

Alternate Diploma Collaborative

May 5, 2023



OKLAHOMA
Education



Agenda for May 5

OSDE-SES Recap and Updates
Mustang

Alternate Diploma Collaborative Topics

- May 5 Oklahoma's Got Talent-Mustang
- May 12 Oklahoma's Got Talent-Stillwater
- May 18 [DRS/DDS](#)
- May 25 [Oklahoma's Got Talent-Purcell](#)
- June 1 [McAlester](#)
- June 8 [Moore](#)
- June 22 OU Zarrow Institute
- June 29 OSDE Criteria for OAAP

Summer Collaboratives

- June and July
- Thursdays at 1:00 pm
- Updates and Follow Ups
- Tips for Building Your Transition Programs
- OK's Got Talent
- Additional Training and Resources

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.
- A state-defined Alternate Diploma is issued at upon meeting the graduation requirements for an Alternate Diploma (typically 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 to students who graduated with a regular diploma but participated in the OAAP and were taught to alternate achievement standards through the school year in which they turn 22.

March 31, 2023 Recap

- Standards for Alternate Diploma required courses need to be developed
- Competencies for 18-22 program are in progress
- Course Titles and Codes are in progress
- Crosswalk for competencies to curriculum
- Funding available through Project 618
- Training available
- Collaboration a crucial component in developing the programs

April 7, 2023 Recap

- Districts need to begin making plans to create or expand their 18-22 year old transition programs with specific planning around:
- Students
- Staffing
- Curriculum
- Collaboration
- Staff Training
- Districts can request [Transition Technical Assistance](#) from Claudia Beckner

April 14, 2023 Recap

- EDPlan changes are being made for the Alternate Diploma.
 - Curriculum Participation
 - Projected Date of Graduation
 - Course of Study
- IDEA and IEP Documentation
 - Amendment or Subsequent IEPs as needed
 - Written Notice
 - Summary of Performance as needed
- View the [Alternate Diploma for Educators](#) for detailed information.

April 21 Recap

- Use the link to complete a [Transition Technical Assistance Request](#) for your district regarding Secondary Transition topics, including the new Alternate Diploma and 18-22 Transition Programs.
- For brief questions, contact [Claudia Beckner](#) or [Lori Chesnut](#).
- Use the new [Questions about the Alternate Diploma](#) survey link.
- Training and Funding Updates

April 28 Recap

- HB 1041 passed and has been signed by Governor Stitt. It will go into effect next school year.
- [Career Readiness Draft Standards](#) have been completed.
- Carrie Schlehuber, from Sand Springs, shared about their 18-22 Transition Program and provided some insight on how to get started and access resources in your community.

Alternate Diploma Documents

- OSDE-SES is not able to add documents to the Alternate Diploma Web Page.
- Visit the [Alternate Diploma Collaboration Google Folder](#) to access technical assistance documents, Alternate Diploma Collaboratives slide decks and recordings.
- https://drive.google.com/drive/folders/1Gd-4laDph4rUhkwqniSohmjtLGnaw4ki?usp=share_link

Career Readiness Draft Standards

- Adapted from the Pre-Employment Transition Services Guide developed by Janice Jobey, Natasha McDaniel, and Nikki Worthley Mire.
 - Self-Advocacy
 - Job Exploration
 - Workplace Readiness
 - Work-Based Learning
 - Post-Secondary Counseling
- [Career Readiness Draft Standards](#)
- Technology standards and objectives may be added.

Standards and Objectives

- The Life Skills standards and objectives are close to being completed.
- We are still adding a few to citizenship and technology.
- Suggestions and feedback is due by May 12.
- We would love additional input.
- Please email Lori at Lori.Chesnut@sde.ok.gov if you would like to help.

18-22 Transition Programs Course/Subject Titles

- Applied Reading
- Applied Math
- Applied Financial Skills (money, purchasing, spending, banking, budgeting, self-advocacy)
- Applied Health & Wellness (health, fitness, self-care, safety, self-advocacy, medical, healthy choices, relationships, mental health, and social media/technology)

18-22 Transition Programs Course/Subject Titles - 2

- Applied Independent Living (self-care, life skills, daily living skills, technology, assistive technology, self-advocacy/self-determination)
- Applied Community Experiences (transportation, travel, ways to get involved, community resources, technology, assistive technology, how to get help, leisure activities, and self-determination/self-advocacy)
- Applied Communication Skills (functional communication, communication skills for the workplace, using technology and social media appropriately, assistive technology, soft skills/employability skills, social skills, interpersonal relationships, and self-advocacy/self-determination)

18-22 Transition Programs Course/Subject Titles - 3

- Career Exploration (career awareness, taking career interests assessments & skill assessments, creating a one-pager, watching career videos, exploring and learning about careers using career exploration tools, career exploration, work experiences-job shadowing, using technology & assistive technology, developing career choices, volunteering, service-learning, and Pre-Employment Transition Services)
- Work-Based Learning (work adjustment training, school work-study)

18-22 Transition Program Competencies

- IEP goals and objectives need to be individualized based on the unique needs of the students.
- Focus on life skills, health & wellness, safety, accessing community resources, community involvement, travel, behavior management, behavior expectations in different settings, money management, using technology safely, assistive technology, self determination/self-advocacy.
- Many of the Life Skills and Career Readiness standards and objectives will be carried over to the competencies.

Secondary Transition Services and Clarifications

§300.320 Definition of Individualized Education Program

- (a)(2)(1) A statement of the child's present levels of academic achievement and functional performance, including—
 - (i) How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children);
- (3)(i) A description of—
 - How the child's progress toward meeting the annual goals described in [paragraph \(2\)](#) of this section will be measured;

§ 300.320 Definition of Individualized Education Program - 2

(b) ***Transition services.*** Beginning not later than the first IEP to be in effect when the child turns 16 (**in OK it is before 9th grade or age 15 whichever comes first**), or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—

- (1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
- (2) The transition services (including courses of study) needed to assist the child in reaching those goals.

§ 300.320 Definition of Individualized Education Program - 3

- A statement of measurable annual goals, including academic and functional goals designed to—
- (A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and
- (B) Meet each of the child's other educational needs that result from the child's disability;

§ 300.43 Transition Services

- (a) **Transition services** means a coordinated set of activities for a child with a disability that—
- (1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

§ 300.43 Transition Services - 2

- (2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—
 - (i) Instruction;
 - (ii) Related services;
 - (iii) Community experiences;
 - (iv) The development of employment and other post-school adult living objectives; and
 - (v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

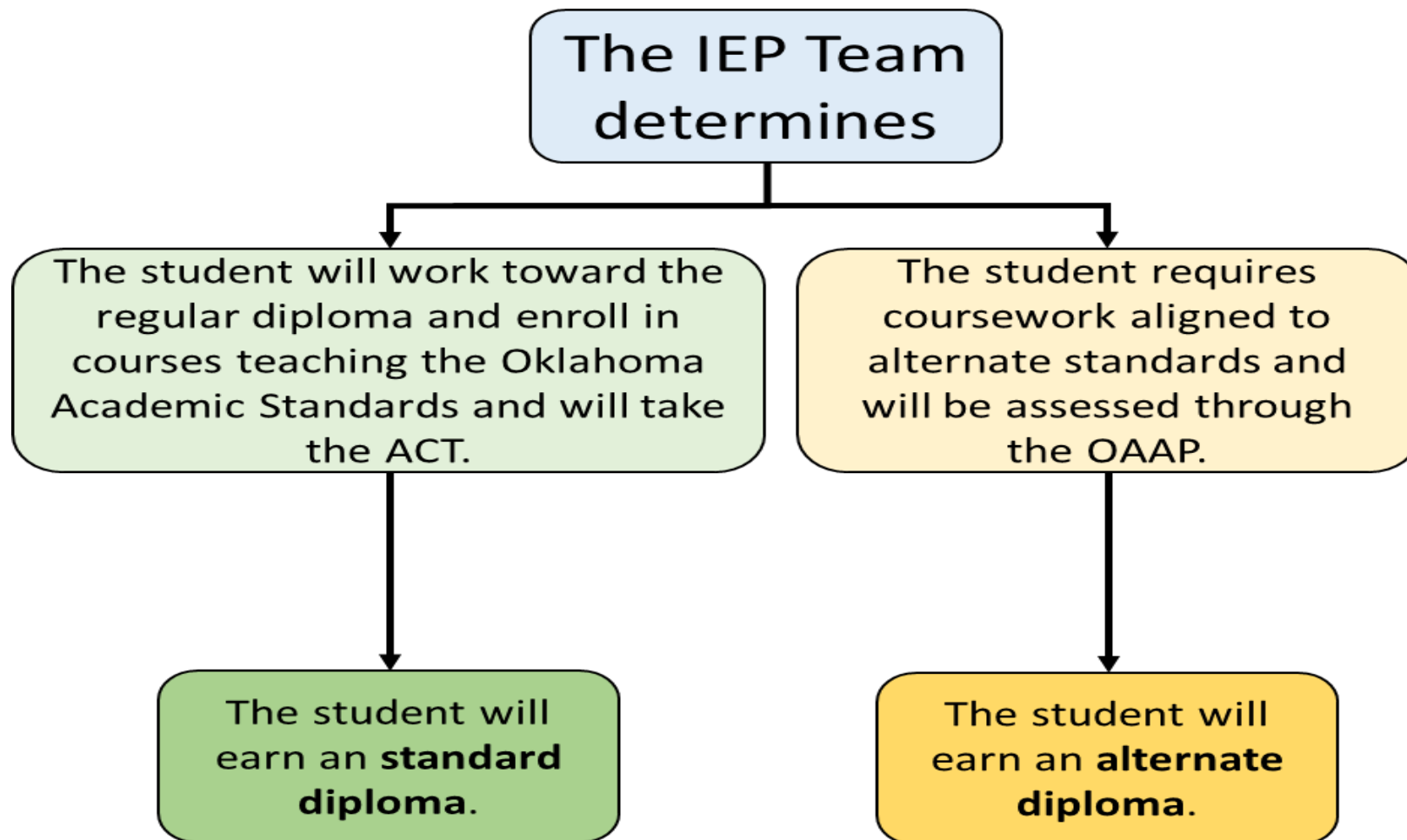
§ 300.43 Transition Services - 3

- (b) ***Transition services*** for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.

Diploma Options for the 22-23 School Year ONLY

- The alternate diploma is not available this year.
- School districts have a one-time option to provide a **regular high school diploma** for students participating in the OAAP.
- If the district provides a regular high school diploma, this diploma will not end the district's obligation to provide a FAPE.

Diploma Options for 23/24 & Beyond



Special Education Direct Instruction Courses

- Special Education Direct Instruction courses can still count for the regular high school diploma if those courses are taught to the Oklahoma Academic Standards.

OAS Coursework or OAAP Coursework?

- The ACT/SAT or OAAP do not determine if a student earns a regular diploma or an alternate diploma.
- If the student qualifies for the OAAP according to the criteria and if they require coursework aligned to alternate achievement standards, they cannot earn a regular diploma beginning in the 23/24 school year.
- Example: Student takes the OAAP in 8th grade. Student takes coursework aligned to alternate standards in 9th -11th grade but then takes the ACT. The coursework taught to alternate achievement standards cannot count toward the regular high school diploma. Student would have to retake required courses taught to OAS to earn a regular high school diploma.

Additional Training for Students with High Needs

- Partnering with Bethany Children's Center
- Training on specially designed instruction (chaining, fading, prompting, task analysis, and data collection)
- Person Centered Planning and using the LifeCourse Tools
- Transition Planning for Students with Significant Support Needs
- Other ideas?

Employment Consultant Training

- More dates coming soon for July and August.
- OUNCDET will waive the \$25 registration fee. Applicants must use the PO option and send Judi Goldston (jgoldston@ou.edu) the automated invoice. She will then contact the registrar to waive the fee.
- Check the Employment Consultant Training sheet in the [Alternate Diploma Collaborative Google Drive](#) and the listserv for updates.

Employment Consultant Training in OKC

- Training Dates: June 6-9, 2023
- Class Times: 9:00 am – 4:30 pm each day
- Location: Metro Tech, Springlake Campus, OKC
- Registration website

Address: <https://oupacsrcc.ungerboeck.net/prod/emc00/register.aspx?OrgCode=10&EvtID=10294&AppCode=REG&C=C=123012626516>

Funding Opportunity for Work-Based Learning!

- The Career Z Challenge, sponsored by the U.S. Department of Education, is an open innovation prize competition seeking creative solutions to expand student access to high-quality WBL opportunities that will prepare them to be contributing members of today's workforce and propel them into successful careers of the future. An informational meeting was held on April 4th. Check the site below for the recording.
- **The application window opened on April 12, 2023 and the final deadline to submit an application is now June 7, 2023.**
- For more information, visit Challenge.gov!

Pathways to Partnerships Innovative Model Demonstration Project Assistance Listing Number 84.421E

- The purpose of this competition is to fund multiple innovative model demonstration projects focused on the creation of systemic approaches to transition services for children and youth with disabilities focused on career exploration, competitive intergrated employment (CIE), aspiration, and achievement of CIE for children and youth with disabilities, leveraging the expertise of the required partners to increase the success of the transition process.
- The required partners must include: State vocational rehabilitation agencies (SVRAs), State educational agencies (SEAs), local educational agencies (LEAs), and federally funded Centers for Independent Living (CILs).
- Transition services
 - Soft skills training, career exploration training, and job readiness training, internships, and apprenticeships); and
- Support systems of children and youth with disabilities
 - Advocacy, financial planning, and transition planning

Pathways to Partnerships Innovative Model Demonstration Project Assistance Listing Number 84.421E - 2

- Must establish a project-specific website geared toward actionable items, such as information that is for the youth service professional (i.e., program descriptions and information, resources, online training opportunities, etc.) or project participant resources for children and youth with disabilities (i.e., interest inventories, career exploration including virtual employer tours, job duties, educational courses that support specific careers, resources for transitioning from middle to high school or high school to post-secondary education or employment).
- <https://rsa.ed.gov/about/programs/disability-innovation-fund-pathways-to-partnerships>
- <https://youtu.be/LqYlrLTBF9s>

Future Opportunity for Transition Program Development

- Oklahoma Department of Career Technology Education (ODCTE) Innovative Grants
 - “Supporting CTE Special Populations” is an Innovative Grant opportunity that runs on a two-year cycle.
 - Perkins LEAs meeting the \$15,000 requirement, technology centers, and postsecondary institutions meeting the \$50,000 requirement are eligible to complete the grant application.
 - This grant is currently NOT open, but Innovative Grant applications will re-open in the Spring of 2024 to eligible districts.
 - This is a great opportunity with a lot of lead time for considering and planning a grant application!
- You can check out the previous application (currently NOT open) to see the required goal priorities and to begin planning in advance.
 - [Innovative Grants \(oklahoma.gov\)](https://oklahoma.gov)

Coming Up Next

Next up:

Oklahoma's Got Talent

- Meg Corn and Stephanie Matthews with Mustang Public Schools

Tune in next week to hear more about....

- May 12 Oklahoma's Got Talent-Stillwater
- May 18 [Pathways to Employment with DDS and DRS](#)