Secondary Transition Planning for Youth with Disabilities
Roles, Challenges, Opportunities

California Association of School Psychologists Conference
October 25, 2019
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Vicki Shadd, CA Transition Alliance

1

Let’s Get Acquainted
Introduce self and share why you are here
Discussion
Rate your knowledge of transition
Share your experience
What role do you play in transition at your school
When you hear the word transition you think

2

What Role do you play in transition
Please describe your role in transition.
What are the biggest challenges your students face?
What are the biggest challenges teachers in your LEA face?
What are the biggest challenges Parents face?
Agenda

9:00 Welcome! Let’s Get Acquainted

AM Session: Let’s Look at Youth and Mandates

9:30 Transition is Important

10:30 Break

10:45 Transition Planning: The Basics

12:00 Lunch

PM Session: What is the role of the Psychologist in Essential Elements of Transition

2:00 Explore Assessment and Goal Setting

3:30 Break

Course of Study / High School Diploma

Annual Goals

Youth Role in IEP

Collaboration: with teachers, parents, students, agencies

4:45 Wrap Up / Evaluation

5:00 Adjourn

Secondary Transition
Putting It into Perspective

Transitioning out of high school is common for all youth.

All youth need to prepare for adult life roles as:

Workers Family Members Members of Community Lifelong Learners

Mandates

A statement of student’s post-secondary goals in the areas of Employment, Post-secondary education and training and Independent Living.

Assessments

Transition Services that will help the student achieve their goals

A course of study

Annual Goals

Invitations to Students and Agencies that provide transition support
Let’s Reflect on our progress
Times and Expectations are Changing

We have moved from (2013)

Creating plans for youth/menus
Silos
Watered down expectations
Start at 16
Sheltered work
Certificate of completion
Figuring out accommodations

To (2019)

Person Centered Plans
Collaboration
Opportunity to Learn
Start at pre-school or before
Employment
Diploma and College
Industries – Inclusive workforce
Accommodations/Tech

Reality Check
Why Is Effective Transition Planning so Critical for Youth with Disabilities?

Labor Force Participation August, 2019

<table>
<thead>
<tr>
<th>Age</th>
<th>Participation in Labor force Participation</th>
<th>Participation in Labor force Participation</th>
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</thead>
<tbody>
<tr>
<td>16-19</td>
<td>24.8%</td>
<td>36.4%</td>
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<tr>
<td>20–24</td>
<td>42.9%</td>
<td>74.4%</td>
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</table>

25% of people with disabilities live in poverty:
Average annual incomes at less than $15,000.

26% of workers with Intellectual Disabilities/Developmental Disabilities (ID/DD) are working in community employment; majority still in sheltered and non-work settings.

26% high schools offer work-based experiences vs. 74% classroom based learning.

Emerging Issues for Youth with Disabilities

- Recognition we need to start thinking of transition earlier
- Focus on Employment: Post-secondary education is on the path to a job
- Increase engagement in common core curriculum- Inclusion
  - General Education Student: Special Education provides support.
- Focus on from compliance with how to write an IEP
- Data: Student Outcomes, College and Career Readiness
- The role of the diploma and barriers to employment
- LEA focus on college readiness
- ESSA- Students who complete standards-based alternative assessments may be eligible for alternative diplomas
- Employment First- eliminate sub-minimum wage certificates
- Reduce dependence on social security
Youth Engagement Critical to developing meaningful transition IEPs
Who are the Youth in classrooms in 2018?

Emerging adulthood stage of development

Attitude toward work

Communication/interpersonal skills

Impact of technology on careers, opportunities, communication, learning

The wired generation - implications

Use of social media
Challenges All Youth Face

- All teens struggle with
  - Personal identity
  - Impact of social media - new ways of processing information
  - Peer pressure
  - Expectations of self and others
  - Rapidly changing world - impact of artificial intelligences
  - Developing thinking, problem solving skills
  - Personal development
  - Ability to consider unintended consequences
  - Family relationships – need to grow and separate
  - Taking risks
  - Academic demands
  - Interpersonal relations

- And Youth with Disabilities Face
  - Neurological impairments that result in
  - Lack of confidence
  - Executive functioning skills
  - Interpersonal skills
  - Social skills
  - Communication skills
  - Anxiety
  - Impulsiveness
  - Learning disabilities
  - Emotional / Mental health issues

The Other Challenge – Acceptance

Empowering Students with Hidden Disabilities

<table>
<thead>
<tr>
<th>Accept their disability</th>
<th>Unwilling to Admit to Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Discovery</td>
<td>Shame</td>
</tr>
<tr>
<td>Use Supports</td>
<td>Reject Supports</td>
</tr>
<tr>
<td>Self Advocacy</td>
<td>Exhibit non-adaptive behaviors</td>
</tr>
<tr>
<td>Connect with People</td>
<td>Risk Underachievement</td>
</tr>
</tbody>
</table>

LeDerek Horne: https://roadtripnation.com/leader/lederick-horne

What Would You Add to this List?

- What role do you play with students?
- Who are the “Influencers” in the students lives?
- What roles do adult allies play?
- What expectations do students hear?
Busting Myths

What Expectations did these youth here?

• How do we monitor our language?
• How do we move from focusing on deficits to focusing on assets?
• Were the expectations they heard valid?
• Can you give an example in which the disability is an asset?
Transition Planning: The Basics

- **Intent:** Focus on writing an IEP - 100% compliant with Indicator 13.
- Recognize Transition is a **process**, not a document.
- Recognize that shifting priorities at the federal level - from compliance to outcomes: Education, Employment, Independent Living – validates the value of research.
- Use as a planning tool: Evaluation of current practice and potential areas of improvement.
- Show the connection between the mandate and researched best practices to achieve outcomes.
- Highlights an array of evidenced-based and promising practices, tools and resources.

Recent Legislation  Page 7

- **Workforce Innovation and Opportunity Act** legislates collaboration between education and the Department of Rehabilitation to provide pre-employment transition services to youth with disabilities.
- **Every Student Succeeds Act** mandates inclusion of students with disabilities in general education. Redefines the high school diploma.
- **Competitive Integrated Employment** requires employment options for youth with IDD in integrated, competitive employment.
- **Higher Education Opportunity Act** opens doors to create college programs to accommodate students with IDD on college campuses.
- **Federal Financial Aid** - Requires standard diploma – Exception - students with severe cognitive disabilities who enroll in colleges/universities that provide programs to meet their needs. (Think College, C2C programs, CTP Programs)

Common Themes to All Legislation

Youth Focused Planning / Competitive Employment for ALL
- Multiple paths to college and careers
- Inclusion of youth with disabilities
- Teaching all students - using universal design
- Context – integrating academic and career development skills
- Collaboration and coordination of services both in school and among agencies
- Validate need for transition planning for all students
- Focus on local / regional industry sectors with highest potential for opportunities and wages
The Implications of the Legislation
Impact on youth, services, resources

• They effect all youth with Individualized Education Plans (IEPS) in school
• They effect the outcomes youth, families and educators target.
• They effect the provision of transition services available in and after students leave school.
• They affect the array of services that are available as youth leave school to go to work.
• Some legislation mandates collaboration among agencies.
• There are implications regarding the High School Diploma and Certificates of Completion

We are moving toward One System for All

How do we meet everyone’s needs?

Mandates
Change
Challenges
Local Issues
High School Diploma
Certificate of completion
Assessment is the foundation to transition planning

The Mandate: “The IEP must include post-secondary measurable goals based upon age appropriate assessments related to training, education, employment and, where appropriate independent living skills and transition services (including the course of study) needed to help the child in reaching those goals.

• What is your role regarding assessments?

• What assessments do you conduct? Their purpose?

• Can you draw a line from assessment to transition goals?

Writing Initial and Tri-Annual Goals

Do the goals reference student post-secondary goals?
Do they encourage experiences that help the student set goals?
Do they include “job language”
Do they focus on assets vs. deficits?
Do they suggest accommodations?
Do they consider the “next environment”

When you hear the term Person Centered Plan…?
All About John

- Born in Modesto, Ca on June 2nd, 2000.

Activities:
- Football
- XBox
- Computer
- Going to the Movies
- Taking on the phone with my friends

Special Events in my life:
Joining the Cross Country team at school was a big turning point for me.

Participants in my life:
- AGENCY
- FAMILY
- FRIENDS/COMMUNITY

I also receive services from the regional center.

I live with my mom, sister, brother & his girlfriend.

Hang out with friends, outdoors. With family go on trips somewhere, go to the movie. Hang out with nieces and nephews on weekends and like to be outside, go on trampoline.

Hang out with friends, outdoors. With family go on trips somewhere, go to the movie. Hang out with nieces and nephews on weekends and like to be outside, go on trampoline.
LIFE

PRESENT STATUS:
- Take out garbage
-figure how to do my own laundry
- Most things I am able to do on my own
- Learning to cook

MY NEEDS:

After High School Life:
- Marines & go through college (possibly online)
- Get 4 year degree - fire science, mechanics, etc.

EDUCATION

At The Moment I am:
- A freshman
- Favorite subject is Math
- Graduation in 4 years with A diploma
- Good with staying organized – improved from last year

After High School Life:
- Marines & go through college (possibly online)
- Get 4 year degree - fire science, mechanics, etc.

FINANCIAL PLANNING & MONEY MANAGEMENT

Current Status:
- I do not have a bank account

Current Needs:
- I would like help learning money management and budgeting
• Mom drives me
• I can walk if it’s not too far

**My Needs:**
• Go through drivers ed
• Learn bus system

**Present Status:**

**Transportation**

---

**MY FEARS:**

- Personalizing
  - Custom Power Points
    - Designs, animations, transitions, etc.
    - Clip Art
    - Participant Pictures
    - Participant Artwork
  - Hard Copy
    - Oversized paper
    - Lots of color
    - Cutting and Pasting
    - Good for those not inclined to use/stare at a computer

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**My Dreams:**

I can see myself being rich; getting sponsored for bike riding.
Personalizing a PDP

❖ Custom Power Points
  • Designs, animations, transitions, etc.
  • Clip Art
  • Participant Pictures
  • Participant Artwork

❖ Hard Copy
  • Oversized paper
  • Lots of color
  • Cutting and Pasting
  • Good for those not inclined to use/stare at a computer

Ways to Use a Person Driven Plan (PDP)

❖ IEP Meetings
  • PDP’s provide visual aid that effectively represents the student & helps them advocate for what they want.
  • Quickly introduce students to other professionals.
  • PDP’s can be easily modified for use as a Visual Resume.

Assessment Strategies

• The most effective assessment strategies help students discover their interests, abilities and inform their choices. They culminate with reflection.

• Formal Assessments are standardized and require specific credentials.

• Informal Assessments include interviews, inventories, observation, curriculum based, future planning activities, functional skills inventories.

• An essential component of the assessment process is reflection.
Informal Assessment
- Interviews or questionnaires
- Direct observations
- Anecdotal records
- Curriculum-based assessments
- Preference assessments
- Transition planning inventories
- Functional skill inventories
- Environmental or situational analysis
- Schoolwide Career Surveys

Formal Assessment
- Adaptive behavior scales (Vineland)
- Independent living assessments
- Aptitude tests (Differential Aptitude Test)
- Interest inventories (Self-Directed Search)
- Intelligence tests
- Achievement tests (Woodcock Johnson, STAR)
- Personality or preference tests
- Career development measures
- On-the-job or training evaluations
- Measures of self-determination

All assessments require Documenting Assessment Results
- Describe the assessments/instruments used annually in education/training, employment and independent living.
  Include:
  - Name and date of tool used
  - Brief summary of results (learning style inventories; career interests, aptitudes or values assessments, etc.)
  - Outcomes of any work, training or community service
- Think of this as the Present Levels of Transition
- You do not need to list informal assessments, especially those provided to a group of students to the assessment plan. You should add formal transition assessment on assessment plan
- How does the student reflect on the assessment
- Remember assessments drive and justify postsecondary goals and services!

How Do We Prepare Students for the Unknown?
- When you work, you gain skills
- New Opportunity
- And You Learn….
- What You Love to Do
- What You’re Good At Doing
- What the World Needs
- When you work, you gain skills
Assessment Challenges

Grade and Age Appropriateness
Student readiness to respond to assessment
Student resistance the assessment
  Influences: Sense of future, confidence,
  Response to Language /Vocabulary
  Relevance
  Influence of Family, Peers

Website that addresses some of these factors:
http://www.whatcanyoudocampaign.org/

Connecting hobbies and careers

Let’s explore the Holland Code (Oparks) and the Circle of Interest

Do we evaluate Soft Skills and Strengths?

Do we Evaluate
- Soft Skills
- Strengths

VIA Inventory of Strengths for Youth
www.viacharacter.org
Disclosure: Pros and Cons

- When do we inform students of their disability?

Choosing to disclose the disability is intentionally releasing personal information for a specific purpose.

- When do students need to disclose a disability in school?

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
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</thead>
<tbody>
<tr>
<td>Receive accommodations</td>
<td>Potential to be perceived as a Legal Risk</td>
</tr>
<tr>
<td>Helps you get what you need</td>
<td>Potential to be treated different</td>
</tr>
<tr>
<td>Relieves stress, improves self image</td>
<td>Lowers expectations, creates doubt</td>
</tr>
</tbody>
</table>

- There are specific reasons to disclose information for employment purposes:
  - Job accommodations, securing benefits, Requesting services from an agency

Transition Assessment

Career Assessment is designed to assist the student to make career decisions and make personal plans for their future. A Transition Portfolio is frequently used to summarize the student’s strengths and positive traits.

Components of the Student’s Transition Portfolio may include:

- Copies of your plans for the future
- Interest Inventories and Reflection
- Learning Style inventories
- Multiple Intelligence summary
- Disclosure sheet with pros and cons listed
- Education Research
- Certificates, awards you have earned
- Recommendations for teachers, employers
- Decision sheet with pros and cons listed that are filled out and provide reference when you apply on line.
- Medical information
- Education history (including career classes)
- Application to DOR, DSPS at college
- Job Accommodation Network checklist
- School history – classes, grades, IEPs

If you were a strong self advocate, are there any resources listed that you would decide to avoid sharing?
Samples of Formal Assessments

Brigance, Transition Skills Inventory

TTAP, TEACCH Transition Assessment Profile

Functional Assessment and Curriculum for Teaching Students with Disabilities

What Are You Good At?
List 3 skills or talents you have.

What Do YOU Love to Do?
List 3 Career Classes that Interest you the most?

I plan to be a

The power of Reflection

More resources to explore assessments
• California Career Center  www.californiacareers.info
• CA Career Zone  www.cacareerzone.org
• My Next Move  www.mynextmove.org
• Petco  www.Petco.com
• I’m Determined  www.imdetermined.org
• Shasta Career Connections  www.catransitionalliance.org
• Casey Life Skills
4. Transition Services

Mandate: The term “transition services” means a coordinated set of activities for a child with a disability. IEPs are required to list transition services that will be provided to help the child to achieve their post-school goals.

IDEA defines the services as instruction, related services, community experiences, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and functional vocational evaluation.

What is the role of the psychologist regarding transition services?

What impact does inclusion have on providing transition services?

Selecting Transition Services

<table>
<thead>
<tr>
<th>Traditional Services (CASEMIS)</th>
<th>Individualized Post-Secondary Transition Services</th>
<th>Key Employment Transition Services</th>
<th>CA School Dashboard</th>
<th>College and Career Readiness Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Services</td>
<td>Job Exploration / Counseling</td>
<td></td>
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<tr>
<td>Designated Instruction</td>
<td>Work-Based Learning Experiences</td>
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<tr>
<td>College awareness / preparation</td>
<td>Counseling on Post-Secondary Opportunities</td>
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<tr>
<td>Vocational / assessment / counseling / guidance / career assessment</td>
<td>Workplace Readiness Training</td>
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<tr>
<td>Career awareness</td>
<td>Training on Self Advocacy</td>
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<tr>
<td>Work experience education</td>
<td>Shared Responsibility</td>
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<tr>
<td>Job coaching</td>
<td>Dual Employment</td>
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<tr>
<td>(including job shadow / service learning)</td>
<td>Monitoring</td>
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<tr>
<td>Agency linkages (referral and placement)</td>
<td>Team training (includes mobility training)</td>
<td></td>
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<tr>
<td>Other transition services</td>
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How Do Students Develop Skills and Interests?

- Usually through hands-on experiences
- Early Childhood:
  - Hear stories
  - Read
  - Play games
  - Solve Puzzles
  - Explore community with parents
  - Family shares stories about jobs
  - Chores
  - Play with peers
  - Recreation with family and through community recreation program

Elementary School:

- Core Academic Standards:
  - Classes that spark an interest
  - Explore Interests - hobbies, YouTube, Reading, Video Games, Web Research
  - Recreational Activities - youth recreation program

- Family Activities
  - Youth Organizations (church, 4-H, Scouting...)

- Youth Volunteer Experiences

- Extracurricular Activities at school - Music, Sports, Odd Jobs

- Guest Speakers

- Career Fairs

- Job Shadow

- Career Contextual Instruction

- College Awareness

- *Soft Skills (Employment Skills Instruction

- *Informational Interviews

- *Service Learning

- *Youth Entrepreneurship

High School:

- Course of Study - Classes spark interest

- Extracurricular / Student Clubs (FFA, FBLA, FCCLA)

- Athletics

- Music

- Student Leadership - Newspaper, Yearbook

- Career Technical Classes

- Dual Enrollment - High School - College Connections

- Service Learning

- Work Experience

- *Career Technical Programs/courses

- *Career Related Project Based Learning

- *Student Work-Based Learning

- Portfolio

- *Career and Education Plan

- *Career Development: Instruction, Reflection and Planning

- Customized Employment

- *Informational Interviews

- *Paid and Unpaid Internships, Apprenticeships

- *Volunteer Experiences
A Roadmap to Competitive Integrated Employment

Decide: Do YOU Want to Work

Find Your Allies
People who will help you achieve your goals

Discover what work is best for YOU

Explore what education and training you need to prepare for your job - and Enroll

Find out where YOU can find a job

Decide what help YOU need to find and keep a job

What else do YOU need?
Housing?
Money?
Transportation?
Friends and Recreation
Health and Medical Services?

The biggest challenge regarding providing transition services:
Access to students in general education with IEP?
Time for transition?
Who else at your school is working on the same goals? Where else do students receive assessments?
How do we engage these youth?

Annual Goals -
Definition: A statement of measurable annual goals including academic and functional goals designed to 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 meet each of the child’s other education needs that result from the child’s disabilities.

Other Advisories:
Definition of Alternative Diploma: All students with the most significant cognitive disabilities assessed using the alternative assessment aligned with alternative academic achievement standards may be awarded an alternative diploma as defined by the state that is standards based, aligned with state requirements for the regular high school diploma within FAPE.
Supreme Court Ruling: Endrews Case
Opportunity to Learn

“For children with disabilities, receiving instruction that aims so low would be tantamount to
“sitting idly ... awaiting the time when they were old enough to 'drop out.'”

• But Roberts also didn’t accept the “equal opportunity” standard that Drew’s parents
  wanted. Instead, he crafted a more flexible standard:
  • The IDEA demands more. It requires an educational program reasonably calculated to
    enable a child to make progress appropriate in light of the child’s circumstances”.

• U. S. Department of Ed. Advisory
• IEP must include annual goals that aid to improve educational results……
• Each child with an IEP must be offered access to instructional strategies and curricula
  aligned with state academic content standards

Annual IEP Goal Questions

• What skills and knowledge must the student
  attain this academic year that are necessary for
  achieving the identified postsecondary goals?

• What skills and knowledge does the student
  currently have that support their postsecondary
  goals?

Regulation: IDEA definition of Annual Goals

A statement of measurable annual goals, including academic and functional goals

designed to:

*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

*Meet each of the child’s other educational needs that result from the child’s disability

Definition of ‘Functional Skills’

The acquisition of essential and critical skills needed for children with disabilities to learn
specific daily living skills, personal, social, and employment skills or the skills needed to increase
performance and independence at work, in school, in home and in the community, for leisure
time and for post-secondary and other lifelong learning opportunities.
Implications of MTSS, Universal Design
Your Perceptions of Universal Design for Learning

Universal Design means I need to water down my curriculum.
Universal Design means I need to change the way I teach.
Universal Design means I have to modify my expectations.
Universal Design is a way to accommodate students with IEPs.
Universal Design is modified curriculum.
Universal Design means I have to abandon academic standards.
I currently teach using elements of Universal Design.

Universal Design for Learning Begins with Access

Equality, Equity, Accessibility

Our Education System

"Everyday is a genius, that if you judge a fish by its
ability to climb a tree, it will live its whole life
believing that it is stupid."
Challenges

Teaching Challenging Youth

Grading

Expectations

Standards based instruction for students with significant cognitive disabilities to earn a diploma

Resources:
Council of Chief State School Officers: College and Career Readiness Standards and Research Identified Transition Skills
National Center and State Collaboratives: CCSS Prioritized English Language Arts CCCs and Essential Understanding
Dynamic Curriculum Maps

Other potential sources of curriculum

- CalCRN Lesson Plans
- CAST [www.cast.org](http://www.cast.org) Universal Design for Learning
- Essential Skills for Employment
- Essential Life Skills for Youth
- Zarrow Goal Generator
- Georgetown University Ninth Grade Standards

- Resources: Section 5
Course of Study

Mandate: Courses of study are defined as a multi-year description of coursework to achieve the student’s desired post-school goals from the student’s current to anticipated exit year.

The course of study must intentionally and explicitly reflect each student’s secondary completion goals and post-secondary transition goals.

What is the role of the psychologist in developing the course of study?

The following slides summarize research compiled by the High School Diploma workgroup.

The Challenge: California Statistics, 2018

• 73% of students with disabilities earn high school diplomas in four years.
• 14% are classified drop-outs.
• 82% of non-disabled students earn a diploma.

How do we increase the number of students with IEPs who earn a diploma?
How do LEAs reduce drop-out rates and increase graduation rates?
How does the focus on the diploma impact transition?

What happens to you when you lack a diploma?

• The Personal Impact – loss of confidence and optimism
• You may experience doubts, negative perceptions of self-worth
• You lack the minimum qualifications for jobs and face employer bias
• You don’t qualify for some types of financial aid for post-secondary education
• You don’t meet minimum qualifications for post-secondary education and training

You face barriers to achieve successful outcomes and end up in jobs that are in danger because of automation and artificial intelligence
Most jobs available to youth who lack a diploma

The need for post-secondary education

The lack of a diploma is a barrier to employment and post-secondary education

A Diploma is a Ticket!

90% of employers prefer to hire youth with a diploma
30% of jobs are low-skilled and susceptible to automation
66% of jobs require a diploma and post-secondary education and training.

College and University entry criteria includes a high school diploma. FAFSA eligibility requires a high school diploma or a GED type diploma, unless you are a student with significant intellectual disabilities.
Quick Quiz

Q: When do we make the decision to put students on a diploma or non-diploma track?

A: By the third grade

We Want All Students to Leave School Prepared for Employment
Preparation needs to start young!

• We need to equip all students with academic skills, technical skills and “soft skills” (communication, interpersonal skills, problem-solving skills, creativity)
• We need to start early
• Expectations need to be examined

If the final destination after completing secondary and post-secondary education is employment, then...
Federal Definition of the High School Diploma

- awarded to the preponderance of students in the State
- fully aligned with State standards, or a higher diploma,
- not aligned to the alternate academic achievement standards
- does not include: a GED, certificate of completion, certificate of attendance, or similar lesser credential, such as a diploma based on meeting IEP goals.
- The vast majority of students with disabilities should have access to the same high-quality academic coursework as all other students in the State.

Diploma Options Available Today in California

CDE State Diploma
Golden Seal Merit Diplomas
Local Education Agencies High School Diploma
Diploma Plus diplomas
High School Proficiency Exam
Adult Education Diplomas

Note: California has approved the use of three high school equivalency tests (GED®, HiSET®, and TASC™), but not meet the federal guidelines for a diploma.

CA Diploma Course Requirements
EC 51225.3 states that all pupils receiving a diploma of graduation from a California high school must have completed all of the following courses:

<table>
<thead>
<tr>
<th>CA Department of Education Course Requirements</th>
<th>4th Period</th>
<th>3rd Period</th>
<th>2nd Period</th>
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<tbody>
<tr>
<td>English</td>
<td>3</td>
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<tr>
<td>Math</td>
<td>3</td>
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</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Social Science</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Visual / Performing Art</td>
<td>1</td>
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<tr>
<td>Foreign Language</td>
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<td>Career/Technical</td>
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***CA Course Requirements also states***

The local governing board of the LEA... shall adopt alternative means for pupils to complete the prescribed course of study, which may include:

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

college and career readiness

Achievement: 42% of all California youth are prepared.

All Students — One System???

- I am taking A-G classes and am going to the University
- I am in the CTE pathway — I want to attend the community college and work
- I am a foster kid — I just moved here. Glad I qualify for a diploma that requires fewer classes
- I have an IEP — I can't pass foreign language (or science) — so I can't graduate with a diploma
- My ESL classes are helping me qualify for a diploma
- I am earning a diploma through independent study and work experience
- I have an IEP — I can't pass foreign language (or science) — so I can't graduate with a diploma
We suggest making existing diploma options available to our students who struggle to achieve the a-g requirements.

Everything we are suggesting is already embedded in Ed Code.

Recent Reports and A Supreme Court Ruling Tell Us All Students Need the Opportunity to Learn Academic Standards

- "If 85-90% of students with IEPs have average intelligence or higher why are only 65% earning the standard high school diploma?"
- Are all students granted the opportunity to learn academic standards?
- Are teachers adequately trained in the elements of universal design and MTSS?
Lessons Learned from LEAs with Graduation Rates Above 80%:

- committed for diplomas for all and multiple pathways
- supports staff development on universal design, differentiated instruction, and accommodations
- common standards for all students
- early intervention and credit recovery
- certificate of completion is not equivalent to the diploma

Legal Issues: Meeting Diploma Requirements

A student who graduates from high school with a regular diploma is no longer eligible for special education (34 C.F.R. 300.102(a)(3); Ed Code 56210.1)

An LEA is obligated to issue a diploma when any student meets regular graduation requirements, and withholding a diploma to meet procedural requirements of the IDEA would be discriminatory. (see Runkel and Anonymous)

When a student meets graduation requirements, an LEA must only provide the student and parents with adequate notice of graduation and the rights available upon termination of education consistent with the general notice requirements of 34 C.F.R.300.503

Neither achievement of IEP goals nor academic proficiency at a 12th grade level is required for graduation with a regular high school diploma. (34 C.F.R. 300.102(a)(3)(iii)

Federal Definition of an Alternative Diploma - Education Code 51225.3

- students with the most significant cognitive disabilities in the cohort assessed using the alternate assessment, and awarded a State-defined alternate diploma that is—
  - standards-based;
  - aligned with the State requirements for the regular high school diploma; and
  - obtained within the time period for which the State ensures the availability of a free appropriate public education;
  - shall not include any student awarded a GED, certificate of completion, certificate of attendance, or similar lesser credential.
Only students with the most significant cognitive disabilities should receive alternative diplomas and only if they have taken the state’s alternative assessments.

No more than 1% of students graduating in a state should receive an alternative diploma.

Suggested Alternative Diploma Ed Code Language for Students with Significant Cognitive Impairments

Again, everything we are suggesting is already embedded in Ed Code.

The Certificate of Completion is Not a Diploma

Current practice is that many LEAs issue the certificate of completion as an alternative to the diploma.

- There are no student performance expectations related to the certificate.
- It has little to no value in post-school environments.
- There is a need to define the certificate and set expectations for academic standards, a transition portfolio and/or industry certifications.
Empower LEAs to Make Local Decisions

- The Certificate of Completion becomes a local issuance decision.
- LEAs can also choose to award diplomas with distinction, if they choose to.

Food for Thought

Grade 3 expectation: Learn to read
Grade 4 + Expectation: Read to Learn
Is the premise grade 3 is the end of the line for learning and developing skills valid?

What is happening at Shasta Community College

- No remedial classes or placement testing
- Only 30% of students with disabilities seek services and disclose their disabilities.
- Classes include co-curricular support
  - Natural supports exist for everyone
  - Use of accessibility features on phones, tablets, computers
  - Labs, Study Groups, Tutorial Support
  - Guided Pathways
  - College2Career Programs for students with IDD meet with success in CTE courses and jobs.

6. Inviting the Child

- There should be documentation in the IEP that the student was invited to the meeting.
- If the child does not attend the IEP meeting, the LEA shall take other steps to ensure that the student’s preferences and interests are considered.
  (34 CFR 300.346(a)(2)) (20 U.S.C. 1414(a)(5)(B))
- There should be evidence that other steps were taken to ensure that the student’s preferences and interest were considered.
- Discussion: Should students attend the IEP meeting? When should they Start?
  Who do you talk to when the student is present?
  Whose Plan is it?
Students and the IEP

If you answer True raise the yellow card, False – the green card

1. Students are required to attend the IEP.
2. Student goals are discussed even if the student is not present.
3. Students are encouraged to lead their IEP.

Five Levels of Participation in the IEP

Do You Know these Students?

• Student input provided indirectly-based on a questionnaire or survey,
• Passive Observer (in the room, avoids the conversation).
• Reluctant participant (responds to direct questions).
• Self-Advocate (practices self-advocacy skills).
• Leader (demonstrates leadership skills in the IEP).

Self-determination . . .

A self-determined person:
• Sets goals
• Makes decisions
• Sees options
• Solves problems
• Speaks up for himself
• Understands what supports are needed for success
• Knows how to evaluate outcomes

(Martin and Marshall, 1996)
Student Led IEP
Guiding Principles

➢ Start Young
➢ Have the student contribute the biggest part of the whole they can
➢ Increase their participation each year
➢ Prepare them ahead of time
➢ Direct the IEP participants to address the youth, instead of talking about them, talk to them
➢ Be a guide on the side during the meeting
➢ Embrace the paradigm shift on the purpose and structure of an IEP meeting
➢ Start with Annual IEPs

Benefits of Student Led IEPs

➢ Improvement of language skills
➢ Aligned to English/Language Arts CC State standards
➢ Preparation can be integrated into instruction in English, Study Skills or other subject matter.
➢ Increases communication skills
➢ Builds confidence
➢ Creates an opportunity to practice self advocacy skills

Examples of ways to Involve the Youth

➢ Ask everyone to introduce themselves and how they are connected to the youth
➢ Share a work sample
➢ Share progress on a goal they have been working on
➢ Share a future goal
➢ Share a career and or transition assessment
➢ Share a post secondary goal
➢ Have the youth ask the people at the table to share, successes, concerns, progress
Self Advocacy and Self Determination

• The student participation in the development of the transition plan and participation in the IEP are opportunities to help them develop self advocacy skills they will need in the classroom, the workplace and the community after they leave high school.

• Students need to leave school with an understanding of their disabilities. They need to know when and if they should disclose information. They also need to know what accommodations they need and how to request them.

• Students who struggle with self advocacy will struggle when seeking services from agencies.

Age of Majority

When a child reaches the age of majority, he/she should:

• Understand their disability
• Advocate for themselves
• Understand why they receive special education services
• Participate/lead their IEP meetings
• Be involved in the interpretation of test results
• Review their educational records
• Know their rights under Section 504 and ADA

Participating Agencies

The LEA must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services, to the extent appropriate.

• Evidence of parent consent to invite agencies
• Evidence of student consent, if child has reached the age of majority
• Evidence agencies were invited
Let’s Begin with Interdisciplinary Collaboration

• Students are general education students first
• Impact of inclusion in general education classes
• Value of electives

• Challenges:

The Need to Jigsaw Resources to meet Needs
Education and Adult Agency

**Education is Mandated to:**
- Provide services to all students who qualify for special education services.
- Services are based on an assessment of needs.
- In school - parents play a significant role.

**Adult Agencies**
- Have different eligibility criteria
- Are not mandated to serve all who qualify.
- May serve specific disability populations
- May have waiting list
- Have a specific menu of services
- Different definitions of disabilities
- After school – youth are adults & have rights to confidentiality.

WIOA defines competitive, integrated employment. It requires One Stop organizations, now called America Job Centers to serve youth with disabilities. It also renews the Rehabilitation Act and places greater emphasis on collaboration with youth, starting at age 14.

Collaboration with Department of Rehabilitation

- DOR Student Services
  - Job Exploration Counseling
  - Workplace Readiness Training
  - Work-based Learning Experiences
  - Introduction to Self-Awareness
  - Counseling on Post-Secondary Education
- Vocational/Rehabilitation (VR) Services
  - Job Development, Placement & Follow-up
  - Short Term Supports Service

Collaboration with Community College

Collaboration with America’s Job Centers

New TPP Design

**Design #1**
- DOR Student Services Only
- Minimum of 3 services
- Only for students in high school

**Design #2**
- DOR Student Services & VR Employment Services
- 2 Service Budgets
- Serves students in-school and continue after graduation
We Can Work
• Contractual agreement between the education agency and DOR
• Provides an opportunity to fund Work Based Learning Experiences-only
• Students would receive additional DOR Student Services through DOR Counselors or other DOR service providers
• No match required

Work Based Learning
• Paid/unpaid internships
• Paid/unpaid placement
• Summer work experience
• Apprenticeships (informal)
• Informational interviews
• Workplace tours
• Job shadowing

California Developmental Services
• Paid Internships
Agency Issues

- Many agencies are supportive of transition, but have guidelines for participation in the IEP meeting that is based on age and grade.

- For example, some agencies stipulate they will attend the IEPs one or two years before students leave school. Therefore it is reasonable to list N/A if a student is too young for services this year but will receive them in the future. WIOA has an impact on this practice. It stipulates that DOR must attend meetings.

- Some agencies work directly with students, but are unable to attend the IEP meeting. It is important to document the student has been referred and is participating with the agency.

Competitive Integrated Employment Blueprint

- Local Transition Partnership Agreements

Reasons Invitations are N/A

There are no transition services listed on the IEP that an agency will pay for or provide.

IDEA defines post school activities to include these services:

- postsecondary education
- career technical education
- integrated employment
- continuing or adult education
- adult services,
- independent living or community participation.

Parent or student (who has reached age of majority) does not consent to invite the agency(ies).

It is too early to tell if this student will need outside agency involvement.
Parents Play a Critical Role in Transition

• Parents support students who experience transition.
• Schools prepare students to transition.
• Parents are mentors, coaches, advocates, cheerleaders, support systems.
• They need to know how to deal with changing systems, shifting expectations, local and regional resources.
• They are an essential partners as schools develop transition IEPs.

How do we engage them in the transition process?

Discussion

• Who is expected to attend the IEP from the school/district?
• What agencies are expected to attend the IEP?
• Who decides which agencies should be invited to the IEP?
• What role do parents play in the IEP – and transition?
• If agencies are not located in rural communities, how do LEAs address this issue?
• Are school required to meet the minimum standard of meeting the mandate or are they required to implement best practices?
• What is the parent role in transition?
• “I know they won’t attend, should I send an invitation anyway?”

Other Challenges

• The lack of agency presence in rural communities
• Connect with regional offices to establish relationships.

• Services may be provided before and after the IEP.
  Examples: Students may be participating in DOR plans in TPPs.
  Students may be enrolled in dual enrollment courses at college.

• Document the services provided.
Shifting Focus from Mandates to Outcomes

Locating Hard to Find Youth

Implications for data collection

Using information to evaluate your program, services

In Conclusion

We Need to Work Together?
Your Contributions are valuable.

- Transition is a process, not an IEP.
- Meeting the "mandate" does not = outcomes unless the IEP is implemented using best practices.
- The IEP is a tool to address preparation for transition.
- The essential voices at the IEP are the students.
- Parents are essential to the transition process.

The entire transition team needs to help the student develop

HOPE      Confidence      Trust