

Alternate Diploma Collaborative

April 28, 2023



OKLAHOMA
Education



Agenda

OSDE-SES Updates

Carrie Schlehuber – Sand Springs

Alternate Diploma Collaborative Topics

- April 25 [Lone Grove PDF and recording](#) are available!
- April 28 Oklahoma's Got Talent - Sand Springs
- May 1 [Stacey Dutton with DRS: Career Fairs and Transition in Rural Areas](#)
- 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](#)

Summer Collaboratives

- [June 1 OK's Got Talent - McAlester](#)
- 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 18-21 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 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

Updates

April 28

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

Update on HB 1041- Alternate Diploma

- This legislation creates a graduation pathway for students who are taught to alternate standards and assessed by alternate assessment.
- HB 1041 passed and has been signed by Governor Stitt.

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

Career Readiness Standard	Pre-Requisite Skills	Emerging	Approaching Target	On Target	Advanced	Desirable Outcomes
<p>Self-Advocacy: (SA) Standard: The student will effectively communicate, convey personal interests, and demonstrate self-determination and self-advocacy skills.</p> <p>An individual's ability to effectively communicate, convey personal interests, and learn about self-determination by helping the student learn more about themselves, their disability, and how to present themselves responsibly.</p>	<p>1. Student/family identify personal preferences to explore individual traits (i.e. interests, desires, needs and/or rights) and develop self-awareness of themselves and/or their disabilities. <i>Student can communicate basic needs in their preferred method of communication.</i></p>	<p>1. Exhibit basic self-awareness about themselves, <i>their individual traits (i.e. interests, preferences, desires, needs and/or rights)</i> and/or their disabilities.</p>	<p>1. Identify individual traits. (i.e. Interests, <i>preferences</i>, desires, needs, and/or rights).</p>	<p>1. Demonstrate effective ways to share individual traits. (i.e. interests, <i>preferences</i>, desires, needs, and/or rights) <i>through participation in transition assessments and career activities.</i></p>	<p>1. Assert individual traits in an effective and respectful manner.</p>	<ul style="list-style-type: none"> • Student applies individual traits to determine <i>wants and</i> needs.
	<p>2. Student is aware of their individual interests and shares individual preferences and interests with others.</p>	<p>2. Observe and practice choice making scenarios related to individual preferences and interests.</p>	<p>2. Identify preferences and interests related to personal goal setting and making choices.</p>	<p>2. Choose a personal goal and develop a plan to reach the goal.</p>	<p>2. Evaluate decisions and choice making skills against results/ consequences of decisions.</p>	<ul style="list-style-type: none"> • Student formulates personal goals and engages in plans to achieve goals.
	<p>3. Student can communicate basic needs in their preferred method of communication.</p>	<p>3. Express basic needs in a personally meaningful way.</p>	<p>3. Discuss ways to communicate, express, and negotiate needs.</p>	<p>3. Practice ways to communicate, express, and negotiate needs.</p>	<p>3. Evaluate and express effective methods for communicating and negotiating needs.</p>	<ul style="list-style-type: none"> • Student intentionally uses thoughtful approaches for making decisions.

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, relationships, 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.

Employment Consultant Training

- Additional dates are available!
- 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.
- More dates coming soon for July and August.
- Check the Employment Consultant Training sheet in the [Alternate Diploma Collaborative Google Drive](#) and the listserv for updates.

Employment Consultant Training - 2

- June 20, 2023 - June 23, 2023, [Register Now!](#)
 - OSU, Tulsa Campus - North Hall
- June 27, 2023 - June 30, 2023, **SOLD OUT!**
 - Metro Technology Center, Oklahoma City - Room J
 - Email Judi Goldston at jgoldston@ou.edu to be added to the waiting list.

Additional Employment Consultant Training in Tulsa

Training Dates: May 2-5, 2023

- Class Times: 9:00A – 4:30P each day
- Location: OSU Tulsa Register

- Registration Website

Address: <https://oupacsrcc.ungerboeck.net/prod/emc00/register.aspx?OrgCode=10&EvtID=10293&AppCode=REG&C=C=123012603651>

Additional Employment Consultant Training in OKC

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

Address: <https://oupacsccc.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.
- Another Information Session will be held on May 4, 2023 @ 2 PM (ET) [Click here to register](#)
- **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!](#)

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)

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

- May 1 Stacey Dutton with DRS: Career Fairs and Transition in Rural Areas
- May 5 Oklahoma's Got Talent-Mustang