Alabama Transition Standards

Academics/Training: Grades 9-12

Transition Target: Formulate and implement a plan to access and succeed in postsecondary education or training that will help one reach future career and life goals.

1 **State purposes of the major postsecondary education and/or training**

1 Evaluate the outcomes of at least three different types of postsecondary education or training related to personal career planning (e.g., skills, certificates or degrees, career choices, salaries, locations, colleagues). TS.AT12.1.A

2 Describe how postsecondary education or training impacts future career and life plans (e.g., skills certifications for work, skills needed to obtain and maintain employment, home management skills, community participation skills, recreation/leisure skills and opportunities). TS.AT11.1.A

3 Identify four or more ways in which postsecondary learning affects personal goals and status (e.g., wider social network and experiences, increased earnings and opportunities, preparation for career). TS.AT10.1.A

4 Identify at least one benefit of, or reason for, postsecondary education or training. TS.AT9.1.A

2 **Identify postsecondary education or training area(s) of interest, preference, and/or needs (e.g., arts-skilled, outdoor-skilled, technical-skilled, clerical-skilled occupations).**

1 Choose two postsecondary education or training areas of interest and/or need and apply these in subsequent decision-making around sources of post-school learning. TS.AT12.2.A

2 Assess and select three specific potential areas of interest, preference, and/or need within postsecondary education or training, as applied to future career plans. TS.AT11.2.A

3 Compare two or more broad potential areas of interest, preference, and/or need based on results of academic and transition assessments and experiences. TS.AT10.2.A

4 Identify at least one general area of interest, preference, and/or need related to postsecondary learning, based on results of academic and transition assessments and experiences. TS.AT9.2.A

3 **Identify sources for postsecondary education or training opportunities (e.g., community education, residential programs, vocational programs, workforce raining programs, apprenticeship programs, and certificate or degree programs t trade/technical schools, two-year colleges, and four-year colleges and niversities).**

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1. Choose two sources of postsecondary education or training opportunities and assess their benefits related to career and life plans. TS.AT12.3.A
2. Analyze five specific postsecondary education or training sources relevant to individual post-school goals and the positive and negative aspects of each. TS.AT11.3.A
3. Locate postsecondary education or training information needed to make choices (e.g., program visits, career fairs, college recruitment expos, visits to colleges and universities, online research). TS.AT10.3.A
4. Identify at least one source of postsecondary education or training opportunities, based on individual post-school goals. TS.AT9.3.A

4 **Identify application requirements for selected postsecondary education or training system(s) (e.g., forms, fees, financial aid or funding, selection or placement assessments, deadlines, community, and/or leadership activity requirements).**

1. Demonstrate the academic knowledge and skills required to pursue personal choice(s) of postsecondary education/training options (e.g., diploma, grade-point average, specific courses, work-based learning, entrance exam scores). TS.AT12.4.A
2. Assess abilities in relation to admissions requirements for selected postsecondary education or training system(s). TS.AT11.4.A
3. Summarize admission standards of five or more postsecondary education/training options relevant to individual post-school goals (e.g., high school exit documents, qualifying entrance scores, courses completed, grade-point average, skills attained). TS.AT10.4.A
4. Identify at least one admission application requirement for one or more selected postsecondary education/training source(s) linked to individual post-school goals. TS.AT9.4.A

5 **Demonstrate appropriate program application procedures for personal postsecondary education or training program choices (e.g., entrance exams and/or assessments, intake interviews, referral procedures, financial aid applications).**

1. Develop at least one complete application package for the postsecondary learning program(s) of choice. TS.AT12.5.A
2. Complete a mockup of at least one application procedure for postsecondary education or training. TS.AT11.5.A
3. Complete at least two grade-appropriate prerequisites (e.g., work-based learning or volunteer experiences, short essay, exam) for later admission to a postsecondary learning program of choice. TS.AT10.5.A
4. Identify general components of an application packet for postsecondary education or training program choice. TS.AT9.5.A

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Transition Target: Obtain adequate, appropriate support services and financial assistance to facilitate success in postsecondary education or training.

1. **Identify and manage eligibility and acceptance requirements for programs serving students with disabilities (e.g., referral process; eligibility criteria; assessment information; and/or school, medical, or other related records).**
   1. Complete and submit at least one application for a postsecondary support service program related to individual post-school goals. TS.AT12.1.B
   2. Confer with staff of one post-school support service program in order to determine eligibility and next steps. TS.AT11.1.B
   3. Identify eligibility criteria and application procedures for at least three postsecondary support service programs serving students with disabilities. TS.AT10.1.B
   4. Compare eligibility requirements for support services during Grades K-12 and during postsecondary training environments. TS.AT9.1.B

2. **State and appropriately request accommodations and/or other support needs for postsecondary education or training.**
   1. Advocate for oneself in arranging support or accommodations from one or more external service agencies (including higher education) under Section 504 and ADA guidelines. TS.AT12.2.B
   2. Research and locate three or more sources for support services in future setting(s) and learning program(s) (e.g., community service groups, student support services, study programs, academic support programs, and employment services). TS.AT11.2.B
   3. Describe personal range of needs and accommodations for learning, for at least three current or future learning environments, and demonstrate self-advocacy skills appropriate for requesting those supports. TS.AT10.2.B
   4. Identify and request at least one specific need or accommodation for secondary education. TS.AT9.2.B

3. **Develop strategies for postsecondary education or training completion (e.g., maintaining and updating disability documentation, learning and study strategies, organizational skills, and seeking and obtaining support).**
   1. Schedule and implement strategies for postsecondary education/training completion, monitor success, and revise individualized plan accordingly. TS.AT12.3.B
   2. Analyze three potential barriers for postsecondary education or training completion and develop a plan or schedule for the best package of strategies to address those barriers. TS.AT11.3.B
   3. Acquire and practice at least three strategies to support secondary learning that will also be useful at the postsecondary level. TS.AT10.3.B
   4. Identify at least one strategy for enhancing secondary learning that will also support postsecondary education/training completion (e.g., learning and studying strategies, organizational strategies, and self-advocacy strategies). TS.AT9.3.B

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4 **Identify sources for financial assistance (e.g., grants, scholarships, loans, waivers, wages, agency allotments, other support agencies).**

1 Develop a matrix with contact information that helps one prioritize the most likely sources of financial aid and/or income support. TS.AT12.4.B

2 Research and formulate requirements for sources of financial support. TS.AT11.4.B

3 Compare at least three sources of financial assistance relevant to individual postsecondary learning plans and future financial status. TS.AT10.4.B

4 Identify personal needs for, and at least one source of, financial assistance for a projected postsecondary learning program. TS.PET9.4.B

5 **Develop strategies for obtaining and maintaining financial assistance (e.g., application procedures; prerequisites or competitive tactics such as merit, community service, leadership or extracurricular activities; and lining up references).**

1 Formulate and implement a plan for seeking needed financial assistance from multiple sources based on analysis of their positive and negative aspects. TS.AT12.5.B

2 Complete Free Application for Federal Student Aid (FAFSA) and/or other fiscal reporting and application forms with assistance from family members and staff as needed. TS.AT11.5.B

3 Compare multiple strategies for obtaining financial assistance and identify which is/are most likely to be successful. TS.AT10.5.B

4 Identify at least one strategy for obtaining financial assistance. TS.AT9.5.B

Transition Target: Use technology tools and resources to support and/or supplement postsecondary education or training.

1 **Demonstrate the need for technology support in future learning environments.**

1 Arrange the most important technology supports for individual postsecondary learning environments prior to high school graduation. TS.AT12.1.C

2 Categorize the most relevant technology support choices based on analysis of individual learning needs relevant to future goals. TS.AT11.1.C

3 Describe at least three personally relevant situations in current or future learning environments in which technology support will be beneficial or essential for learning. TS.AT10.1.C

4 Identify at least one instance in which technology support would be beneficial. TS.AT9.1.C

2 **Recognize and use information technology tools and resources to access, manage, integrate, create, and share information within the postsecondary learning environment (e.g., multimedia technology such as Microsoft Powerpoint, HyperStudio, video, or animation; other digital and word processing tools such as highlighting, underlining, italicizing, color-coding, large print, tables, shapes, concept mapping tools/graphic organizers; spreadsheet and graphics programs; e-mail, texting, iPod or iPhone apps).**

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1. Implement the most effective information technologies to facilitate postsecondary learning in chosen settings and programs. TS.AT12.2.C
2. Compare the information technologies learned and assess their utility in future environments. TS.AT11.2.C
3. Learn and practice multiple information technologies to support and/or supplement secondary learning. TS.AT10.2.C
4. Identify at least two information technologies that support and/or supplement secondary learning. TS.AT9.2.C

3. **Use assistive technology tools and resources to support and/or supplement postsecondary learning (e.g., text-to-speech feature, alternative keyboard, voice recognition software, digital text, books on CD/DVD, mouse, trackball, other pointing devices, scaled models, tactile materials, manipulatives, videos with captioning or oral descriptions, Microsoft Accessibility Options such as StickyKeys, MouseKeys, FilterKeys).**
    1. Arrange the most effective assistive technologies to facilitate postsecondary learning in chosen settings and programs. TS.AT12.3.C
    2. Compare and contrast the assistive technologies learned and identify the ones most relevant to personal goals. TS.AT11.3.C
    3. Learn and practice at least two assistive technologies to support and/or supplement secondary learning. TS.AT10.3.C
    4. Identify at least one assistive technology to support and/or supplement secondary learning. TS.AT9.3.C

4. **Evaluate effectiveness of technology to support and/or supplement postsecondary learning.**
    1. Evaluate and modify the uses of information and assistive technologies as needed for future environments. TS.AT12.4.C
    2. Experiment with multiple assistive technologies and information technologies and appraise their overall utility in future learning environments. TS.AT11.4.C
    3. Describe times in which information and assistive technologies might be effective or ineffective in facilitating learning. TS.AT10.4.C
    4. Identify multiple information and assistive technologies as well as situations in which these might be beneficial. TS.AT9.4.C

5. **Identify and use information and/or assistive technologies to support personal management and career activities that are linked to postsecondary learning success.**
    1. Arrange the most effective learning technologies to facilitate future personal, social, community participation, or career development. TS.AT12.5.C
    2. Learn, practice, and compare/contrast at least three learning technologies applied to personal and/or career development in both current and future settings. TS.AT11.5.C

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3 Learn, practice, and analyze at least two learning technologies applied to personal, social, community participation, or career activities. TS.AT10.5.C

4 Identify personal needs for, and request, relevant technology supports in at least one personal, social, community participation, or career activity. TS.AT9.5.C