

Alternate Diploma Collaborative

April 7, 2023



OKLAHOMA
Education



Alternate Diploma Collaborative Topics

- April 7 - Next Steps
- April 14 - IDEA Paperwork and EDPlan
- April 21 - Oklahoma's Got Talent-Central Tech & Kellyville, Lone Grove
- April 28 - Oklahoma's Got Talent-Sand Springs, Edmond
- May 1 – Stacey Dutton with DRS: Career Fairs and Transition in Rural Areas
- May 4 – DRS/DDS
- May 5 – Oklahoma's Got Talent-Mustang

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 after graduating with a regular diploma or with an Alternate Diploma through the school year in which they turn 22.

March 31, 2023 Recap

- Standards and objectives for Alternate Diploma required courses need to be developed and finalized
- Competencies for 18-21 program need to be developed
- Course Titles and Codes need to be developed by OMES
- Crosswalk for standards/competencies to curriculum
- Funding available through Project 618
- Training available
- Collaboration a crucial component in developing the programs

Updates

- Standards for Life Skills and Career Readiness
- Competencies
- Course Titles & Codes
- [Alternate Diploma Guidance Briefs](#) for Districts, Educators & Parents
- [Alternate Diploma Exit & Entry Codes Flowchart](#)

Life Skills Standards

Community Participation/Experiences

- Dining Out
- Shopping
- Safety
- Leisure
- Citizenship
- Community Resources

Self-Care, Daily Living Skills

- Hygiene
- Toileting
- Dressing
- Eating
- Meal Prep
- Menu planning and shopping for food

Home/Household

- Laundry
- Chores
- Home Maintenance
- Housing

Money

- Identify money
- Count money
- Purchase items
- Demonstrate money management

Self-Determination

- Self-Awareness
- Self-Management
- Goal-Setting
- Decision-Making

Social Skills/Communication Skills

- Social Awareness
- Social Manners
- Social Skills
- Interacting with Others

Life Skills, Self-Care: Meal Prep Example

Standard	Objective	Pre-Requisite Skills	Emerging	Approaching the Target	At Target (Objective)	Advanced
Engage in meal preparation, cleaning, and food storage	Demonstrate understanding of common cooking terms (e.g., bake, peel, preheat, season).		Identify cooking functions (e.g., baking, peeling, preheating oven).	Match cooking terms with function (e.g., bake, peel, slice, season).	Demonstrate understanding of common cooking terms (e.g., bake, peel, preheat, season).	
	Clean food and prep areas		Identify items needed to clean food prep areas.	Gather needed items for cleaning food prep areas.	Clean food and prep areas	
	Store food in correct areas	Sort different kinds of food	Indicate where different types of food are stored.	Explain why different types of food are stored in different locations	Store food in the correct areas	
	Prepare an entire meal that does not require cooking (sandwich, apple, drink, chips or salad)		Identify preferred snacks	Prepare uncooked snack (cereals, sandwiches, salad, etc.)	Prepare an entire meal that does not require cooking (sandwich, apple, drink, chips or salad)	
	Cook foods using different procedures					
	Practice good hygiene while working with food					
	Utilize common kitchen tools effectively and safely (e.g., can opener, measuring cups and spoons, timer).		Identify common kitchen tools with their function (e.g., can opener, measuring cups and spoons, timer).	Match common kitchen tools with their function (e.g., can opener, measuring cups and spoons, timer).	Utilize common kitchen tools effectively and safely (e.g., can opener, measuring cups and spoons, timer).	
	Operate kitchen appliances effectively and safely (e.g., cook top, oven, microwave, toaster, dishwasher).		Identify kitchen appliances (e.g., cooktop, oven, microwave, toaster, dishwasher).	Explain safety rules associated with kitchen appliances (e.g., cooktop, oven, microwave, toaster, dishwasher).	Operate kitchen appliances effectively and safely (e.g., cook top, oven, microwave, toaster, dishwasher).	

Career Readiness Standards

Career Readiness Standards

- The committee is adapting the competencies from the Pre-Employment Transition Services Best Practice Guide.
- They are based on the Pre-ETS categories.
 - Self-Advocacy
 - Job Exploration
 - Workplace Readiness
 - Work-Based Learning
 - Post-Secondary Counseling

Career Readiness: Job Exploration Example

WIOA Component	Pre-Requisite Skills	Beginning	Intermediate	Advanced	Desirable Outcomes
Job Exploration: (JE) Exploring the world of work and career options to foster motivation, consideration of opportunities, and informed decision-making using skills assessments, interest inventories, and in-demand occupation information.	1. Student shows interest in working and/or learning opportunities. 2. Student exhibits basic self-awareness about themselves. 3. Student can interact with peers and familiar/unfamiliar adults. 4. Student attends to a chosen task.	1. Identify and describe career opportunities and interests. 2. Participate in Job Exploration events. (eg. Career Expo, Tech Center Tour, etc.) 3. Explore employment agencies and services. (ie. LinkedIn, other online services, Work Force, etc) 4. Discover information about available work experience opportunities. (ie. Apprenticeship, volunteer, mentorship, job shadowing)	1. Determine personal skills, abilities, strengths, and interests related to employment pathways. 2. Determine career opportunities that fit interests and plan to participate in career and tech education. 3. Examine employment agencies and services for additional information and processes. 4. Determine work experience opportunities to fit career interests.	1. Evaluate skills and abilities as they relate to employment choices. 2. Review and complete application, funding, and entrance process in chosen career pathway. 3. Correlate available employment agencies and services to skills and abilities related to employment choices. 4. Apply and meet requirements for work experience opportunities.	<ul style="list-style-type: none"> • Student has found employment pathways that are personally meaningful. • Student is working on needed training, applications, OR additional items needed to enter chosen career pathway. • Student is engaged in educational career and/or work experience opportunities. • Student can navigate employment opportunities and plan/participate in future employment goals.

Next Steps for OSDE

OSDE-SES

- Finalize Alternate Diploma standards/objectives to be submitted and prepared for public comment period.
- Develop Scope and Sequence for Life Skills & Career Readiness.
- Develop competencies for 18-22 Transition Programs with input from the 18-22 Committee.
- Develop/provide guidance documents and training around Alternate Diploma topics.
- Provide technical assistance to districts through a Secondary Transition Program Specialist beginning in April 2023.

Next Steps for Districts

Students

- Identify your projected students/population to be served for FY 23-24 and beyond (#s of 9-12 grade Alternate Diploma candidates and returning 18-22 Transition Program students).
- Review IEPs to ensure -
 - student participation in OAAP is correctly indicated and aligned with the [*The Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments*](#) and the companion document [*Guidance Rubric for Considering Student Eligibility for the Oklahoma Alternate Assessment Program \(OAAP\)*](#)
 - **current** transition assessments have been completed (within the past year) and are documented or can be documented on the IEP in preparation for upcoming meetings.

Students - 2

- Review student transcripts for projected Alternate Diploma candidates in grades 9 and up.
- Consider and prepare for changes to the Course of Study in IEPs of projected Alternate Diploma candidates and projected students for 18-22 Transition Programs.
- Check and facilitate the referral and application status of your projected students for DRS and DDS.

Staffing

- Review current staffing and projected staffing needs for serving Alternate Diploma candidates in new Career Readiness & Life Skills courses (or substitute courses) and in an 18-22 Transition Program for FY 23-24 and beyond.
- Identify existing staff who could potentially provide or support instruction for projected students/population for Alternate Diploma requirements and in an 18-22 Transition Program for FY 23-24 and beyond.

Logistics

- Consider the physical classroom space needed for your district's 18-22 Transition Program -
 - Projected number of students/staff
 - Separate class(es) or embedded in existing special ed classes
 - Location within district
 - Collaboration with other districts – IEP Service Agreement option or through existing interlocal/co-op arrangements
 - Location outside of district (i.e. Career Tech or other community partner site)
 - Transportation (within the district and in the community)

Curriculum

- Review Standards & Objectives available to date, inclusive of -
 - DLM Essential Elements;
 - Career Readiness & Life Skills Standards/Objectives; and
 - 18-22 Transition Program Competencies, upon availability.
- Research & review current and new core and transition curriculum options for your district, to support Career Readiness and Life Skills courses and 18-22 Transition Programs including -
 - NTACT's [Predictors of Postschool Success](#)
 - NTACT's [Workplace Readiness Training](#)

Curriculum - 2

- Participate in ODSS Vendor Showcase Zoom presentations.
 - [OATECA](#), April 10, 2023, 2:00 – 3:00 PM
 - [TeachTown](#), April 10, 2023, 3:00 – 4:00 PM
 - [Brigance TS2](#), April 12, 2023, 2:00 – 3:00 PM
 - [News2you](#), April 13, 2023, 1:00 – 2:00 PM
- Learn about Community Based Instruction (CBI) and effective methods of providing transition-related activities/services to students with significant cognitive disabilities.
 - [Community Based Instruction: An Instructional Strategy](#)

Curriculum - 3

- Explore Transition Curriculum Materials and Resources for Alternate Diploma Candidates and 18-22 Transition Programs -
 - [Transition Resources for Students with High Needs](#)
 - [OU Zarrow Institute](#)
 - [Free Self-Determination and Transition Resources](#)
 - [I'm Determined](#)
 - [LifeCourse Tools](#)

Curriculum - 4

- Begin to identify curriculum, equipment, and/or material needs for your 18-22 Transition Program for FY 23-24 and beyond.
- Check your district's Project 618 allocation and other funding sources to begin preparing a want-list and to submit budget for your district's 18-22 Transition Programs to include:
 - curriculum, equipment, and/or materials; and
 - professional development directly supporting secondary transition.

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
- See [Project 618 Memorandum, Transition Development Program](#) for notice of one-time funding now available.

Collaboration

- Make new connections/reconnect with transition agencies and entities to support transition initiatives and programs, including Alternate Diploma candidates and returning 18-22 Transition Program students.
 - Department of Rehabilitation Services (DRS)
 - Vocational Rehabilitation Counselors (Transition, Blind/VI, Deaf/HI, Tribal)
 - Work Adjustment Training & School-Work-Study Contracts
 - DRS Transition activities/programs
 - Developmental Disability Services (DDS)

Collaboration - 2

- Make new connections/reconnect with transition agencies and entities to support your transition initiatives and programs, including Alternate Diploma candidates and returning 18-22 Transition Program students.
 - Pre-Employment Transition Services Specialists
 - ABLE Tech
 - Career Tech Centers
 - Community & Business Partners
 - Curriculum Vendors

Collaboration - 3

- Research and review resources for collaboration and building partnerships for Community Based Instruction -
 - [A Guide to Developing Collaborative School-Community-Business Partnerships](#) from NTACT
 - [School, Community, Business Partnership – Roles Diagram](#) from NTACT

Training

- Alternate Diploma Collaborative Topics –
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- Additional trainings coming soon!

Training - 2

- A few "on your own" training resources -
 - [WHY CBI? Community Based Instruction](#) (10 minutes) - video features students with disabilities, teachers, job coaches, administrators, employers, and others demonstrating and explaining what community-based instruction (CBI) is, the benefits of using CBI, and some of the key components involved in starting and running a CBI program.
 - [Practical Considerations for Work-Based Learning for Students with Complex Support Needs](#) (1 hour) - NTACT (National Technical Assistance Center on Transition) Webinar

Training - 3

- Attend the ODSS Vendor Showcases next week!
- OU is providing free Employment Consultant Training (ECT) for paraprofessionals, teachers, and/or job coaches 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
- WAT contracts require ECT.

Summary

- Districts need to begin making plans to build or renew their 18-21 year old transition programs with specific planning around:
 - Students
 - Staffing
 - Curriculum
 - Collaboration
 - Staff Training

Tune In Friday, April 14 to hear more about....

- IDEA Paperwork and EDPlan

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.