

# SEAP Meeting Minutes

November 6, 2018

## Call to order

A meeting of the Arizona Special Education Advisory Panel (SEAP) was held at 3300 N. Central Ave., Room 16-100/101, Phoenix, AZ on November 6, 2018. The meeting was called to order at 9:39 a.m.

## Quorum

### Members Present

Lisa Aaroe, Julie Bartanen, Megan Conrad, Susan Douglas, Robert Gilmore, Nicole Guysi, Cecilia Hartke, Cathy Humphrey, Leanne Murrillo, Kathleen Puckett, Judith Shideler, Heidi Sinkovic, Christopher Tiffany, Susan Voirol, Nancy Williams

### Members Not Present

Kristina Blackledge, Lara Bruner, Kresta Horn, Paul Johnson, Sophia Lenny, Mary Wennersten

## Approval of minutes from the meeting on September 12, 2018

Motion from Christopher Tiffany, second from Heidi Sinkovic. Motion carried.

## Reports

### Reports from the field

Megan Conrad

- Working on ESSA
- Met with Dept of Ed recently
- New policies have been developed and are on the website

Susan Voirol

- Really focusing on Employment First
- People with disabilities can work, better messaging has to happen, have to prepare people more, especially for people with significant disabilities
- Need parents to lend their voices for better student preparation. Earlier is better.
- Project Search- another opportunity for seeking employment

Heidi Sinkovic

- Looking for teachers and other qualified individuals- staff shortage is a problem

Cathy Humphrey

- Concerned about lack of staff and lack of communication between schools and parents, especially when students are nonverbal

Lisa Aaroe

- Honored to be back on SEAP with a new role
- Has a daughter who will hopefully engage in Project Search soon

Rob Gilmore

- Justin Ashley (ADE/ESS specialist) is doing a great job and is earning a lot of respect among private schools.
- Best Buddies: sending students who don't normally have access to students with disabilities to private day schools.
  - Best opportunities for future staff and leaders are the students who sign up for Best Buddies.

Judith Shideler

- Teachers are muddled about developing worthwhile transition plans.

Julie Bartanen

- Annual site visit and preparation. Her district is unclear on proper procedures.
  - Other districts also facing the unknown.
- Ms. Bartanen is unclear where to go with compliance questions.
- Also concerned about working conditions for staff. Increased enrollment in Tempe increasing difficulties.

Nicole Guysi

- A lot of parents, before students hit vocational rehab and transition age, are trying to prepare children on their own, but are not able to because there are not services available.

Chris Tiffany

- Parents are concerned this time of year when first report cards and assessments occur- increased call volume at Raising Special Kids
- Lack of staffing results in missed opportunities
- Echoes what Ms. Humphrey says about nonverbal students

Ceci Hartke

- Lack of staff, lack of resources. Seems common that parents give up trying to understand the process around 6-8th grade. Teachers in general education classes can give up easier on SWD. Students fall through cracks.

Leanne Murrillo

- Ability 360 is an independent living center- helps with advocacy- has a disability survival guide broken down by subjects and categories- trying to translate it into more of a youth resource guide. Transition is one of the big issues.

Nancy Williams

- Parents need education regarding evaluation criteria. Special education is for students who need specially designed instruction. Have a wider impact on engaging parents. General education teachers need training. ADE/ESS should bear that responsibility.

Kathy Puckett

- Works with CEEDAR Center (through the University of Florida)- one goal is sustainability. Working with other IHEs to move forward with literacy, data literacy, and partnerships for preparing teachers. Recent large convening looking at national perspective. 37 people signed up to be involved in the coalition- institutions and districts.
- Paid intern partnership with three districts going well
- Bachelor level visual impairment program at ASU
- Ed.D. program in administrative leadership approved- will start to admit students in 2020

Susan Douglas

- deals with adult homeless students who qualify for sped services- tends to get them after public schools have given up on them- being counseled out of services as opposed to transition. 18-21-year old group that are being discouraged from receiving transition/sped services. A growing population. The Panel discussed surrogate parents as an option for helping the students.

## **Workforce Innovation and Opportunity Act (WIOA), Pre-Employment Transition Services (Pre-ETS) & Employment First Initiatives/Activities**

Susan Voirol, Program Manager, Employment First and Transition Initiatives, Sonoran UCEDD and Abel Young, Statewide Transition Coordinator, RSA/VR, presented together.

- Governor Ducey signed a bill about a year ago to make Arizona an Employment First state
- Arizona has to incentivize companies to take part in the program- has to be funded. DDD is not fully funded for this program, so it is difficult to find companies to work with the program.
  - Working with AHCCCS to attain better integration
  - Intend to be integrated by 2022.
- WIOA was a huge Act that enhanced and integrated Vocational Rehab, Adult Education, Career Technical Education, etc. It is more efficient and streamlined.
  - Ms. Voirol advises that earlier engagement leads to better outcomes for students
- It is still the responsibility of the K-12 public school system to provide services. Vocational Rehab does not take over transition.
- Federal mandate that 15% of the WIOA budget is to be spent on Pre-ETS.
- Only available to students who need the services. Some schools and districts already have systems in place.
- Students do not have to be VR clients to request Pre-ETS
- Most services are provided on high school campuses but can be provided anywhere
- 24 contracting agencies statewide
- Types of services available: job exploration counseling, interest inventories, labor market research, education about job clubs, connection with career speakers, work-based experiences (can be paid or volunteer), job shadowing, help with understanding accommodations and filling out FAFSA, etc.
  - Workplace readiness skills are very important
- Encourage parents to be patient with the process

## **Interagency Service Agreements (ISAs)**

Data Sharing: Rehabilitation Services Administration (RSA)/ Vocational Rehabilitation (VR) & ADE/ESS: Ana Nunez, ADE/ESS, reports that the ISA is required by IDEA and the Rehabilitation Act.

- The ISA coordinates transition services with Pre-ETS. Arizona is one of a few states that incorporates the Department of Developmental Disabilities (DDD).
- There is no exchange of funds- the intent is to define and explain the protocol of the sections, including Dispute Resolution.
- Changes and updated version of agreement are to be implemented by 2022. Data-sharing agreement- took many years to build.
- Allows state agencies to exchange PII of students for specific services.
  - Worked for a long time to make sure each agency is not breaking laws of FERPA or other agencies.
- ADE and VR use agreement for resource dissemination
  - ADE then focuses on education outcomes
  - VR focuses on workplace outcomes

## **SPP/APR Indicator 14- Post-School Outcomes**

Jay Johnson, ESS Post School Outcomes Specialist, reports that this indicator demonstrates how well we prepared our students to leave public schools. (data from school year 2017)

- There are four categories (tiered) into which we classify students who have left school:
  1. Higher education
  2. Competitive employment
  3. Other training
  4. Other employment
- If a student falls into more than one category, the student is recorded under the highest tier
- Regional trainings occur throughout the state to try and increase engagement
- Total survey response rate of 83% (81% and 75% in the two previous years)
  - Many states are as low as 20%

- Engagement is decreasing statewide
- Engagement is increasing in rural areas
  - Numbers are often still low but climbing because they are small communities, so they know the kids and the families
- Parents are beginning to see more opportunities for their kids- parental awareness rising
- [Gettinghired.com](http://Gettinghired.com)- a free job-seeking website for people with disabilities
- Mr. Johnson broke down the data further by other sub-categories and took questions and feedback from the panel
- Mr. Johnson also pointed out the kids who were involved in VR were more engaged across all categories

### Literacy Standards for Teachers

Steve Larson, Director of Effective Teachers and Leaders, ADE, reported that there are two pathways for teacher preparation in addition to the traditional method.

- The new process is more rigorous and more thorough. Criteria are very similar in most other states.
- Three experts assess applying programs based on a scoring rubric
- Alternative pathway has specific list of required people to assess program
- After first year, program has to demonstrate student growth at least as much as state average
- Subject Matter Expert certificates do not have a preparation program
- The panel had many questions and comments for Mr. Larson
- Arizona does not have state standards specifically for literacy preparation
  - Literacy is covered in current standards

### SEAP Priorities for the Year

After a healthy amount of discussion, the panel decided to prioritize Parents for one meeting this year. Staff shortages and recruitment & retention, will be the focus of a future meeting.

## SEAP Business

### Annual Report

The Annual Report is to be amended to include additional duties of SEAP (as noted below). Motion from Ms. Williams to approve report with addition of edits. Second from Ms. Murrillo. Motion carried.

### Proposed edits to bylaws

To incorporate all duties of a state advisory panel, as mentioned in John Copenhaver's presentation in September. Motion from Ms. Williams to add these duties was seconded by Ms. Bartanen. Motion carried.

No committee work recommended

### Key points

Engagement number going back up- SEAP should make sure it is informed in future when that number changes.

How do we engage the rest of the parents?

## Next meeting

January 29, 2019 at 3300 N. Central Ave, room 16-101