

Alternate Diploma: A New Graduation Pathway

COUNSELOR FEST

Presented by Lori Chesnut



OKLAHOMA
Education



Why Implement an Alternate Diploma?

Individuals with Disabilities Education Act (IDEA)
Every Student Succeeds Act (ESSA)
Oklahoma HB 1041 (amends 70 O.S. § 11-103.6)

IDEA and Free Appropriate Public Education (FAPE)

- One of the basic principles of the IDEA is FAPE.
- All students with disabilities are entitled to a FAPE.
- This includes students who are eligible for special education from the **ages of 3 through the end of the school year in which the student turns 22 years of age.**

IDEA - Obligation To Provide FAPE Ends

- 1. When the student meets the LEA requirements that apply to all students for receipt of a standard high school diploma; or**
2. When the student no longer meets the eligibility criteria for special education services on an Individual Education Program (IEP), as determined by the evaluation group after a reevaluation; or
3. When a parent (or student at age of majority) revokes consent for special education and related services; or
- 4. At the end of the school year in which the student turns 22 years of age.**

IDEA §300.102 Limitation – Exception to FAPE for Certain Ages

- As used in paragraphs (a)(3)(is) through (iii) of this section, the term *regular high school diploma* means the standard high school diploma awarded to the preponderance of students in the State that is **fully aligned with State standards**, or a higher diploma,
- *except that* a regular high school diploma **shall not be aligned to the alternate academic achievement standards** described in section 1111(b)(1)(E) of the ESEA.
- A regular high school diploma does not include a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential.

Every Student Succeeds Act (ESSA) On State-Defined Alternate Diplomas

- ESSA (2015) is the current version of the Elementary and Secondary Education Act (ESEA), and is the major federal law related to public education in grades Pre-K through high school.
- An alternate diploma was specifically designated in ESSA for students with the **most significant cognitive disabilities**, who are assessed **using an alternate assessment aligned to alternate achievement standards**.

ESSA Language

- The state-defined alternate diploma must meet three requirements:
 - Standards-based
 - Aligned with the State requirements for the regular high school diploma
 - Obtained within the same period for which the State ensures the availability of a free appropriate public education under section 612(a)(1) of the Individuals with Disabilities Education Act (20 U.S.C. 1412(a)(1))
- Also, the state-defined alternate diploma must meet the implied condition of being state-defined.

House Bill 1041-Alternate Diploma

- House Bill 1041 amended 70 O.S. § 11-103.6 to create a new graduation pathway for the 1% of students with the most significant cognitive disabilities who are taught to alternate academic achievement standards, are participate in the Oklahoma Alternate Assessment Program (OAAP).
- Absent this alternate diploma, this group of students could not receive a diploma under federal law.
- The only option would be for them to age out of services.
- Students who receive an alternate diploma may count as having received a standard diploma when calculating and reporting the adjusted cohort graduation rate (ACGR).

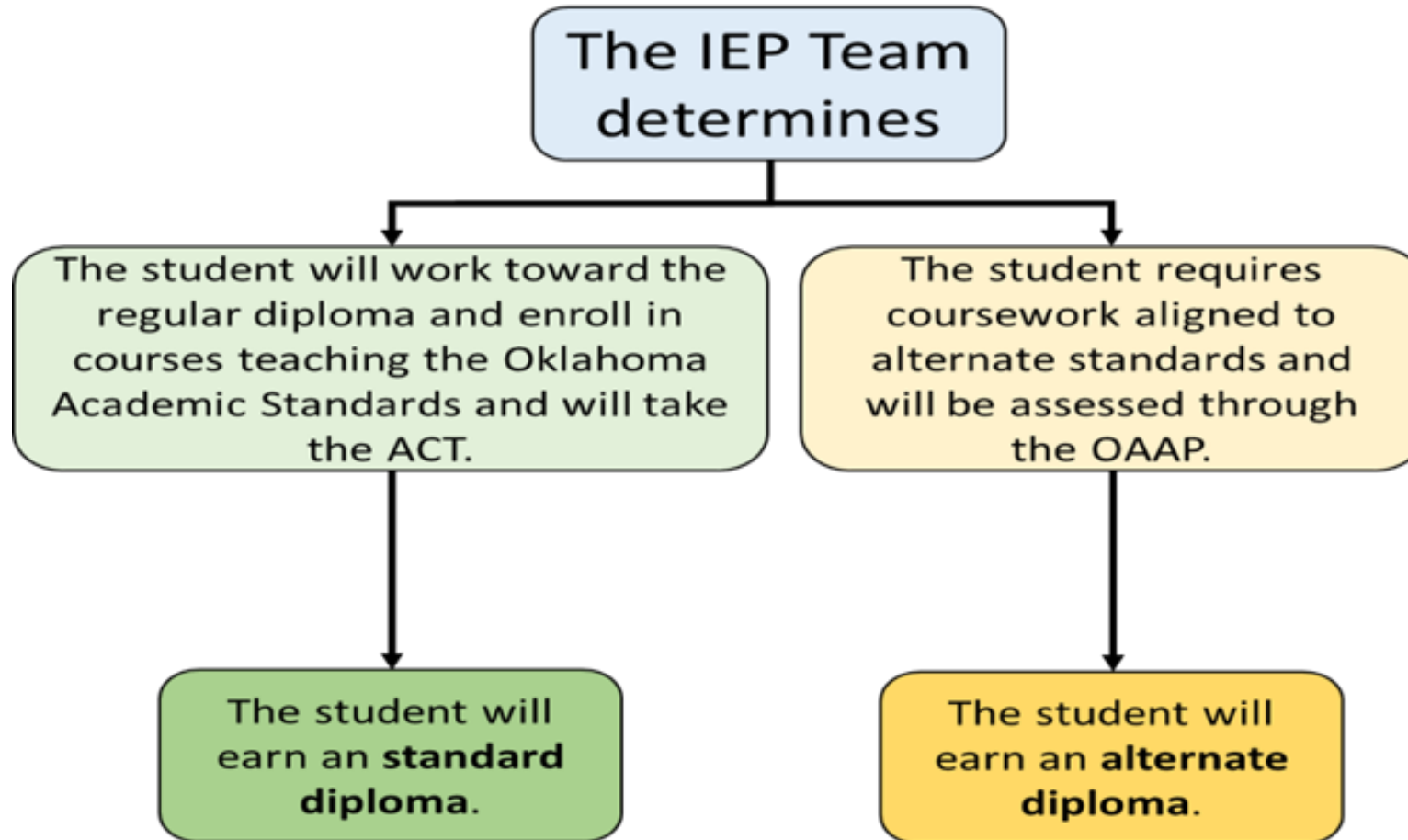
How Is The State-Defined Alternate Diploma Different From A Regular Diploma?

- While the Alternate Diploma is standards-based (requires coursework aligned with alternate academic standards) and it meets ESSA's requirement of being aligned with the state's requirements for the Regular High School Diploma, it is **not a Regular High School Diploma**.
- A district-issued, state-defined Alternate Diploma **does not terminate a free appropriate public education (FAPE)** for students with an IEP.

Graduation Pathways for Students with Disabilities

The majority of students with disabilities will still graduate with a standard/regular high school diploma.

Diploma Options For Students with Disabilities



It's Not **ONLY** About the Test

- Whether a student receives a regular diploma, or an alternate diploma, is not determined by the ACT/SAT or the OAAP.
- If a student qualifies for the OAAP according to the criteria and requires coursework aligned to alternate achievement standards, the student **can not** earn a regular diploma beginning in the 2023-2024 school year.
- Example: Student takes the OAAP in 8th grade. Student takes coursework aligned to alternate standards in 9th -11th grade but then takes the ACT. The coursework taught to alternate achievement standards cannot count toward the regular high school diploma. Student would have to retake required courses taught to OAS to earn a regular high school diploma.

Criteria for the Alternate Diploma

- To participate in the OAAP, students must meet the requirements outlined in the [*Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments*](#)
- IEP teams may also use the [Guidance Rubric for Considering Student Eligibility for the Oklahoma Alternate Assessment Program \(OAAP\)](#)
- OAAP participation is determined annually

Special Education Direct Instruction Courses


- Special Education Direct Instruction courses may still count for the standard (regular) high school diploma, if those courses are taught to **Oklahoma Academic Standards (OAS)**.
- Alternate Diploma Codes, Titles and Descriptions should not be used for this type of Direct Instruction class/course.

Alternate Diploma Graduation Requirements

- Requires students to complete specific sets of competencies or curriculum units based on **alternate achievement standards** in language arts (4), math (3), science (3), social studies (3), arts (1), computer education or world language (1), career readiness (2), and life skills (2)
- Electives to total 23 credits

Alternate Diploma Graduation Checklist

Alternate Diploma Pathway



Student Full Name Career Goal

23 units or sets of competencies are required to meet Alternate graduation requirements.
[HB 1061](#) -authorizing school districts to issue alternate diplomas to students in the Oklahoma Alternate Assessment Program

Mark beside each course upon successful completion of the required unit or set of competencies as each semester credit for the course that is earned. Refer to the most recent [Subject Codes](#) list for approved courses in each area, and the OSDE's Instruction page for more information regarding each subject area.

COURSEWORK REQUIREMENTS

ENGLISH (4)	MATHEMATICS (3)	SCIENCE (3)
<input type="checkbox"/> English I Alternate	<input type="checkbox"/> Math I Alternate	<input type="checkbox"/> Life Science Alternate
<input type="checkbox"/> English II Alternate	<input type="checkbox"/> Math II Alternate	<input type="checkbox"/> Physical Science Alternate
<input type="checkbox"/> English III Alternate	<input type="checkbox"/> Math III Alternate	<input type="checkbox"/> Earth Science Alternate
<input type="checkbox"/> English IV Alternate	<input type="checkbox"/> Substitute Course	<input type="checkbox"/> Other Science
<input type="checkbox"/> Substitute Course	<input type="checkbox"/> Substitute Course	<input type="checkbox"/> Substitute Course

*Students must take English I, II, III, and IV Alternate

HISTORY & CITIZENSHIP (3)	LIFESKILLS (2)	ELECTIVES
<input type="checkbox"/> Social Studies I Alternate	<input type="checkbox"/> Life Skills I	
<input type="checkbox"/> Social Studies II Alternate	<input type="checkbox"/> Life Skills II	
<input type="checkbox"/> Social Studies III Alternate	<input type="checkbox"/> Life Skills III	
<input type="checkbox"/> Substitute Course	<input type="checkbox"/> Life Skills IV	

*Students must take Social Studies I, II, and III Alternate

*Only 2 units required

WORLD/NON-ENGLISH OR COMPUTER (1)	ARTS (1)
<input type="checkbox"/> Language	<input type="checkbox"/> Art
<input type="checkbox"/> Computer	<input type="checkbox"/> Music
<input type="checkbox"/> Technology	<input type="checkbox"/> Drama
<input type="checkbox"/> Substitute Course	<input type="checkbox"/> Other Art Course
<input type="checkbox"/> Other Course	<input type="checkbox"/> Substitute Course

*Only 1 unit required

*Students may take a corresponding non-alternate course as a substitution course.


23 units or sets of competencies are required to meet state graduation requirements.

Total Units Upon Final Check must match Total Units Earned on Page 2.

TOTAL UNITS UPON FINAL CHECK

*Only 2 units required

Alternate Diploma Pathway



COURSEWORK REQUIREMENTS

State law requires that students meet the additional requirements below to graduate from a public high school with an alternate diploma. 70 O.S. § 1210.50B

OAAP	CERTIFICATES OR ENDORSEMENTS (IF ANY)
Taken in 11th Grade: <input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> U.S. History	<input type="text"/> <input type="text"/> <input type="text"/>
NOT REQUIRED/OPTIONAL <input type="checkbox"/> Personal Financial Literacy Passport <input type="checkbox"/> CPR/AED <input type="checkbox"/> U.S. Naturalization Test <small>*These are optional</small>	<input type="text"/> <input type="text"/> <input type="text"/>

INDIVIDUAL CAREER ACADEMIC PLAN (ICAP)

Students taught to alternate standards are not required to complete the ICAP but are encouraged to participate in the process of an ICAP.

If the student is participating in the ICAP, enter the date the student completed the activity below.

GOAL	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
Career Assessment				
Written Career Goal				
Courses Reflect Goal				

GOAL	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
Service / Work-Based Learning				

DATE OF CHECK	TOTAL UNITS	STUDENT INITIAL

TOTAL UNITS EARNED

23 units or sets of competencies are required to meet state graduation requirements.
 Total Units Upon Final Check must match Total Units Earned on Page 1.

NOT REQUIRED/OPTIONAL:

- PFL Passport
- CPR/AED
- US Nat. Test

ICAP is NOT REQUIRED but participation is encouraged. Use this section to document ICAP activities.

Guide for Allowable Core Substitutions & OSBE Approved List of Allowable Substitutions for Career Readiness (CR) & Life Skills (LS)

- **Allowable Core Substitutions -**

- Based on language from HB 1041, **courses in the core curriculum may be used as a substitute** for corresponding courses required by the alternate diploma.

- **Allowable Substitutions for CR & LS -**

- Based on language from HB 1041, **other courses required for the alternate diploma may be substituted as approved by the Oklahoma State Board of Education.**
- Many Oklahoma Career Tech Courses are allowable as substitutions for Career Readiness and Life Skills

Guide for Allowable Core Substitutions & OSBE Approved List of Allowable Substitutions for Career Readiness & Life Skills - 2

Guide for Allowable Core Substitutions

Based on language from HB 1041, courses in the core curriculum may be used as a substitute for corresponding courses required by the alternate diploma.

Alternate Course Title	Recommended Course Substitution Code	Recommended Course Substitution Title
English 1 Alternate	4045	English 1
English 2 Alternate	4048	English 2
English 3 Alternate	4055	English 3
English 4 Alternate	4054	English 4
Math 1 Alternate	4411 4432 & 4433 4418 4770	Algebra I Algebra IA & Algebra IB Intermediate Algebra Mathematics of Finance
Math 2 Alternate	4520	Geometry
Math 3 Alternate	4412	Algebra II
Life Science Alternate	5031 5021 & 5022	Biology I Biology IA & Biology IB
Physical Science Alternate	5160	Physical Science
Earth Science	5061 5120	Earth & Space Science Environmental Science
Social Studies Alternate 1	5530	Human Geography
Social Studies Alternate 2	5615 5450 5541	Oklahoma History AND Civics OR U. S. Government
Social Studies Alternate 3	4510	U. S. History

Note: Contact the Office of Special Education Services for questions on other allowable substitutions.

Approved July 27, 2023

Oklahoma State Board of Education Approved List of Allowable Substitutions for Life Skills and Career Readiness

Based on language from HB 1041, other courses required for the alternate diploma may be substituted as approved by the Oklahoma State Board of Education.

Alternate Course Title	Approved Course Substitution Code	Approved Course Substitution Title
Life Skills 1-4	2765	Life Skills
	3400 (Any)	Family & Consumer Sciences (Any)
	2750	Communication Skills
	2755	Critical Thinking skills
	2710	Driver Education
	2715	Safety Education
	8400 (Any)	Oklahoma Career Tech Courses (Any Life Skills)
Career Readiness 1-4	2410	Careers/Exploration
	2790	Internship I
	2791	Internship II
	2407	Business Machines
	2419	Office/Secretarial Procedures
	2424	Word Processing
	3500, 3600, 3700 (Any)	Industrial Arts/Technology Education (Any)
	2720	JROTC
	2775	Service Learning
	2745	Character Education
	8000 (Any)	Oklahoma Career Tech Courses (Any)

Approved July 27, 2023

Alternate Diploma Questions/Scenarios

Q. A student has completed Personal Financial Literacy, but it is not required for the alternate diploma pathway, how can that course/credit be used?

A. PFL could be substituted for a Math Alternate course, or as an Elective credit.

Q. Can World History, or another history be a substitution for a Social Studies Alternate course?

A. Yes. Likewise, other core subject courses can substitute for Math or Science Alternate courses. (i.e. Math of Finance, Environmental Science)

Alternate Diploma Questions/Scenarios - 2

Q. We have two students in 12th grade. We have no substitutions for Career Readiness. How will they get two Career Readiness credits in time for graduation with an alternate diploma?

The students are in a community-based, unpaid work experience for two hours per day with a paraprofessional.

A. Depending on the circumstances this could be a regular education or special education course. Use the appropriate allowable course codes for the work experience. If under the direction of special education, use two of the Career Readiness 1, 2, 3, and/or 4 Alternate codes that match the work experience.

Codes, Titles, and Course Descriptions

- The [Alternate Diploma and Extended Transition Program Codes, Titles, and Descriptions](#) for courses/subjects are available.
- Differences between the Alternate Diploma courses and the Extended Transition Program courses
 - The Alternate Diploma Courses
 - Required by State law (HB 1041) for graduation with an Alternate Diploma
 - Extended Transition Courses
 - Courses are available as options and to **provide a framework** for districts
 - A wide variety is provided to meet students' and districts' needs
 - Districts do not need to offer all of the courses
 - Use to enroll students in a schedule aligned to their transition goals/needs
 - Pass/Fail

Codes, Titles, and Course Descriptions - 2

- **Alternate Diploma Subject Codes and Course Titles** are to be used for students who follow the Alternate Diploma Pathway to meet graduation requirements, along with approved substitutions, as needed.
- **Extended Transition Program Subject Codes and Course Titles** should be used for students 18-22 who return for FAPE.
 - Courses provide a framework for ETPs.
 - Student enrollment in courses should be ambitious, individualized, and reflective of a student's needs, transition goals/plans, and IEP team decisions.

Codes, Titles, and Course Descriptions - 3

- Most students will graduate with their Alternate Diploma in four-years.
- However, some students may need more time to meet the Alternate Diploma requirements.
- If a student needs just a few credits for the Alternate Diploma, it is possible that a student may be enrolled in both:
 - Alternate Diploma courses (necessary for graduation) AND
 - Extended Transition Courses

Codes, Titles, and Course Descriptions - 4

Alternate Diploma Codes, Titles, & Descriptions

Alternate Diploma Subject Codes and Course Titles are to be used for students who follow the Alternate Diploma Pathway to meet graduation requirements, along with approved substitutions, as needed.

New Subject Code	Degree	Course Title	Course Descriptions	Required Teaching Certification
6010	Alternate Diploma	English 1 Alternate	This course provides students opportunities to find the answers in a text, identify the main idea of a paragraph or a short story, recall details that support the main idea, and be able to organize the sequence in which the main events occurred.	Mild/Moderate; OR Severe/Profound; OR Special Education Comprehensive. NOTE: May allow an older Category Specific Certification that is no longer being issued (e.g., Mentally Handicapped, Multiple Disabilities, Autism, Traumatic Brain Injury; however, categories that do not include significant cognitive and adaptive behavior delays such as Specific Learning Disability and Speech Language Impairment are not acceptable as TOR of IEP) AND Early Childhood OR Elementary Education Certification is also required to place grades on a transcript.
6015	Alternate Diploma	English 2 Alternate	This course provides students the opportunity to interpret what he/she reads to find answers, make connections between individuals, ideas, or events in a text, predict endings, anticipate consequences, state reasons for events, and make generalizations.	Mild/Moderate; OR Severe/Profound; OR Special Education Comprehensive. NOTE: May allow an older Category Specific Certification that is no longer being issued (e.g., Mentally Handicapped, Multiple Disabilities, Autism, Traumatic Brain Injury; however, categories that do not include significant cognitive and adaptive behavior delays such as Specific Learning Disability and Speech Language Impairment are not acceptable as TOR of IEP) AND Early Childhood OR Elementary Education Certification is also required to place grades on a transcript.

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Extended Transition Program Codes, Titles, & Descriptions

Extended Transition Program Subject Codes and Course Titles should be used for students 18-22 who return for FAPE. Courses provide a framework for ETPs. Students enrollment in courses should be ambitious, individualized, and reflective of students needs, transition goals/plans, and IEP team decisions.

New Subject Code	Non-Degree Program	Course Title	Course Descriptions	ALL Extended Transition Program Courses are Pass/Fail and Do Not Require General Education Certification
6821	Extended Transition Program	Applied Communication Skills 1	This course provides students with opportunities to practice communication skills in real-life scenarios and in the community. The content includes practicing communication and soft skills for the workplace simulation in the classroom setting and scaffolding: social skills, working in groups to learn collaboration skills, using technology/social media appropriately, interpersonal skills, and self-advocacy/self-determination.	Mild/Moderate OR Severe/Profound OR Special Education Comprehensive. NOTE: May allow an older Category Specific Certification that is no longer being issued (e.g., Mentally Handicapped, Multiple Disabilities, Autism, Traumatic Brain Injury; however, categories that do not include significant cognitive and adaptive behavior delays such as Specific Learning Disability and Speech Language Impairment are not acceptable as TOR of IEP).
6822	Extended Transition Program	Applied Communication Skills 2	This course provides students with opportunities to apply communication skills in real-life scenarios and in the community. The content includes communication skills for service-learning projects and volunteering in the school and community environment and scaffolding: social skills, working in groups to learn collaboration skills, using technology/social media appropriately, soft skills, interpersonal skills, and self-advocacy/self-determination.	Mild/Moderate OR Severe/Profound OR Special Education Comprehensive. NOTE: May allow an older Category Specific Certification that is no longer being issued (e.g., Mentally Handicapped, Multiple Disabilities, Autism, Traumatic Brain Injury; however, categories that do not include significant cognitive and adaptive behavior delays such as Specific Learning Disability and Speech Language Impairment are not acceptable as TOR of IEP).

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Codes, Titles, and Course Descriptions - 5

- Human Resources/Payroll Program Tips:
 - New Alternate Course Codes are set up or modified in a district's Human Resources (HR)/Finance software to associate the course code with a teacher.
 - New personnel may not know how to do that and should reach out to their HR vendor.
- Student Information System (SIS) Tips:
 - Course updates are generally done at the district level, where the state code for a course is entered into a "State Code" field, following the typical process districts are familiar with using.
 - Districts can also modify any existing course they have used for OAAP students in the past by simply updating the State course code at the course level.
 - Districts can title their course any way they want and use a local number.
 - The SIF matching for the course is done by the state course code.

Codes, Titles, and Course Descriptions - 6

Course Information

CourseID 13600

***Number** ***Name**

Standards-based Active S

Course-Only Curriculum

Subject Type

State Code **Department**

Schedule Load Priority **Max Students**

Terms **Schedules** **Periods**

Section Template Group

GPA Weight **Bonus Points** **Advisory** **Transcript**

Instructional Level

Postsecondary Opportunity (PSO)

- These courses may count as a Postsecondary Opportunity (PSO) if they meet the requirements outlined in the [Internships Frequently Asked Questions \(FAQ\)](#). Visit the [OSDE Accountability](#) webpage for more information about PSO.
- **Alternate Diploma Courses**
 - **Internship I (6450) or Internship II (6455)**
- **General Education Courses**
 - **Internship I (2790) or Internship II (2791)**

Transcripts

- While a transcript may not disclose that a student has a disability or has received special education or related services due to having 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 credentials and achievements. Transcript notations concerning enrollment in different classes, course content, or curriculum by students with disabilities would be consistent with similar transcript designations for classes such as advanced placement, honors, and basic and remedial instruction, which are provided for both students with and without disabilities, and thus would not violate Section 504 or Title II.

Transcripts - 2

- **This distinction may also be achieved by using an asterisk or other symbol meant to reference the modified or alternate education curriculum.** These notations, asterisks, or other symbols indicating a modified or alternate education curriculum are permissible when they do not specifically disclose that a student has a disability, are not used for the purpose of identifying programs for students with disabilities and are consistent with the purpose of a student transcript.
- [Office of Civil Rights Q & A on Report Cards and Transcripts \(October 2008\)](#)

Diplomas

- LEAs issue diplomas.
- Some states offer many types of diplomas.
- There is no requirement to delineate the alternate diploma from the standard diploma.
 - In some states that offer an alternate diploma, the diploma looks identical to the standard diploma.
 - In other states, it looks almost identical with the exception of an A, AAD, asterisk or another slight notation.
- **OSDE recommends it just say “Diploma.”**

What Happens After a Student Earns an Alternate Diploma?

When is an Alternate Diploma Given?

- The Alternate Diploma is conferred when the student completes the required courses (and/or allowed substitutions) for graduation with an Alternate Diploma.
- Students will be allowed to participate in the graduation ceremony with the other graduates from their cohort.
 - Students/families may also opt to wait and participate in a graduation ceremony at the end of their Extended Transition Program participation.
- The goal is that students eligible for the Alternate Diploma earn their credits at the same rate as their age peers, graduating in four years.

What If the Student Has Not Earned All of the Required Credits at the Same Time Their Cohort Graduates?

- Students who have not earned all the required graduation credits will be allowed continued enrollment in order to earn all the required credits, like any other student who has not completed graduation requirements.
- A student working toward an Alternate Diploma who has not earned all of the required credits by the 12th grade may be reassigned to the next cohort and will **not** be counted as “not graduated” for their 12th grade year.

What Happens Once A Student Has Earned An Alternate Diploma?

- Once a student has earned an alternate diploma, the districts' obligation to provide a FAPE **does not** end.
- The student will be offered continued enrollment to be provided a FAPE, through the end of the school year in which the student turns 22 years of age.
- Students who continue enrollment will participate in transition services that are focused on improving their functional and academic achievement to facilitate the movement to post school activities.

Must a Student Return For a FAPE After Earning an Alternate Diploma?

- It is a decision of the IEP team (that relies heavily on the preferences of students and families) if the student will continue enrollment after earning an Alternate Diploma.
- This IEP team decision will be based on the post-secondary plans and goals of the student/family.
- The IEP team may determine that the student has adequate post-secondary plans and will not continue enrollment.
- The team may determine that a student will continue enrollment for 1 year or more, or until the student reaches maximum age.
- Continued enrollment does not need to be consecutive.

Examples- Student Earns an Alternate Diploma at the End of 12th Grade and the IEP Team Decides...

- Scenario 1
 - The student will attend a New Leaf Program, Bridges Program or Opportunity Orange Scholars.
- Scenario 2
 - The student will begin supported employment, but does not want to continue in school.
- Scenario 3
 - The student will participate in a high school Project SEARCH.
- The student will not return for a FAPE. (However, if the student changes their mind, a FAPE is still available until the student ages out.)
- The student will not return for a FAPE. (However, if the student changes their mind, a FAPE is still available until the student ages out.)
- The student will return for a FAPE.

Attendance

- Students must be enrolled, and attendance must be taken for the district to receive funding. Students attending 18-22 Extended Transition Programs at another site will remain enrolled at their home site.
- Students are allowed to attend the same length of day and week as students without a disability to receive a FAPE. Districts must not make blanket decisions. For example, it would not be appropriate to determine that students may only attend an extended transition program for two days per week. However, as with any student with a disability, the IEP Team may determine a shortened day/week is appropriate to address the student's unique disability-related needs. If the student attends the days/hours per week outlined in the IEP, the student is counted present for the entire school day, since that is the student's school day. Use the rule of "present until absent and absent until present" in reporting absences.

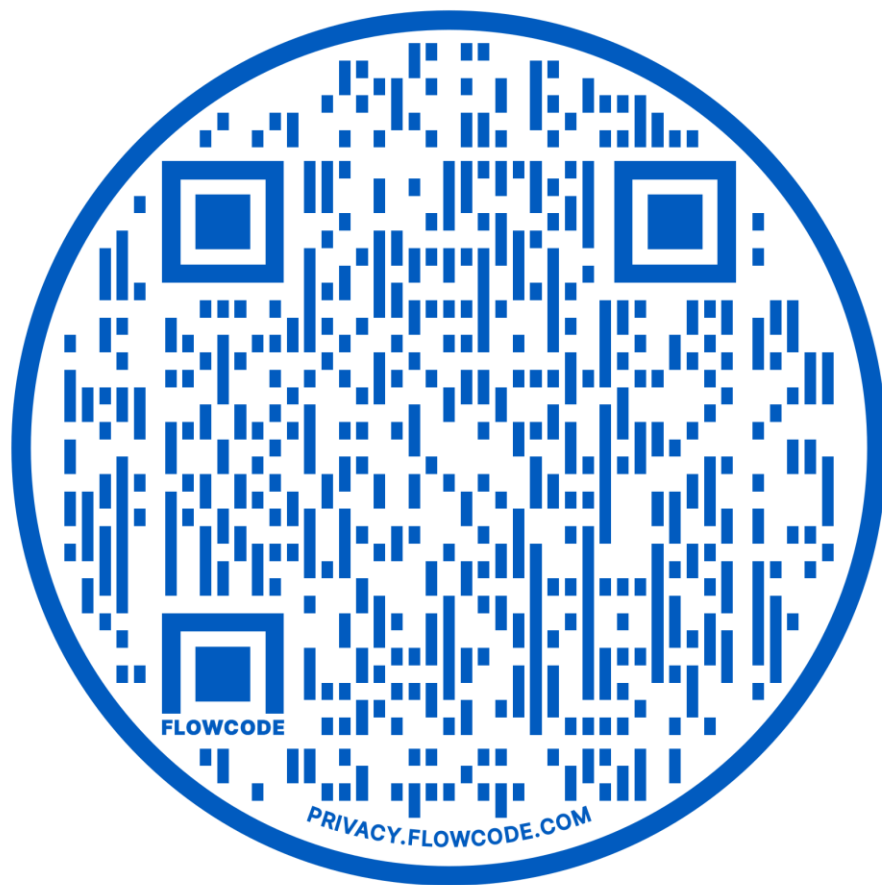
Resources to Support Implementation of the Alternate Diploma & Extended Transition Programs

Alternate Diploma Documents, Guidance Briefs, Memos

Alternate Diploma Collaboratives

Transition Technical Assistance

Alternate Diploma Collaborative



<https://bit.ly/3sXbDiy>

Alternate Diploma Guidance Documents

- [Alternate Diploma and Extended Transition Program Codes, Titles and Descriptions](#)
- [Alternate Diploma Pathway Graduation Checklist](#)
- [Guide for Allowable Core Substitutions](#)
- [Alternate Diploma Exit & Entry Codes](#)

Alternate Diploma Guidance Documents - 2

- [NEW Alternate Diploma Guidance Brief for Districts Revised Aug 2023](#)
- [NEW Alternate Diploma Guidance Brief for Educators Revised Aug 2023](#)
- [NEW ICAP for Students with Significant \(Support\) Needs Revised Aug 2023](#)
- [NEW ICAP FAQs for IEPs Revised Aug 2023](#)

Alternate Diploma/Secondary Transition Collaboratives

- Check the [Alternate Diploma Collaborative Folder](#) for all presentations and recordings from March 2023 - Present.
- Secondary Transition/Alternate Diploma Collaboratives will be held monthly beginning in August.
- Connect via [Zoom](#) on the 4th Thursday of every month at 3:00 pm except for November
 - September 28 - ABLE Tech/DRS/Pre-ETS share about new online courses
 - October 26 - LifeCourse Tools with Heather Pike, Wanda Felty, and Jen Randle
 - November 30 - Youth Leadership Forum & Partners in Policy, Dr. Brad Mays
 - December-no collaborative

Collaboratives - 2

- We would like to highlight district transition programs and CTE Programs.
- Email Lori Chesnut or Claudia Beckner if you would like to highlight your CTE or have needs/ideas for other topics.
 - Lori.Chesnut@sde.ok.gov
 - Claudia.Beckner@sde.ok.gov

Zoom Link for Monthly Collaboratives

- Join DRS ZoomGov Meeting
- <https://www.zoomgov.com/j/1607022023?pwd=aVdMUnFuMkVDQVcxSHJVVDJTcWphdz09>
- Meeting ID: 160 702 2023
- Passcode: 393839
- One tap mobile
- +16692545252,,1607022023# US (San Jose)
- +16692161590,,1607022023# US (San Jose)

18th Annual Oklahoma Transition Institute: Creating Connections

NOV 14 - NOV 15

8:00 am to 4:00 pm

Glenpool Conference
Center

12205 S. Yukon Ave,
Glenpool, OK



<https://bit.ly/48lIFsH>

RSA Grant Opportunity

- OSDE-SES is a recipient of the RSA Pathways to Partnerships grant.
 - Focused on building partnerships between the systems that support youth with disabilities to create seamless transition services and increase opportunities for competitive integrated employment.
 - Will be implemented through regional transition teams
 - Includes DRS, Centers for Independent Living, local districts, and many other agencies/entities
 - Potentially provide a source of funding for career exploration and work-based learning opportunities

Questions



References

- 9th Annual Red Banner Book: 2023 Legislation
- Oklahoma Special Education Services Policies & Procedures