COLLEGE AND CAREER READINESS
ABLE PATHWAY PROGRAM
APPLICATION PACKET

ABLE PATHWAY PROGRAM ADMISSION WORKFLOW

ABLE Program Admission Process – Step by Step

Step 1: Submit Application

Applicants submit:

- Completed ABLE application
- Two (2) Adaptive Behavior Skills Checklists
- Psychological evaluation or IEP/504 Plan
- Official high school transcript
- Completed FERPA form

Step 2: Application Review

The ABLE Coordinator reviews all documents to determine preliminary eligibility and program fit.

Step 3: Interview

The applicant and parent/guardian attend an interview to discuss:

- Program expectations
- Student independence and readiness
- Goals related to employment or education

Step 4: Orientation (Conditional)

Applicants who meet initial criteria are invited to orientation.

Orientation includes:

- Review of program rules and expectations
- Completion of the TABE assessment

Step 5: Assessment Requirement

To be admitted into ABLE, applicants must be able to place in the E level on the TABE Assessment.

Step 6: Admission Decision

- Accepted: Student is scheduled into classes
- Deferred or Not Accepted: Family receives referrals to outside resources and written notification

Step 7: Follow-Up

Families receive:

- A phone call to discuss the decision
- A formal letter mailed to the home address

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Understanding the ABLE Program Admission Process

The ABLE Program is a transition program designed to support adults who would like to take the next step toward college or employment. The program helps participants strengthen academic skills, workplace readiness, and essential life skills needed for success beyond adult education. Because ABLE is focused on transition, applicants must demonstrate a basic level of readiness, including the ability to participate consistently, work toward personal goals, and actively prepare for postsecondary education or employment. Applicants should also have a clear desire to move forward into college, training, or the workforce and be willing to engage in the expectations of a structured transition program.

What Families Need to Know

- Applying to ABLE does not guarantee acceptance
- Decisions are made using **multiple sources of information**
- The process is designed to ensure students are placed where they can succeed

What Is Required for Admission

To be admitted, applicants must:

- Complete an application and interview
- Attend orientation
- Demonstrate readiness and the desire to participate in a structured academic environment

If a Student Is Deferred

If a student does not meet admission criteria:

- Families are contacted by phone
- A written letter is mailed to the home
- Referrals to outside resources are provided
- Placement may be reconsidered in the future if readiness improves

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Our Commitment to Families

We are committed to:

- Clear communication
- Fair and consistent decisions
- Supporting students and families, even if ABLE is not the best fit

Our goal is always to help students move forward in the **most appropriate and supportive way possible**.

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APPLICATION CHECKLIST

Please submit the following items:

- ☐ A Completed Application
- ☐ Two (2) Adaptive Behavior Skills Checklists (completed by professionals in sealed envelopes or sent via email to Terrie Bryant ABLE Lead Instructor of College & Career Readiness tabryant@randolph.edu, contact number 336-633-0009
- ☐ Official High School Transcript (must be in a sealed envelope)
- ☐ Copy of Psychological Evaluation (most current) and IEP or 504 Plan (if available in a sealed envelope)
- ☐ Completed FERPA form

The ABLE (Adult Basic Life-Skills Education) pathway is a tuition waived, grant-funded program.

Caregivers/guardians are expected to attend orientation with accepted students.

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PROGRAM MISSION

The mission of the ABLE (Adult Basic Life-Skills Education) pathway is to prepare adults with intellectual and developmental disabilities for college and career success by strengthening academic skills in reading, writing, and math, while also developing essential life skills and workforce readiness to support successful transition beyond adult education.

ABLE PATHWAY PROGRAM STANDARDS

AGE REQUIREMENT

Individuals who are applying to the ABLE program must be 18 years or older.
**Applicants without a high school diploma and applying to ABLE, contact Shaneka Jones for additional guidance at 336-633-0009.

ADAPTIVE BEHAVIOR SKILLS CHECKLIST

Applicants must submit two (2) Adaptive Behavior Skills Checklists completed by someone who has worked with the individual in a professional capacity which indicates the student's ability to successfully participate in the ABLE Pathway program. These can be submitted in sealed envelopes along with the program application or submitted via email to Terrie Bryant @ tabryant@randolph.edu

INTERVIEW

Applicants must complete an interview with the ABLE Coordinator or Director of College and Career Readiness and demonstrate appropriate social, behavioral, and practical skills.

ORIENTATION & CONDITIONAL ELIGIBILITY

Applicants who meet preliminary eligibility requirements based on the application, supporting documentation, and interview may be scheduled for orientation.
Attendance at orientation does not guarantee admission into the ABLE Program. Final admission is determined after completion of required assessments and review of all admissions criteria.
Orientation includes:

- Review of program expectations
- Completion of required assessments (including TABE)
- Final determination of program fit and readiness

ADMISSION DETERMINATION & PROGRAM FIT

Admission to the ABLE Program is based on a holistic review of the following:

- Completed application
- Adaptive Behavior Skills Checklists
- Psychological evaluation or IEP/504 Plan
- Interview observations
- Assessment results

Admission may be denied or deferred if it is determined that:

- The program is not an appropriate fit for the applicant's current needs, or
- The applicant requires a level of support beyond what the program can provide

Examples may include, but are not limited to:

- Limited independence with personal care or daily living skills
- Difficulty with communication or following directions
- Behaviors that may pose safety concerns for self or others
- Lack of readiness to progress toward postsecondary education or employment goals

Applicants who are denied or deferred will be supported through referrals to appropriate outside resources.

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PATHWAY LOCATION

The ABLE Pathway Program is located at Randolph Community College's Asheboro campus in the **Kinley Center** building.

629 Industrial Park Ave.

Asheboro, NC 27205

SEE MAP INCLOSED

STUDENT INFORMATION

NAME: _____
ADDRESS: _____ CITY: _____

STATE: _____ ZIPCODE: _____

TELEPHONE 1: _____
TELEPHONE 2: _____

EMAIL ADDRESS: _____

WILL YOU BE AT LEAST 18 YEARS OLD BY THE PROGRAM STARTING DATE?
Yes □ No □

Applicant's **Date of Birth:** _____

ARE YOU YOUR OWN LEGAL GUARDIAN?

Yes □ No □
If NO, please list your legal guardian's information:

Guardian's Name: _____

Phone number: _____

Email address: _____

DO YOU HAVE TRANSPORTATION TO OUR CAMPUS?

□ I will apply for RCATS □ Someone else will drive me

□ I will drive myself □ Other

Please Read all the answers and then only **check** the most correct answers.

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HAVE YOU COMPLETED HIGH SCHOOL? □ YES □ NO

□ Yes, I received my diploma in (month & year) _____

□ Yes, I received my "Graduation Certificate" (formerly Certificate of Achievement) in (month & year) _____

□ No. My highest grade completed was grade _____ in (month & year) _____

WHAT WAS THE LAST SCHOOL YOU ATTENDED?

School Name: _____

City: _____ State: _____

STUDENT RECORDS

TRANSCRIPTS: Students are responsible for contacting their previous high school and requesting a sealed, official copy of their high school transcript.

DISABILITY SERVICES: Students who require disability services or reasonable accommodation must identify themselves as having a disability and provide current diagnostic documentation to the Disability Services Office. For more information about these services, please contact the ABLE Lead Instructor, Terrie Bryant, at 336-633-0009.

SCHOOL/AGENCY REFERRAL

Two ABLE Adaptive Behavior Skills Checklists must be completed and submitted along with this application. The individuals completing these forms must be someone familiar with the student's skills or work habits and must have worked with the student in a professional capacity; for example, as a teacher, job coach, counselor, social worker, employer or supervisor (no friends or family members).

COMMUNITY SUPPORTS OR SERVICES

Listed below is a list of community support or services. Please check the ones that you relate to currently:

☐ Employment and Independence for People with Disabilities (EIPD – formerly vocational rehab)

☐ Managed Care Organizations (Cardinal Innovations, Sandhills, Alliance)

☐ Mental Health (Autism Society, Trinity Behavioral Health, Monarch, RHA etc.)

☐ Other _____

STUDENT'S EMPLOYMENT STATUS:

☐ Unemployed, not seeking a job ☐ Unemployed, seeking a Job

☐ Employed-Hours per week _____

CURRENT EMPLOYMENT INFORMATION

[Leave this section blank if currently unemployed]

EMPLOYER:
Please check one that apply to you:

☐ VOLUNTEER WORK ☐ PAID EMPLOYMENT

DIRECT SUPERVISOR: _____

WORK PHONE: _____

WORKDAYS/ HOURS: _____

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IMPORTANT ADMISSION NOTICE

Submission of an application, completion of an interview, or attendance at orientation **does not guarantee admission** into the ABLE Program.

APPLICANT'S SIGNATURE

[Please read and sign below]

By completing and submitting this application, I agree to adhere to the policies and procedures of Randolph Community College. I understand that my failure to provide complete, accurate, and truthful information on this application may forfeit my admission.

Student's Signature: _____ **Date:** _____

Parent/Guardian Signature: _____ Date: _____

Office Use Only

Approved: Yes No

Coordinator Signature: _____

Director Signature: _____

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ABLE Adaptive Behavior Skills Checklist

Adaptive behavior is a developmentally determined set of coping skills. Deficits in adaptive behavior are defined as non-existent in an individual's effectiveness in meeting the standards of maturation, learning, personal independence, social responsibility, and school performance.

- *Directions: Please rate the items on this checklist according to how the student performs and* ***place this form in a sealed envelope before returning to the student.*** *Alternatively, you may email the completed form to Terrie Bryant* ABLE Lead Instructor of College & Career Readiness, tabryant@randolph.edu contact number 336-633-0009

Student Name: _____

Name of Person Completing Form: _____

Title of Person Completing Form (ex: Randolph Co. Schools staff, RCC staff, social worker, EIPD counselor): _____

How long have you known the applicant? _____

What is or was your relationship with this applicant? _____

Your phone number: _____

Email: _____

Communication Skills

Verbal, written, and listening skills are needed for communication with other people, including vocabulary, responding to questions, conversation skills, academic skills, etc. ***If non-existent is checked; your comment should explain why the skill is absent or not demonstrated. If proficient is checked; your comment should provide evidence or an example of the student's ability.***

	No Opportunity to observe-N/A	Non-Existent (0)	Proficient (1)	Comments
Behavior				
Demonstrates the ability to communicate via appropriate speech (coherent, sensible, mature)				
Demonstrates the ability to communicate via text/print				
Participates in class discussions and assignments				
Retain and use information				
Communicates needs appropriately				
Communicates appropriate feelings				
Can make own decisions and choices				
Able to follow multi-step directions				

Socialization Skills

Skills needed to interact socially and get along with other people, including having friends, showing and recognizing emotions, assisting others, and using manners. ***If non-existent is checked; yourcomment should explain why the skill is absent or not demonstrated. If proficient is checked; your comment should provide evidence or an example of the student's ability.***

	No Opportunity to observe-N/A	Non-Existent (0)	Proficient (1)	Comments
Behavior				
Responds or reacts appropriately to a given situation				
Follow school rules and code of conduct and understands reasons for those rules				
Demonstrates appropriate verbal restraint (ex: talks in turn, regulates volume appropriately)				
Respects the rights and property of others				
Controls anger/feelings				
Is flexible (Ex follows a situation's demands or adjusts to new routines)				
Accepts authority (obeys, responds appropriately)				
Responds appropriately to different age groups				
Attends school/community functions independently				
Works well independently on tasks				
Alternate approaches the student may take. (Please list)				

Daily Living Skills

Skills needed for personal care, independence, responsibility, and self-control. ***If non-existent is checked; your comment should explain why the skill is absent or not demonstrated. If proficient is checked; your comment should provide evidence or an example of the student's ability.***

	No Opportunity to observe-N/A	Non-Existent (0)	Proficient (1)	Comments
Behavior				
Takes care of personal needs (ex: toileting and washing hands)				
Aware of basic hygiene				
Demonstrates appropriate eating behaviors				
Able to navigate building independently				

Signature of individual completing this form: _____ Date: _____

RCC staff member receiving form: _____ Date: _____

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Signature of individual completing this form: _____ Date: _____

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Student Consent for Release

Name: _____

___ **First** **Middle** **Last** **Maiden**

RCC Student ID (assigned upon admission): _____ Date of Birth: _____

Under Federal legislation, namely the Family Educational Rights and Privacy Act of 1974 ***(FERPA),*** *I understand that my education records cannot be released without my written permission or completion of Parental Affidavit of Dependency and Request for Academic Information form by my parent or guardian. Please use this form to authorize the release of your academic records information to a third party.*

Section One: As an applicant/current/former RCC student, I voluntarily authorize the release of the following academic record information to the person or agency listed below:

I. Type of information to disclose (list individual documents):

□ Attendance
□ Academic Records (i.e. Transcripts)
□ Financial Aid/Veterans Affairs Records; If financial aid (□ current award year OR□ all award years available)
□ Other (please specify): _____

II. Name and address of person(s) or agency to receive information (please note RCC will not release any information over the phone and photo id must be presented in person):

Name & Phone#: _____
Address & Relationship to Student: _____
Name & Phone#: _____
Address & Relationship to Student: _____
Name & Phone#: _____
Address & Relationship to Student: _____

Section Two: Signature Authorization

Under penalty of perjury, my signature below affirms that the information provided above is true and accurate to the best of my knowledge. I also sign below stating thatt I understand this agreement will remain in effect until a completed Revoke Release of Records in turned by me.

Student Signature_____: _____ Date: _____

For Office Use Only

Complete below if the student signed this form and provided valid picture identification to an RCC employee. RCC employee (print name):

_____

RCC employee (signature): _____
Date: _____

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