



Pathways to a Diploma

There is a Course of Study that Leads to a Diploma for **ALL** Students

Presenter

Sue Sawyer, CA Transition Alliance, September 29, 2022

This presentation is based on the

CA Ed Code Language- Diploma

ED Code 51225.31 Alternative Diploma Pathway for Students with
Significant Cognitive Disabilities

CA Alternative Pathways to a High School Diploma Workgroup Report

CA Department of Education Resources for CAA, CAASP and Transition

Relevant Federal and State Laws and Regulations

We anticipate further guidance from CDE



Goals for This Presentation

Explore All Options for a High School Diploma

Explore Ed Code 51225.31 that defines the Alternative Pathway to a Diploma for students with significant cognitive disabilities.

Learn about the Workgroup Report California Alternative Pathways to a High School Diploma Workgroup Report, October 2021

Identify Strategies your LEA can implement to provide All students with Disabilities a Diploma

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



Times Are A Changing!



- Federal and State Changes
- Implications for the Future based on proposed legislation that has not passed but offer a glimpse to priorities.
- Implications for students and families

Times They are A Changing My Crystal Ball tells me

.....

High School Diploma and Recent Ed Code 51225.3

- State Performance Plan Indicators redefined

Proposed Legislation- Special Ed.

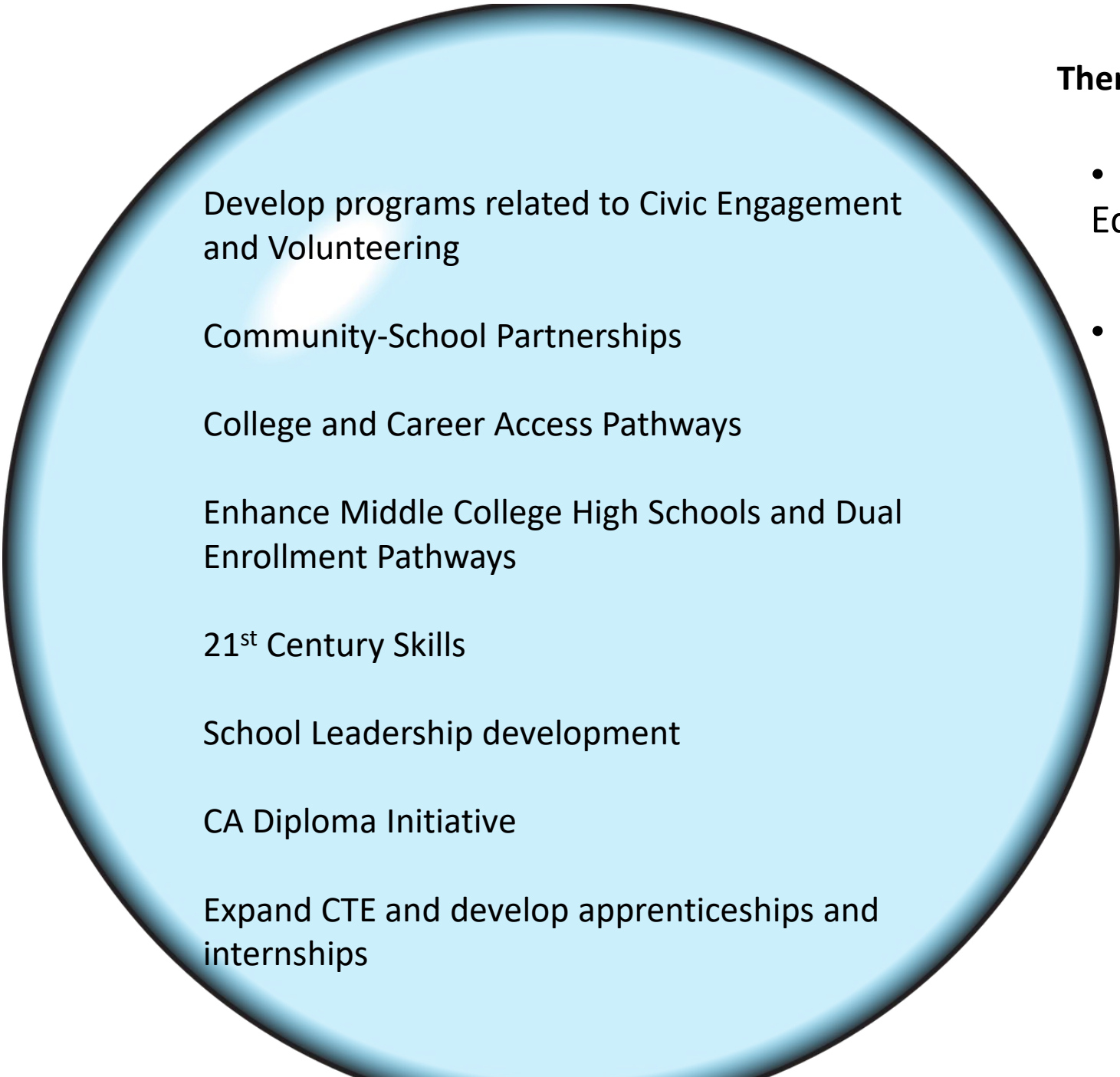
We can see these as a forecast of the direction of special education in the future- share as Best Practices until legislation is final.

SB 1113 Credentialing Recommendations
Universal Design Value of Inclusion

AB 2427 Change Transition Age from 16 to 14

IEP Template Workgroup Recommendations
Focus on Assets – Not deficits

CA Dashboard College / Career Indicators and implications for **ALL** students who want to transition to the community college, specialized training, internships/apprenticeships and employment and the university



Develop programs related to Civic Engagement and Volunteering

Community-School Partnerships

College and Career Access Pathways

Enhance Middle College High Schools and Dual Enrollment Pathways

21st Century Skills

School Leadership development

CA Diploma Initiative

Expand CTE and develop apprenticeships and internships

Themes Embedded in the Trailer Bill

- Priorities Identified in General Education
- Based on Trailer Bill Language AB 181

Let's Reflect on our progress Times and Expectations are Changing

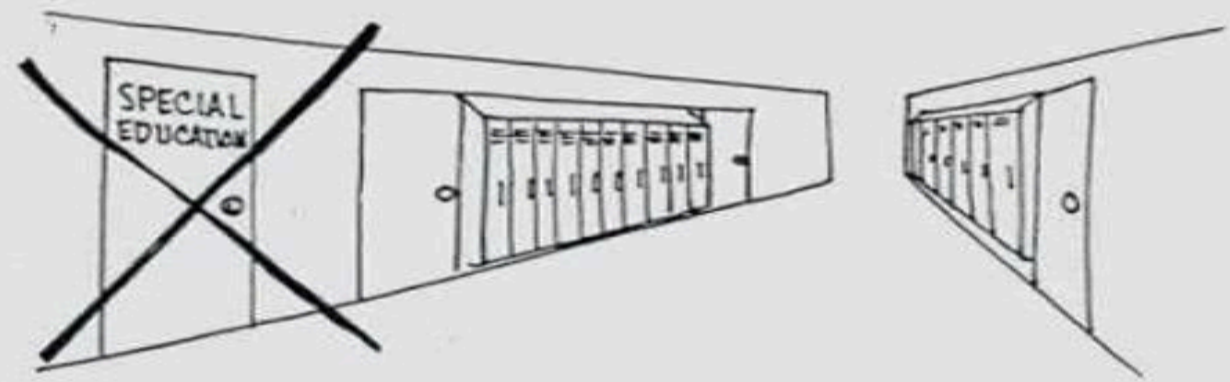
We have moved from (2013)

Creating plans for youth/menus
Silos in school and Agencies
Watered down expectations
Start at 16
Sheltered Work
Certificate of Completion for some
Beg employers for work experience
Figuring out accommodations
K-12 Destination- Diploma
College, University

To (2022)

Person Centered Plans/Focus-Assets
Inclusion / Collaboration
Opportunity to Learn
Start at Pre-School or before
Employment, Competitive, Integrated
Diploma and College
Industries-Inclusive Workforce
Accessibility built into Technology
Workforce Preparation
PreK-12 College Careers

SPECIAL EDUCATION IS NOT A PLACE



IT IS SUPPORTS & SERVICES
BROUGHT TO STUDENTS
THROUGH AN IEP



Why Is the
Diploma
Important For All
Students?

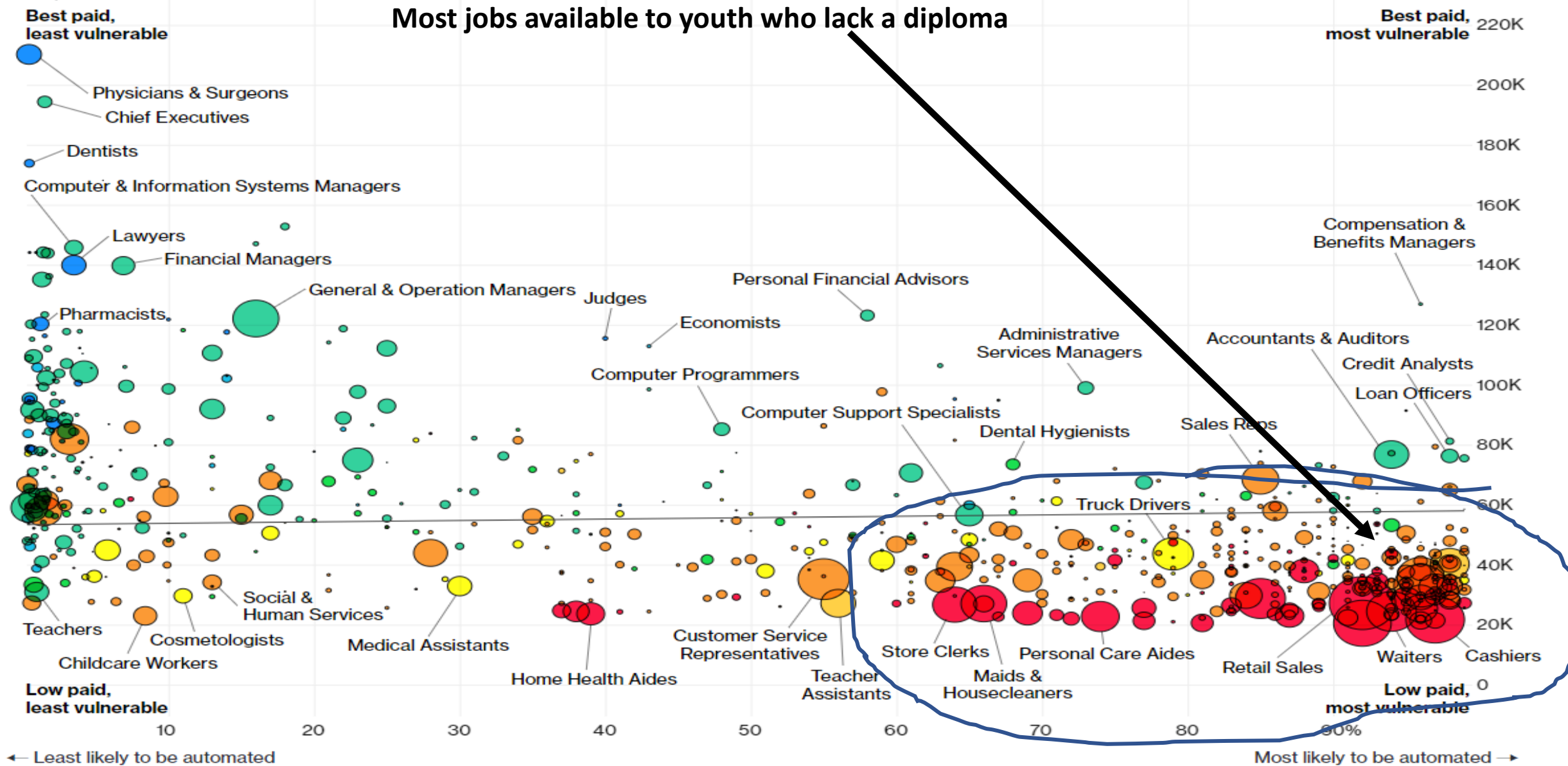


What happens to you when you lack a diploma?

- **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



← Least likely to be automated

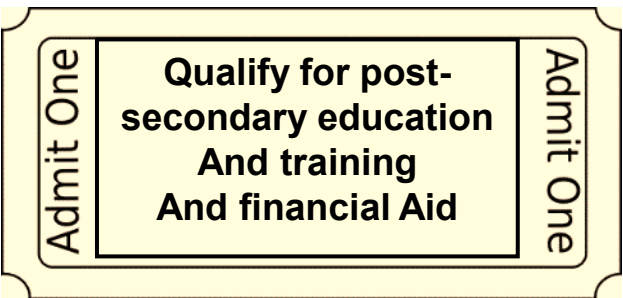
Most likely to be automated →

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. FASFA eligibility requires a high school diploma or a GED type diploma, unless you are a student with significant intellectual disabilities.

What do Students Tell US?

- Busting Myths – Let's hear from some students
- <https://www.youtube.com/watch?v=KmbH-CIBKB4&t=11s>

What Pathways to a Diploma
Exist in CA Today?



Graduation Statistics 2013

Only 65% of Students with IEPs were graduating with a diploma.

Many students were leaving high school without the academic foundation needed for postsecondary education and employment.

A survey completed through SELPA verified the certificate of completion was given to a variety of students who struggled to meet the local graduation requirements.

Today- It is better, but we have a long way to go!

2021 Graduation Rates: 4- and 5-year cohorts

84% of all students graduate with a high school diploma.

72% of students with IEPs graduate with a high school diploma

84% of Students who are DASS (Dashboard Alternative School Status)

Unlike the Four-Year Graduation Rate for non-alternative schools, students in DASS who earn a Special Education Certificate of Completion, a California High School Equivalency Certificate, or an adult education diploma are counted as graduating

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 56026.1)

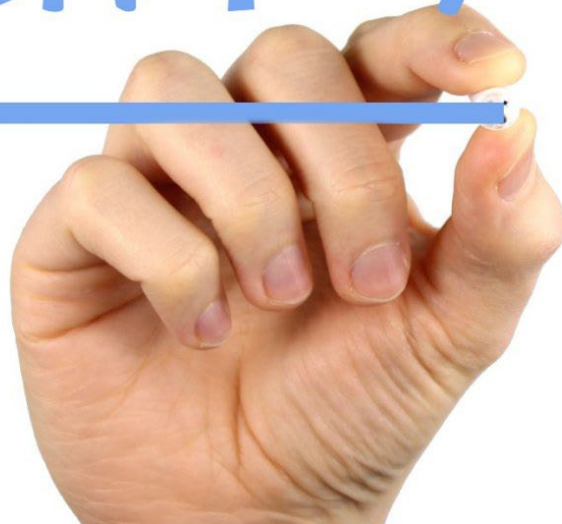
An LEA is obligated to issue a diploma when any student meets regular graduation requirements, and withholding a diploma to meet procedural requirements of the IDEA would be discriminatory. (see Runkel and Anonymous)

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))

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

EQUITY



- “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?

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Report: ***Almost All Students with Disabilities are Capable of Graduating. Here's Why They're Not*** Hechinger Report, October 2017

Supreme Court Ruling: Endrew F. v Douglas County School District Re-1 12/17

If 85% of students with IEPs have average or above average intelligence,
why do only 73% earn a diploma???



What percentage of these students do **you** believe
can achieve grade level academic standards?

How many achieve grade level academic standards in your LEA?

How many earn a diploma in your LEA?

What influences can you identify that impact student success?
Policy? Procedures? Expectations? Instruction?

Diploma Options Available Today in California

CDE Defines
State
Requirements
for Course of
Study

Golden Seal Merit Diplomas

Local Education Agencies High School Diploma

Diploma Plus diplomas

High School Proficiency Exam

Adult Education Diplomas

The workgroup recommended that in addition to **maximizing** California’s **existing diploma pathways**, the state should create only one brand new pathway, specifically for students with significant cognitive disabilities, who currently do not have a pathway to a diploma. It was also recommended that California provide better access to two existing traditional pathways to earning a high school diploma for the majority of students with disabilities.

Existing Diploma Pathways defined in Ed Code 51225.3

Courses	State	CTE Pathway	A-G Courses
English	3	3	4
Math	2	2	3
Science	2	2	2
Social Science	3	2	2
Visual Perform. Art	1		1
Foreign Language			2
Career Tech. Ed.		2	1
PE	2	2	---
Total	13	13	15

The local governing board of the LEA with the active involvement of parents, teachers, administrators and pupils shall adopt **Alternative Means** for pupils to complete the prescribed course of study, which may include:

- Practical demonstration of skills, competencies, Supervised work experience or other outside experience,
- CTE classes
- Interdisciplinary / Independent Study
- Credit earned at a postsecondary institution

Plus Local Graduation Requirements

Prior to 2022 who qualifies for State Requirements or Alternatives means of earning a diploma?
 Foster Youth Members of Military Families Homeless Youth English Language Learner
 Adjudicated Youth Alternative Ed. Participant

Let's Explore Each Pathway

A-G Courses

This pathway is open to all students.

A-G Courses

English	3	3	4
Math	2	2	3
Science	2	2	2
Social Science	3	2	2
Visual Perform. Art			1
Foreign Language	1		2
Career Tech. Ed.		2	1
PE	2	2	---
Total	13	13	15

Plus Local Graduation Requirements

A-G Courses are the courses that meet the entry requirements to transition from high school to the university as a freshman.

Universities review eligibility based on the transcript and accept 40% of students – based on their GPA Ranking in their class.

This is the perfect option **if** ---

- ✓ The training is consistent with career goals/interests
- ✓ They meet the eligibility requirements
- ✓ The College and University has openings in their major (some programs are impacted)

But it is not the only way to arrive at the university

Community College Transfer degrees

- Cost less in tuition
- Can start through dual enrollment in high school.
- Preferable for students who are still exploring interests

How Do Students Earn a Diploma in California?



Courses	State Minimum Course Requirements	A-G Course Requirements (+Local Requirements by LEA)
English	3 years	4 Years
Math	2 years (Including Algebra I	3 Years including Advanced algebra 2- and 3-dimensional geometry
Social Science	3 Years Including US History and geography World History and Culture And Geography 1 Semester American Gov. 1 Semester Economics	2 Years including World or European History, Cultures, geography. US History 1 Semester of Civics or American Government
Science	2 years including Biology and Physical Science	2 Years including biology, chemistry or physics
Foreign Language	1 year of foreign language or American Sign Language (ASL)	2 Years of same language other than English, may include ASL
Visual or Performing Art	1 year foreign language or Visual/Performing Art or Career Technical Education	1 year including music, theatre, visual arts and interdisciplinary arts
Physical Education	2 years	Not Applicable
Electives	Not Applicable	1 year
Total	13	15

Let's Explore Each Pathway
State Course of Study Requirements
This pathway is open to all students.

	A-G Courses		
State Requirements			
English	3	3	4
Math	2	2	3
Science	2	2	2
Social Science	3	2	2
Visual Perform. Art			1
Foreign Language	1		2
Career Tech. Ed.		2	1
PE	2	2	---
Total	13	13	15

Plus Local Graduation Requirements

The State of CA does not issue diplomas.
 LEAs have local control.

It defines the minimum course of study requirements.
 The LEA can require students to take the courses and also require students meet local graduation requirements.

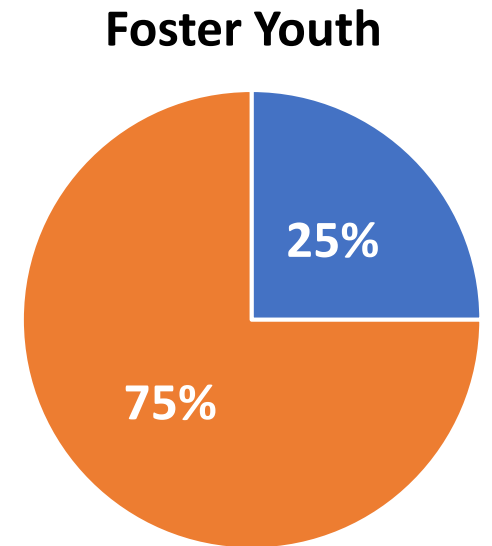
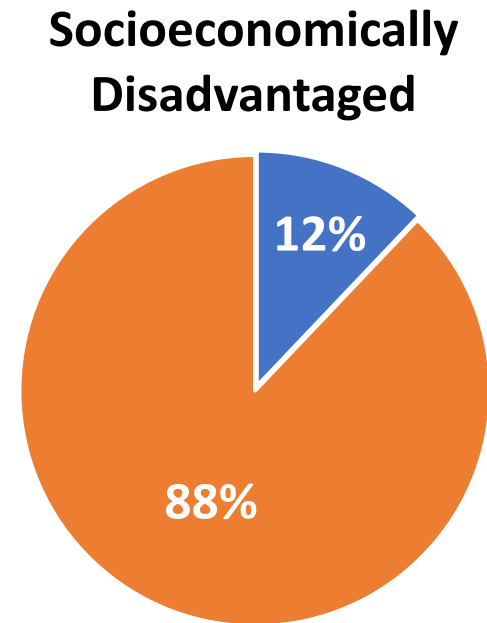
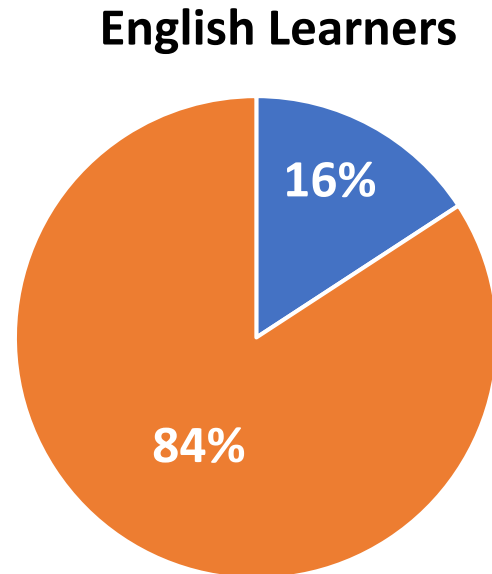
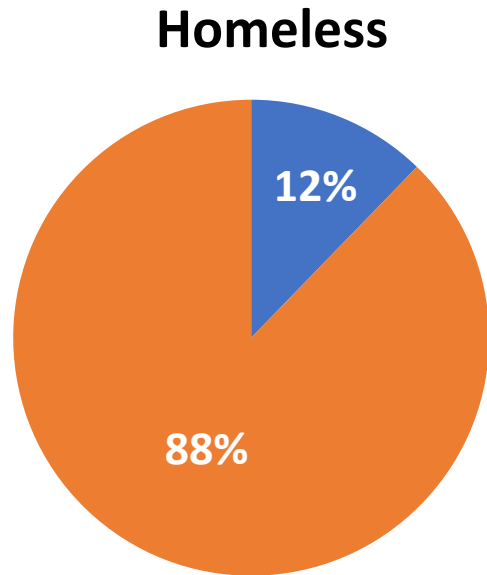
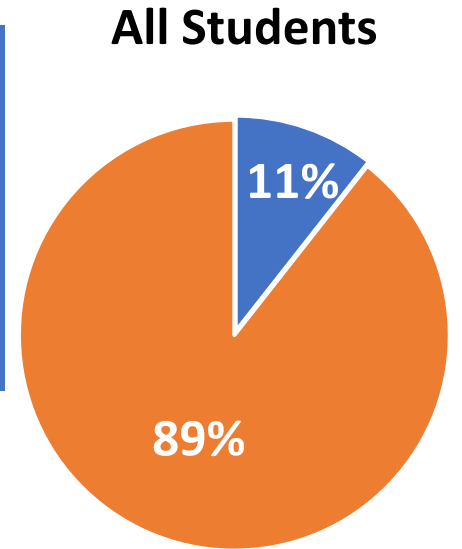
There are differences between A-G classes- but, the state requirements must be met (students are required to take PE for example).

There are exceptions in Ed Code for specific students who move into an LEA to late to meet the LEA requirements, but who qualify for a diploma based on state requirements (Foster Youth, Children in Military Families, Homeless)

The LEA Board exempts students from meeting the local graduation requirements.

An IEP team has the option of recommending this option is also available to students with disabilities.

Students with Disabilities Are Well Represented in the Local Control Funding Formula Student Groups



Source CALPADS data 2016—17
Total Student population = 6,228,235

Blue= Students with IEPs
Orange= Students without IEPs

Let's Explore Each Pathway
Career Technical Education Pathways
This pathway is open to all students.

	State	CTE	A-G
English	3	3	4
Math	2	2	3
Science	2	2	2
Social Science	3	2	2
Visual Perform. Art	1		1
Foreign Language			2
Career Tech. Ed.		2	1
PE	2	2	---
Total	13	13	15

Plus Local Graduation Requirements

The State of CA does not issue diplomas.
 LEAs have local control and can add graduation requirements.

Career Technical Ed Pathways meet state requirements for classes with an emphasis on career technical education courses. Some pathways include courses that are approved A-G courses.

CTE offers classroom instruction, work-based learning, career exploration, industry certification, student leadership opportunities and practical application of academic standards.

An IEP team has the option of recommending this option is also available to students with disabilities.

CTE in California



The California economy is experiencing a skills gap...

47% of jobs in California require skills training—
more education than high school but less than a four-year degree.

39% of California workers are trained at this level.

Career and technical education (CTE) programs can fill these gaps, particularly in California's key industries, like:

- agriculture and ag tech
- film and television
- manufacturing
- tourism



Graduates that complete a career education credential at California's community colleges experience a 20% increase in earnings, on average.

Many students are already enrolled in CTE in California, developing technical, academic and employability skills and engaging in work-based experiences with industry partners. During the 2019-20 school year, California had:

368,950
secondary CTE participants

928,853
postsecondary/adult CTE participants

These youth and adult learners in CTE programs are more engaged, graduate high school at higher rates, earn industry-recognized credentials, and have rewarding and family-sustaining careers.



Four-year cohort graduation rate in California (2016-17)

175,802
postsecondary credentials earned by CTE students in California (2019-20)



More investment is needed to scale CTE programs across California to ensure that all learners, including historically underserved learners, have access to high-quality CTE programs in high-skill, high-wage and in-demand career fields.

CTE: Good for Students, Good for Business, Good for Communities!

FY 21 Federal Perkins CTE
Funding for California

\$133,555,412

Alternative Means for Earning a Diploma

- The local governing board of the LEA with the active involvement of parents, teachers, administrators and pupils shall adopt **Alternative Means** for pupils to complete the prescribed course of study, which may include:
 - Practical demonstration of skills, competencies, Supervised work experience or other outside experience
 - CTE classes
 - Interdisciplinary / Independent Study
 - Credit earned at a postsecondary institution

The alternative means of earning a diploma traditionally has been used by alternative education students and adjudicated youth.

This is another option for the IEP team to consider.

Currently...

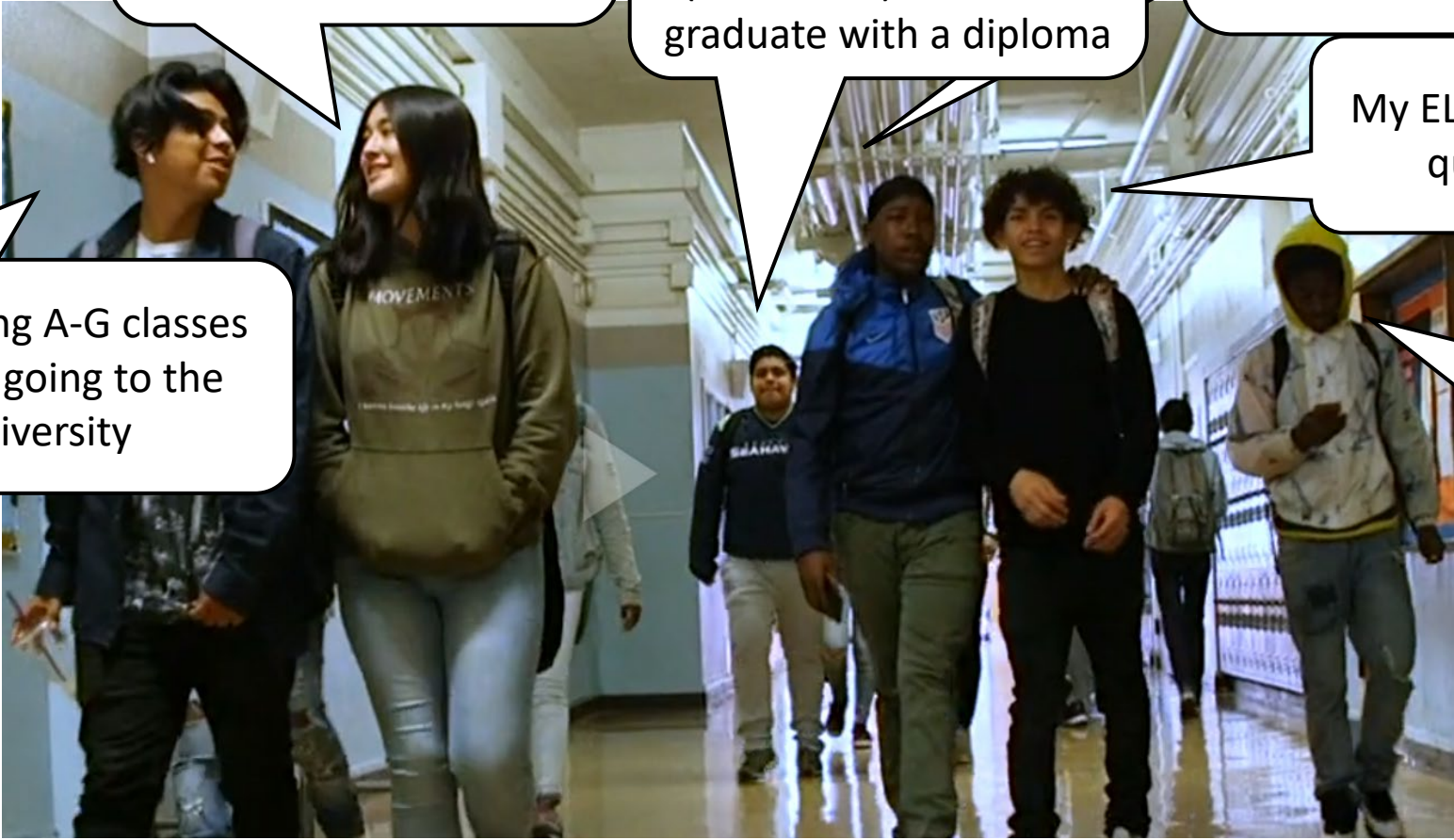
“There is no existing statute that prohibits the IEP team from planning for and allowing a student with a disability to only be expected to meet minimum state requirements to earn a high school diploma.

However, it is the discretion of each LEA to determine if they want to add additional requirements for their students as well as if they will allow some students to be exempted from local requirements.”

Translation: This is an existing course of study that is available to other populations of students with IEPs.

CA Alternative Diploma Pathways to a High School Diploma Workgroup report page 27.

Is This Your 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 have an IEP. I can't pass foreign language (or science) - so I can't graduate with a diploma

I am in foster care - I just moved here. Glad I qualify for a diploma that requires fewer classes

My EL classes are helping me qualify for a diploma

I am earning a diploma through independent study and work experience



Lessons Learned from LEAs with Graduation Rates Above 80%:

- committed for diplomas for all and multiple pathways
- Inclusion
- 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

**Keep in Mind
IDEA Mandates for Transition**

Individuals with Disabilities Education Act

- Transition Services means a coordinated set of activities for a child with a disability.
- Is designed within a **results-oriented process** that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school outcomes.
- Including post-secondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living or community participation
- Is based on the individual child's needs, taking into account the **child's strengths, preferences, and interests.**
- Includes instruction, related services, community experiences, the development of employment and other post-school living objectives, and **if appropriate, acquisition of adult living skills** and functional vocational evaluation



Essential Life Skills for All Youth
Which Skills Do You Know? Need to Develop?

Independent Living Skills

At Home Skills

Locate housing options
Arrange rent, utilities, phone
Basic routine maintenance
Clean, vacuum, dust
Find a circuit breaker/use it
Locate, use water, furnace shut-off
Fix basic plumbing,

Food Skills

Plan, shop for healthy diet
Prepare, store food
Cook balanced meal
Use kitchen appliances

Personal Appearance Skills

Basic clothing repair-buttons, hems)
Iron garments
Fold, put away clothes
Laundry, Follow care labels, treat stains
Maintain personal appearance

Financial Literacy

Understand gross, net pay, deductions
Make a budget-stick to it
Use a bank and/or ATM / On-Line Banking
Open, use, balance checking account
Apply for credit card, use wisely
Benefits planning
Saving account,
Keep track of documents file taxes

Health and Wellness

Basic First Aid
Maintain healthy diet
Use medication safely
Routine exercise
Make healthy lifestyle choices
Maintain hygiene /grooming
Be aware of personal safety

Citizenship

Register to vote, Vote
Comply with laws, regulations
Be environmentally responsible
Participate in community activities
Volunteer

Self Determination and Self Management

Know yourself-your strengths, limitations
Manage your time
Set priorities
Monitor your performance
Balance your responsibilities and priorities.
Adapt and accept Change
Advocate for yourself to meet your needs

Believe in Yourself

Use Technology- at work, at home, socially

Use social media responsibly-know cyber presence
Validate sources of information
Maintain safe identity
Maintain current knowledge of technology/applications

**Transportation
Community Access**

Drive / Maintain a Car

Driver's License
Buy car, buy insurance
Registration
Pump gas
Maintain vehicle oil, fluid,
Maintain, change tires,
Follow traffic laws/ safety

Use Public Transportation

Know schedules
Know routes, pick up points
Know options (bus, taxi, on demand)

Community Access

Know options
Read a map/ Use GPS
Know landmarks
Community orientation

Social / Recreation

Explore social / recreational opportunities
Pursue hobbies, recreational interests
Develop, maintain healthy friendships

Postsecondary options

Explore career options- through print, web media
Explore postsecondary education options
Apply decision-making skills
Submit applications, take qualifying tests
Use labor market info. to guide choices
Develop resume
Submit applications / resume on line



Employability Skills

Communication Skills (listen, speak, customer service)
Interpersonal Skills (leadership, social skills, teamwork)
Personal Qualities / Work Ethic
Thinking Skills (Analyze, Prioritize, Visualize, Problem Solve)
Application of core academic skills
Use of Technology
Manage resources, time
Be adaptable

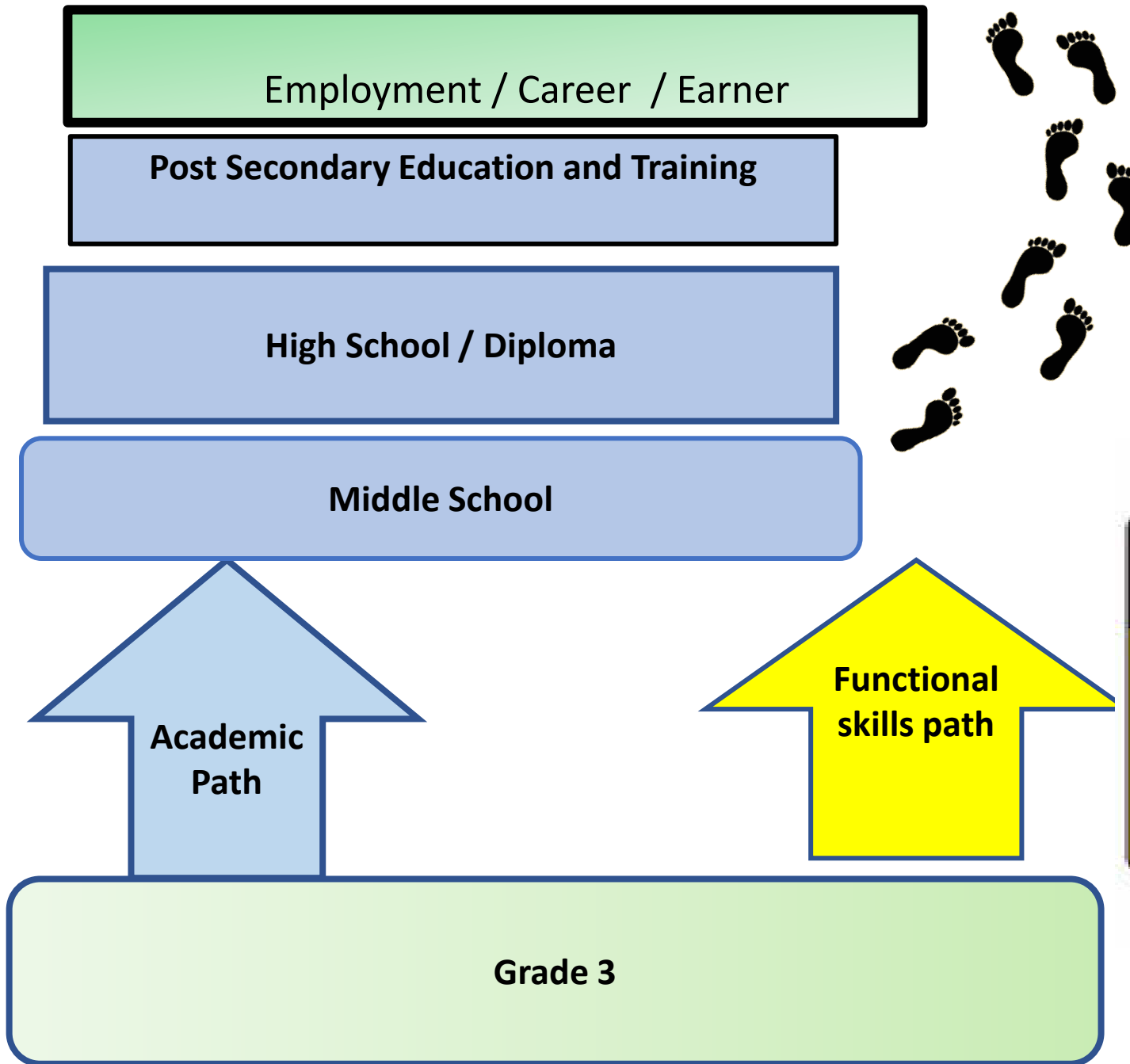
Be A LifeLong Learner: Be curious, interested to learn something new or apply old info in new ways

Seek opportunities to learn-in classrooms, with computers, with books, with people
Learn from and with others. Share what you learn. Recognize you aren't "The Expert"
Take in information-analyze it, join it with other information, then apply it

Transition in the IEP Requires

- Writing postsecondary goals in the areas of employment, education and independent living – and updated annually.
- Basing goals on age appropriate assessments
- Listing transition services
- Defining the Course of Study
- Annual goals
- Student participation in the IEP
- Inviting agencies to the IEP

Let's Explore Research and Best Practices for Teaching and Learning



Parents are faced with choices related to academic curriculum by Grade 3.

That decision impacts earning a diploma.

WARNING

Students who lack an academic foundation lack the skills required to earn a diploma and struggle to be prepared for postsecondary education and work.

Transition from Cradle to Adulthood



Begin with the End in Mind: Adulthood

Roles: **Powerful Self- Advocate** (Earn Diploma), **Lifelong Learner** (Enroll Post-Secondary Education/Training), **Worker/ Earn Income** (Enter Employment), **Contributing Citizen** (Live Independently), **Responsible Family Member** (Participate in Community)

Birth - Pre-School | Pre- K - Grade 3 | Middle School | High School | Last Year - Early Adulthood

Youth Leadership Self Advocate

Express wants, needs Communicate with family, friends Develop social, interpersonal skills	Express choices, preferences Develop sense of self respect Build teamwork skills Take responsibility for self Learn about disability, ask for help	Develop a learner profile of assets Actively participate in IEP Develop awareness of disability Explore accommodations Speak up for what you want, need	Communicate strengths, needs Explain disability to the IEP team Accommodate self- then seek help Set goals based on informed choices Learn about legal rights, laws	Lead your IEP meeting Take steps to make choices happen Apply for jobs, postsecondary education and training Apply for services accommodations
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Family Role: Parent, Ally, Life Coach, Mentor, Advocate, Support System

Praise accomplishments Set expectations high Nurture Encourage development Read Communicate Listen Give Choices Play - Encourage creativity	Encourage friendships, social skills Expect / assign Chores Encourage interest through hobbies, Recreation, youth organizations Learn about disabilities Actively participate in IEPs	Expect positive study habits Encourage volunteer activities Develop problem-solving skills Encourage learning, accepting disability Support development of career interests	Slowly allow freedom Encourage use of self -advocacy skills Travel skills Move from child to adult health care Encourage decision-making skills Independent living skills-household tasls	Master independent living skills Driver's License Mobility plan to access your community Benefits planning, Financial Literacy Maintain safe social media presence Apply for Independent Living services
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Learning School-Based Experiences

Inclusion Contextual Learning Universal Design Multi-tiered System of Support Differentiated Instruction Accommodations Modifications

Early knowledge, skills Enrich language skills Communication, Interpersonal skills Explore environment Encourage social competence	Academic Standards Social-Emotion skills development Pre-employment skills (communication, attitude, teamwork, problem-solving Guest speakers, career fairs	Career Exploration- Research jobs Research education jobs require Use Discovery process to identify interests, skills, talents Service Learning	Academic Standards Career-Technical Education Connect to College - Dual Enrollment Transition/Education/Career Counseling Transition Assessments / Portfolio	Earn a high school diploma or certificate Use transition portfolio to apply for employment or for DOR services Apply academic standards and CTE
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Career Development Work-Based Learning - Collaboration with Business Partners

Self-Awareness Career Awareness Career Exploration Career Planning Career Preparation Employment

Observe people doing jobs Talk with child about working Encourage developing skills and interests	College Awareness/ College Fairs Interest surveys Industry Tour Mentors and Role Models	Volunteer Job Shadow Interview people who work Exposure to College and Career options Provide Career, Education guidance	Career Pathway- Stackable Credentials Apprenticeships, Internships Job Search Training -Work Experience Participate in student organizations Match career choices to labor market	Earn Stackable Credentials Apprenticeships, Internships Make informed career/training choices based on your interests, employment options. Avoid pursuing obsolete jobs.
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Interagency Collaboration: America's Job Center, Department of Rehabilitation, Regional Center, Independent Living Center, College/University, Military, Industry Certification On the Job Training
Eligibility Access Local Agreements that define roles, services, contributions, Benefits Planning, Coordinate Wrap-Around Family Services Link to community

Research Tells Us these predictors lead to successful outcomes in Education, Employment and Independent Living

Goal Setting

Inclusion in General Education

Paid Employment / Work Experience

Self Advocacy / Self Determination

Independent Living

Student Support

Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	Promising	Promising	
• Career Technical Education (was Vocational Education)	Research-based	Evidence-based	
• Community Experiences		Promising	
• Exit Exam Requirements/High School Diploma Status		Promising	
• Goal-Setting	Research-based	Research-based	Research-based
• Inclusion in General Education	Research-based	Research-based	Research-based
• Interagency Collaboration	Promising	Promising	
• Occupational Courses	Promising	Promising	
• Paid Employment/Work Experience	Research-based	Research-based	Promising
• Parent Expectations	Promising	Research-based	
• Parental Involvement		Promising	
• Program of Study	Research-based	Research-based	
• Psychological Empowerment (new)	Promising	Promising	Promising
• Self-Advocacy/Self-Determination	Research-based	Research-based	Promising
• Self-Care/Independent Living	Promising	Promising	Research-based
• Self-Realization (new)		Promising	Promising
• Social Skills	Promising	Promising	
• Student Support	Promising	Research-based	Promising
• Technology Skills (new)		Promising	
• Transition Program	Research-based	Promising	
• Travel Skills		Promising	
• Work Study		Research-based	
• Youth Autonomy/Decision-Making	Research-based	Research-based	Promising

Accommodations for Students with IEPs

Inclusive Practices are essential for all students with IEPs.

Many students with IEPs need accommodations to pass inclusive classes

- Alternative Instruction
- Use digital tools
- Testing Accommodations
- Breaks
- Seating
- Extra time
- Study skills training
- Sensory Tools
- Outline / Notetaking

Effective use of accommodations requires students understand their disability and how to accommodate themselves and how to ask for accommodations

A resource that defines accommodations and provides suggestions for various disabilities is www.askjan.org

Accessibility Tools-Do Students know these are available on their devices?

2021–22 California Student Assessment Accessibility Graphic for English Language Arts/Literacy



Unless noted in parentheses, the listed resources may be used in all claims: Listening (L), Reading (R), and Writing (W).

Available to All Students		
Universal Tools		Designated Supports
Embedded Breaks Digital notepad English dictionary ¹ (W) English glossary Expandable items Expandable passages Global notes ¹ (W) Highlighter	Keyboard navigation Line reader Mark for review Spellcheck (W) Strikethrough Thesaurus ¹ (W) Writing tools (specific items) Zoom (in/out)	Non-Embedded Breaks English dictionary ¹ (W) Scratch paper Thesaurus ¹ (W)
Embedded Color contrast Masking Mouse pointer (size and color) Streamline Text-to-speech ² (not reading passages) Turn off any universal tool	Non-Embedded Amplification Bilingual dictionary ¹ (W) Color contrast Color overlay Magnification Medical supports (restricted settings)	Noise buffers Read aloud (not reading passages) Scribe (L, R) Separate setting Simplified test directions Translated test directions
Available to Students with an Individualized Education Program (IEP) or Section 504 Plan		
Accommodations		Resources for the California Alternate Assessment
Embedded American sign language ² (L) Audio transcript ² (includes braille transcript) Braille ² Closed captioning ² (L) Speech-to-text Text-to-speech ² (R) (reading passages)	Non-Embedded Alternate response options Braille (special form) Large-print special form (as available) Print on demand Read aloud (R) (reading passages) Scribe (W) Speech-to-text Word prediction	All eligible students shall have any instructional supports and/or accommodations, including the language of instruction, used in their daily instruction in accordance with each student's IEP. The administration of the California Alternate Assessments (CAAs) to eligible students shall be one-on-one (test examiner to student), according to the California Assessment of Student Performance and Progress (CAASPP) manual. Depending on the student's disability or needs, the CAAs may or may not include the student's independent use of the testing interface. Because the CAAs are given to students one-on-one by a test examiner, some embedded resources are not provided. For example, while a braille version of the test is not provided, the test may be presented using an embosser or a refreshable display.

¹ Available only for full-write performance tasks.

² Resource not available for the CAAs.

Refer to the Accessibility Resources Matrix web page at <https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp> for additional information.

2021–22 California Student Assessment Accessibility Graphic for Mathematics



Available to All Students					
Universal Tools			Designated Supports		
Embedded Breaks Calculator ¹ (grades 6–8 and 11) Digital notepad English glossary Expandable items	Expandable passages Highlighter Keyboard navigation Line reader Mark for review Math tools (i.e., embedded ruler, embedded protractor)	Strikethrough Writing tools (specific items) Zoom (in/out) Non-Embedded Breaks Scratch paper	Embedded Color contrast Illustration glossaries Masking Mouse pointer (size and color) Streamline Text-to-speech ¹ Translated test directions ¹ (Spanish stacked—dual language) Translations ¹ (glossary)	Translations ¹ (Spanish stacked—dual language) Turn off any universal tool Non-Embedded Amplification Color contrast Color overlay Illustration glossaries Magnification Medical supports (restricted settings)	Noise buffers Read aloud Read aloud for translations (Spanish stacked—dual language) Scribe Separate setting Simplified test directions Translated test directions Translations (glossary)
Available to Students with an Individualized Education Program (IEP) or Section 504 Plan					
Accommodations			Resources for the California Alternate Assessment		
Embedded American sign language ¹ Braille ¹ Speech-to-text	Non-Embedded 100s number table Abacus Alternate response options Braille (special form)	Calculator (specific items, grades 6–8 and 11) Large-print special form (as available) Multiplication table Print on demand Speech-to-text Word prediction	<p>All eligible students shall have any instructional supports and/or accommodations, including the language of instruction, used in their daily instruction in accordance with each student's IEP.</p> <p>The administration of the California Alternate Assessments (CAAs) to eligible students shall be one-on-one (test examiner to student), according to the California Assessment of Student Performance and Progress (CAASPP) manual. Depending on the student's disability or needs, the CAAs may or may not include the student's independent use of the testing interface. Because the CAAs are given to students one-on-one by a test examiner, some embedded resources are not provided. For example, while a braille version of the test is not provided, the test may be presented using an embosser or a refreshable display.</p>		

¹ Resource not available for the CAAs.

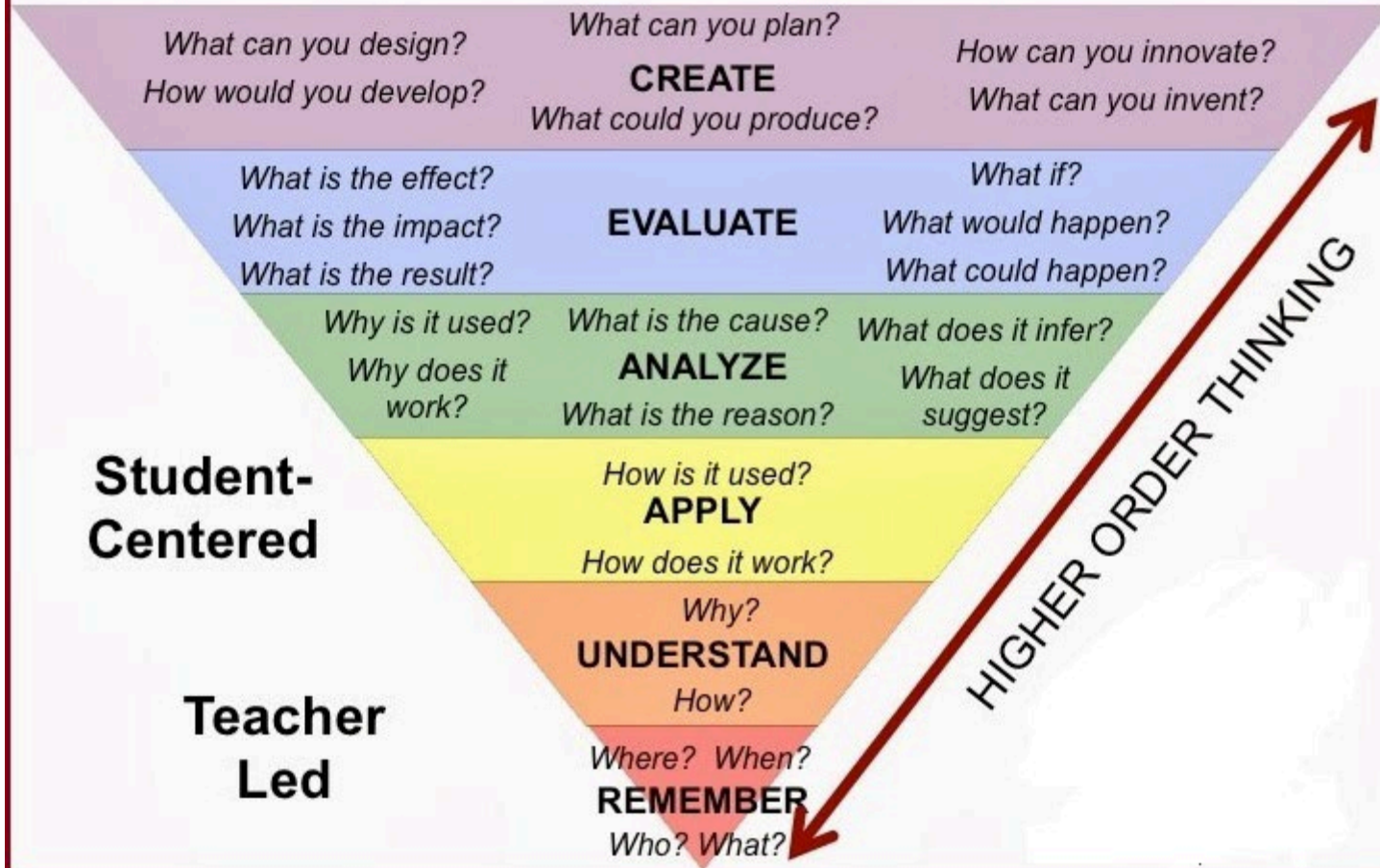
Refer to the Accessibility Resources Matrix web page at <https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp> for additional information.

Universal Design for Learning



UDL is the proactive design of curriculum and instruction to ensure they are educationally accessible regardless of modality preference, physical or sensory abilities.

Higher Order Thinking (Bloom's Revised Taxonomy)



What the Law Mandates

- All students with IEPs who can meet the local high school diploma requirements should attain the standard high school diploma. Statewide, 72% of students with IEPs have meet this goal.
- Students with IEPs must stay in school until graduation or meeting age 18-age of majority.
- Students with IEPs may choose to leave school when they turn 18 - including students who qualify for the adult transition programs, with I/DD. Their choice should be based on their goals, preferences, readiness for transition, parent perspective.

OSERS Definition IDEA Sec. 300.101 Free appropriate public education (FAPE)

[Statute/Regs Main](#) » [Regulations](#) » [Part B](#) » [Subpart B](#) » Section 300.101

300.101 Free appropriate public education (FAPE).

(a) General. A free appropriate public education must be available to all children residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school, as provided for in §300.530(d).

(b) FAPE for children beginning at age 3.

(1) Each State must ensure that—

(i) The obligation to make FAPE available to each eligible child residing in the State begins no later than the child's third birthday; and

(ii) An IEP or an IFSP is in effect for the child by that date, in accordance with §300.323(b).

(2) If a child's third birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP or IFSP will begin.

(c) Children advancing from grade to grade.

(1) Each State must ensure that FAPE is available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade.

(2) The determination that a child described in paragraph (a) of this section is eligible under this part, must be made on an individual basis by the group responsible within the child's LEA for making eligibility determinations.



Workgroup Recommendations

The workgroup recommended that in addition to maximizing California's existing diploma pathways, the state should create only one brand new pathway, specifically for students with significant cognitive disabilities, who currently do not have a pathway to a diploma. It was also recommended that California provide better access to two existing traditional pathways to earning a high school diploma for the majority of students with disabilities.

Priorities

1. Earn the local LEA diploma meeting LEA requirements
2. Earn the local LEA diploma with waivers and accommodations
3. Earn a high school diploma using state course requirements
4. Create an alternative pathway for students with significant cognitive disabilities using ed. Code language related to alternative means for earning a diploma.

Now Let's Explore the Alternative
Diploma Pathway for Students
with
Significant Cognitive Disabilities

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



The Report Defines Three Student Groups



1. Students with significant cognitive disabilities who take the California Alternative Assessments (CAAS) who receive special education and related services and who require extensive support, including direct individualized instruction and significant academic support to achieve measurable gains in their grade level standards. These students traditionally receive the certificate of completion.
2. Students who receive special education and related services and who need a moderate level or more specialized support of support through individualized academic instruction and accommodations to meet grade level standard expectations. Some students in this group may be able to achieve proficiency if given more time.
3. Students who represent the majority of students with disabilities who receive special education and related services that will allow them to access and meet the same grade level academic standards and expectations and complete the same course requirements (state and local) for graduation as their non-disabled peers.



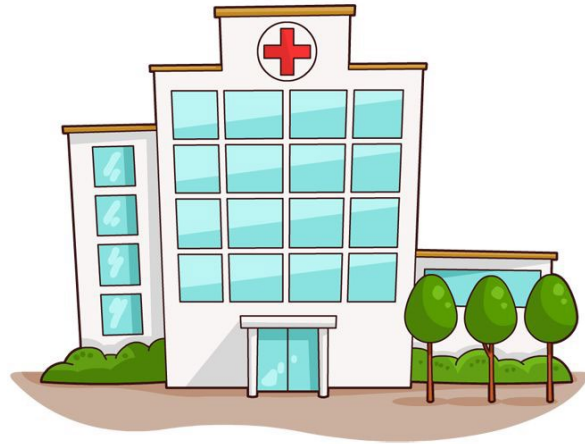
The Alternative Diploma Workgroup

was convened to examine these issues and offer recommendations December 2020 and completed its report October 1, 2021

The workgroup envisioned a future in which:

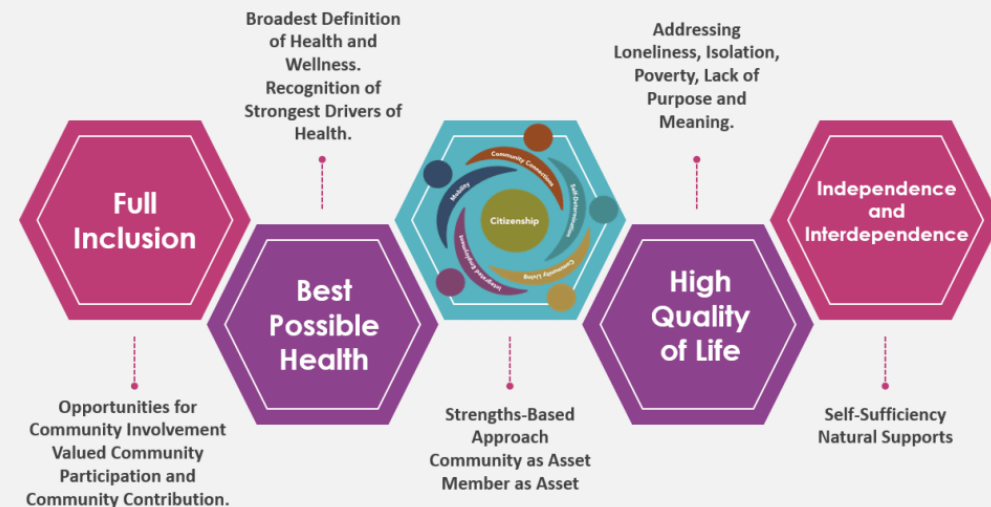
- All students with disabilities in California enter high school knowing they can earn a high school diploma.
- Students with disabilities, including those with significant cognitive disabilities exit the K-12 educational system with both a high school diploma and a set of skills that prepares them for the opportunity to earn a family sustaining wage and meaningfully participate in their community.
- Students, families and teachers understand the requirements each individual student must meet to earn a diploma and collectively ensure, through the IEP process, that there is a clear path in place for supporting each student in achieving all of the requirements necessary to earn a diploma.

Inclusion



- Now we talk independence at work, home, community
- <https://youtu.be/PQgXBhPh5Zo>

Making the Case for Competitive Integrated Employment (CIE)



Lessons We Have Learned

- National research has shown that youth with intellectual disabilities (ID) who have had a postsecondary (PSE) experience are 26 times more likely to be successfully employed upon completing vocational rehabilitation services and earn a 73 percent higher weekly wage than their peers without a PSE experience. California's Department of Rehabilitation responded to this compelling data by allocating funding for College to Career (C2C) programs.
- Students enrolled in C2C programs are passing classes, earning industry certifications and going to work.
- They are provided personal counseling / support, accommodations and sometimes, intensive reading instruction.
- They have a high rate of persistence in the community college system.



What's Possible!

These 16 schools offer 4 year inclusive post-secondary programs with living options!



Redwood SEEDS Program

The University of California, Davis has a redwood grove that was planted in the 1930's - The T. Elliot Weier Redwood Grove.

Redwoods don't grow in the Central Valley. Our summers are too hot, and our winters not wet enough, yet this grove flourishes.

Why?

Careful tending.

Creating a habitat that allows redwoods to grow and thrive.

People willing to make the impossible happen.

Redwoods are strong.

Resilient.

Thrive against all odds. Stabilize themselves with interconnected roots.

Redwood SEED Scholars will take their cue from these on-campus giants.

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.



This Photo by Unknown Author is licensed under [CC BY-SA](#)

Requirements: Alternative Pathway to a diploma

1. This pathway is **only** provided to students with significant cognitive disabilities.
2. The students are required to take the alternative assessment that is aligned with alternative achievement standards in grade 11.
3. The student must complete state standards **aligned** coursework to meet statewide coursework requirements
4. The awarding of this diploma does not change the LEA's mandate to provide a free and appropriate education or indicate a change in placement.
5. The LEA is required to exempt the student with exceptional needs from all coursework requirements to achieve the diploma that are in addition to the statewide course requirements.
6. Parents must be notified of the diploma status before a student enters grade 10.

The Definition of the CA Alternative Diploma EC 51225.31



A local Education Agency shall exempt an individual with exceptional needs who has satisfied the eligibility criteria listed below:

Their Individualized Education Plan provides each of the following:

They qualify with significant cognitive disabilities.

The pupil shall take the alternative assessment aligned with alternative achievement standards in grade 11.

The pupil shall complete state standards aligned with coursework requirements

Prior to a pupil commencing grade 10, a pupil's IEP team shall determine and notify the parent or guardian whether the pupil will be allowed to graduate pursuant of the exemption defined in this section.

An individual with exceptional needs who meets the criteria described in this section shall be eligible to participate in graduation ceremonies and activities – but participation is not construed as termination of free and appropriate public education

The high school diploma document should be the same for all graduation. Note the pathway in the transcript. It documents the availability of FAPE to 21.

Does the document signify:	High School Diploma	Transcript
The student has completed a specific course of study	Yes	Yes
The specific coursework a student completed?	No	Yes
Grades or Achievement Levels a student achieved?	No	Yes
The student has a disability or any exceptional learning needs?	No	No

“While a transcript may not disclose that a student has received special education or a related service or has a disability, a transcript may indicate that a student took classes with a modified or alternate education curriculum.

This is consistent with the **transcript's purpose of informing postsecondary institutions and**

prospective employers of a student's academic achievements. Transcript notations concerning enrollment in different classes, course content, or curriculum by students with disabilities would be consistent with any similar transcript designation for classes, such as advanced placement, honors, or remedial instruction, in which students without disabilities are enrolled, and thus would not violate Section 504 or Title II. These notations about modified or alternate education curriculum are permissible because they do not disclose that a student has a disability, are not used exclusively to identify programs for students with disabilities and are consistent with the purpose of a student transcript”. Federal Clarification: Office of Civil Rights, 2006

New IEP Procedural
Requirements
Every Student
Succeeds Act
(ESSA)
CA ED CODE
51225.3

Guidance Document: New Diploma for Graduation from High School Now Available for Students with Significant Cognitive Disabilities: New IEP Procedural Requirements

Before the Student Commences Grade 10, the Student's IEP team must determine and notify the Student's Parent/Guardian whether the student may be eligible to graduate with a high school diploma. Based on ed.code

The Pupil is required to take the CAA in grade 11 **AND**

Is required to complete state standards **aligned** coursework meeting the CA statewide minimum coursework requirements specified in Section 51225.31

(Common Core Connectors English Language Development Connectors for alternative ELPAC)

We need to develop plans to offer all students in high school and the Adult Transition Age programs the High School Diploma that are compliant with ESSA and IDEA.

What Steps are Required to Implement the Alternative Pathway?

Local Policy is required to waive local mandates for earning the diploma and stipulate the Alternative Pathway is available to students with significant cognitive disabilities who take the CAA Alternative Assessment and are complete coursework that is aligned with academic content standards.

Suggestion: If the LEA takes the position there is only one diploma standard, reference policies for students in foster care, military families and who attend alternative education schools, such as continuation high schools.

Teaching academic skills to students with significant intellectual disabilities: A systematic review of the single-case design literature

Students with significant intellectual and developmental disabilities deserve access to instruction on academic skills in addition to functional skills. Many teachers, however, report challenges with identifying appropriate evidence-based practices to teach academics to these students. The purpose of this systematic review was to summarize and analyze literature on academic instruction for students with significant disabilities. Two hundred twenty-two articles with 225 experiments utilizing a single-case design and published between 1976 and 2018 were included in the review. Visual analysis indicated that, in most cases, interventions enabled students to make progress on targeted academic skills. The majority of studies focused on basic reading skills and included participants with moderate disabilities.

Most studies used a combination of three or four evidence-based practices, with **modeling, prompting, visual supports, time delay, and reinforcement** being the most frequently used combination across studies.

National Library of Medicine 2021

When we use the alternate assessments defined in federal legislation

Pursuant to Section 1412(a)(16) of Title 20 of the United States Code, individuals with exceptional needs, as defined in Section 56026, shall be included in the testing requirement of subdivision (b) with appropriate accommodations in administration, where necessary, and the individuals with exceptional needs who are unable to participate in the testing, even with accommodations, shall be given an alternate assessment.

Complete State Standards aligned courses

- Develop strategies to align instructional goals with state standards

<https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

✓ Methodology- Universal Design for Learning

✓ Project-based Learning

✓ Consult with General Education Teachers / Curriculum- Inclusion in general education classes.

- Use of tools such as

<https://www.cde.ca.gov/ta/tg/ca/altassessment.asp>

Center State Collaborative CCSS,

Prioritized English Language Arts CCCs and Essential Understanding

- CTE Career Readiness Standards
- Adopt standards-based curriculum resources

The student is learning content derived from the CA CCSS or the CA NGSS or is acquiring proficiency as identified in the 2012 ELD Standards. Goals and instruction listed in the IEP for the student are linked to the grade-level CA CCSS, CA NGSS, or 2012 ELD Standards and address knowledge and skills that are appropriate and set high expectations for this student.

The student's disability or multiple disabilities affect how instruction is presented and how the student accesses curriculum derived from the CA CCSS, CA NGSS, and/or 2012 ELD Standards. The content the student is learning is derived from the CA CCSS, CA NGSS, or 2012 CA ELD Standards, and appropriately breaks the standards into smaller achievable steps. The National Center and State Collaborative has derived these smaller steps from the CCSS to guide instruction, and they are called Core Content Connectors. Science Connectors also were derived from the CA NGSS standards. A Connector is a representation of the essential "core" content of a given state instructional standard. Each Connector was identified by examining learning progressions aligned with the CA CCSS or CA NGSS to determine the critical content for students with the most significant cognitive disabilities.

National Center State Collaborative CCSS, Prioritized English Language Arts CCCs, and Essential Understandings

NCSC CCSS, Prioritized Reading CCCs, and EUs for Grade 3

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Literature	3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.RL.h1 Answer questions related to the relationship between characters , setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).	Identify a character, setting, event, or conflict.
Literature	3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.RL.i2 Answer literal questions and refer to text to support your answer.	Recall information in a text (e.g., repeated story lines).
Literature	3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine central message, lesson, or moral and explain how it is conveyed through key details in text. 3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	3.RL.k2 Determine the central message, lesson, moral, and key details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Identify the topic of a text or information presented in diverse media.
Informational	3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	3.RI.h1 Identify the purpose of a variety of text features.	Identify the text feature (e.g., charts, illustrations, maps, titles).
Informational	3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	3.RI.h4 Use illustrations (e.g., maps, photographs, diagrams, timelines) in informational texts to answer questions.	Identify an illustration in text.

NCSC CCSS, Prioritized Reading CCCs, and EUs for Grade 11

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Literature	11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	1112.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose or theme within a text.	Identify a summary of the plot of a literary text.
Literature	11-12.RL5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.	1112.RL.d1 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.	Identify elements of a story’s plot (e.g., exposition, rising action, climax, falling action, resolution).
Informational	11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	1112.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries or text.	Identify a conclusion from an informational text.
Informational	11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	1112.RI.b5 Determine how key details support the development of the central idea of a text.	Identify the central idea or key detail of a text.
Informational	11-12.RI.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	1112.RI.d1 Determine the author’s point of view or purpose in a text.	Identify what an author tells about a topic.

Parent Inquiry


- 11th grade son on certificate path
- Diagnosis- Autism
- Current Courses: English, Economics Specialized Academic No Credit
- Biology and Algebra I - Co-taught
- Experiences- has friends at school, independently uses public transit, volunteers at a local zoo, held a summer job, student manager for the football team
- Goals- LPN, Medical Assistant, Vet Tech,
- Certificate limits post-secondary options. School is A-G focused.
 - **Is there any way he qualifies for a diploma?**

? If a student earns a diploma using the alternative pathway to a diploma, can they continue in school in the adult transition program?

Yes, the alternative pathway must be identified in the transcript. The student should receive the standard diploma.



Myth and Fact

- Myth: Academic standards are too hard for some students to master.
 - Fact: We are learning that students in college are performing beyond our expectations and can master academic courses.
- 



Myth and Fact

- Myth: There is no need to provide a diploma to students who can't meet graduation standards
- Fact: We moving toward Competitive Integrated Employment earning a family supporting wage. You experience a major barrier entering employment without a diploma.