

Alternate Diploma Collaborative Meeting

March 31, 2023



OKLAHOMA
Education



Alternate Diploma Collaborative Topics

- March 31 - Nuts and Bolts of Developing an 18-21 program
- April 7 - Next Steps
- April 14 - IDEA Paperwork and EDPlan
- April 21 - Oklahoma's Got Talent: Central Tech and Lone Grove
- April 28 - Oklahoma's Got Talent: Sand Springs, Edmond
- May 1 - DRS (Career Fairs & Transition in Rural Areas)
- May 5 - Oklahoma's Got Talent: Mustang

Today's Agenda

- 2:00 – 2:30 pm OSDE - Nuts and Bolts
- 2:30 – 3:00 pm Whitney Green with Moore Public Schools

March 10, 2023 Recap

- A regular diploma is fully aligned to the Oklahoma Academic Standards.
- Students taught to alternate standards and assessed under **OAAP** shall **not** earn a regular diploma (based on IDEA 34 C.F.R. § 300.102). Must have both **a significant cognitive and adaptive delay** to be able to participate in the OAAP and receive an alternate diploma.
- A state-defined Alternate Diploma (HB1041) is conferred/granted upon meeting the graduation requirements for an Alternate Diploma (typically within 4 years at the end of 12th grade)

March 10, 2023 Recap - 2

- A state-defined Alternate Diploma does **not** end the LEA obligation to provide a FAPE as a regular diploma does.
- LEAs must offer students who earn an Alternate Diploma a FAPE through the end of the school year in which they turn 22.
- IEP teams make the decision when the student will no longer return for a FAPE.

March 24, 2023 Recap

- Students given a regular diploma for school year 22-23 will be considered "not graduated" for accountability purposes, unless they reenroll for a FAPE in subsequent years and earn an alternate diploma.
- Students who complete their graduation credits for the alternate diploma in 23-24 will be conferred an Alternate Diploma.
- LEAs must offer a FAPE after graduating with a regular diploma or with an Alternate Diploma through the school year in which they turn 22.

What is Needed for the 18-22 Year Old Program?

Getting Started

- Course Titles
- Course Codes
- Standards/Competencies
- Predictors of Postschool Success
- Curriculum
- Funding
- Collaboration
- Training

Course Titles

- The 18-22 Transition Committee met on March 21 and brainstormed Course Titles.
- A survey was sent to the Committee to get final input for the Course Titles.
- OSDE-SES will consider the results when determining the new Course Titles.
- The Course Titles must be approved.

Course Titles and Codes

- This must be done **ASAP** for districts to be able to use them next school year.
- We are working with Data and Information Systems and Accreditation to develop new codes.
- Districts may still use district course/subject titles.
- Technical assistance documents will be developed and training will be provided.

Competencies

- Standards are required for the Alternate Diploma graduation courses.
- Only competencies are needed for post-graduation courses.
- Several experts in Oklahoma and other states recommend focusing on the transition skills that students need to close the gaps that exist between the student's transition from school to adult life in relation to the postsecondary goals.
- The 18-22 Transition Committee will be addressing this.

Scope and Sequence of Learning

- We will be developing a Scope and Sequence of Learning for the Life Skills and Career Readiness standards.
- The 18-22 Transition Committee will determine if this is needed for the Transition Programs Courses.
- The focus should be on Community-Based Instruction. Students need opportunities to generalize the skills they were working on in the classroom to the workplace and community.

Predictors of Postschool Success

- Self-Determination/Self-Advocacy
- Community Based Instruction
- Work Experiences (Work Adjustment Training, Work Study)
- Goal Setting
- Self-Care/Independent Living
- Person-Centered Planning
- Interagency Collaboration

Specially Designed Instruction

- Video-modeling
- Social Stories
- Life Skills with Task Analysis
- Autism Internet Modules
- Behavior and Social Skills Resources
- Explicit Instruction

Curriculum

- Curriculum use and selection is a district decision.
- District should research and select primary and supplementary curriculums that meet the new standards and competencies.
- Most vendors will create a comparison document between the new standards/competencies and their curriculum.
- ODSS will be hosting vendor showcase opportunities by Zoom so districts can learn about some of the vendors that other districts in the state are using. Week of April 10th.

Materials and Resources

- Transition Resources for Students with High Needs
- OU Zarrow Institute
- Free Self-Determination and Transition Resources
- I'm Determined
- LifeCourse Tools

Funding

- Districts will continue to receive funding for students enrolled between the ages of 18-21
 - Average Daily Membership Dollars which includes the State Special Education Funding Weights
 - Federal Funding Project 621 based on Oct. 1 Child Count

Funding - 2

- A new Project code (**618**) has been created to provide districts with a one time per pupil funding (ages 18-21) to be used for setting up or expanding district 18-21 year old programs.
- Budgets will be prepared and submitted similar to Project 615.
- **Allocations** are based on the **October 1, 2022, child count of OAAP students age 17 through 21** which includes students who are 21 but turn 22 after September 1st for the school year 2023-2024. (Approximately \$500 per student).

Funding - 3

- Examples of Usage are:
 - Purchase of hard copy or digital curriculum related to transition skills, including student/teacher software licenses (understand that the funds for software licenses are paid annually with most companies).
 - Purchase of equipment related to transition skills (e.g., washer, dryer, stove/oven, etc.)
 - Purchase of materials related to transition skills (e.g. task boxes, folding boards, etc.)
 - Purchase of assistive technology related to transition skills (e.g. assistive time devices, adaptive kitchen utensils.)
 - Expenses associated with staff training related to transition skills (e.g. registration fees, staff stipends for summer training, travel to training, substitutes while staff is at training, etc.)

Funding - 4

- Budgets must be submitted on or before **April 1, 2024**.
- Funds not budgeted by the deadline will be forfeited.
- Funds may be carried over through the 24-25 school year.

Collaboration: Valuable Partners

- Department of Rehabilitation Services
- Curriculum Vendors
- Career Tech Centers
- ABLE Tech
- Developmental Disability Services (DDS)
- Pre-Employment Transition Services Specialists

Collaboration - 2

- Developmentally Disabilities Council of Oklahoma
- Sooner Success
- OK Family Network
- Chambers of Commerce
- Local Resources (businesses, churches, banks, farmers, ranchers)
- Community-Based Service Providers

Collaboration - 3

- Districts may want to collaborate with other districts of similar size to share ideas, resources, and best practices.
- Districts may want to collaborate with neighboring districts to:
 - Pool resources and set up co-ops for 18-22 year old programs
 - Create IEP service agreements between small and large districts for 18-22 year old programs
 - Share ideas and resources

Staff Training

- Vendors typically offer initial and ongoing staff training on using newly purchased curriculums .
- OU is providing free Employment Consultant Training (job coaches) to paraprofessionals who will serve as job skills trainers. DRS is sponsoring the training.
 - Oklahoma City and Tulsa during the last two weeks of June (more information coming soon)
 - Training is four days
 - Stipends available through the new Project 618 funds

Questions?

- Use the new [Questions about the Alternate Diploma](#) survey link:
 - What questions do you still have about the Alternate Diploma and 18-22 Transition Programs?
 - What training do you still need?
- We are collecting your questions to help us determine what additional training and technical assistance documents we need to develop.

Future Collaborative Meetings

Before Moore Public Schools Present Let's Review Upcoming Collaborative Meetings

Tune In Friday, April 7 to hear more about...

Updates on:

- New Standards for Career Readiness and Life Skills
- Competencies for 18-21
- Course Titles and Codes for 18-21 courses.



April 14th EDPlan & Special Ed Paperwork

- EDPlan Changes
- Document discussion:

For example:

- When do you complete a Summary of Performance?
- What does the Written Notice to Parents need to say regarding the alternate diploma?
- Do the students who receive an alternate diploma require the same instructional week and school calendar days as nondisabled peers?

Instructional Time

Is this student's instructional week the same length as nondisabled peers?

Yes No

If no, what is the total length of the student's instructional week

HR 2 MIN 30

If no, describe below the reason(s) for a shortened school week
Transition Program

The concern described is due to

Health/Medical Behavioral Other

Please describe the reintegration plan to increase the student's instructional week to the same length as nondisabled peers.

Student is involved in a shortened week and shortened day due to parent's decision to involve the student with DRS in a part-time job with support employment on Tuesday and Thursday. Student will come to school Monday, Wednesday and Friday half-days while student attends a Vo-Tech Program in the afternoon.

Date of the next team meeting to review progress towards plan

03/29/2024



If no, is the placement as close as possible to the student's home?

Yes No

If no, explain why the IEP requires other arrangements

(Required)

EXAMPLE

Summary

- New and Expanded 18-21 year old programs are going to be so good for students with the most significant cognitive and adaptive disabilities!
- OSDE has a LOT of work to do!
- Districts have a LOT of work to do!
- Thank you all for your help and input to develop the very best courses and programs.

Whitney Green

- Moore Public Schools to Present Next