CERTIFICATE OF COMPLETION UPDATE

Transition Capacity Building Institute
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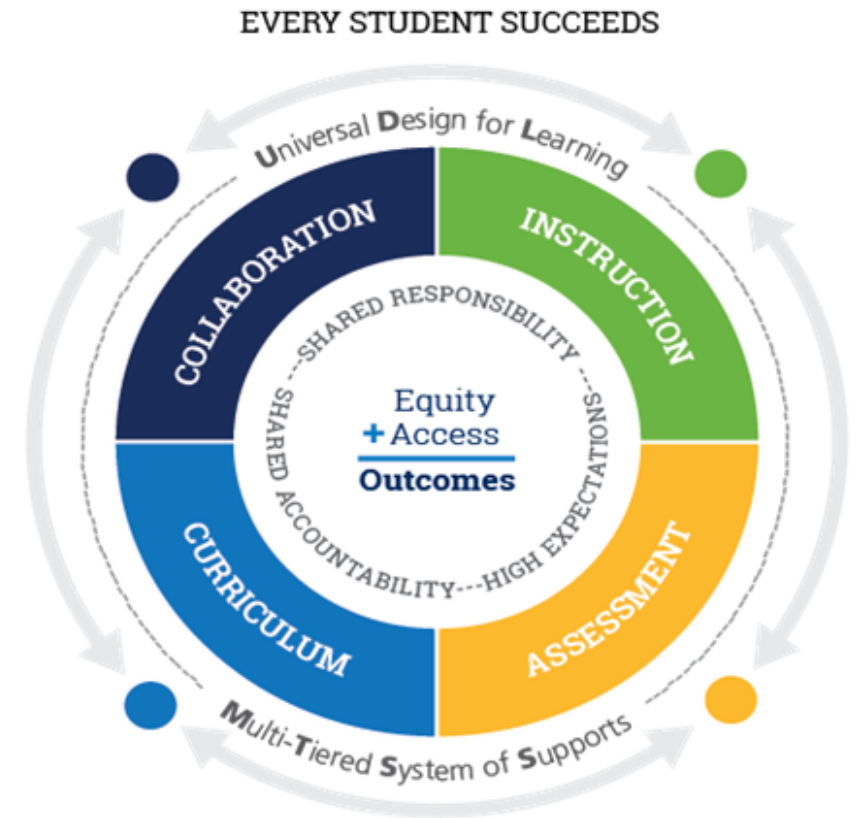
Indiana DEPARTMENT OF EDUCATION

AGENDA

Implementation of the Certificate of Completion

- What is the anticipated 'value' or outcome of the certificate from an employer's perspective?

- How are schools addressing the requirements for the certificate and how they align with current courses/work placements/etc…

- General Information (what do you share with parents? School counselors vs. Special Education teachers, portfolio information, or examples of schedules/conversations/transcripts)

- Roll out of COC – how will the learning be shared with others?

- Will the portfolio be standardized? Web-based? Any progress on that?

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NEED FOR CHANGE

- Indiana's Alternate Assessment shifted focus from functional to academic skills.

- Vocational Rehabilitation and Workforce Development Partners expressed concerns about the readiness of students who receive the COC to enter the workforce.

- Parents expressed concerns about the ability of their children to access the workforce without a high school diploma

- Schools report receiving minimal guidance on serving students on a Certificate of Completion track. The students have no documentation of their academic or employability skills.

- ESSA and Dear Colleague Letter

EVERY STUDENT SUCCEEDS

Universal Design for Learning

COLLABORATION

INSTRUCTION

SHARED RESPONSIBILITY

Equity + Access
Outcomes

SHARED ACCOUNTABILITY---HIGH EXPECTATIONS

CURRICULUM

ASSESSMENT

Multi-Tiered System of Supports

CERTIFICATE OF COMPLETION WORKGROUP

- The Certificate of Completion Work Group, a subset of the Interagency Transition Council, began meeting monthly in September 2015 to examine the issues related to the Certificate raised by schools, parents, students and the community and to develop a plan to address the issues.

- The group is comprised of representatives from Vocational Rehabilitation, Workforce Development, FSSA, ARC of Indiana, ICASE, INSOURCE, Indiana Resource Network, the Manufacturing Association and various members of the Dept. of Education.

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Employer Perspective

What is the anticipated 'value' or outcome of the certificate from an employer's perspective?

- Workforce readiness: Many students with disabilities who have had appropriate academic and vocational instruction and 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.

- The vague nature of current Certificate of Completion requirements across districts provides employers and adult service providers with little information about the student's employability.

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What is the anticipated 'value' or outcome of the certificate from an employer's perspective?

	10 credits/applied units
Employability	Job exploration, work- or project-based learning experiences, employability skills (mindsets, self-management, learning strategies, social, workplace), portfolio creation, introduction to post-secondary options
	Investigation into opportunities for enrollment in postsecondary programs, work place readiness training to develop employability and independent living skills and instruction in self-advocacy

Certificate of Completion Transition Portfolio

Students earning a certificate of completion fulfill <u>at least one</u> of the following (aligned with transition goals):
1. **Career Credential:** Complete an industry-recognized certification, one-year certificate or state-approved alternative
2. **Career Experience:** Complete project- or work-based learning experience or part time employment
3. **Work Ethic Certificate:** Earn a Work Ethic Certificate (criteria to be locally determined)
4. **Other Work Related Activities:** As determined by the case conference committee

What is the anticipated 'value' or outcome of the certificate from an employer's perspective?

IDOE Course Number	Subject Area	High School Course Titles	Course Description	Applied Course Description	Related Critical Content Connectors	Employability Skills
5394	CTE BITME	Preparing for College and Careers	*Preparing for College and Careers* addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability	*Applied Preparing for College and Careers* addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability	9-10.W.4.a.2: Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).	Technology and Tool Usage Knowledge of how to use and apply job-appropriate computer applications and other office equipment, such as copiers, scanners, apps, and fax machines

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School Perspective

How are schools addressing the requirements for the certificate and how they align with current courses/work placements/etc…

- Reviewing current programming, courses, curriculum and teaching assignments

- Discussing transition/employment opportunities

- Evaluating alignment to general education courses/standards

- Determining next steps

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General Information: Teachers

Always 'Diploma First'

Special Education and General Education Teachers:

- History/Purpose of the CoC Presentation & 'Spread the Word'
  - https://www.doe.in.gov/student-services/student-assistance/coc
- CoC Course of Study Framework (40 Credits/Applied Units)
  - Approved Course Title/Description document
  - Teachers may modify other courses for students to earn an applied unit
  - Understanding difference between modification and accommodation
- DOE Student Services website has CoC Resources
  - Includes sample 4 and 6 year plans

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General Information: Teachers

Always 'Diploma First'

Special Education and General Education Teachers:

- Understanding of Least Restrictive Environment
  - Not just in room, but learning with peers
  - Outcomes are higher for all students when students with disabilities are included with their peers
- Access to resources to support students and teachers
  - Indiana Resource Network
  - https://www.doe.in.gov/specialed/indiana-resource-network

General Information: Counselors

- Implementation with Freshman Class of 2018-19

- Initial reporting of applied courses during 2018-19 or 19-20

- First CoC awarded under new requirements will be May 2022 or 2023

- Age appropriate environments/academic and employability instruction is expected

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General Information: School Counselors

Always 'Diploma First'

School Counselors

- History/Purpose of the CoC Presentation & 'Spread the Word'
- DOE Student Services website has CoC Resources (includes sample 4 and 6 year plans)
- Case Conference Committee meeting for student in grade 8 – discussion of diploma track
- Have an understanding of how the 'life skills' and 'intense intervention' teachers have been preparing for the transition to a CoC Course of Study
- CoC Course of Study includes earning credits whenever possible
  - Applied credits for applied courses
  - Teachers can modify content of other courses for applied credit
  - CCC decides if course for credit/applied unit

General Information: School Counselors

Always 'Diploma First'

School Counselors
- CoC State Reporting and Transcript Documentation Guidance
  - Both are found on the DOE CoC Resource Webpage
  - Become familiar with the new reporting expectations (see next slide)
- School Information System (SIS) vendors have received information
  - Implementation timeline for district?
- Should be signed up for the DOE School Counselor Newsletter

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Field Order	Fieldname Description	Length	Data Field Specification and Requirements	Notes
7 G	Post Secondary Institution	2	State assigned number of the post secondary institution from which the dual credit was received. Valid values 00-99 Required Field: Yes	See Reference section for the list of post secondary institutions. The Input Form for this collection will provide filtering by dual credit and record editing with a dropdown of all college codes. Report 00 for not applicable.
8 H	High School Credits or Applied Units Earned	4	How many high school credits or applied units did the student earn for this high school course? Valid Format: N.N (includes decimal) Valid Values: 0.0 – 9.0 0.0 = none 1.0 = 1 2.0 = 2 3.0 = 3 9.0=not applicable, elementary or middle school course Required Field: Yes	Report the number of high school credits or applied units earned by this student for this course during the reporting period. Students who failed, did not complete, or were not awarded credit or applied unit should be reported with 0 credit or applied unit. For courses where more than 3 credits or applied units were awarded, report the appropriate number of credits or applied units (e.g., for a course where 4 credits or applied units were awarded, report 4.0, etc.). For students in elementary or middle school courses for which credits or applied units are not awarded, report option 9.0 (not applicable). Definition of Applied Unit – 'applied' course(s) which are tied to the IDOE course(s) via alternate achievement standards or 'content connectors' and complies with the approved course description.
9 I	Applied Units		Did the student receive or attempted to receive high school transcripted applied unit(s) as a result of taking this course? Valid Values are: A, Y, N A=Not Applicable, elementary or middle school course or opting out of reporting for 2018-19 school year Y=Yes N=No Required Field: Yes	A = Not applicable, if the course is not a high school course OR school opted out to report Applied Units earned for 2018-19 school year. NOTE: data will be required for 2019-20 school year reporting Y = if the student received or attempted to receive high school transcripted applied units from the approved applied course list. N = if the student did not receive high school transcripted applied units from the approved applied course list. See scenario #2 for more information about reporting applied units.

Parent Perspective

General Information: Parents

Always 'Diploma First'

Students/Family:

- Are given excellent information/guidance to help make decisions
  - This guide was created by the Southeast Cadre Members
  - https://instrc.indiana.edu/pdf/resources (search for document name)
- If decision is made that student is taken off of the diploma track
  - Give a copy of the CoC Course of Study
  - Explain difference between earning credits and units
  - Explanation of the Course of Study
  - Case Conference Committee to determine if courses are for credit or applied unit
    - Whenever possible – student to be earning a credit
    - Only if modifications needed to courses will applied unit be appropriate
- If accommodations are made – the student should be earning a credit
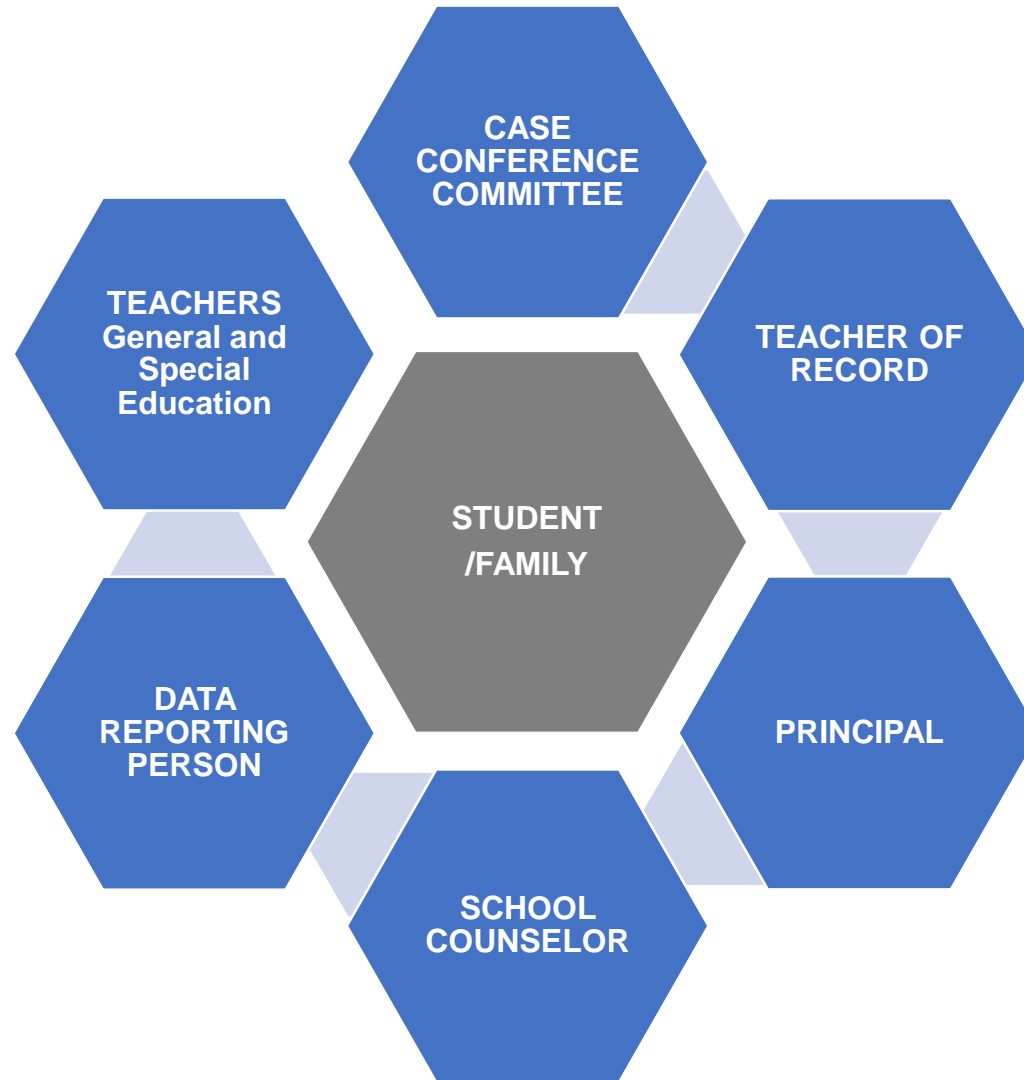
Implementation

Collaboration is Key

CASE CONFERENCE COMMITTEE

TEACHERS General and Special Education

TEACHER OF RECORD

STUDENT /FAMILY

DATA REPORTING PERSON

PRINCIPAL

SCHOOL COUNSELOR

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Roll out of COC:
How will the learning be shared with others?

Pilot sites were utilized early in 2016 to inform the COC Stakeholder Group of necessary focus areas – Pilot sites no longer exist

- The Department is ready to support schools and expects schools to put the new requirements in place for the freshman class of 2018-19

- Because some schools have requested additional time for implementation, the department will not require schools to report credits or applied units for course completion until the 2019-20 school year

- Whether schools begin submitting data on course completion in 2018-19 or the following school year, it is expected that schools will continue to provide academic instruction and opportunities to develop employability skills to all students on a Certificate of Completion path

Roll out of COC:
How will the learning be shared with others?

- The learning has been shared through short shares, coffee talks, newsletter articles, Presentations
  - OSE, School Counselors, Superintendent of Public Instruction, Posting of resources on the student services website
- ICASE spring/fall meetings
- ICASE executive committee
- Members of the core CoC team to be sharing info back out with their constituency members

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Roll out of COC:
How will the learning be shared with others?

- Talking to people on phone/emails

- Trainings at schools with teachers

- Cadres have asked for speakers at their meetings – now this audience

- **We ask that you go back into your districts and work with the appropriate people to ensure academic instructions and opportunities are provided to each and every student.**

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Project Success: CoC Readiness Survey

What is your role?

- Teacher – 146
- Counselor – 93
- Special ed director – 67
- Building administrator – 19
- District administrator – 20
- Other – 51

Have you received information and/or professional development about the changes to the CoC?

Yes – 318

No – 78

Willing to serve as a resource to other districts?

60 responses!

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Project Success: CoC Readiness Survey

Considering the changes to the COC, how would you describe your district/ school/ cooperative?	
Informed and ready to implement in the 2018-19 school year	88 responses
Informed but not ready to implement	157 responses
Need additional information prior to implementation	151 responses

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Portfolios

Will the portfolio be standardized? Web-based? Any progress on that?

- Steve Yockey (OSE)

- Joni Schmalzried (INSTRC)

- Nancy Zemaitis (OSE)

- Daniel G. McNulty (PATINS)

- Jolly Piersall (IIEPRC)

- Christi Carr (South Bend Community Schools)

- Meredith Keedy-Merk(Project SUCCESS)

- Brianna Morse (Workforce Development)

- Kathy Klimek (South Bend Community Schools)

- Kacie Symes (OSE – IEP System)

- Matt Johnson (IIEPRC)

- Ashley Quick (Project SUCCESS)

- Jonathan Kraeszig (Voc Rehab)

- Kathy Levandoski (Valparaiso Community Schools)

- Chrissy Pogue (Hamilton Southeastern Schools)

- Shannon Sobeck (Valparaiso Community Schools)

- Laura Wheeler (Workforce Development)

- Chris Fitzgerald (Workforce Development)

- Judith Gross (INSTRC)

- Wright, Pamela (OSE)

- Amanda Culhan (DOE/School Counselors)

Will the portfolio be standardized? Web-based? Any progress on that?

- Portfolio sub-group began meeting in March

- District representatives from Valparaiso, South Bend and Hamilton Southeastern shared portfolio examples and how they are already working with employers
  - Both paper and electronic portfolios
  - Working with employers through work/community based programs, CTE, career centers, etc.

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Will the portfolio be standardized? Web-based? Any progress on that?

- Identified key components and strengths of a portfolio
    - Components: work/class experiences, certifications, work related activities
    - Strengths: student centered, living document, useful for employers, accomplishments, aligned to Transition IEP
- Continued bi-monthly discussions with projected guidance to field by October/November 2018

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Indiana Certificate of Completion

Course of Study

Effective with the students who enter high school in 2018-19 school year (Class of 2022)

The Course of Study for the Certificate of Completion is a framework for aligning curriculum to grade level standards while meeting the individual goals and transition needs stated in the student's Individual Education Plan (IEP).

Minimum total 40 credits/applied units: It is expected that these requirements are met through enrollment in a combination of general education courses for credit, modified general education courses in which non-credit applied units are earned and special education courses in which non-credit applied units are earned.	
English/Language Arts	**8 credits/applied units**
	Including a balance of literature, composition, vocabulary, speech/communication
Mathematics	**4 credits/applied units**
	Including a balance of number sense, expressions, computation, data analysis, statistics, probability, equations and inequalities and personal finance. Student must take a math or applied math course each year in high school.
Science	**4 credits/applied units**
	Including a balance of physical, earth/nature, life, engineering and technology
Social Studies	**4 credits/applied units**
	Including a balance of history, civics and government, geography, economics
Physical Education	**2 credits/applied units**
Health & Wellness	**1 credit/applied unit**
Employability	**10 credits/applied units**
	Job exploration, work- or project-based learning experiences, employability skills (mindsets, self-management, learning strategies, social, workplace), portfolio creation, introduction to post-secondary options
	Investigation into opportunities for enrollment in postsecondary programs, work place readiness training to develop employability and independent living skills and instruction in self-advocacy
Electives	**7 credits/applied units**
Certificate of Completion Transition Portfolio	

Students earning a certificate of completion fulfill <u>at least one</u> of the following (aligned with transition goals):

CTE: Business, Marketing, Information Technology, and Entrepreneurship

APPLIED BUSINESS MATH

4512   *(BUS MATH)*
4512A (Recommended local course code)

Applied Business Math 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 and everyday life. 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.

- Recommended Grade Level: 10, 11, 12
- Applied Units: 4 units maximum
- Counts as an Elective for the Certificate of Completion
- Fulfills a Mathematics requirement for the Certificate of Completion
- Qualifies as an applied math course for the Certificate of Completion

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Curriculum

Name of Curriculum	Content Connector	Applied Course	Advantages	Disadvantages	Comments

Four Year Plan - Student

Freshman	Sophomore	Junior	Senior

Four Year Plan - Student

Freshman	Sophomore	Junior	Senior
English 9	English 10	English 11	English 12
Algebra	Geometry	Algebra (or math elective)	Geometry (or math elective)
Geography & History of World	Biology	US History	Environmental Science
Health/Interpersonal Relationships	Elective	Elective	Elective (Employability)
Preparing for College and Careers	Career Information and Exploration	Internship	ICE
Basic Skills Development/Elective	Basic Skills Development	Basic Skills Development	Basic Skills Development
PE	PE	PE	PE

Teaching Schedule

	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Teacher 6
1st						
2nd						
3rd						
4th						
5th						
6th						
7th						

Develop Scope and Sequence Considerations

Where to begin	What to include	How to organize	Who is responsible
• Curriculum • Content area • Grade level • Courses	• Content Connectors • Unpacked skills and knowledge • Curriculum • Lesson Plans • Timeframe • Assessment • Resources	• Structure • Templates • Where will resources and materials be saved and housed?	• Teacher • Admin • Set up • Implementation