Meeting Indicator 13-The Mandate

Course of Study

January 15, 2013
3-4:30 p.m.
Welcome

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

Presenters
Sue Sawyer, California Transition Alliance

Richard Myers, Counselor,
Mike O’Leary, Director CTE/Categorical Programs,
Shasta Union High School District, Redding, CA
Goals

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

Today We Will:

- 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
- Identify resources available at the Local Education Agency (LEA)/site level
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
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
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
Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?

- Courses of study are a multi-year description of coursework needed to achieve the student's desired post-school goals, from the student's current to anticipated exit year.

- Do the transition services include courses of study that align with the student’s postsecondary goal(s)?

  - If yes, then circle Y or if no, then circle N
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?
  - a) Are the courses of study a multi-year description of coursework from the student’s current year to anticipated exit year?
  - 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**
Construct the Individualized Education Program

- Student Interests, Dreams
- Annual Age Appropriate Assessment
- Family Input, Needs

- Postsecondary Goals
  - Coordinated Set of Activities
  - Measurable Annual Goals
  - Course of Study
  - Postsecondary Outcomes
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.

- A-G curriculum.

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.
Terminology

- Diploma - requires meeting all state and 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
How Does California *Education Code* Describe the Course of Study?

- California *Education Code (EC)* lists the course of study pertaining specifically to earning a diploma.

- *EC Section 51225.3* defines the coursework that all students receiving a diploma of graduation from a California high school must have completed while in grades 9–12, inclusive.

- It also allows other coursework adopted by the local governing board of the LEA.
Factors to Determine the Course of Study

- Student goals upon completion of high school
  - Education/training, employment, independent living
  - Academic history in general and special education
- Test data: statewide testing scores, reading level
- Curriculum/course descriptions as related to district graduation requirements
- Attendance
- Behavior
- Graduation status
Resources

- Richard Myyers is joining us by phone to share the Counselor Four Year Education and Career Plan
- Richard will walk us through their planning process
- http://www.enterprisehornets.com/counseling/4year-plan/
Lessons from Career Technical Education (CTE)

Mike O’Leary
Director of Categorical Programs for the Shasta Union High School District.

Schools that receive Carl D. Perkins funding are required to develop a sequence of CTE classes that form a pathway that reflect labor market information and resources in the community/region of the state.

Mike is sharing how he develops this sequence that also has implications for the course of study based on employment goals.
Shasta Union High School District:
Career Technical Education Pathways
Industry Sectors

Agriculture and National Resources
Ag mechanics 1 -4
Agriculture Physical Science
Integrated Agriculture Biology@
Floral Design
Plant and Soil Science@
Animal Science
Animal and Veterinary Careers@

Building Trades and Construction
•Introduction to Construction
•Intermediate Construction
•Advanced Construction
•The Art of Woodworking
•Construction Technology Careers@

Early Childhood Development and Family Services
•Early Childhood Education@

Energy and Utilities:
•Energy Technologies@

Engineering & Design
•The Art of Architecture
•Computer Aided Drafting I-IV
•Space Exploration and Engineering (Robotics) (A-G)
Shasta Union High School District  

CTE Industry Sectors

**Finance and Business**
- Introduction to Business
- Accounting
- Marketing
- Entrepreneurship and Small Business

**Health Science and Medical Technology**
- Dental Careers
- Medical Careers
- Medical Careers / EMT
- Medical Careers Clinical
- Sports Medicine / Athletic Training Careers

**Hospitality and Tourism & Recreation**
- Culinary Arts I
- Advanced Culinary Arts
- Chef Prep and Hospitality Careers
Information Technology
Computer Applications @
Computer Literacy
Intro to Internet and HTML
Publishing on the Web
PC Graphics and Design
Web Design Using Dreamweaver @
Digital Multimedia @

Public Service
Administration of Justice I @
Administration of Justice 2
Cosmetology Careers
Fire Technology I1 @
Fire Technology 2 @
Construction Technology Careers

- Shasta Builders Exchange
- Dual Enrolled
- Projects
- NCCER certified
Building Trades and Technology Pathway

- Building Trades & Construction
  - Introduction to Construction
  - Intermediate Construction
  - Advanced Construction
  - The Art of Fine Woodworking

Construction Technology Careers @
Linked Learning Organizing Principles

- Prepare students for **both** college and career
- Lead to the full range of postsecondary options
- Connect academics to real-world applications
- Improve student achievement

Source: connectedcalifornia.org
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

Source: connectedcalifornia.org
Pathway Components

- A Challenging Academic Component
- A Demanding Technical Component
- A Work-based Learning Component
- Support Services

Source: connectedcalifornia.org
California *Education Code* defines alternative means for pupils to complete the prescribed course of study, which may include:

- Practical demonstration of skills and competencies
- Supervised work experience or other outside school experience
- Career technical education classes offered in high schools
- Courses offered by regional occupational centers or programs
- Interdisciplinary study
- Independent study
- Credit earned at a postsecondary institution

Requirements for graduation and specified alternative modes for completing the prescribed course of study shall be made available to pupils, parents, and the public.
EC Section 56390. Notwithstanding Section 51412 or any other provision of law, a local educational agency may award an individual with exceptional needs a certificate or document of educational achievement or completion if the requirements of subdivision (a), (b), or (c) are met.
Certificate of Achievement/Completion

- a) The individual has satisfactorily completed a prescribed alternative course of study approved by the governing board of the school district in which the individual attended school or the school district with jurisdiction over the individual and identified in his or her individualized education program.

- b) The individual has satisfactorily met his or her individualized education program goals and objectives during high school as determined by the individualized education program team.

- c) The individual has satisfactorily attended high school, participated in the instruction as prescribed in his or her individualized education program, and has met the objectives of the statement of transition services.

- EC Section 56026: Age out of K–12 system at age 22
Other Issues Regarding the Certificate
AB 104 (Developmental Disabilities)

Maximize Utilization of Generic Resources, Education Services
Trailer Bill Language (TBL) Section 13: Section 4648.55 was added, prohibiting a regional center from purchasing day program, vocational education, work services, independent living program, or mobility training and related transportation services for a consumer who is 18 to 22 years of age, if the consumer is eligible for special education and related education services and has not received a diploma or certificate of completion, unless the IEP Team, including a representative of the Department of Developmental Services (DDS) determines that the consumer’s needs cannot be met in the educational system or grants an exemption pursuant to section 4648(d).
Remember

- The course of study must intentionally and explicitly reflect the student’s postsecondary transition goals.

- It defines the list of classes that students are required to complete to earn a diploma and/or a certificate of completion.

- Classes should be listed in sufficiently generic terms to be portable across district and state lines.

- Achieving the high school diploma should be recognized as partially meeting postsecondary education and employment goals. Many employers list the diploma as a minimum qualification for job openings.
We Invite You to Join Us

- The following Webinars are scheduled in a series that explores the Course of Study issues:
- February 19, 2013, Focus on the high school diploma
- March 19, 2013, Focus on the certificate of completion
References

• National Secondary Transition Technical Assistance Center (NSTTAC)  www.nsttac.org
• Wright’s Law: Writing Transition Statements on the Individualized Education Program (IEP) Advisory
• California *Education Code*: 51225.3 and 56390
• California 2011 Legislation: AB 104
• California School Counselor Association
• National Collaborative on Workforce and Disability-youth  www.ncwd-youth.info
• Linked Learning: ConnectEd,  www.connectedcalifornia.org