A Webinar Series
Presented by

The California Community of Practice on Secondary Transition

Meeting Indicator 13–The Mandate

Course of Study: The Diploma

February 19, 2013
3–4:30 p.m.
Welcome

Jill Larson, Facilitator, Community of Practice
California Department of Education

Presenters
Sue Sawyer, California Transition Alliance

Sandra Hamilton-Slane, Shasta Community College
Robin Schmitt, Antioch Unified School District

Linked Learning
Goals

Our goal is to offer a series of webinars to define the course of study mandate and explore related issues.

Agenda for Course of Study: High School Diploma

• Review the transition mandates in the individualized education program (IEP)
• Define the course of study mandate, Indicator 13
• Explore California *Education Code* (EC)
• Demonstrate connection between the student’s postsecondary goals and the course of study
• Explore the diploma implications for college, careers, and life after high school
Focus:

- Improve academic and functional achievement to facilitate movement from school to post-school activities
- Based on youth’s strengths and interests
- Includes instruction, related services, community experience, development of employment, and other post-school living objectives
- Mandates the development of a plan that summarizes skills, strengths, transition readiness, needs
California State Performance Plan

Indicators related to transition:

1. Increase graduation rate
2. Decrease drop-out rate
13. Achieve compliance with federal regulations for secondary transition on the IEP
14. Improve outcomes:
   Employment
   Postsecondary education/training
   Independent living
California State Performance Plan

Indicator 13 requires IEPs to:

- List measurable postsecondary goals in employment, education/training, and if needed, independent living
- Be updated annually
- Be based on age appropriate assessments
- List transition services
- Define the course of study
- List annual IEP goals related to postsecondary goals
- Invite students to the meeting
- Invite representatives of agencies that are approved by parents/students
Indicator 13: Course of Study

Transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals.

Courses of study are defined as a multi-year description of all coursework to achieve the student’s postsecondary goals, from the current year to the anticipated exit year. The course of study should be a list of classes rather than a statement of instructional program.

Source: NSTTAC/ Wrights Law Advisory
Proposed TAG changes, June 2013

- Locate the course of study (instructional program of study) or list of courses of study in the student’s IEP. Do the transition services include courses of study that align with the student’s postsecondary goals?
  
  o a) Are the courses of study a multi-year description of coursework from the student’s current year to anticipated exit year?
  
  o b) Are the courses of study designed to help the student achieve the identified postsecondary goal(s)?

- If **yes** to both a) and b) above, circle \( Y \)
- If **no** to either a) or b) above circle \( N \)
Issues Impacting Course of Study
Discussion

- Under the Individuals with Disabilities Education Act, students are entitled to special education services until age 22 or until they receive a diploma, whichever occurs first.

- Status of California High School Exit Examination (CAHSEE) and exemptions

- Need for accommodations/remediation

Participation in California Alternate Performance Assessment (CAPA): students generally participate in an alternative curriculum that has significantly modified grade-level standards, students generally earn a certificate of completion.
Students Earning a High School Diploma

- Must meet state and local graduation requirements
- May earn a diploma by:
  - Passing classes, tests, earning sufficient credit
  - Using modified curriculum explicitly connected to standards and deemed by the LEA to meet graduation requirements
  - Meeting all state and local requirements
Construct the Individualized Education Program

- Student Interests, Dreams
- Annual Age Appropriate Assessment
- Postsecondary Goals
  - Coordinated Set of Activities
  - Measurable Annual Goals
  - Postsecondary Outcomes
- Family Input, Needs
- Course of Study
The attached course of study lists classes and graduation requirements that prepare ----- for postsecondary goals.

### District Graduation Requirements:

#### Course of Study

A multi-year description of student's coursework from current year to anticipated exit year, in order to enable the student to meet their post secondary goal.

The attached course of study lists classes and graduation requirements that prepare ----- for postsecondary goals.

<table>
<thead>
<tr>
<th>Units/Credits</th>
<th>Units/Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed:</td>
<td>Pending:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Diplomas:</th>
<th>Certificate of Completion:</th>
<th>Anticipated Completion Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
<td>_____ / _____ / _____</td>
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</tbody>
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#### CAHSEE (High School Exit Exam)

<table>
<thead>
<tr>
<th>CAHSEE/ELA date:</th>
<th>Score:</th>
<th>Passed</th>
<th>Did not pass</th>
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</thead>
<tbody>
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<thead>
<tr>
<th>CAHSEE/Math date:</th>
<th>Score:</th>
<th>Passed</th>
<th>Did not pass</th>
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<th>CAHSEE:</th>
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#### Age of Majority:

<table>
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<tr>
<th>□ On or before the student's 17th birthday, he/she has been advised of rights at age of majority (age 18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>By whom:</td>
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</table>

When you reach the age of 18, the age of majority, you have the right to receive all information about your educational program and make all decisions related to your education. This includes the right to represent yourself at an IEP meeting and sign the IEP in place of your parent or guardian.

1. The student’s IEP includes appropriate measurable postsecondary goal or goals that covers the education or training, employment, and as needed independent living? □ Yes □ No
2. Is (are) the postsecondary goal(s) updated annually? □ Yes □ No
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment? □ Yes □ No
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)? □ Yes □ No
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)? □ Yes □ No
6. Is (are) there annual IEP goal(s) related to the student's transition services needs? □ Yes □ No
7. Is there evidence that the student was invited to the IEP meeting where transition services were discussed? □ Yes □ No
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority? □ Yes □ No □ N/A
Terminology

- Diploma—requires meeting all state and Local Educational Agency (LEA) graduation requirements
- General Education Development test (GED)
- California High School Proficiency Exam (CHSPE)

Terms used to describe alternatives to high school diploma:
- Alternative Diploma
- Certificate of Attendance
- Certificate of Completion
## Options

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>Certificate</th>
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</thead>
<tbody>
<tr>
<td><strong>Standard Diploma</strong></td>
<td><strong>Certificate of Completion</strong></td>
</tr>
<tr>
<td>Meet all state and LEA course requirements for earning a diploma with or without accommodations</td>
<td>Alternative course of study based on functional skills</td>
</tr>
<tr>
<td>Pass/Exemption/Waiver of the California High School Exit Examination (CAHSEE)</td>
<td>Access to the general education curriculum</td>
</tr>
<tr>
<td>Standard Diploma Based on Modified Curriculum</td>
<td>California Alternate Performance Assessment (CAPA)</td>
</tr>
<tr>
<td>Meet all state and LEA course requirements for earning a diploma using a modified curriculum based on state standards</td>
<td></td>
</tr>
<tr>
<td>Pass/Exemption/Waiver of the CAHSEE</td>
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</table>

Does the modified curriculum prepare students for postsecondary education/training and/or employment goals?

Changing expectations: Integrated Competitive Employment (ICE) and higher rate of participation in postsecondary education
Education in a State of Change

Shifting Priorities

Common Core Standards
Testing and use of data
Rethinking Career Technical Education (CTE)
Universal Design
Twenty-first Century Skills
Alignment of high school/postsecondary education
Labor market changes
Changing expectations for students with intellectual disabilities
  Integrated competitive employment (ICE)
  Increased college participation
What is the Value of the High School Diploma?

How does the diploma relate to:

- Education/training goals
- Employment goals
- Independent living
Community College Perspective
Sandra Hamilton-Slane, Shasta College
Interim Dean of Enrollment,

- Qualifications for attending a community college
  Open access: HS Diploma / GED not required for admission.
- The high school diploma—does it matter?
  - Cannot receive Federal Financial aid without a diploma/GED
  - Cannot receive ongoing financial aid unless student identifies “course of study” and demonstrates progress (GPA and completion of courses.
  - Limitations on repeating courses
- Implications of the certificate of completion
- Dual enrollment—advantages to students
Differences Between K-12 and Post-secondary Education

- Disabled Students Programs and Services
- Limited adaptive courses / programs available
- Suggestions to prepare students with disabilities for postsecondary education
  - Participation is voluntary
  - Course modifications are rare
  - Accommodations are for in-class access only – no personal aides, no tutoring, no homework assistance, no extension of deadlines
  - Students must learn to advocate for themselves.
  - Documentation of condition/disability required from diagnosing professional – IEP not sufficient.
Employment Goals

• Meet minimum qualifications for jobs
• Overcome employer biases
• Earn a living wage
Focus on College and Career Readiness – When Career Paths are Changing

They used to be *linear*

Then lateral
Climbing to the Top

Now its almost like climbing a *Jungle Gym:*
Developing skills
Looking for/creating opportunity
Evolve, building skills sets

Then a little more *cyclical/changing*

Various changes in roles, relationships, responsibilities, interests, etc. occur over time

OR

A *glider or sailboat*
Quickly adapting to circumstances and opportunities . . .
What Do I Do if I Lack a Diploma?

High demand skills (art, sports, technology)
Industry certification of skills required for employment
Work experience and on the job training
**Figure 1:** Median lifetime earnings by highest educational attainment, 2009 dollars

- Less than High School: $973,000
- High School Diploma: $1,304,000
- Some College/No Degree: $1,547,000
- Associate’s Degree: $1,727,000
- Bachelor’s Degree: $2,268,000
- Master’s Degree: $2,671,000
- Doctoral Degree: $3,252,000
- Professional Degree: $3,648,000

Source: California Labor Market Data
Our Challenge: College AND Career Readiness

Are Your Students Ready for Life After High School?
Common Core State Standards

Provide access to the knowledge and skills necessary for a successful future—college and careers

Implications:

• Annual instructional goal statements should align with common core language
• Requires supports and related service
• Universal Design
• Assessment—Smarter Balance Assessment System
• Alternative Assessment Developed by National Center and State Collaborative
Pathways

- Tend to operate as small learning communities.
- Incorporate Regional Occupation Programs (ROP) and community college course-taking options, as appropriate and available.
- Blend academic and career technical course content.
- Learning is project-based, student-centered, rigorous and relevant, and supported by a range of services.
Linked Learning Organizing Principles

- Presenter: Robin Schmitt, Executive Director of Programs and Interventions, Antioch, USD
- Prepare students for **both** college and career
- Lead to the full range of postsecondary options
- Connect academics to real-world applications
- Improve student achievement
Pathway Components

- Key points about all Antioch Unified Linked Learning Pathway
- Students take a sequence of career technical courses that link the content across the curriculum
- Students experience career-based learning activities
- Pathway course work meets college entrance requirements
- Pathways are open to all students; no prerequisite requirements
- Pathways provide a system of support to ensure student success

http://www.antioch.k12.ca.us/cms/page_view?d=x&piid=&vpid=1288693013177
An academic core meeting postsecondary admissions requirements of University of California (UC), California State University (CSU), and community colleges

- Four years of English
- Three years of math (four recommended)
- Three years of social studies
- Two years of lab science (three recommended)
- Two years of world language (three recommended)
- One year of Visual and Performing Arts (VAPA)
- One year college prep elective
A Technical Core

- Shift from narrow occupationally specific preparation to Industry Sectors
- Meet CTE and industry standards, provide certification
- Sequence of three to four courses
- Infuse and reinforce academic content and standards

Linked Learning Pathways:
- Business Tech Academy (at DVHS)
- Dozier-Libbey Medical High School
- Engineering & Designing a Green Environment Academy (EDGE) (at AHS)
- Environmental Studies Academy (at AHS)
- Law and Justice Academy (at DVHS)
- Leadership & Public Services Academy (at AHS)
- Media Tech Academy (at AHS)
- Performing Arts Academy (at DVHS)
Work-based Learning

- Includes mentoring, job shadowing, internships, school-based enterprise, service learning, virtual apprenticeship

- Reinforces both academic and CTE standards

- Students develop meaningful relationships with adult role models

- Immerses students in “adult world,” leading to maturity, understanding of professional behaviors, high expectations
Support Services

- **Supplemental instruction** for students below grade level:
  - Additional coursework but, rather than more of the same, uses an integrated, applied learning approach
  - Extended day, extended year
  - Tutoring and other assistance

- College and career **guidance and counseling**
Pathways

• Bring **real world relevance** to the college preparatory curriculum
• Promote **project-based teaching and learning**
• Use more **authentic assessment methods**
To Recap

- The high school diploma enhances the student’s options for postsecondary education/training and employment choices. It opens doors.
- IDEA requires that the IEP lists a multi-year course of study that explicitly prepares students for post-school goals.
- The state and LEA stipulate high school diploma requirements.
- *Education Code* has limited information regarding definitions of certificates of achievement/completion and modified curriculum standards that can lead to a diploma.
- School counselors and CTE administrators have a lengthy history of compiling courses of study and class sequences. We can learn from them and/or utilize their resources.
- College and Career Readiness are critical for student outcomes.
We Invite You to Join Us

- **March 19, 2013, from 3–4:30 p.m.**
  - The final course of study Webinar will focus on the certificate of completion

- **April 15, 2013, from 3–4:30 p.m.**
  - Reporting Indicator 13 Compliance
Community of Practice on Secondary Transition

For more information regarding the Community of Practice on Secondary Transition, please contact:

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