



“HIGHER EXPECTATIONS” ANNUAL CAPACITY BUILDING INSTITUTE

Indiana’s Cadres of Transition Leaders

Department of Education, Office of Special Education

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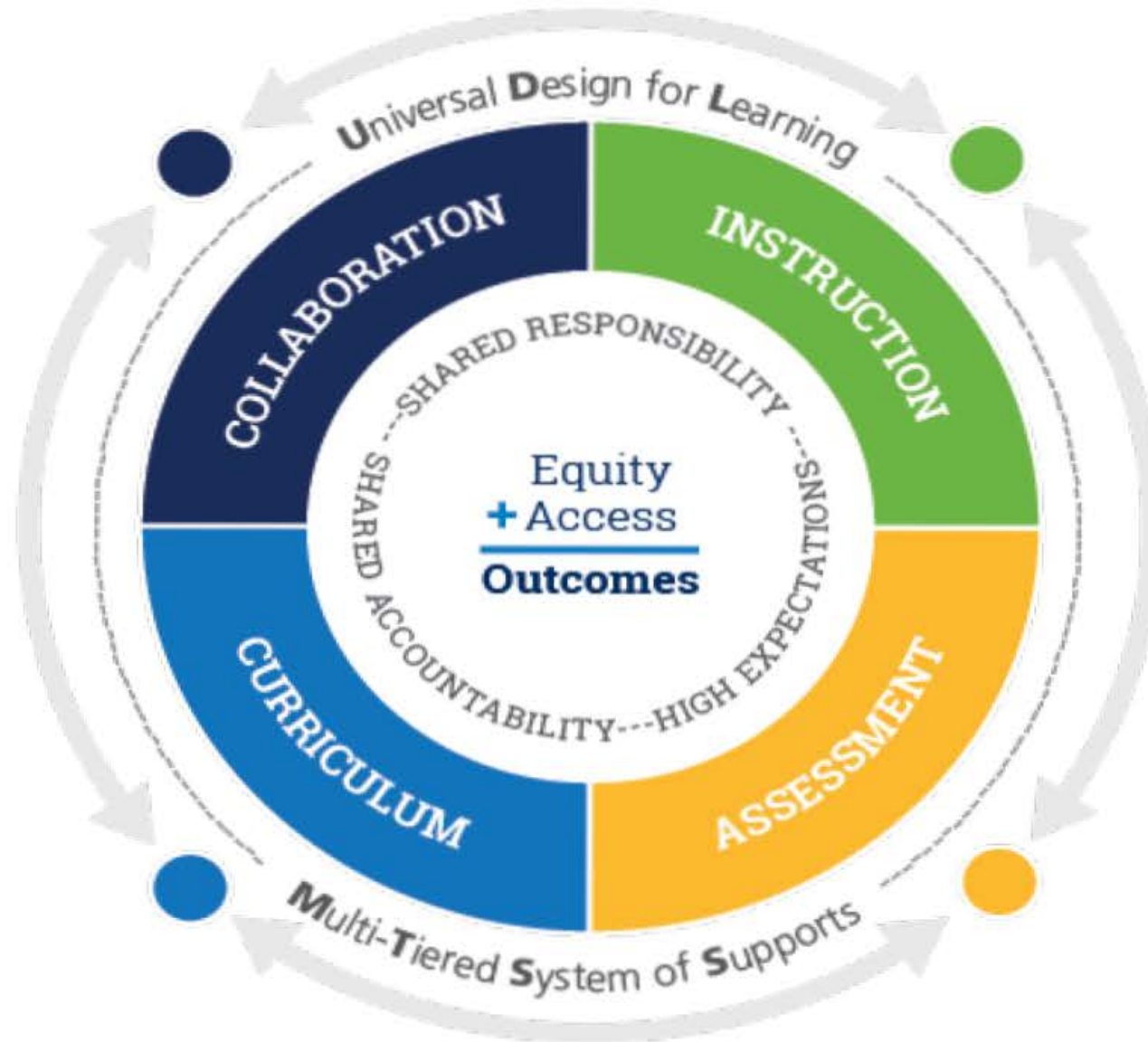


Indiana
DEPARTMENT OF
EDUCATION

Working Together for Student Success



EVERY STUDENT SUCCEEDS





WELCOME/AGENDA

- A Bit of Data
- Update on Certificate of Completion Work
- Work with Other State Agencies
 - Vocational Rehabilitation Services
 - DWD – Governor’s Work Ethic Certificate





Office of Special Education Priorities

- Increasing Graduation Rate/Reducing Drop Out Rate
- Improving Academic Achievement
- Improving Post School Outcomes
- Improving Early Learning Outcomes
- Improving Equity
- Increasing Access
- Maintaining Positive Relationships with Parents

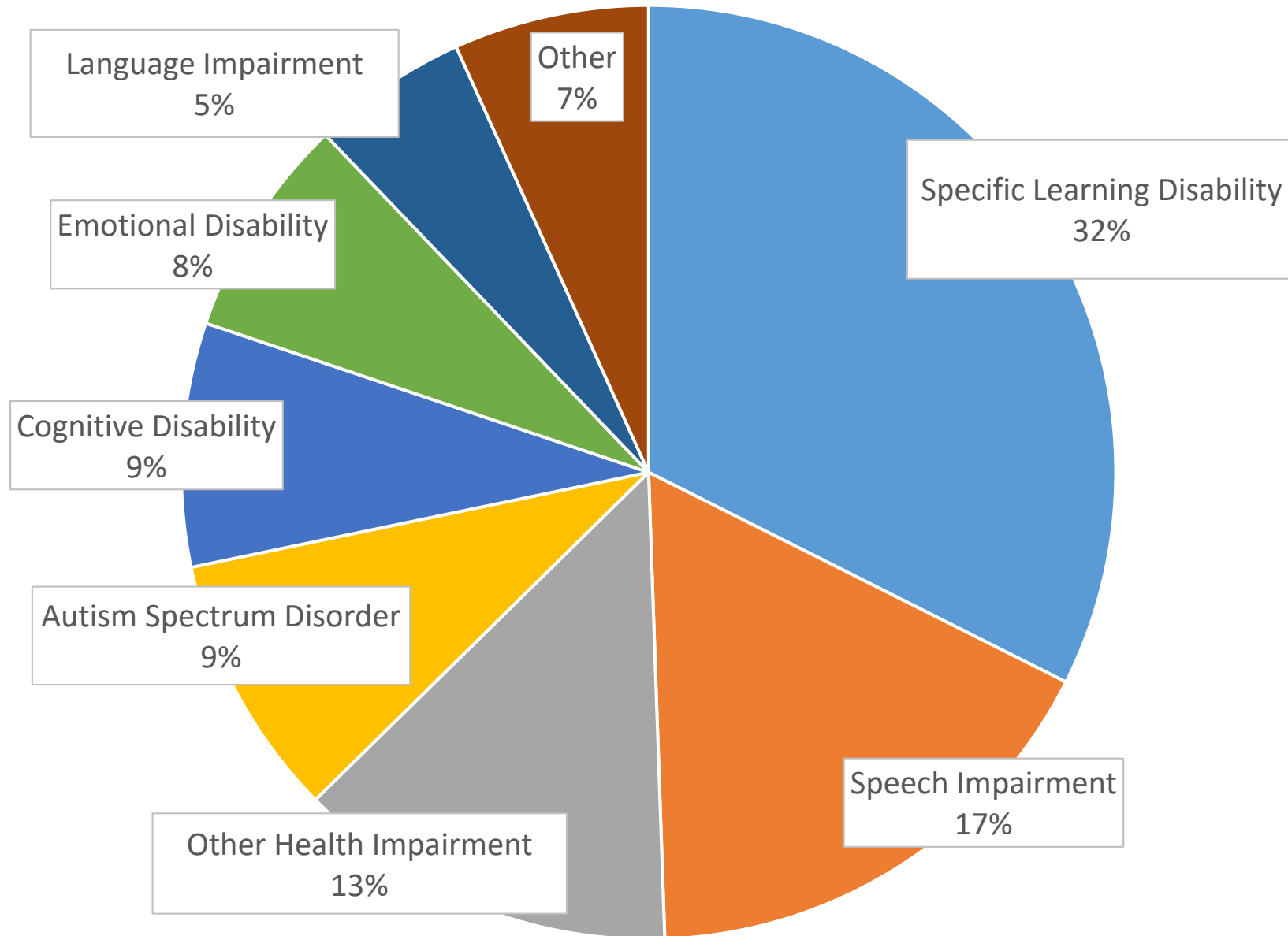


A BIT OF DATA

Statewide Public and Private Enrollment K – 12+	2014	2015	2016
Total Student Enrollment	1,110,188	1,108,778	1,110,283
Number of school-aged students receiving special education services	158,262	159,201	161,136
Percent of students receiving special education services	14.26%	14.36%	14.51%

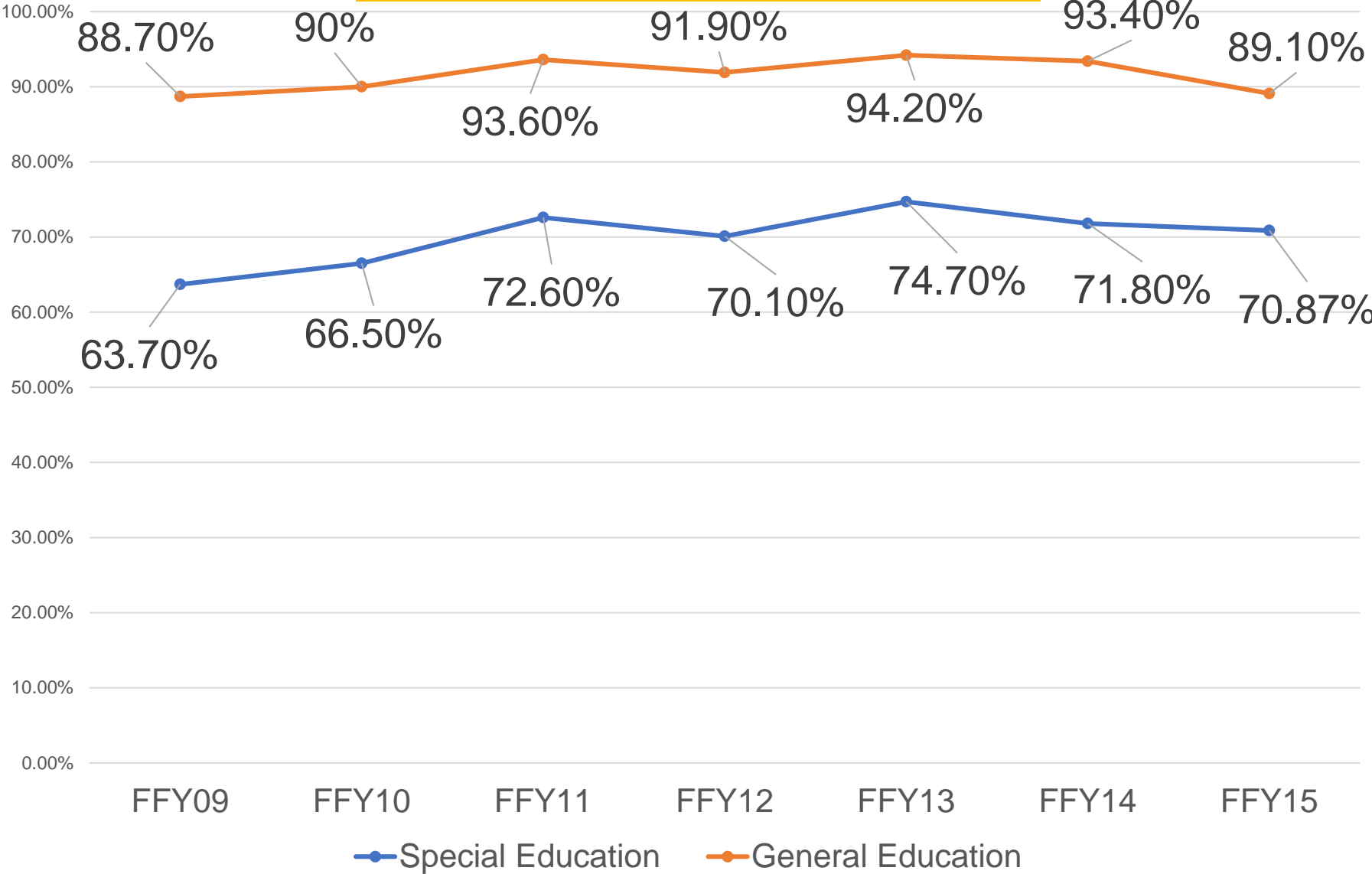


Students with Disabilities by Primary Disability





Graduation Rate: Trend Line



TYPES OF DIPLOMAS

GENERAL DIPLOMA
EVIDENCE BASED WAIVER

GENERAL DIPLOMA
WORK READINESS WAIVER

GENERAL GRADS PASSED GQE

CORE 40 - EVIDENCE BASED WAIVER

CORE 40 -w/Work Readiness Waiver

CORE 40 -PASSED GQE

INTERNATIONAL BACCALAUREATE DIPLOMA

- CORE 40 WITH ACADEMIC HONORS EVIDENCE BASED WAIVER
- CORE 40 ONLY WITH ACADEMIC HONORS PASSED GQE
- CORE 40 WITH TECHNICAL HONORS EVIDENCE BASED WAIVER
- CORE 40 WITH Technical Honors and Work Readiness Waiver
- CORE40 WITH TECHNICAL HONORS PASSED GQE
- Core 40 Academic & Technical Honors Evidence-Based Waiver
- CORE 40 WITH Academic & Technical Honors Passed GQE



A BIT OF DATA

	2015	2016
Certificate of Completion	795	1326
Course Completion	42	47
General Diplomas	2539	2717
CORE 40	3440	3591
CORE 40 With Honors	405	411
International Baccalaureate	2	0
TOTAL (Students with IEP)	7223	8102



A BIT OF DATA

	2015	2016	Difference
Certificate of Completion	11.01%	16.49%	5.48%
Course Completion	0.58%	0.58%	0.00%
General Diplomas	35.15%	33.53%	-1.62%
CORE 40	47.63%	44.32%	-3.30%
CORE 40 With Honors	5.61%	5.07%	-0.53%
International Baccalaureate	0.03%	0.00%	-0.03%
TOTAL (Students with IEP)	7223	8102	





A BIT OF DATA

POST SCHOOL OUTCOMES	2014 (n=199)	2015 (n=454)
Youth who enrolled in higher education within one year of exiting HS	35.68%	30.00%
Youth who were competitively employed within one year of exiting HS	27.14%	25.00%
Youth who were enrolled in some other postsecondary ed or training program	13.57%	12.00%
Youth who are in some other employment	7.54%	3.00%
Unemployed and not in school	16.08%	30.00%

UPDATE: CERTIFICATE OF COMPLETION





POSITION STATEMENT: Diploma First

The majority of students with disabilities are capable of earning a high school diploma if given appropriate instruction, supports and services.

Students who have been removed from the diploma track by the case conference committee must be presented with and follow a course of study that raises expectations, is aligned with grade level standards and/or alternate standards, and provides opportunities to gain employability skills.





BACKGROUND: ISSUE STATEMENTS

- Students who are on a Certificate of Completion track are **often removed from academic classes** or have limited access to pathways that lead to successful employment.
- **Students with disabilities** who have had appropriate academic and vocational instruction-and who leave high school without a diploma, **are capable and willing to work**. However, the existing Certificate of Completion is not recognized as a meaningful document by the employment community.

- Currently, a Certificate of Completion is not defined in statute; little guidance has been provided to schools other than it is awarded to a student with a disability who does not meet the requirements for a HS diploma but has remained in school and has aged out or met IEP goals
- Certificate of Completion does not require any level of academic exposure or achievement and **holds little value** for the student, employer or adult agency provider.





COC ASSUMPTIONS

- High Expectations for all students is a shared responsibility
- General Education classes are accessed whenever appropriate to fulfill COC Course of Study
- Student's IEP goals are aligned with grade level content standards that drive the curriculum
- Communication skills, reading skills, problem solving skills are woven into all classes
- Classes may be repeated with new goals if appropriate; more than four years may be needed for completion
- Course selection is driven by the Transition IEP and individual goals of students





Certificate of Completion

- Course of Study
- Support from VR/DWD/Transition for Capstone
- Assumptions
- Assessment decisions

Development Process

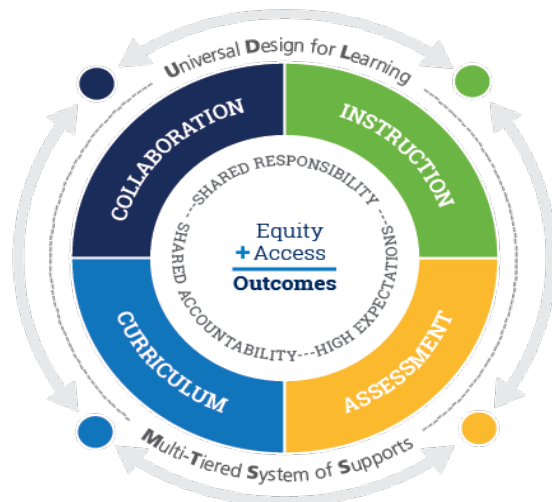
Course Descriptions

- Support from P-16
- Aligned to Core 40, Workplace Essentials
- Support high standards and Assumptions
- Considers all students and schools

Instruction

- Professional Development
- Academic Instruction
- Transition
- Employability and Capstone

EVERY STUDENT SUCCEEDS



COURSE DESCRIPTIONS

High School Course Titles	Course Description	Applied Course Description	Related Critical Content Connectors	Workplace Essentials	Max # Units	Grade Level	COC Requirement
Business Math	<i>Business Math</i> is a course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of math including algebra, basic geometry, statistics, and probability provides the necessary foundation for students interested in careers in business and skilled trade areas. The content includes mathematical operations related to accounting, banking and finance, marketing, and management. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences.	<i>Applied Business Math</i> is a course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of application of money management skills, navigating industry specific technology and apps, establishing and managing budgets, and maintaining inventory for products and other necessary skills that provides the foundation for students interested in careers in business related fields. The content includes basic mathematical operations related to accounting, banking and finance, marketing, management, and retail. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences.	<p>AI.DS.5.a.1: Examine the study using categorical data.</p> <p>AI.L.11.a.1: Solve linear equations with 1 variable.</p> <p>AI.RNE.2.a.1: Identify the pattern for the sum or product for combinations of rational numbers.</p>	<p>Multi-Tasking</p> <p>Skill in handling multiple tasks and assignments simultaneously by setting priorities and managing work flow under varying deadlines</p> <p>Numerical and Arithmetic Application</p> <p>Skill in compiling data, using numbers in various formats, and performing job-appropriate numbers-based problem-solving</p> <p>Resource Allocation</p> <p>Knowledge of how to identify, leverage and distribute financial and material resources effectively and efficiently</p>	2	10+	employability, math





ADAPTING INFRASTRUCTURE

- Working with two districts to help with development (Avon and Michigan City)
- Began meeting with Guidance Counselors in Michigan City to determine infrastructure changes (scheduling, transcripts, grading, etc.) in order to support the revised system
- Determine implementation phases with the assistance of the two districts
- Goal for Statewide implementation of new COC: August 2018



Plan Examples

Jalen is a ninth-grade student with a significant cognitive disability. He communicates using mostly one and two word phrases. Recent evaluation data shows his receptive language to be several years above his expressive language skills. Reading comprehension level is unknown.

Four-Year Plan Template

Freshman Year – Fall 20			Freshman Year – Spring 20		
Cour	Requirement	Units	Course	Requirement	Units
1002A	English 9-12	1	1002A	English 9-12	1
2520A	Algebra 1	1	2520A	Algebra 1	1
2516A	Algebra 1 Lab	1	2516A	Algebra 1 Lab	1
5394A	Preparing for College and Careers	1	5394A	Preparing for College and Careers	1
0500A	Basic Skills Development	1	0500A	Basic Skills Development	1
3030A	Life Science	1	3102A	Physical Science	1
3506A	Applied Health and Wellness	1	3542A	Physical Education I	1
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Sophomore Year – Fall 20			Sophomore Year – Spring 20		
Cours	Requirement	Units	Cours	Requirement	Units
1004A	English 9-12	1	1004A	English 9-12	1
2520A	Algebra 1	1	2520A	Algebra 1	1
2532A	Geometry	1	2532	Geometry	1
3024A	Biology	1	3024	Biology	1
1512A	Current Problems, Issues and Events	1	1512A	Current Problems, Issues and Events	1
3506A	Applied Health and Wellness	1	3542A	Physical Education I	1
5364A	Applied Interpersonal Relationships	1	5364A	Applied Interpersonal Relationships	1
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Junior Year – Fall 20			Junior Year – Spring 20		
C	Requirement	Units	C	Requirement	Units

Maria is an eighth grade student with a significant cognitive disability. She is medically fragile and has no identified means of communication. She is able to sustain short periods of instruction, but frequent prompting is needed. Recent evaluation attempts were inconclusive, but teachers report that Maria appears to be engaged for approximately 2 hours per day but tires easily and requires frequent breaks.

Year Plan Template

Freshman Year – Fall 20			Freshman Year – Spring 20		
Requirement	Units	Course	Requirement	Units	
English 9-12	1	1002A	English 9-12	1	
Algebra 1	1	2520A	Algebra 1	1	
Algebra 1 Lab	1	2516A	Algebra 1 Lab	1	
Preparing for College and Careers	1	5394A	Preparing for College and Careers	1	
Skills Development	1	0500A	Basic Skills Development	1	
Physical Science	1	3102A	Physical Science	1	
Physical Education I	1	3542A	Physical Education I	1	
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Sophomore Year – Fall 20			Sophomore Year – Spring 20		
Requirement			Requirement		
English 9-12			English 9-12		
Algebra 1			Algebra 1		
Geometry			Geometry		
Biology			Biology		
Current Problems,			Current Problems,		
Applied Health and			Physical		
Basic Skills			Basic Skills		
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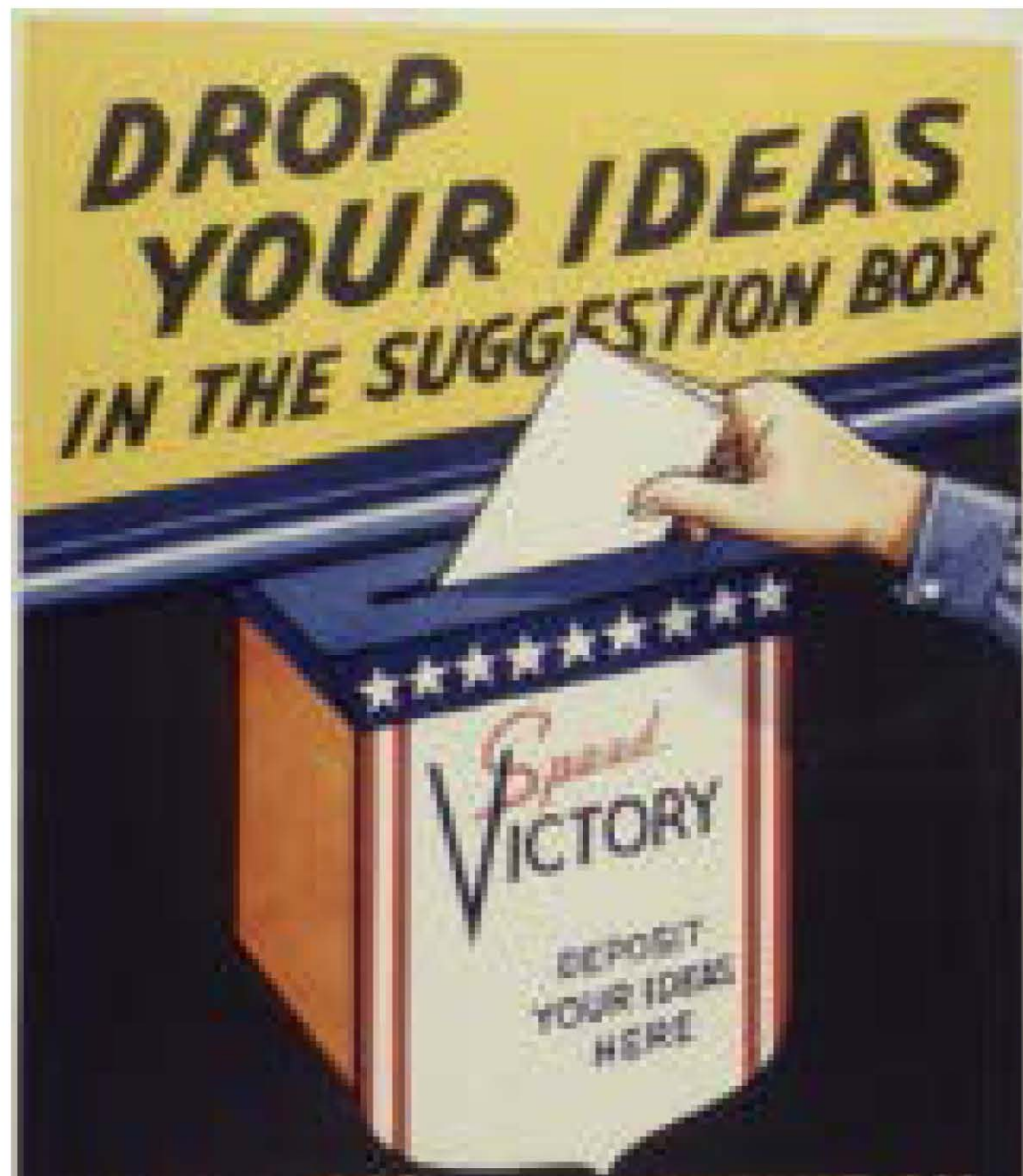
Junior Year – Fall 20			Junior Year – Spring 20		
Requirement	Units	Course	Requirement	Units	
English 9-12	1	1006A	English 9-12	1	
Applied Interpersonal Relationships	1	5364A	Applied Interpersonal Relationships	1	



SUBCOMMITTEE WORK: NEXT STEPS

- Project Success and the Indiana Secondary Education Resource Center will continue work on the course descriptions
- Other groups to approach to further awareness include: School Boards Association, Guidance Counselor Association – Summer Workshops, Summer Project Success Trainings, ICASE, INSOURCE, SAC.
- At the next Statewide Transition Advisory Committee Meeting, which includes Workforce Development, VR, School Personnel, Parents, etc. we will be sharing next steps and asking for feedback.
 - Plan ways to inform the employment community
- Alignment of COC to the Summary of Performance format to provide skill/work experience detail
- Other activities to be determined by stakeholders (which includes all of you!!)







COLLABORATION WITH VR

- Exciting we have the relationship with VR that we do – not necessarily reflected across the nation. Local relationships make it work.
 - Encourage involvement in meetings at the beginning of the school year to discuss how collaboration will occur on behalf of the students with transition IEPs
- Memorandum of Understanding - DOE/VR

Each Partner Agency will strive to provide necessary and appropriate individualized transition services and supports to Students with Disabilities in a timely and effective manner without an interruption in services through team work, coordinated planning and shared responsibility.

- This MOU can be found on the DOE/OSE website, monitoring page – Indicator 13, Transition IEP





COLLABORATION WITH VR

- The Certificate of Completion course of study document reflects Pre-Employment Transition Services (not by name)
- 4/18/17 Steve Yockey and I met with the VR federal agency (Rehabilitation Services Administration)
 - Part of VR Federal Program Audit
 - Spoke to the relationship between SEA/LEAs and VR at local and state levels
 - Found out that there is an interagency group at a federal level who are ensuring consistent policy and guidance. (RSA/OSEP)
- **NEED TO BE AWARE:** VR most likely going to an Order of Selection
 - As this is finalized, we will be working with VR on developing guidance on what it means for students who will be newly eligible for VR





<http://www.in.gov/dwd/workethic.htm>





WORK ETHIC CERTIFICATE

- The State Workforce Innovation Council (SWIC) views the development and adoption of a community and employer recognized Work Ethic Certificate (WEC) as an important tool that can help provide a pipeline of skilled high school graduates into today's workforce.
- The employability skills recognized in the Governor's WEC have been vetted by Hoosier employers, community based organizations and post-secondary education institutions and are designed to encourage students to meet the benchmarks that will assist them in their college or career goals.





GOALS: WORK ETHIC CERTIFICATE

- Connect employers to their local school district through a College and Career Readiness Advisory Council designed to create a collaborative partnership that benefits the community.
- Provide students with an understanding of necessary employability skills for today's in-demand jobs and allow them an opportunity to demonstrate these skills while in high school.
- Provide employers with potential workers who understand the values and importance of responsibility and perseverance in the workplace.



RECIPIENTS: WORK ETHIC CERTIFICATE

- Hoosier Hills Career Center, part of Monroe County School Corporation
- White County Schools Collaborative
- Westview School Corporation
- Spencer-Owen Community Schools
- Scott County School District 2
- Portage Township Schools
- New Castle Career Center
- Lebanon Community School Corporation
- Madison Consolidated School Corporation
- Logansport Community School Corporation
- Bartholomew Consolidated School Corporation/C4 Columbus Area Career Connection
- Beech Grove City Schools
- Center of Workforce Innovations, Inc. on behalf of the Northwest Indiana Workforce Board
- Central Nine Career Center
- Elkhart Community Schools
- Fairfield Community Schools
- Genesis: Pathways to Success
- Grow Southwest Indiana Workforce Board Inc.





THANK YOU

