Certificate of Completion

CERTIFICATE OF COMPLETION REGIONAL TRAININGS 2019

TUESDAY, JANUARY 22ND- SEYMOUR , INDIANA

FRIDAY, JANUARY 25TH – SOUTH BEND, INDIANA

MONDAY, JANUARY 28TH –NOBLESVILLE, INDIANA

Project **SUCCESS**

Introductions

- MICHELLE OJA, IDOE- SPECIAL EDUCATION SPECIALIST

- COURTNEY HOTT, IDOE-SCHOOL COUNSELING SPECIALIST

- AMY HOWIE, PROJECT SUCCESS (DIRECTOR)

- MEREDITH KEEDY-MERK, PROJECT SUCCESS

- ASHLEY QUICK, PROJECT SUCCESS

- HEIDI BRETT-BAKER, PROJECT SUCCESS

Project SUCCESS

Agenda

- PROJECT SUCCESS OVERVIEW

- CONTENT CONNECTORS

- CERTIFICATE COMPLETION

  - Course of Study

  - Applied Course Descriptions

  - Portfolio Components

- COURSE SEQUENCING

- DEVELOP A SCOPE AND SEQUENCE

- QUESTIONS AND NEXT STEPS

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Project SUCCESS Overview

Indiana Resource Network

www.doe.in.gov/specialed/indiana-resource-network

Project SUCCESS

Project SUCCESS supports districts to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options by providing ongoing and job-embedded professional development focused on academic instruction, communication, and employability skills.
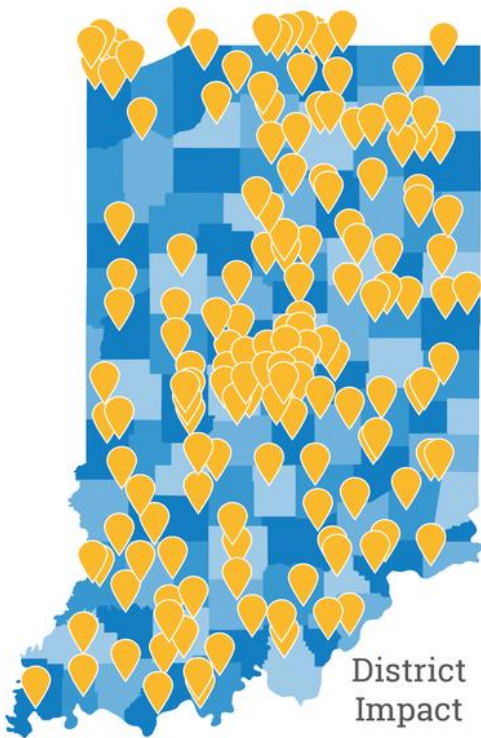
Topics Frequently Covered:	● Unpacking Content Connectors	● Curriculum Mapping	● Goal Writing	● Formative Assessment	● Certificate of Completion
Types of Support:	● On-site Professional Development	● Summer Institutes	● Webinars	● State/National Conferences	● Online Tools and Resources

355 attendees at the 2017 Summer Regional Training

250 teachers and administrators attended 2017-18 Regional Trainings

3,438 attended or viewed webinars

23,536 views/downloads of curriculum and instructional resources

60 districts received on-going onsite training during 2017-18 school year

19,344 views/downloads of Content Connector resources

District Impact

"As a result of partnering with **Project SUCCESS**, my students are achieving at a much higher level as I am providing access and exposure to grade-level content connectors and curriculum."

Content Connectors

Content Connectors

Indiana's Alternate Academic Standards

Aligned to the Indiana Academic Standards; highlight knowledge and skills

ELA, Math, Science, Social Studies

K-8; High School Applied Courses

Drive Instruction and Assessed on I AM (Indiana's Alternate Assessment)

Appropriate for students with significant disabilities (approximately 1%)

What does 1% mean?

- ESSA – For accountability purposes: Alternate Diploma for Students with Significant Cognitive Disabilities

- OSEP – Percentage of students tested on the alternate assessment cannot go over 1% of the total students tested. (Indiana approximately 1.2% for the past 2 years and IDOE is providing support)

- ESSA/Dear Colleague Letter – Clear that ALL student are to be provided access and equity to grade level standards

- OSEP - - Results driven accountability. Message is that they expect no more than 1% of students (with cognitive disabilities) to earn a certificate of completion – 99% to receive some sort of diploma

Exit by Diploma Types

Graduation Rate: 73.1% Dropout Rate: 3.2%	2015-2016	
Exiting Type	Total	
Academic Honors	268	3.3%
Academic/Technical Honors	46	0.6%
Certificate of Completion	1,336	16.5%
Core 40	3,591	44.3%
Course Completion	47	0.6%
General	2,717	33.5%
Technical	97	1.2%
Total	8,102	

Graduation Rate: 73.1% Dropout Rate: 3.2%	2016-2017	
Exiting Type	Total	
Academic Honors	309	3.8%
Academic/Technical Honors	52	0.6%
Certificate of Completion	1,348	16.4%
Core 40	3,658	44.6%
Course Completion	46	0.6%
General	2,693	32.8%
IB	4	0.0%
Technical	97	1.2%
Total	8,207	

Certificate of Completion

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
CURRICULUM
ASSESSMENT

SHARED RESPONSIBILITY
SHARED ACCOUNTABILITY---HIGH EXPECTATIONS

Equity
+Access
Outcomes

Multi-Tiered System of Supports
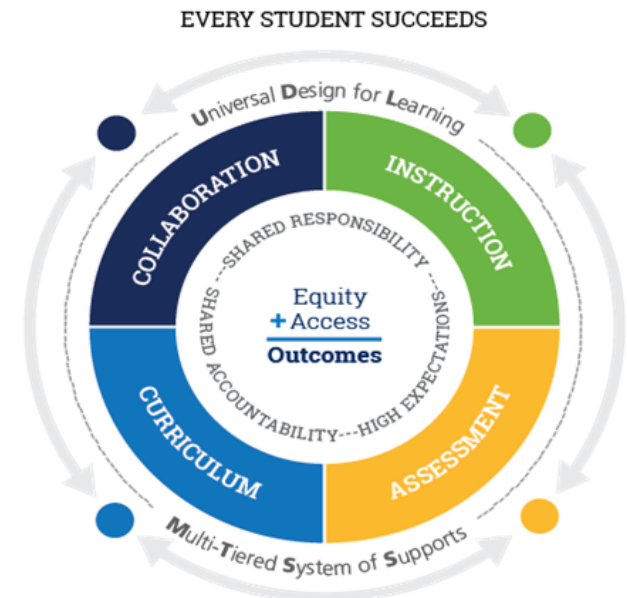
CERTIFICATE OF COMPLETION WORKGROUP

- 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.

Development Process

Course of Study

- Aligned with Diploma
- Support from VR/DWD/Transition
- Assumptions
- Aligned with standards and statewide assessments

Course Descriptions

- Support from P-16
- Aligned to Content Standards, Content Connectors and Workplace Essentials
- Support high expectations and assumptions
- Academic Instruction
- Transition Planning
- Employability

Professional Development

- Academic Instruction
- Transition Planning
- Employability

Course of Study

HTTPS://WWW.DOE.IN.GOV/STUDENT-SERVICES/STUDENT-ASSISTANCE/COC

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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.

Subject	Requirement
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):

Applied Course Descriptions

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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
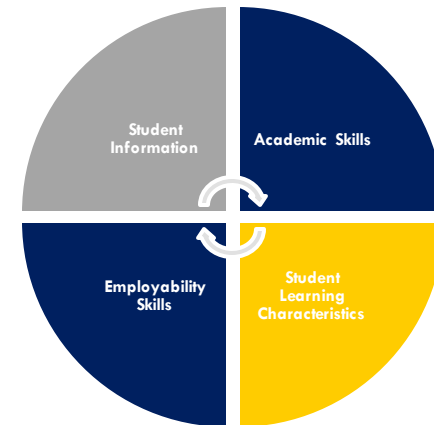- Qualifies as an applied math course for the Certificate of Completion

Resources

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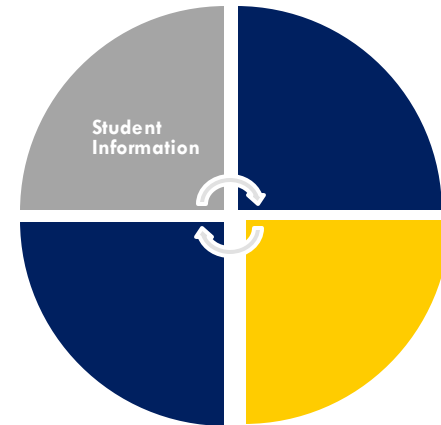
Portfolio Components

- Student Information
- Student Learning Characteristics
- Academic Skills
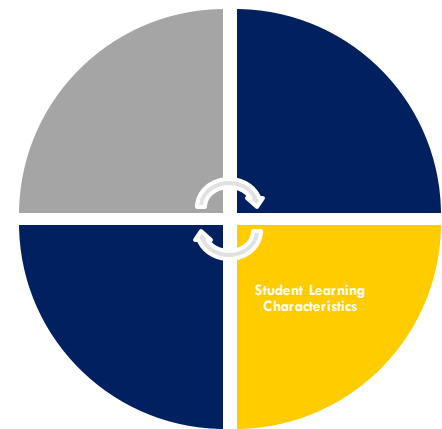- Employability Skills

Student Information

The Big 3:

- Basic Demographics
- About Me
- Activities Resume

# Student Learning Characteristics

- Focus on students strengths & needs

- Provide meaningful artifacts
  - Authentic Assessments
  - Letters of Recommendation

- Have this come from the student's perspective

Student Learning Characteristics

Academic Skills

- Focus on what students CAN do
- Include:
  - Transcripts
  - Academic Awards/Accomplishments
  - Credentials Earned
- Artifacts which support Academic Skills could be:
  - Authentic Assessments
  - Letters of Recommendation
 - Community Resources being accessed
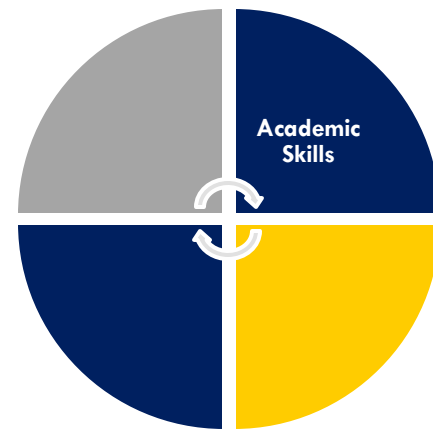
Employabilitiy Skills

- Focus on what employment experiences the student has had such as:
  - Internships
  - Job Shadowing
  - Paid Experiences
  - Volunteering
- Artifacts which support Employability skills may include:
  - Authentic Assessments
  - Letters of Recommendation/References
  - Community Resources being accessed
  - Short Videos of students demonstrating skills
  - Resume
  - Cover Letter

Employability Skills
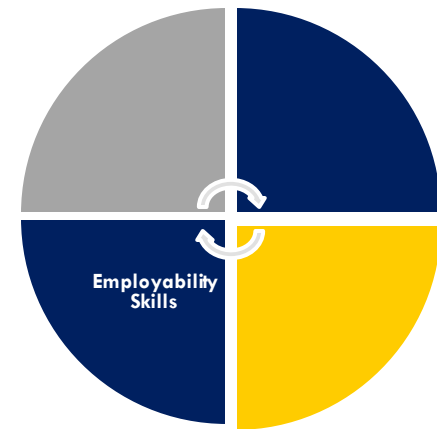
Determining What Platform is Right for Your Students
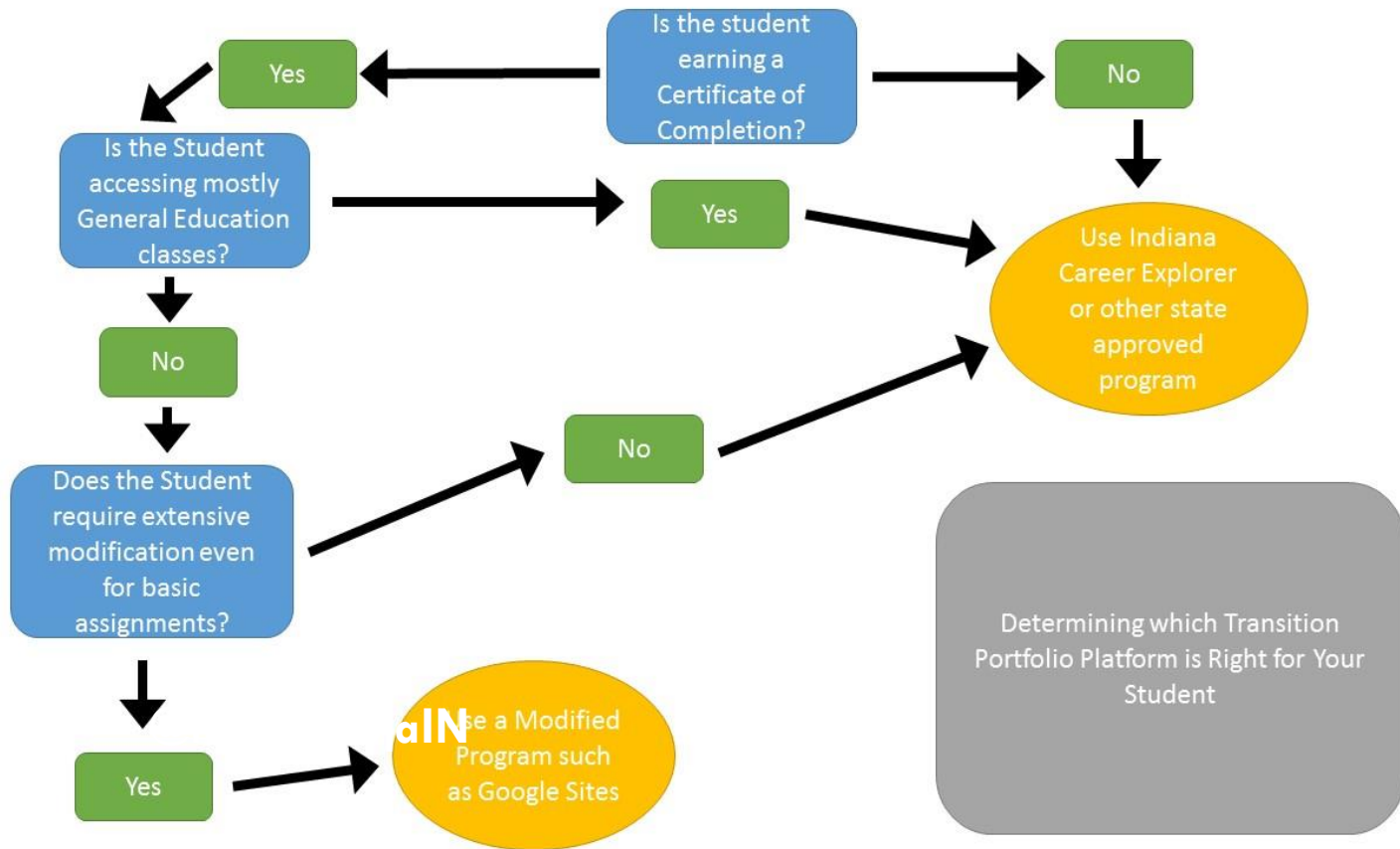
Certificate of Completion Course Sequencing

WHAT WILL STUDENTS TAKE?

WHAT WILL TEACHERS TEACH?

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 a Scope and Sequence

APPLIED COURSES

CONTENT CONNECTORS

CURRICULUM

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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

Develop Scope and Sequence Considerations

		Next Steps	Responsible Person(s)	Timeline
Where to begin	• Content area • Grade level • Local Scope and Sequence Alignment • Review Curriculum			
What to include	• Content Connectors • Unpacked skills and knowledge • Curriculum • Timeframe • Assessment • Resources			

Develop Scope and Sequence Considerations

		Next Steps	Responsible Person(s)	Timeline
How to Organize	• Structure • Templates • Where will they be saved & stored?			
Who is Responsible?	• Teacher • Admin • Set up • Implementation			

Questions and Next Steps