amy Williamson
- University of South Alabama, Passages Program- Dr. Dennis Campbell
- Jacksonville State University, On2JSU- Ms. Karen Carr
- Horizons- Dr. Brian Geiger

### **APEC AL PTI and Staff**

Jeana Winter, Executive Director [jwinter@alabamaparentcenter.com](mailto:jwinter@alabamaparentcenter.com)

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Charisa Hagel, Data and Evaluation Secretary [secretary@alabamaparentcenter.com](mailto:secretary@alabamaparentcenter.com)



**Raising the Standards**

## **Special Thanks to All Conference Sponsors and Collaborators**

**Alabama State Department of Education  
Alabama Department of Rehabilitation Services  
People First of Alabama  
Auburn University at Montgomery Center for Disability Services  
Learning Disabilities Association of Alabama  
Robin Granik, AFLAC  
Vaughn Park Church of Christ  
Alabama Postsecondary Alliance for Intellectual Disabilities  
Blue Ridge Mountain Water**

Conference Handouts available at:  
<http://alabamaparentcenter.com/resources/handouts.php>

A video recording of this conference will be available on the **APEC Training** Facebook Group.

**Join Now**



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PO Box 118  
Wetumpka, AL 36092  
Phone 335-567-2252, Toll Free 866-532-7660  
[www.alabamaparentcenter.com](http://www.alabamaparentcenter.com)



Alabama Parent Education Center



If you are a parent living outside of the Montgomery area and can't make it to our June 1<sup>st</sup> Conference, join us live on Facebook. Here's 2 ways for you do it:

1 - Log onto Facebook



2 - Search for Alabama Parent Education Center and LIKE our page



3 - Scroll down our Home Page or go to Posts

4 - Click Join Group button for our APEC Training group



Answer 3 Questions and Get Ready to Train!

1 - Log into Facebook

2 - In search bar type: APEC Training



3 - Click the "search instead for APEC Training"



4 - Select APEC Training

5 - Click Join Group



Answer 3 Questions and Get Ready to Train!

# LIFE COURSE TOOLS

TOOLS FOR BETTER OUTCOMES



## Using the Life Course Tools

The Community of Practice is more than a toolset, it is a mindset.

The Mindset Is:



**“A win for one is a win for all!”**

*Sometimes we find treasures that are so valuable, they deserve to be shared!*

**This is  
one of  
those  
treasures!**





## The STAR marks the spot!

You'll get there! If you follow the map charted out in these life course tools, you will:

- Be able to see a more clear path to success.
- Achieve your goals more frequently by realizing you have more goals and avoid the pitfalls which distract from reaching your goals.
- Reach "Meta-Cognition"...the ability to think about what you think about. (Awareness & Intentionality)

Let's work the One Page Profile Together and take the it home to work on with our family. \*See Handouts



Anything fits in the STAR!

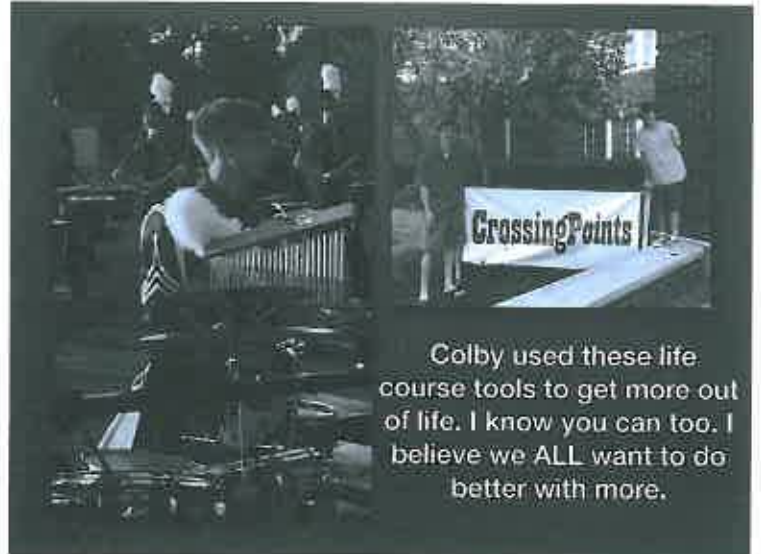
You can make the star personal and put yourself in the star... or you can make it professional and put a lesson, project, or program goal in the star! Almost anything goes! Remember to divide each section in half with a "have" and a "need" in each.

## How, Where, & When for Educators?

- Use these tools in a student led conference.
- Use these tools in PD training for staff.
- Use these tools when students move on from one grade to the next.
- Use these tools before moving from one life stage to the next.
- Use these tools in IEP meetings and exit plans.
- Use these tools to help chart out better outcomes when you are facing a challenging situation.
- Use these tools collectively in class projects for full participation.

## Why?

To stay on the right  
path to OUR  
success!



Colby used these life  
course tools to get more out  
of life. I know you can too. I  
believe we ALL want to do  
better with more.

"Alone we can do so little. Together we can do  
so much!"

-HELEN KELLER

Please go to [inclusive.schools.org](http://inclusive.schools.org) and invite your  
school to participate next year! Have your students  
give the school admin and teachers more tips on how  
to be a more INCLUSIVE SCHOOL. Let your student  
present the info in school and invite ALL staff to  
attend. It's always the 1st week of December!



**STAND UP**  
FOR  
**INCLUSION**

INCLUSIVE SCHOOL WEEK  
DECEMBER 4 - 8, 2012

Thank you Governor Ivey!



PEOPLE  
FIRST



Thank You PEOPLE FIRST of ALABAMA!

Thank You APEC and Caring Staff!



Using these LifeCourse Tools is a gift... a treasure chest of HOPE!  
It has been the difference maker that has allowed our family to help providers, schools, & healthcare systems understand that we want them to work "with" us rather than "for" us.

Expect More



Go to <http://www.lifecoursetools.com> to learn more.



### 3 BIG CHANGES IN PUBLIC EDUCATION TOWARD INCLUSION

- In 2014, WIOA told schools and A D R S to have higher standards about working for students like me. Go to <http://www.rehab.alabama.gov/individuals-and-families/vocational-rehabilitation-service-general/transition-service> to learn more. Please know the 5 Required Activities and that our schools have decided to start Pre-ETS by age 14.
- In the school year 2017/2018 our diploma system changed. Everyone can get a REAL diploma now, not just a certificate of attendance.
- In January of 2016, a federal court ruled in favor of raising the bar for students like me. ALL of the judges agreed that we must do more in our schools than just the bare minimum and that we must work together to achieve higher standards. The name of this ruling is known as "a minimum denied" or the ENDREW case.

## The 5 Required Pre-ETS Activities in WIOA

1. Job Exploration Counseling
2. Work Based Learning Experiences
3. Counseling on what happens when the bus stops
4. Workplace readiness training
5. Instruction on self advocacy

### A recognized diploma means accountability for us all.

- Go to <https://www.alsde.edu/sec/ses/Forms/Summary%20of%20Academic%20Achievement%20and%20Functional%20Performance%20Sample17.pdf#search=SAAFP> to learn more.
- I need to participate in my IEP's and my exit plan, and you can too!
- We can practice the updated SAAPP together in my junior year before we submit it.

### A win for one is a win for all!

Advocates for children with disabilities say this case will help millions of students. For the 2013-14 school year, 6.5 million students—or 13 percent of the public-school population—received an Individual Education Plan (IEP). The court's decision increases the education expectations for children with disabilities and requires schools to consider each child's individual strengths and weaknesses when writing an IEP; schools can no longer provide a "one-size-fits-all" IEP. Gary Meyerson, a civil rights lawyer in New York City and a board member of Autism Speaks, explained in an interview, "Clearly this is the most monumental IDEA case decided by the high court in over 30 years," he said.

### LET'S DO THIS!

- These tools can help anyone at any age accomplish their goals. These tools are for everyone!
- Students need you to give them these tools!
- On May 10th & 11th, you can practice using these tools. A free training is happening in Montgomery and it is supported by our ALSDE.
- If you can't go to the training, you can watch the video training online.



**EXPECT MORE!**

Go to <https://thinkcollege.net> to learn more!

Go to: [www.lifecoursetools.com](http://www.lifecoursetools.com)

**FRNOhio.org (Family Resource Network)**  
to find resources that have been rated by  
families to decide whether or not a  
resource was helpful.

\*FBLive your experience with the  
lifecoursetools and use #familytalk

ALABAMA DEPARTMENT OF REHABILITATION SERVICES • DIVISION OF VOCATIONAL REHABILITATION SERVICE



**ALABAMA DEPARTMENT OF REHABILITATION SERVICES**

*For Alabama's children and adults with disabilities*

**Tina Dortch, M.A.**  
***State Office Administrator***

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**Workforce Innovation and  
Opportunity Act**

and

**Pre-Employment Transition Services**

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## SESSION OBJECTIVES

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- Understand Workforce Innovation and Opportunity Act (WIOA) and what the five Pre-Employment Transition Services are.
- Identify who is a student with a disability as it pertains to WIOA and Pre-ETS.
- Be familiar with how ADRS is making Pre-ETS available in the state.

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## WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA)

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- Places the strongest emphasis to date on serving students and youth with disabilities. The underlying assumption in the law is that students with disabilities will obtain competitive integrated employment or postsecondary education.
- Expands focus on how the workforce system will establish work based learning experiences and to identify competitive integrated employment opportunities in the job driven workforce.
- Places a greater focus on VR's collaboration with employers. Focus on in-demand occupations and STEM (Science, Technology, Engineering and Math) careers.
- Emphasizes coordination and collaboration with all partners.
- Mandated 15% of the federal allotment be set aside for the provision of Pre-Employment Transition Services to Students with Disabilities.

## **PRE-EMPLOYMENT TRANSITION SERVICES**

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- Are the only activities that can be paid for using the mandated 15% set aside.
- Must be made available statewide to all students with disabilities who are eligible for or Potentially eligible for VR services.
- The provision of the five required services must be provided based on individual needs of the student. Therefore, each student may not receive all five required activities.
- May begin once a student requests or is recommended for one or more pre-employment transition service and documentation of a disability is provided to the VR agency.
- Can be provided in a Group or Individual setting in the classroom, community or employment site.
- Must be provided or arranged in collaboration with LEAs.

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## **PRE-EMPLOYMENT TRANSITION SERVICES**

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- Provided to whom?
  - Student with a disability:
    - An individual with a disability in a secondary, postsecondary, or other recognized education program who:
      - 9th grade or age 16;
      - Is not older than 21 years of age;
      - and
      - Is eligible for, and receiving, special education or related services under Part B of the Individuals with Disabilities Education Act; or
      - Is a student who is an individual with a disability, for purposes of section 504.
    - Eligible for or Potentially Eligible for VR services

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## POTENTIALLY ELIGIBLE

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- Pre-Employment Transition Services must be made available to all students with disabilities regardless of whether they have applied or been determined eligible for VR services.
- Most students who are potentially eligible will be receiving Pre-Employment Transition services in a group setting.
- If that student needs more intensive Pre-Employment Transition services, he/she would need to complete an application and be determined eligible for VR services.

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## JOB EXPLORATION COUNSELING

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- Provided in school or community setting
- Intended to foster motivation, consideration of opportunities and informed decision making.

### Examples:

- Discussion of in demand occupations, labor market information, interest inventories and career pathways;
- Conducting informational interviews;
- Participating in job shadowing, volunteering, workplace tours

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## **WORK BASED LEARNING EXPERIENCES**

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- May include in school or after school opportunities, or experiences outside the traditional school setting (including internships), that is provided in an integrated environment to the maximum extent possible.
- These opportunities are meant to engage, motivate and augment the learning process.
- Must be provided in an integrated setting in the community to the maximum extent possible. VR agencies are to exhaust all opportunities for work based learning experiences in integrated settings before placing an individual in a non-integrated setting

### **Examples:**

- Researching employers in the community;
- Worksite tours, job shadowing, paid/unpaid internships, apprenticeships, on the job training in the community

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## **Counseling on Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Educational Programs**

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- Discussing career options, types of academic & occupational training;
- Identify interests, learning styles, technology needs, accommodations
- Assistance with college applications & admission process, financial aid options;
- Accessing disability support services;
- Touring Community Colleges, Universities, Trade/Technical Schools

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## WORKPLACE READINESS TRAINING

- To develop Social Skills and Independent Living Skills, those “soft skills” that employers seek from employees.

### Examples:

- Communication/interpersonal skills
- Job seeking skills
- Positive Attitude/Teamwork
- Decision Making
- Appropriate Hygiene/Dress
- Accessing Community Services and Supports
- Financial literacy
- Employer expectations
- Conflict Resolution
- Body Language



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## INSTRUCTION ON SELF ADVOCACY

- May include Peer Mentoring

### Examples:

- Understanding Disability and Rights/Responsibilities
- Request/utilize accommodations
- Decision Making
- Goal Setting
- Self Determination
- Attending Youth Leadership Forum

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## **AUTHORIZED PRE-EMPLOYMENT TRANSITION SERVICES**

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- implement effective strategies that increase independent living and inclusion in their communities and competitive integrated workplaces;
- develop and improve strategies for individuals with intellectual and significant disabilities to live independently, participate in postsecondary education experiences, and obtain and retain competitive integrated employment;
- provide training to vocational rehabilitation counselors, school transition staff, and others supporting students with disabilities;
- disseminate information on innovative, effective, and efficient approaches to implement pre-employment transition services;

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## **AUTHORIZED SERVICES (CONT.)**

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- coordinate activities with transition services provided by local educational agencies under IDEA;
- apply evidence-based findings to improve policy, procedure, practice, and the preparation of personnel;
- develop model transition demonstration projects;
- establish or support multistate or regional partnerships that involve States, local educational agencies, designated State units, developmental disability agencies, private businesses, or others; and
- disseminate information and strategies to improve the transition to postsecondary activities of those who are traditionally unserved.

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## PRE-EMPLOYMENT TRANSITION COORDINATION

- Attending individualized education program meetings for students with disabilities, when invited;
- Working with the local workforce development boards, one-stop centers, and employers to develop work opportunities for students with disabilities, including internships, summer employment and other employment opportunities available throughout the school year, and apprenticeships;
- Working with schools, including those carrying out activities under section 614(d) of the IDEA, to coordinate and ensure the provision of pre-employment transition services;
- When invited, attending person-centered planning meetings for individuals receiving services under title XIX of the Social Security Act

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## PRE-EMPLOYMENT TRANSITION PROGRAMS

### Jointly Funded Pre-Employment Transition Specialist

- ADRS continues to seek these contracts for the provision of Pre - ETS services – Co-Funded between the LEA (25%) and Vocational Rehabilitation (75%).
- Full time contracts (work 40 hours/week, but can be 9, 10 or 12 month contracts).
- Provide services not typically or customarily provided by the LEA.
- Works with students with disabilities who are:
  - 9<sup>th</sup> grade or age 16 – 21
  - eligible for or potentially eligible for VR services
  - exiting with the Alabama High School Diploma, not enrolled in Career Technical Education, and
  - following the Essential Life Skills Pathway for services not typically or customarily provided by the LEA.
- These Pre-ETS Specialists can assist with paid/unpaid work learning experiences in the communities, career fairs, work site tours, exploration of in demand jobs and labor market composition, visits to post secondary settings.

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## PROJECT SEARCH

Project SEARCH is an exiting year transition program, with the goal of employment. The following school systems, partner with VR for staffing, and an employer for training:

- Mobile County (2): Infirmary Health & Providence,
- Baldwin County: Thomas Hospital
- Montgomery County: Baptist South Hospital
- Shelby County: Shelby Baptist
- Tuscaloosa County: VA Medical Center
- Birmingham City: UAB Health
- Etowah County (now Adult Education): Gadsden Regional
- Marshall County-Marshall Medical Centers
- Huntsville City: Huntsville Hospital
- Calhoun County: Regional Medical Center (new)

Employment rate for these SEARCH sites is around 70%.

The school system funds the teacher, and VR funds the onsite instructors who teach transferable work skills to the students. Students participate in up to 3 ten week internships prior to employment.

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## ENGAGE ALABAMA APP

- Improve the student's knowledge of transition services;
- Assist the student in identifying and utilizing strategies to improve transition services;
- Increase the student's capability to better advocate for transition service through the student led IEP process.



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# Engage Alabama

- This app will help you create a Transition Plan
- It was designed for students with Individualized Education Programs (IEPs), but anyone can use it.
- During the IEP Year in which you turn 16 (or earlier if appropriate), or entering 9th grade, the Transition Plan becomes a part of your IEP
- Your Transition Plan is your roadmap for the future

Instructions

Start a Transition Plan

Frequently Asked Questions



## Page 2 of 15

Right now I am:

13, 14 or 15 years old

16 years old or older

I am in:

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

12th+ grade

Start Over Next



I attend my IEP Meetings

Yes

*Good. This app will produce a written report detailing your interests, preferences, needs and strengths and will be discussed in your IEP meeting to develop appropriate transition goals and services to meet your individual needs.*

No

Not sure

I participate and share ideas in my IEP meetings?

Yes

No

*That's too bad. It is important that you attend and participate in your IEP meeting to discuss your future. If you don't, your IEP team won't know what your plans are after high school.*

Previous Next

I may need help in the following areas to prepare for my future education or job training (choose all that apply):

- My classroom accommodations/modification needs
- Disability rights and how they change for college and jobs
- High school class selection
- Assistive technology needs for classes
- Learning and study skills support
- High school classes to earn college credit
- College tours
- Getting paperwork needed to meet with college disability services
- My formal test accommodations and review of results
- Prepare for entrance exams
- Support with applying for financial aid
- Accessing college options while in high school
- Talking to my teachers about my disability
- Learning more about my strengths and becoming self-aware
- Leading and being involved in my IEP
- Finding out how I learn best

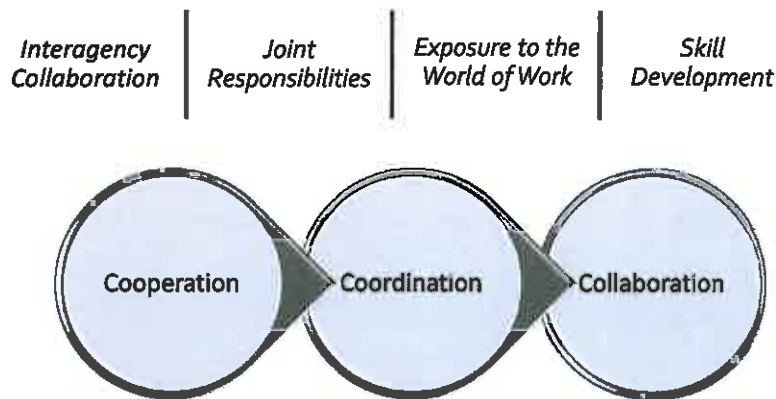
## TRANSITION UNLIMITED INITIATIVE

- **The Process**
  - Pre-ETS Collaboration Survey (Pre/Post)
  - 30 Action Plan Meetings
  - Serving over 360 public high schools
- Action Plan Development & Progress Monitoring
- Ongoing Technical Assistance
- Cumulative Action Plan Meeting Program Evaluation



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## Building Capacity and Connecting Services to Implement Pre-Employment Transition Services



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# TEAM BUILDING

*Transition Unlimited*

- 🏠 HOME
- ★ ABOUT TRANSITION UNLIMITED
- 📅 AGENDA
- 🔍 VIEW ACTION PLAN TEAM
- 🔍 CREATE/EDIT PLAN
- 🔍 VIEW ACTION PLAN
- ✔️ PROGRESS MONITORING
- 📊 MONITORING STATUS
- 🚪 LOGOUT

## WELCOME TO TRANSITION UNLIMITED

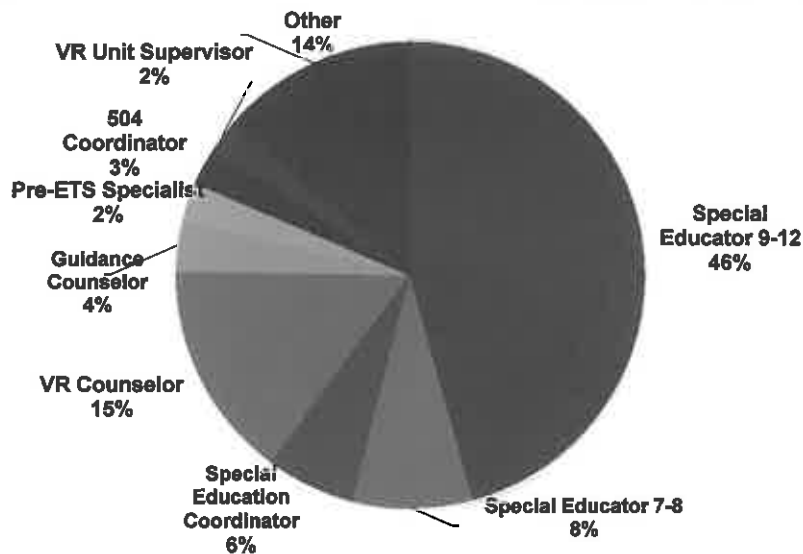
Hi, Courtney Dotson from Unit 99 - ATLI, welcome to Transition Unlimited. You have created a team for 0 out of 4 school(s) in which you serve. Please click the links on the left sidebar to CREATE, EDIT, or VIEW your team(s) or action plan(s).

Unit	First Name	Last Name	School Name	Team Already Built?
99 - ATLI	Courtney	Dotson	99 - Test High School for CD 1	Yes
99 - ATLI	Courtney	Dotson	99 - Test High School for CD 2	Yes
99 - ATLI	Courtney	Dotson	99 - Test High School for CD 3	Yes
99 - ATLI	Courtney	Dotson	99 - Test High School for CD 4	No



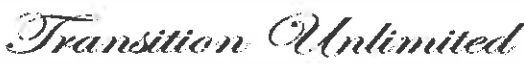
## Summary of Participants' Roles

n=741 • 579 Evaluations Completed • 78% Return Rate





# CREATING AN ACTION PLAN




- HOME
- ABOUT TRANSITION
- UNLIMITED
- AGENDA
- VIEW ACTION PLAN TEAM
- CREATE/EDIT PLAN
- VIEW ACTION PLAN
- PROGRESS MONITORING
- MONITORING STATUS
- LOGOUT

## CREATE PLAN

Please select a goal to create your plan:

- Goal 1: Job exploration counseling
- Goal 2: Work-based learning experiences
- Goal 3: Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education
- Goal 4: Workplace readiness training to develop social skills and independent living
- Goal 5: Instruction in self-advocacy


[CREATE PLAN](#)



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## CREATING AN ACTION PLAN

- Up to 6 objectives
- Must have at least 1 objective per goal



The screenshot shows the 'CREATE PLAN' interface with a selected goal: 'Goal 4: Workplace readiness training to develop social skills and independent living'. Below the goal, there are six objectives listed in a grid:

- 1001: Job exploration counseling
- 1002: Work-based learning experiences
- 1003: Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education
- 1004: Workplace readiness training to develop social skills and independent living
- 1005: Instruction in self-advocacy
- 1006: Job exploration counseling

The interface also includes a sidebar with navigation options and a bottom bar with 'STUDENT PROFILE' and 'ADD OBJECTIVE' buttons.

## PROGRESS MONITORING & AFTER MEETING

*Transition Unlimited*

### PROGRESS MONITORING

**First Quarter** = October, November, December  
**Second Quarter** = January, February, March  
**Third Quarter** = April, May, June  
**Fourth Quarter** = July, August, September

**3 = Goal Met**  
**2 = Adequate progress made toward meeting goal**  
**1 = Some progress made toward meeting goal**  
**0 = No progress made toward meeting goal**

2017 - 2018 PRIORITY GOALS & ACTIVITIES	FIRST QUARTER					SECOND QUARTER					THIRD QUARTER					FOURTH QUARTER				
	3	2	1	0	N/A	3	2	1	0	N/A	3	2	1	0	N/A	3	2	1	0	N/A
<b>PRIORITY GOAL 1: Job exploration counseling</b> 1.1 test Comments:																				

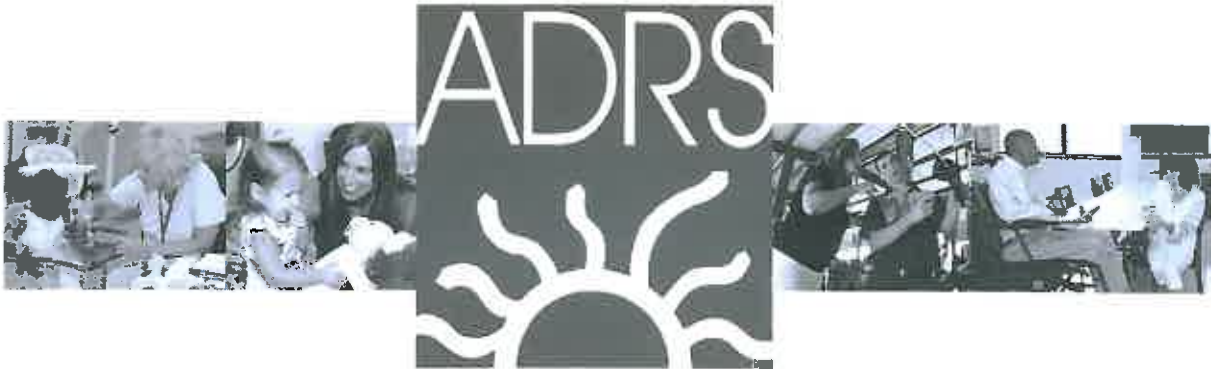
← GO BACK      SUBMIT MONITORING RESULTS

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# QUESTIONS?

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**ALABAMA DEPARTMENT OF REHABILITATION SERVICES**

*For Alabama's children and adults with disabilities*

*Thank You!*

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# 2018 Engage Alabama Transition Conference

## Transition Updates

### Transition Landing Page

Every Child a Graduate, Every Graduate Prepared

Transition Services

Alabama's Transition Center

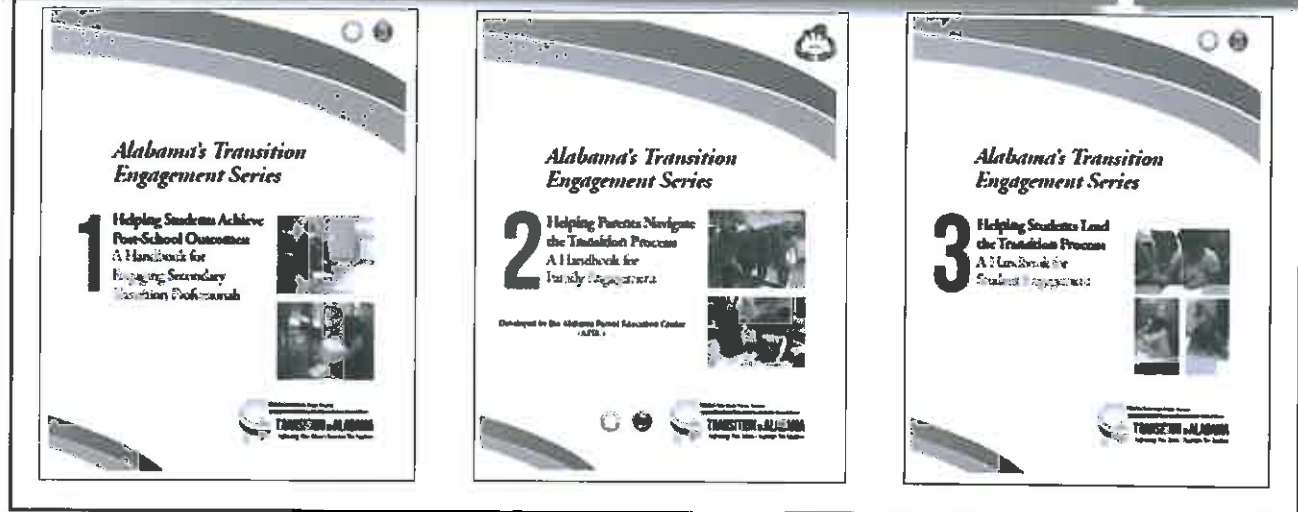
NTACT

Alabama Parent Education Center

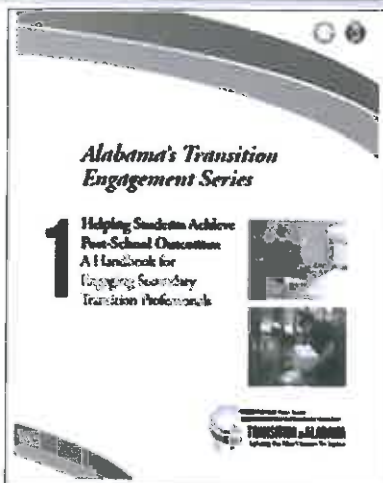
ENGAGE ALABAMA

<http://www.alsde.edu/sec/ses/ts/Pages/tshome.aspx>

## Alabama's Transition Engagement Series



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



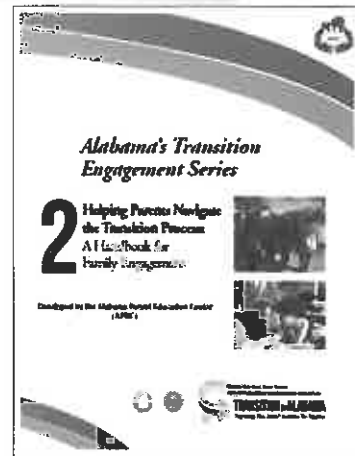
The Professionals Handbook is designed for special education teachers and other professional staff involved in the transition process. The Handbook takes professionals through the process of planning, preparing, writing, and implementing a transition IEP. It also discussed other information relevant to the transition process for students with disabilities.

<http://www.alsde.edu/sec/ses/ts/Resources/Engagement%20Series%20Handbook%201Completed%20with%20page%20numbers.pdf>

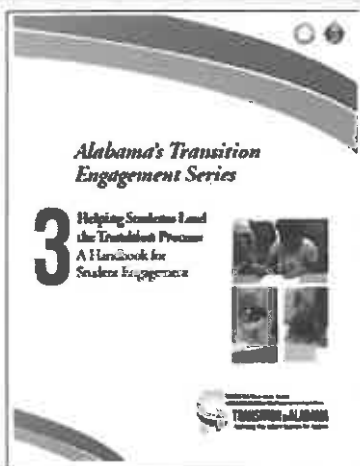
## 2: Helping Parents Navigate the Transition Process - A Handbook for Family Engagement

The parents' handbook is designed for parents and families to explain and discuss the transition process. Written by the Alabama Parent Education Center (APEC) in conjunction with the Alabama State Department of Education, Special Education Services Section (ALSDE/SES), the handbook is designed with family-friendly language and contains needed information to help families engage in the transition process in a knowledgeable manner. The handbook should be provided to parents of 8<sup>th</sup> grade students at the spring IEP meeting.

<http://www.alsde.edu/sec/ses/ts/Resources/Parent%20Transition%20Manual%20with%20Cover.pdf>



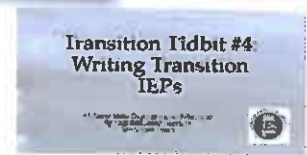
## 3: Helping Students Lead the Transition Process - A Handbook for Student Engagement



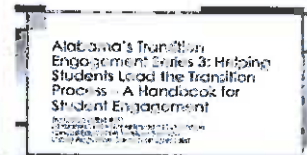
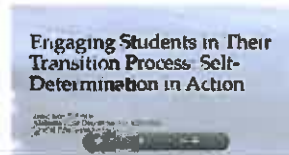
This handbook is designed especially for students and written in student-friendly language. The handbook explains the transition process and contains tools for the student to use throughout his or her high school years. It is designed to help the student develop self-determination and self-advocacy skills needed for successful adult life, and can be a tool used when teaching these skills. It should be provided and explained to students at the first IEP meeting involving transition.

<http://www.alsde.edu/sec/ses/ts/Resources/Alabama%20Transition%20Engagement%20Series%203%20Helping%20Students%20Lead%20the%20Transition%20Process.pdf>

# Transition Tidbits



<http://www.alsde.edu/sec/ses/ts/Pages/resources-all.aspx?navtext=Resources>



# EngageAL Transition App



**ENGAGEAL** Engage Alabama Transition App for Youth with Disabilities

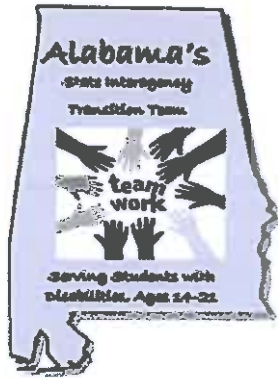
Students with disabilities need to have a voice in the Individualized Education Program (IEP) transition planning process for their life after high school. This free app helps students and families have that voice by creating a transition plan that addresses their strengths, preferences, interests and needs. The plan can be used as a tool or guide for discussion at the student's IEP meeting. You can find information about the app on the ALSDE Transition Landing page, including how to access the app on the internet or by downloading from an app store.

The link is <http://www.alsde.edu/sec/ses/ts/Pages/engage-all.aspx>

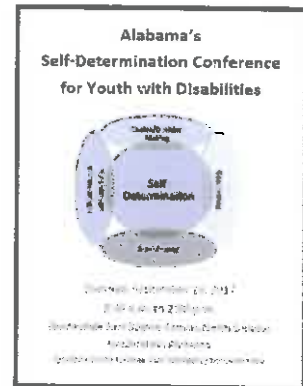
Developed in collaboration between:

<http://www.alsde.edu/sec/ses/ts/Pages/engage-all.aspx>


## Self-Determination Conferences for Youth with Disabilities




- First conference held on September 19, 2017, in Gardendale
- Over 200+ students, parents and agency staff attended
- Three additional conferences planned for 2018-2019










## THE ENGAGEAL TRANSITION APP



ALABAMA STATE DEPARTMENT OF EDUCATION  
 SPECIAL EDUCATION SERVICES  
 MRS. CINDY AUGUSTINE, EDUCATION SPECIALIST

## WHAT IS THE ENGAGEAL TRANSITION APP?

The EngageAL Transition app, a joint project of the agencies shown to the right, is a free app that helps students and families have a voice in the Individualized Education Program (IEP) transition planning process by creating a transition plan that addresses each student's strengths, preferences, interests, and needs. The plan can be used as a tool or guide for discussion at the student's IEP Team meeting. The app can be used as one of the required age-appropriate transition assessments needed to develop the IEP.



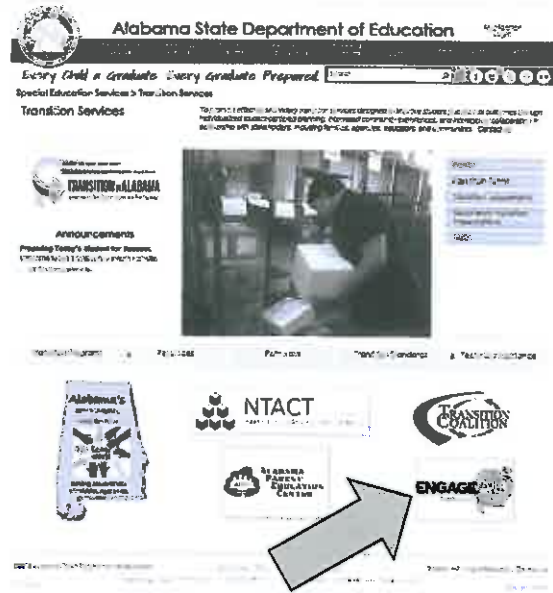
ALABAMA  
COUNCIL ON  
 DEVELOPMENTAL DISABILITIES

ALABAMA DISABILITIES  
**AD**  
**AP**  
 ADVOCACY PROGRAM

To find information on the EngageAL Transition app, please following the following:

1. Go to [www.alsde.edu](http://www.alsde.edu).
2. On the blue menu under Alabama State Department of Education, hover over the Support Systems and drop straight down to click on Special Education Services.
3. On the Special Education Services landing page, scroll down until you see the Transition in Alabama logo. Click on this logo to take you to the Transition Services landing page.
4. Once on the Transition Services landing page, scroll down to the bottom of the page and you will see the EngageAL Transition logo. Click on this logo and it will take you to a page for the app.



### Information Currently Posted Under Links to EngageAL Transition App


Alabama State Department of Education

Every Child a Graduate. Every Graduate Prepared

Special Education Services > Transition Services > ENGAGE AL: Links to Engage AL Transition App

Links to Engage AL Transition App		
Title	Description	Modified
Google Play Store Link for EngageAL Transition App	This link directs you to the EngageAL transition app in the Google Play store. It's a free app.	3/23/2018
Web Link for EngageAL Transition App	This document contains the link for the EngageAL Transition App. This app may be linked through any device's Web browser.	2/14/2018
iTunes Store Link for EngageAL Transition App	This document contains the link for the EngageAL Transition App in the iTunes Store.	3/20/2018

## Information Currently Posted Under EngageAL Transition Information



### Alabama State Department of Education

Department Offices | Learning & Practice | Support Systems | Education Professionals | Schools & Systems | Data Center | Communications | Calendar

Application Login

Every Child a Graduate. Every Graduate Prepared

Special Education Services > Transition Services > ENGAGE AL: Engage AL Transition Information


Links to Engage AL Transition App

Engage AL Transition Information

Resources for Teachers

Title	Description	Modified
<p><b>Frequently Asked Questions about the EngageAL Transition App</b></p> <p><b>My Transition Plan Template</b></p>	<p>This document contains answers to frequently asked questions related to the EngageAL Transition App.</p> <p>This PowerPoint template is designed to be used in conjunction with the EngageAL Transition App. Students can use the information generated in the Transition Plan to complete the PowerPoint. The PowerPoint can be used as a self-advocacy tool for participating in the IEP meeting.</p>	<p>3/29/2018</p> <p>10/20/2017</p>
<p><b>Publicly Posted for EngageAL Transition App</b></p> <p><b>Tips for Using the EngageAL Transition App</b></p>	<p>A poster to be used for publicizing the Engage Alabama Transition App. Four posters per page.</p> <p>A one-page document containing tips for using the EngageAL Transition App.</p>	<p>12/14/2017</p> <p>3/20/2018</p>

## Information Currently Posted Under Resources for Teachers



### Alabama State Department of Education

Department Offices | Learning & Practice | Support Systems | Education Professionals | Schools & Systems | Data Center | Communications | Calendar

Application Login

Every Child a Graduate. Every Graduate Prepared

Special Education Services > Transition Services > ENGAGE AL: Resources for Teachers

Links to Engage AL Transition App

Engage AL Transition Information

Resources for Teachers

Title	Description	Modified
<p><b>EngageAL Transition App Paper Version</b></p> <p><b>Tips for Using the EngageAL Transition App</b></p>	<p>The paper version of the EngageAL Transition App can be used when internet access is not available, or the app needs to be completed over several sessions. The information from the paper version can then be entered into the actual app at a later date to generate the Transition Plan.</p> <p>A one-page document containing tips for using the EngageAL Transition App.</p>	<p>3/29/2018</p> <p>3/20/2018</p>

LET'S EXPLORE THE APP...

From your Web browser, go to: [www.engageal.com](http://www.engageal.com)

ENGAGE AL Transition Engage Alabama

- This app will help you create a Transition Plan.
- It was designed for students with Individualized Education Programs (IEPs), but anyone can use it.
- During the IEP Year in which you turn 16 (or earlier if appropriate), or entering 9th grade, the Transition Plan becomes a part of your IEP.
- Your Transition Plan is your roadmap for the future.

Instructions

Start a Transition Plan

Frequently Asked Questions

ENGAGE AL Transition Page 2 of 15

Right now I am:

13, 14 or 15 years old

16 years old or older

I am in:

6th grade

7th grade

8th grade

9th grade

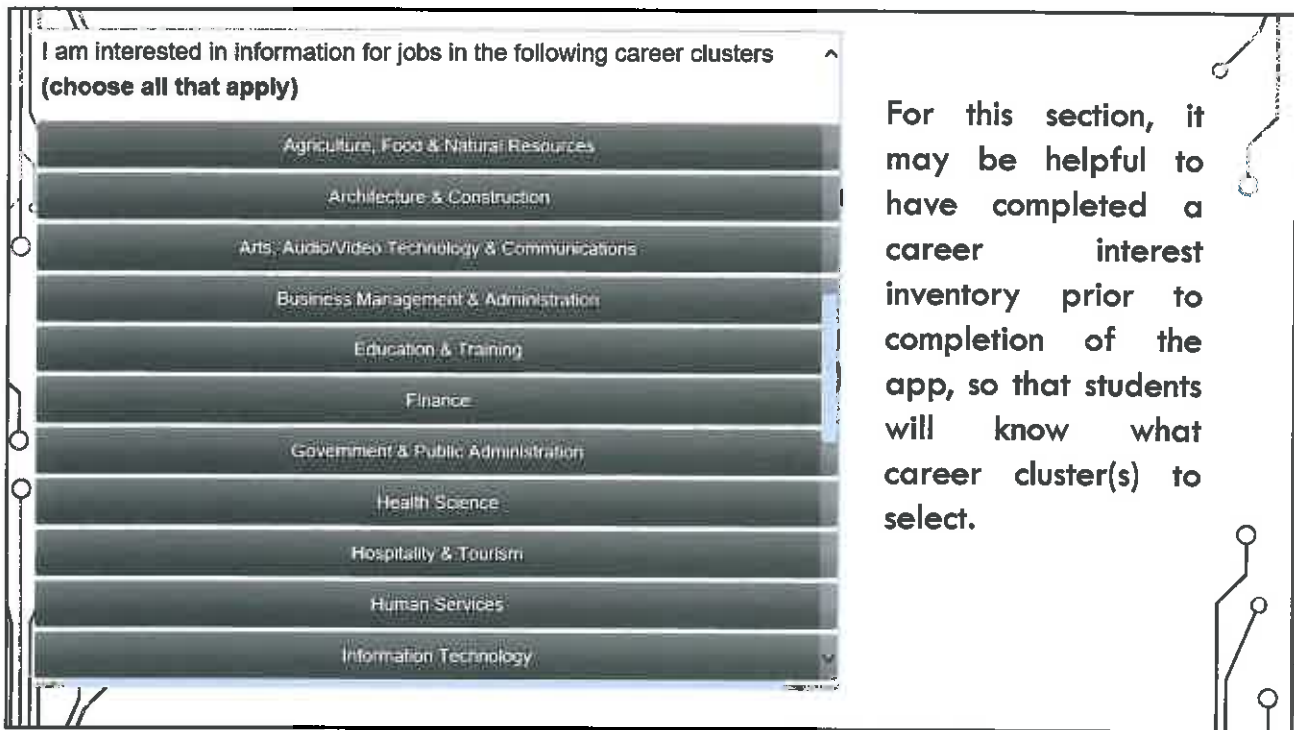
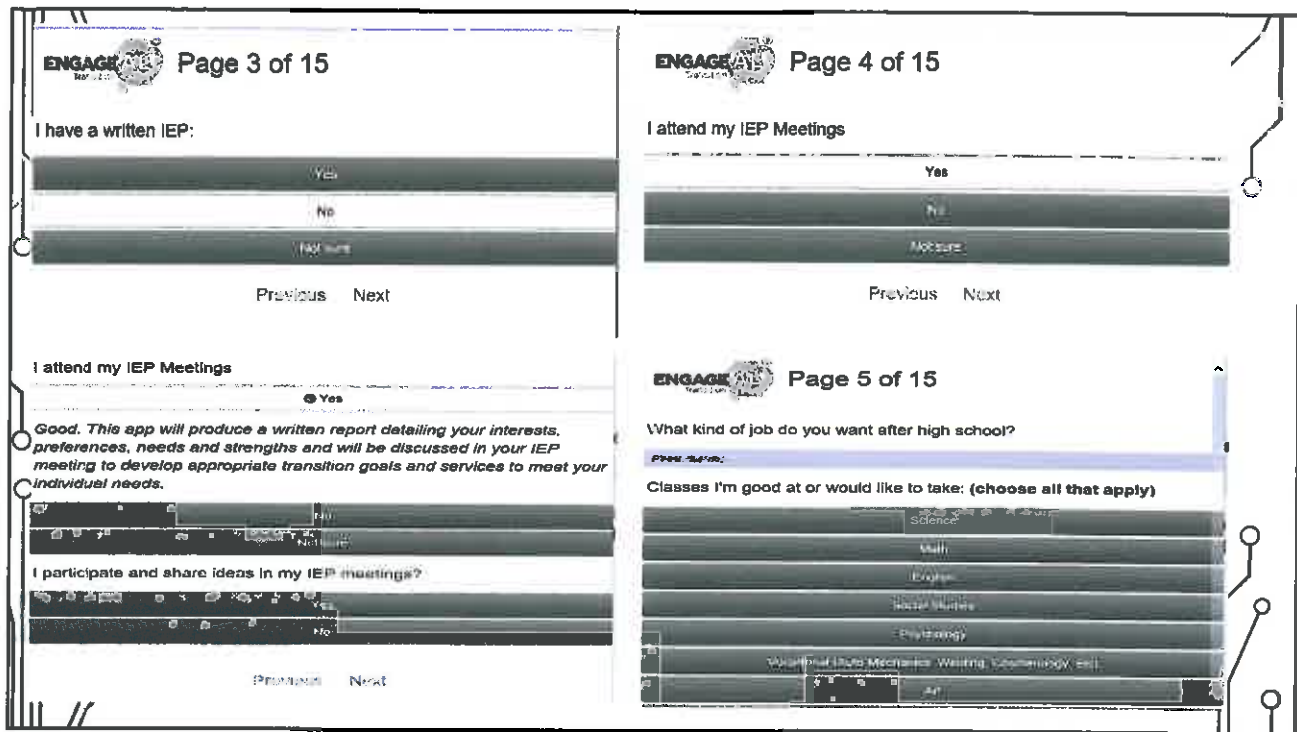
10th grade

11th grade

12th grade

12th+ grade

Start Over Next



**ENGAGE 21 Page 6 of 10**

After high school, I want to work (can select both)

Full time

Part time

Do you have concerns about working full-time?

Yes because I am concerned about my continued benefits

Yes for other reasons

No

Not sure

Skills I'm good at: (ex: organization, working with people, hands on learner, etc.)

Please describe

Previous Next

**ENGAGE 21 Page 6 of 10**

I want to continue my education or job training (choose all that apply):

Attending a technical/community college to earn an associate degree, diploma or certificate

Attending a 4-year college or university to earn an undergraduate degree

Attending a short-term certification program

Receiving on-the-job training (including apprenticeship)

Participating in a humanitarian program, e.g. Peace Corps, AmeriCorps, etc.

Enlisting in the military

Other

I want to study:

Field(s) or study

Previous Next

**ENGAGE 21 Page 7 of 15**

I may need help in the following areas to prepare for my future education or job training (choose all that apply):

My classroom accommodations/modification needs

Disability rights and how they change for college and jobs

High school class selection

Assistive technology needs for classes

Learning support

High school classes to earn college credit

College tours

My formal test accommodations and review of results

Prepare for entrance exams

**ENGAGE 21 Page 8 of 15**

I think I will need the following accommodations and/or modifications (choose all that apply):

Extended time for tests

Extended time for assignments

Taking tests in alternate environment

Braille options


Recorded textbooks and/or materials

Study skills support

Interpreter

Large print

Preferential seating

**ENGAGE**  Page 9 of 15


Due to my disability, I think I will need some help to be successful at a job:

Yes

No


Not sure

[Previous](#) [Next](#)

**ENGAGE**  Page 10 of 15

I need help with the following areas to prepare for work (choose all that apply):

- Career interest surveys
- Vocational classes
- Transition classes
- School to work classes
- Meet with Vocational Rehabilitation and/or complete referral
- Job applications
- Interviewing skills
- Career transition fair
- Understanding my benefits (Medicaid, Social Security, Waiver, etc)

**ENGAGE**  Page 11 of 15

I want help getting work experience by finding a job while in high school:

Yes

No

Not sure


Do you currently have a job?

Yes

No

List previous work experiences here (include chores and volunteer work):

[Previous](#) [Next](#)

**ENGAGE**  Page 12 of 15

After high school I want to (choose all that apply)

- Live in an apartment or house with a mortgage or rent
- Live in an apartment or house by myself
- Live in a dorm
- Live with my family
- Other

List any supports you need to live as independently as you would like?


[Previous](#) [Next](#)







## LET'S LOOK AT THE TRANSITION PLAN THE APP CREATES...




### How to Use the ENGAGE AL Transition Plan

*You can use this ENGAGE AL Transition Plan for a variety of subjects to prepare for your future success after high school.*





- Complete the app & have others use for your Transition Plan ready!
- Print and sign the app report to use for your transition plan. (teacher/teacher's assistance)
- Share this plan with your family and (if you are a teacher/teacher's assistance) with your students.
- Provide your teacher with the names of agencies you want to serve in your transition plan if you are a student.
- Attach your own (if you are a teacher/teacher's assistance) or your student's (if you are a student) to the plan to make it more personal.
- Change your mind! Use the app again. Print the plan, sign it, and share your new plan with your family and teacher.

This app is designed for the Alabama students and their parents/guardians. It is the student's responsibility to complete the app and print the plan. The app is not a substitute for the student's responsibility to complete the plan. The app is not a substitute for the student's responsibility to complete the plan. The app is not a substitute for the student's responsibility to complete the plan.




TRANSITION to ALABAMA

This app was developed with the support of the following agencies:

Transition Plan	Education	Career
<p><b>Transition Plan</b></p> <p><b>Name:</b> _____</p> <p><b>Address:</b> _____</p> <p><b>City/State/Zip:</b> _____</p> <p><b>Phone:</b> _____</p> <p><b>Parent/Guardian:</b> _____</p> <p><b>Teacher:</b> _____</p> <p><b>Student:</b> _____</p> <p><b>Class:</b> _____</p> <p><b>Subject:</b> _____</p> <p><b>Grade:</b> _____</p> <p><b>Year:</b> _____</p> <p><b>Month:</b> _____</p> <p><b>Day:</b> _____</p> <p><b>Time:</b> _____</p> <p><b>Signature:</b> _____</p> <p><b>Date:</b> _____</p>	<p><b>Education</b></p> <p><b>Postsecondary Institution:</b> _____</p> <p><b>Program:</b> _____</p> <p><b>Start Date:</b> _____</p> <p><b>End Date:</b> _____</p> <p><b>Cost:</b> _____</p> <p><b>Financial Aid:</b> _____</p> <p><b>Other Information:</b> _____</p>	<p><b>Career</b></p> <p><b>Industry:</b> _____</p> <p><b>Occupation:</b> _____</p> <p><b>Start Date:</b> _____</p> <p><b>End Date:</b> _____</p> <p><b>Cost:</b> _____</p> <p><b>Financial Aid:</b> _____</p> <p><b>Other Information:</b> _____</p>

## RESOURCES AVAILABLE WITH THE APP – PAPER VERSION



### EngageAL Transition App Questions

*This is a printable version of the app questions.*

1. **Right now, I am:**
  - 13-14 (15 years old)
  - 15 years old or older
2. **I am in:**
  - 9th grade
  - 10th grade
  - 11th grade
  - 12th grade
  - Other
3. **I have a college IDP:**
  - Yes
  - No
4. **I am not an IDP student:**
  - Yes
  - No
5. **I participate and share ideas on IDP meetings:**
  - Yes
  - No
6. **What kind of school do you want to attend? (Please describe) (This is a required field)**

\_\_\_\_\_

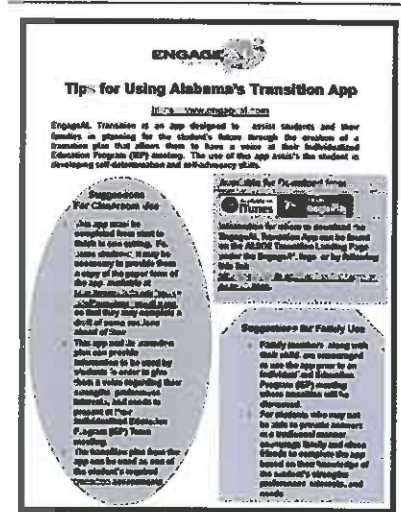
\_\_\_\_\_
7. **Classroom or field trip to visit (Please select all that apply):**
  - Science
  - Math
  - Business
  - Psychology
  - Vocational (Auto Mechanics, Welding, Cosmetology, etc.)
  - Art

Page 1

A paper version of the app is available under the Resources for Teachers tab. The paper version can be used for students who may have to complete the app in more than one sitting. All answers can be put into the paper version, and then someone can input the information at a later time into the app in order to generate the transition plan. The same method can be used for parents who do not have an internet connection at home or a smartphone to download the app.

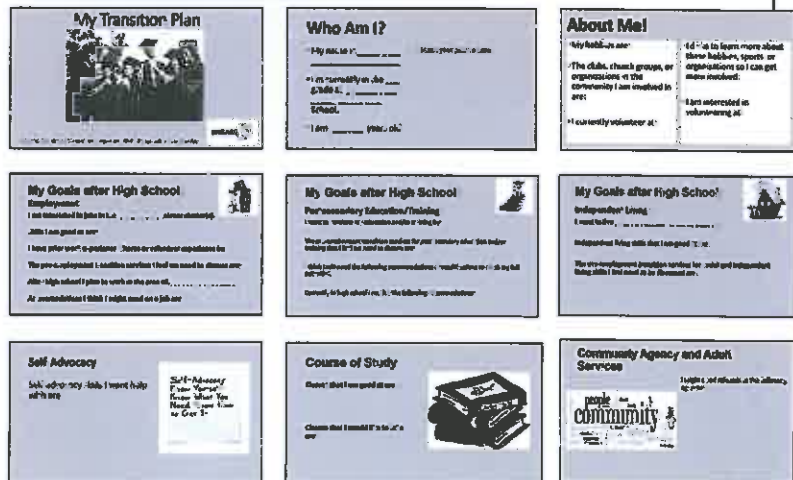
## RESOURCES AVAILABLE WITH THE APP – TIPS FOR USING ALABAMA'S TRANSITION APP

A one-page tip sheet is available under the Resources for Teachers tab. The document gives tips for classroom use as well as family use.



## RESOURCES AVAILABLE WITH THE APP – MY TRANSITION PLAN POWERPOINT TEMPLATE

A PowerPoint template has been developed that goes along with the transition plan generated by the app. A student can input information from his or her plan into the template and use the PowerPoint to present the information at his or her IEP Team meeting.



## RESOURCES AVAILABLE WITH THE APP – FREQUENTLY ASKED QUESTIONS RELATING TO TRANSITION



### Frequently Asked Questions

*The following are frequently asked questions.*

**Who is the EngageAL Transition app for? Who developed it?**

The EngageAL Transition app is intended to serve as a guide to Alabama students, family members, and educators during the transition planning process. It is based on the requirements of the Individuals with Disabilities Education Act (IDEA) – Part B and is intended for an Alabama student with a disability who may be turning 18 years old (either if appropriate, or entering 9th grade, or a family member of a transition age student). The EngageAL Transition app can help prepare for the Individualized Education Program (IEP) meeting where transition planning will be discussed. Individuals residing outside of Alabama may use the app, but the information included in other states may be different.

This app was designed, designed by the Disability Rights Center of Kansas, a non-profit organization. The app was adapted by staff from the Alabama State Department of Education, the Alabama Department of Rehabilitation Services, the Alabama Department of Vocational Rehabilitation, and the Alabama DeafBlind Advocacy Program, and designed to meet transition planning needs in Alabama.

**What is a transition plan within the IEP?**

A transition plan within the IEP is developed for students who will turn 18 (or earlier if appropriate) during the implementation time of the IEP or who will be entering the 9th grade year during that time. It can also be addressed earlier when appropriate. Several portions of the IEP address transition. These pages include the Present page, the Transition page, the Transition Assessment Goal page, and the Services page. On the present page of the IEP, the student's strengths, interests, preferences and needs are addressed. Also, any cross-appropriate transition assessment information is included. On the transition page of the IEP, the student's course of study, identified long-term goals are discussed based upon appropriate transition assessment scores for each of the three transition goal areas (Postsecondary Education/Training, Employment/Workforce/Community, and Community Independence). In addition, the anticipated date of completion and a pathway to the diploma are identified. On the assessment goal page of the IEP, the student's present level of academic achievement and functional performance is reported, and goals for the three areas of transition are written to address the student's needs, preferences, and interests. Reported activities for meeting each annual goal are also written. On the Services page of the IEP, the Special Education and Related Services needed for the student to achieve his or her goals are identified as they relate to transition. This transition plan is a legal part of the IEP and signed by the IEP Team, which includes the student and parent. For more information, see [www.alsde.edu](http://www.alsde.edu) at the link below:  
<http://www.alsde.edu/transition/2018-2019-IEP-Transition-FAQ>

A Frequently Asked Questions (FAQ) document is part of the app, and is also posted separately under the EngageAL Transition Information tab. The FAQs answer questions relating to special education and vocational rehabilitation.

## QUESTIONS OR COMMENTS?

Contact:

Alabama State Department of Education

- Cindy Augustine, Education Specialist  
[caugustine@alsde.edu](mailto:caugustine@alsde.edu)  
 334-242-8114
- Susan Goldthwaite, Education Specialist  
[sgoldthwaite@alsde.edu](mailto:sgoldthwaite@alsde.edu)  
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