

## Utah Special Education Advisory Panel (USEAP)

### Minutes

November 15, 2017

**Present:** Mallory Poole, Leah Voorhies, Emily Nordfelt, Amanda Longwell, Amanda Powell, Karla Stirling, Rebecca Smith, Maggie Crockett, LauraLee Gillespie, Karen Conder, Kathy Chisholm, Michelle Sanchez, Allyson White, Emma Borrmann, Deanne Shields, Summer Gunn

**Guests:** Emily Stirling, Betsy Sutherland, Jason Rucker, Michelle Murphey, Naté Dearden

**Excused:** Janell Locke, Aimee Langone, Christina Guevara, Jennifer Howell, Nicole Howell, Tanya Albornoz, Amy Nicholson, Sundie Goulding

**Absent:** Jeff Ojeda, Teryl Young, Suzanna Crowe, Natalie Hilbig, Kathryn McKenzie, Karen Lancaster, Julia Hood, JoAnn Plant, Christy Johnson

**Welcome and Introductions:** Mallory Poole, Chair, welcomed everyone and thanked them for coming. She also added Betsy Sutherland to the agenda for an update on Part C and preschool.

**Public comment:** Mallory Poole asked for public comment.

- *Summer Gunn: I had a parent in my community share her concern that since the Utah Registry of Autism and Developmental Disabilities (URADD) is an opt-in instead of an opt-out, the data collected is not as helpful as it could be, because a lot of people are probably missed.*
  - Leah Voorhies: URADD is actually not an opt-in or an opt-out. The idea is that all data would be transferred to URADD, but since there is currently no opt-out option, USBE has not signed an agreement and is not currently transferring any data.

### Vocational Rehabilitation & Pre-Employment Transition Services – Emily Stirling

- **Vocational Rehabilitation**
  - Voc rehab exists to assist eligible individuals prepare for and obtain employment and increase independence. They do this by helping those with disabilities learn more about their disability and how it will fit in the world of work, educating employers on working with those with disabilities and barriers that might come up, and working to ensure the jobs can lead those with disabilities to becoming self-reliant.
  - **Eligibility:**
    1. Does a significant physical or mental impairment exist?
    2. Does the impair result in a substantial impediment to employment?
    3. Does the individual require VR services?
    4. Will the individual benefit in terms of an employment income?
- *Mallory Poole: Do individuals have to be classified under IDEA to be eligible for services?*

- Emily Stirling: No. Voc rehab serves individuals classified under IDEA, individuals with 504 plans, as well as individuals with other conditions, such as Diabetes.
- **Services:**
  - Voc counseling and guidance
  - Restoration and disability adjustment services
  - IEP and 504 meetings
  - Training and education
  - Disability mentoring days
    - VR previously collaborated with Goldman Sachs to get students with disabilities onto the jobsite. Goldman Sachs explained the jobs they had available and what the job experiences were like.
  - Job placement/coaching
  - Assistive technology
  - Summer work
  - Social skills
  - Job readiness workshops
- *Mallory Poole: How many students stayed on with Goldman Sachs?*
  - Emily Stirling: I'm not sure that we followed up on their experience.
- *Kathy Chisholm: The job readiness workshops program is being piloted at Syracuse High. Students don't have to be qualified for VR services to participate. It's a great program!*
- *Karen Conder: What are disability mentoring days?*
  - Emily Stirling: Students spend a half day with an employer in a group setting to learn about expectations on the job and during the hiring process and receive recommendations for resumes.
- *Mallory Poole: With the job readiness program, who can charter schools contact?*
  - Emily Stirling: They can contact Aimee Langone. She has a list of which VR counselors are assigned where.
- **Pre-Employment Transition Services (Pre-ETS)**
  - The Workforce Innovation and Opportunity Act (WIOA) requires VR agencies to set aside 15% of funds for pre-employment transition services (pre-ETS). Pre-ETS are for students with disabilities who are eligible or potentially eligible for VR services. A potentially eligible is a student with a disability – age 14-21, receiving special education services under IDEA or has a 504, and is enrolled in an educational program.
  - **Five Core Pre-ETS:**
    - Job Exploration Counseling
      - Interest survey, researching local labor market information, identification of a career pathway
    - Work-Based Learning (WBL)
      - Job shadowing, work-based training, summer work experiences

- Counseling on Post-Secondary
  - Assistance developing a course schedule, assistance with financial aid forms, helping a student access scholarship opportunities, exploring the education needed to succeed in a career pathway
- Work Readiness Training
  - Job Readiness Workshops, Life Skills, Peers, Why Try, Financial Literacy classes
- Instruction in Self Advocacy
  - Independent living skills instruction, learning how to request accommodations, participation in youth leadership opportunities, learning how to conduct informational interviews
- *Allyson White: Are the 5 core services provided at the school site?*
  - Emily Stirling: Some can be, but WBL is on a job site.
- VR provides these services in three ways:
  - In-house with VR counselors
  - Fee for service programs with community providers
  - Contracts with community providers
    - This option was added to build capacity to provide services to potentially eligible students.
- *Rebecca Smith: Are any of these services available for adults over age 22?*
  - Emily Stirling: The services provided through the contracts are only available to students, but most of the fee for service options are available to individuals with disabilities over age 22. There is usually an adult version of the service available.
- *Amanda Longwell: Do schools know that these services exist and notify students and parents or is it up to parents?*
  - Emily Stirling: We just hired a PR team, so we are working on getting the info out there.

## Part C – Betsy Sutherland

- **Baby Watch**
  - Baby Watch is now Early Intervention. They are looking for people to be on the Interagency Council Board.
- *Summer Gunn: What are the qualifications for parent reps for the Council?*
  - Betsy Sutherland: the parent must have a child who has been in early intervention services and the child can be no more than eight at the time of the parent's entry to the Board.
- **Preschool**
  - The RP2 program is continuing and inclusion has increased. Thanks to feedback from this Panel, stipends are being provided to paraeducators to get 25 hours of training and collaboration time with the teachers during the school year in best practices for preschools.

- *Summer Gunn: How are paras identified to receive the stipend?*
  - Betsy Sutherland: Every para in the school districts participating in RP2 are eligible for the stipend.
- *Summer Gunn: Is there more info on the State website?*
  - Betsy Sutherland: There is no info about the stipend. It is only part of RP2, not any other program.
- *Amanda Longwell: Which districts are participating in RP2?*
  - Betsy Sutherland: Logan, Cache, Ogden/YMCA, Murray, Duchesne, Jordan, Tintic, Wasatch, Sevier, and Garfield.
- *Amanda Longwell: What benefits do districts get from being a part of RP2?*
  - Betsy Sutherland: They learn best practices and how to improve services; it promotes inclusive preschool classrooms; and they receive free professional development and coaching.
- *Amanda Longwell: How do districts become a part of the program?*
  - Betsy Sutherland: They need to contact [Melissa Bowe](mailto:melissa.bowe@schools.utah.gov), [melissa.bowe@schools.utah.gov](mailto:melissa.bowe@schools.utah.gov).
- *Amanda Longwell: Is it relatively easy for districts to become part of the program?*
  - Betsy Sutherland: Yes. We already have a couple interested for next year. Word of mouth has spread and promoted interest. We only add about 4-5 each year as Implementation Science tells us to start small and build over time.
- *Amanda Longwell: I assume the training the paras receive is special ed specific?*
  - Betsy Sutherland: The training is children specific. Best practices preschool inclusion.

#### **Utah Parent Center (UPC) – Michelle Murphey**

There are multiple guardian workshops coming up in the next few weeks. Family to Family Winter Carnivals are also happening in December. A new updated transition manual is now available. New webinars have been uploaded to the UPC website. A new lunch and learn webinar series for parents will begin in December. “Mindset” book groups will start up again in January. A new pilot program, SHIFT, will begin after the New Year with 12 students ages 14 and older and their parents. This will be in-depth training on employment and self-advocacy.

#### **Juvenile Justice Services (JJS) – Michelle Sanchez**

No updates.

#### **Division of Child and Family Services (DFS) – Tanya Albornoz**

No update as Tanya was unable to attend the meeting.

#### **Parent Teacher Association (PTA) – Karen Conder**

The Utah PTA resolution on high expectations for students with disabilities was submitted to the National PTA last week. It will be reviewed and Utah PTA will be notified in March whether or not it’s accepted. A second resolution on dyslexia was also submitted to the National PTA last week.

- *Leah Voorhies: Who submitted the dyslexia resolution?*
  - Karen Conder: Karee Atkinson.

### **Disability Law Center (DLC) – LauraLee Gillespie**

No updates.

### **Legislative Coalition for People with Disabilities (LCPD) – Mallory Poole**

There is a meeting scheduled with the legislators on January 26, 2018. Families and individuals are encouraged to come and meet representatives and senators from 4:30-5:45 PM.

### **Council for Exceptional Children (CEC) – Mallory Poole**

There is a conference for educators, families, and individuals on February 23, 2018.

- *Amanda Longwell: What was the date?*
  - Mallory Poole: February 23<sup>rd</sup>.
- *Amanda Longwell: Do you have a time and location?*
  - Mallory Poole: No time yet. It will be held in Murray.

### **School to Work & Indicator 14 – Lavinia Gripentrog**

- **Pre-Employment Transition Services**
  - VR is coming to the table more at IEP meetings since the WIOA went into effect. They now have more they can offer students before the students leave the school system. Lavinia has been working closely with Aimee Langone at VR to figure out how to increase the number of students receiving access to these services. They took a survey and found that the majority of respondents knew very little about pre-ETS and WIOA. One of the challenges is reaching the more rural areas of the State. The State is considering entering into MOUs with rural school districts to enable them to provide services after school and during the summer. We are also working on providing regional trainings to increase awareness and education.
- *Michelle Murphy: What efforts are being made to make parents aware? UPC's observation is that few are aware.*
  - Lavinia Gripentrog: We haven't targeted parents specifically. We wanted to start with the educators and counselors. The community providers that are contracted with VR have attended transition fairs in multiple districts. It would be a good idea to find a way to partner with UPC to help educate parents.
- *Amanda Longwell: Does VR have a Facebook page to help spread the word?*
  - Lavinia Gripentrog: I'm not sure. I'll pass that on to Aimee Langone.
- *Amanda Powell: Should VR be invited to IEP meetings starting at age 14? Is that how early they want to be involved?*
  - Lavinia Gripentrog: The IEP team will need to determine when it is appropriate for a VR counselor to attend meetings, but usually, the earlier the better.
- *Allyson White: My experience is that teachers are unaware of VR services and they are usually the ones to train the IEP team on what's available.*

- Lavinia Gripentrog: Contract info went out in the SpEdOMeter in the spring. The transition institute is also a great place to get information.
- *Summer Gunn: How are teachers accessing the SpEdOMeter now that it's in an email instead of a physical document? My experience is that teachers are not reading the SpEdOMeter.*
  - Leah Voorhies: The SpEdOMeter was not created for teachers. The information is very director-driven. Some of the information is useful for teachers, but it is very administrative-focused. LEA directors and superintendents have made it clear that they are the gatekeepers for their teachers, so it's up to them to pass on the pertinent information.
- *Amanda Longwell: Maybe VR and the State could focus more on collaborating with school counselors rather than with teachers to help disseminate info.*
  - Lavinia Gripentrog: Counselors were included in the pre-ETS survey population, so when we get the regional trainings setup, we know that they need to be included.
- *Amanda Longwell: Maybe an email group could also be setup to share information directly.*
  - Lavinia Gripentrog: Counselors don't always attend IEP meetings, whereas others are required, but counselors can be a very important piece.
- *Maggie Crockett: Another way is to provide info about the transition process and VR services to teachers in pre-service programs.*
  - Lavinia Gripentrog: Absolutely, we all need to be on the same page. More attention has been drawn to transition lately, so hopefully it's being covered more in pre-service programs, but that is something I can definitely look into.
- **Indicator 14 – Post School Outcomes**
  - The percentage of IEP students enrolled in higher ed (completed at least one semester in a 2- or 4-year college) within one year after leaving the school system has increased from 19% to 21%.
  - The percentage of IEP students enrolled in higher ed or competitively employed within one year after leaving the school system has increased from 65% to 67%.
  - The percentage of IEP students enrolled in higher ed or other postsecondary ed or training program or competitively employed or in some other employment within one year after leaving the school system has increased from 79% to 83%.
- *Rebecca Smith: What percentage is responding to the survey?*
  - Lavinia Gripentrog: 29% in 2017, of 4382 exiters. We are working on improving the response rate.
- *Rebecca Smith: Can parents respond or just the students?*
  - Lavinia Gripentrog: Parents, grandparents, the student; whoever knows enough about what the student is doing can answer the survey.
- *Leah Voorhies: Did we meet targets?*

- Lavinia Gripentrog: No. Targets were 28.25% for 14A, 78% for 14B, and 93.83% for 14C.
- *Mallory Poole: Students tend to keep their Facebook pages more than their phone number and even email, so maybe using social media could help increase the results.*
  - *Lavinia Gripentrog: The survey website has tips for LEAs for improving response rate and Facebook is included.*
- **School to Work Program**
  - Last year, the Office of Disability Employment Policy (ODEP) funded the School to Work Pilot thanks to a grant from the Division of Services for People with Disabilities (DSPD) to build capacity in school districts and target adult providers to figure out ways to customize employment for students with more significant disabilities. Murray, Carbon, and Ogden were the pilot districts. Kauri Sue and South Valley have been added this year. The team consists of VR counselors, community rehab providers (CRPs), special educators, and Division of Workforce Services (DWS). We are looking to add two more LEAs next year.

#### **USBE Updates – Leah Voorhies**

- **USEAP Licensing Recommendation**
  - Presented to the Board Law and Licensing Committee at the November meeting. The committee was very appreciative of the recommendations and thought they were good recommendations. They wanted Leah to be sure to thank the Panel, as well as make sure they were given to Travis Rawlings in licensing. Leah had already shared it with him and Diana Suddreth before the committee meeting.
- **Legislature 2018 Requests**
  - We want all of statute to read the same as law that SWD can receive services through the age of 21.
  - We want statute to read that the state director is an employee of the Superintendent, not the State Board.
  - We want clarification on eligibility for the Carson Smith Scholarship (CSS).
  - We want clarification on private school eligibility for CSS because some currently eligible schools don't have grade-level content and curriculum available for students that are being accepted into the school.
  - We want put in statute the practice of prorating CSS payments for when students leave before a semester ends.
- *Karen Conder: What happened to the bill about tracking the amount spent on 504 kids with autism?*
  - Leah Voorhies: Last year, a bill was filed to provide funding to LEAs for 504 plans. However, since there was no data to use to determine funding amounts, the legislature requested that LEAs keep data on the number of 504 plans, services provided, etc. and provide the data to Momi Tu'ua. She has been gathering the

data and will be presenting it to the State Board at the December meeting, then to the Legislature.

- *Karen Conder: Is there a legislator name or bill number or some way to keep an eye on what happens?*
  - Leah Voorhies: I will keep you updated. Since it hasn't gone to the Board yet, I don't know what will happen to it.
- **Graduation Options for SWD**
  - The Board passed both the Alternate Diploma for students with significant cognitive disabilities and a career development credential for all students.
- *Michelle Murphey: How would the career development credential work? Would it be available in only some high schools, would schools be able to choose whether or not to provide it?*
  - Leah Voorhies: At the State level, we want all students across the State to have the opportunity, so technical assistance will need to be provided to help LEAs.

#### **USEAP Business – Mallory Poole**

- **Approval of Minutes from September 27, 2017**
  - Karen Conder stated that in the final comment of the PTA summary on page 2 that “Special Education Director at the school” needed to be changed to “Special Education Director at the district.”
  - Summer Gunn motioned to approve the minutes.
  - Emma Borrmann seconded the motion.

#### **College Admissions/Enrollment/Accommodations for SWD – Jason Rucker**

Utah Valley University (UVU) is an open-enrollment school, so there is a wide range of students that access services. Some students are in need of someone to be with them during the day, so parents will register for and attend the same classes.

- *Amanda Longwell: Why would parents be required to pay to attend courses with their students?*
  - Jason Rucker: There are some liability concerns in policy about who is allowed to attend classes, so there is conversation with Legal about what can be done, but sometimes parents have already signed up when they come in.

My biggest job as a counselor when students come in is to look into their future and figure out what they're going to encounter during their college progress, assessing what has worked in the past and what hasn't. Students should be involved in IEP meetings early on. They will be more successful in college if they understand how their disability works, how it effects them, and how to advocate for themselves.

- *Summer Gunn: Sometimes, the accommodations suggested by the DRC aren't the most helpful, but the accommodations are from the DRC's list. How can we help prepare our children to know what resources are available and how can we advocate with the DRC to get the services and/or accommodations that meet the core requirements and still help our students be successful?*

- Jason Rucker: Be prepared with a current IEP, a list of needs, a list of what works and what doesn't. Introduce your students to technology early if it will be useful.

Start the transition conversation at 14. Get other beneficial agencies involved early as well.

Develop a plan. Make a list of options. Learn of resources available in your community.

- *Mallory Poole: Does the parent or the student initiate the contact with you?*
  - Jason Rucker: With transition students, it's usually the parent. Sometimes, a professional educator will bring the student in. Older students will come in on their own or with their spouse.
- *Karen Conder: In general, how willing are most of your teachers with providing accommodations?*
  - Jason Rucker: There are too many classes and teachers to determine what's good and what's not. I tell students, the earlier the better. We can sometimes intervene and help out if we are aware. A syllabus that's not well written tends to be a good indicator that the student should find a different class.
- *Summer Gunn: The lower key accommodations that are more facilitated by the DRC can are very easy to provide. Some of the more social skill-based accommodations are harder because the DRC doesn't seem to understand how to support those.*
  - Jason Rucker: When the student's disability comes in direct contact with the essential elements of the course, how to provide accommodations gets trickier.
- *Summer Gunn: I have had kids with autism in my education program. To be admitted, they have to meet certain academic requirements. However, sometimes they lack social skills or are too rigid in their ways to be successful in the program. We have found them another route to get a different degree, but they have still found success in their desired field.*
- Needs for transition:
  - Can they communicate?
  - Can they organize their life?
  - Can they travel independently?
  - Do they have the computer skills needed in a modern classroom?
  - Do they understand money management?
  - Do they understand daily living skills?
  - Do they have interview skills?
  - Do they know how to run Canvas, Blackboard, etc.?
  - Do they understand how to use a syllabus?
  - Do they know how to use maps?
  - Do they understand book options?
  - Do they know about tutoring?
  - Are they accepting responsibility for their own academic progress?
- *Michelle Murphey: Sometimes, as a parent, when we work to teach and prepare our students for life after high school, they don't listen, so they end up having to learn things*

*the hard way. Sometimes, we just have to sit back and let them have those life experiences like we do with our students without disabilities.*

- *Summer Gunn: thinkcollege.net is a tech assistance center for local universities to help them have programs for students with cognitive disabilities to be successful. There is information on how to advocate for that.*
- *Naté Dearden: Is there an orientation program at UVU for students to attend to connect them with the things they are still missing months into the semester?*
  - Jason Rucker: Students are required to do an orientation when they very first register. However, it is very general; probably just a quick tour of campus. Students are then required to meet with their academic advisor, which we would hope would give them information on available resources. However, we are finding that doesn't happen.
- *Michelle Murphey: Some universities have a required orientation course that goes into more depth about skills required for college.*
  - Jason Rucker: That's a great idea!
- *Jason Rucker: What trends are you seeing? What can we do better?*
  - Deanne Shields: Different schools have different rules, allowances, and requirements which can make things difficult. It would be nice if the State schools were more in alignment.
    - *Jason Rucker: Every college is different because management sets the tone. At UVU, the climate is very pro-student.*
- *Amanda Longwell: Are there collaborative efforts on best practices amongst your peers?*
  - Jason Rucker: We have the Utah Chapter of Association on Higher Education and Disability (AHEAD). It includes all the higher ed schools in the state. We meet twice a year.

## **Adjourn**

- Amanda Longwell motioned to adjourn.
- Emma Borrman seconded.