

Graduation Options, Alternate Credentials, and the Impact of Self-Determination on Transition Planning



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LIASCD September 30, 2016

Graduation Options, Alternate Credentials, and Transition *Agenda*

- Overview of Diploma and Exiting Credential Options in NYS
- Multiple Pathways to Graduation
- Overview of the CDOS Learning Standards
- Definition and Overview of Transition Assessment
- Definition of Self-Determination and the Critical Role it Plays in Transition Planning



High School DIPLOMAS

NYS Options:

Regents - 65 Pass on 5 Regents Exams

(ELA, 1 Math, 1 Sci, 1 SS, 1 Pathway Exam)

Local - through Supt's Determination for SWD

1. ≥ 55 on ELA and 1 Math
2. Participation in at least 1 SS & 1 Sci Regents & either 1 Pathway exam or meet requirements for CDOS Credential (no passing score achieved on any exam using safety nets or appeals)
3. Supt. and Principal review documentation to determine proficiency

Local - via Safety Net for SWD

1. 55-64 Pass Option (Low Pass)
2. Compensatory Option - Student may score 45-54 on one or more of the required exams (excluding ELA and Math) if they:
 - compensate with score higher than 65 on another exam
 - meet district attendance & course requirements (get course credit)
 - English and Math scores must be ≥ 55



Student Exit

College and
Career Ready

Updated August
2016

CREDENTIALS

(NOT High School Diplomas)

Skills and Achievement Commencement Credential

- NYSAA eligible & assessed
- Attended 12 years excluding K, or end of year attains 21
- CDOS learning standards
- Accompanied by new model of Student Exit Summary

Career Development and Occupational Studies Commencement Credential (CDOSCC) For All Students

1. May be used as a Pathway for graduation,
 2. supplement diploma, or
 3. serve as exiting credential for students unable to earn a HS diploma
- Must provide opportunities to earn regular HS diploma and access to general education
 - Develop and annually review career plan
 - Career-related coursework and WBL experiences
At least 2 units of credit (216 hours; **must include minimum 54 hours of WBL**)
 - Employability profile documenting attainment of commencement level knowledge and skills or the CDOS standards

Multiple Pathways to Graduation

For All Students

Must Pass ELA, 1 Math, 1 Sci, 1 SS, & 1 Pathway Exam

- Humanities – Social Studies, Literature, Philosophy; Exams Approved
- STEM – 2nd Math or Science Exam; Exams Approved
- Biliteracy – Languages Other Than English (LOTE); Exams in Discussion
- CTE – Rigorous CTE Assessment; Many approved, list updated continually as more are approved
- Arts – Performing, Visual, Technical; Variety of Approved Exams and Performance/Portfolio Options
- CDOS – Must meet all requirements of CDOS Credential

The Regents Diploma (The Old Way)

Score of 65 or Better On The Following Exams

- ❖ English Language Arts
- ❖ 1 Math Exam
- ❖ 1 Science Exam
- ❖ Global History*
- ❖ U.S. History & Government*



*New Multiple Pathways Have Changed These Requirements

Why Multiple Pathways?

Engages students in all levels of achievement and offers students an opportunity to explore arts, humanities, science, technology, math, and careers.

Pathways are aligned to college and career ready standards, while also providing technical skills and work-based learning opportunities.

Students may take an additional, approved exam within a pathway to fulfill part of the Regents examination graduation requirement.

Multiple Pathways:

4+1 Assessment Pathway Requirements

Option to earn a Regents Diploma by passing four Regents Exams and One Pathway Exam

ELA + Math + Science + 1 Social Studies + 1 Pathway Exam



Who is eligible?

Students Who:

- Entered Grade 9 in September 2011 or thereafter
- Eligible to receive high school diploma in June 2015 or thereafter

- Humanities: Additional social studies Regents Exam or NYSED approved alternative.
- STEM: Additional Regents Exam in a different course in math or science or a NYSED approved alternative.
- LOTE (Biliteracy): Pathway exam not yet approved by the Commissioner for LOTE (still under discussion).
- CTE: Career and Technical Education pathway exam approved by the Commissioner following successful completion of an approved CTE program.
- Arts: Arts pathway exam approved by the Commissioner.
- CDOS: Must meet all requirements for CDOS Credential

<http://www.p12.nysed.gov/ciai/multiple-pathways/>

knowledge

CAREER DEVELOPMENT

Self-knowledge
Who am I?
Career exploration
Where am I going?
Career Plan
How do I get there?

INTEGRATED LEARNING

What am I learning?
Why am I learning it?
How can I use it?

application

UNIVERSAL FOUNDATION SKILLS (SCANS)

What do I need to know?
What skills are important for me?

skills

Questions students should be able to answer

3 Levels of CDOS

Elementary

Career Development

- Demonstrate an awareness of their interests aptitudes and abilities
- Know the value of work
- Explore preference for working with people, information and/or things

Intermediate

Career Development

- Demonstrate an understanding of the relationship among personal interests, skills and abilities and career research
- Understand the relationship of personal choices to future career decisions

Commencement


Career Development

- Complete the development of a career plan that would permit eventual entry into a career option
- Analyze skills and abilities required in a career option and relate them to their own skills and abilities

Basic Skills


- Can Read
- Can Write
- Perform Math Functions
- Listens Effectively
- Speaks Clearly

Thinking Skills



- Can Think Creatively
- Uses Decision Making Skills
- Thinking Leads to Problem Solving
- Knows How to Learn
- Applies Knowledge to New Situations

Technology



- Selects /Applies Technology
- Maintains Equipment
- Designs and Creates To Meet Needs

Interpersonal Skills



- Teaches Others
- Serves Clients
- Exercises Leadership
- Negotiates/Communicates
- Works as a Member of a Team
- Works with Diversity

Career Development and Occupational Studies

Standard 3A

Universal Foundation Skills

Systems



- Improves & Designs Systems
- Monitors & Corrects Performances
- Understands How Systems Perform Related to Goals, Resources and Organizational Function

Managing Information




- Acquires and Evaluates Information
- Organizes/Maintains Information
- Interprets/Communicates Information
- Uses Computers to Enter, Modify, Retrieve and Store Data

Managing Resources

Understands how to use:


- Materials
- Facilities
- Time
- Money
- Human Resources
- Networking



Personal Qualities

Demonstrates:

- Responsibility
- Ability to Plan
- Ability to Take Independent Action
- Integrity/Honesty
- Self-determination and ability to self-evaluate knowledge, skills and abilities



Skills-Based Credentials



Option 1

Skills and
Achievement
Commencement
Credential

*For students with
severe disabilities
designated for NYSAA*

Option 2

Career Development
and Occupational
Studies
Commencement
Credential

*For other students with
disabilities who
may or may not earn a Regents
or Local Diploma*

Skills and Achievement Commencement Credential

- 2013-2014 School Year
- Replaces IEP diploma **ONLY** for students eligible for NYS Alternate Assessment
- Accompanied by a NEW student exit summary form that documents the following:
 - ❖ NYSAA level
 - ❖ Work-based learning experiences
 - ❖ CDOS skill attainment level
 - ❖ Student strengths, preferences, and interests
 - ❖ Measureable post-secondary goals
 - ❖ Recommendations for supports needed
 - ❖ State/community agency referrals

Instruction, Coursework and Work-based Learning



Meaningful access to participate/progress in gen ed curriculum (opportunities to earn a HS diploma)



CDOS Learning Standards



Equivalent of 2 units of study in CTE Coursework and/or Work-based Learning (WBL)
(at least 54 of the 216 hours must be WBL)

Handout
3

Documentation Requirements



Commencement Level Career Plan



Employability Profile

What is Transition Assessment?

(Who Am I?)

The ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments.

ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS

LEVELS OF KNOWLEDGE AND DEVELOPMENT IN SUBJECT AND SKILL AREAS INCLUDING ACTIVITIES OF DAILY LIVING, LEVEL OF INTELLECTUAL FUNCTIONING, ADAPTIVE BEHAVIOR, EXPECTED RATE OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION, AND LEARNING STYLE:

STUDENT STRENGTHS, PREFERENCES, INTERESTS:

ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

- Assessment data serve as the **common thread** in the transition process.
- Forms the **basis for defining goals and services** to be included in the IEP.

(CEC-DCDT, 1997)

Transition Assessment



Education/Training



Employment
and Training



Independent Living Skills

Self-Determination Defined

Self-Determination is the skills, knowledge, and beliefs that enable a person to engage in behavior that is:

- Goal-directed
- Self-regulated
- Autonomous

Handout

4

The ability to understand one's own strengths and weaknesses.

The belief in oneself as capable and effective.

Field, Martin, Ward,
and Wehmeyer, 1998

Components of Self-Determination

**Choice
Making**

**Problem
Solving**

**Decision
Making**

**Goal Setting
and
Attainment**

**Self-
Regulation**

**Self-
Awareness**

**Self-
Efficacy**



**Self-
Advocacy**

Transition: The Golden Thread

Who Am I?

Use Assessment Information to Develop IEP:

- What am I interested in?
- What are my strengths?
- What activities do I prefer?
- What environments do I prefer?
- What do I value?
- What skills do I have?
- What are my academic abilities?
- How do I learn best?

Where Am I Going?

Present Levels of Performance

Use data and examples to describe:

- My levels of knowledge
- My skill development
- My intellectual development & adaptive behavior
- My rate of progress
- My learning styles
- My strengths, preferences, & interests
- My academic, functional, and developmental needs
- My concerns & my parents concerns

Measurable Post-secondary Goals

What are my goals for life after I exit?

Transition Needs & Course of Study

In reflection of PLP/MPSGs/Assessments:

- What skills should I learn?
- What experiences will I need?
- What supports/linkages will I need?
- What self-advocacy skills will I need?
- What education will I need?

Coordinated Set of Activities & Annual Goals

How is the school going to help me this year so that I can reach my MPSGs?

How Will I Get There?

Self-Determination Post-High School Services

High School

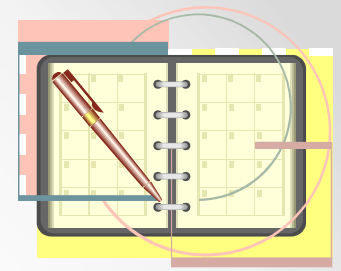
What do we know?

What do we need to know?

How do we get there?

Adult Life

What's the Plan?



Before exiting high school students and their families should know:

- strengths, interests, preferences and challenges;
- needed supports;
- how and where to get assistance; as well as,
- next steps (*what's the plan for the student the day after high school ends*).

Resources

- National Technical Assistance Center for Transition (NTACT): www.transitionta.org
- New York State Work-Based Learning Manual: <http://www.p12.nysed.gov/cte/wbl/>
- New York State Career Plan: <http://www.p12.nysed.gov/cte/careerplan/>
- Career Development and Occupational Studies Learning Standards: <http://www.p12.nysed.gov/cte/cdlearn/documents/cdoslea.pdf>
- Career Development and Occupational Studies Commencement Credential: <http://www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm>
- New York State CareerZone: <http://www.careerzone.ny.gov>
- New York State Career and Technical Education Technical Assistance Center: <http://www.nyctecenter.org/>
- Multiple Pathways – NYSED: <http://www.p12.nysed.gov/ciai/multiple-pathways/>
- New York State IEP: <http://www.p12.nysed.gov/specialed/formsnotices/IEP/home.html>
- Long Island RSE-TASC Website: <http://www.esbores.org/page/89>

Thank You!

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