**Maine State Advisory Panel**

October 20, 2021 10AM-12PM

Department of Education

Zoom Meeting

Minutes

**Present:**

Alisha Brownstein, Maine DOE Legal Secretary Associate, Minutes; Erin Frazier, Maine DOE Director of Special Services; Carrie Woodcock, Parent, MPF Executive Director; Shawn Collier, Maine DOE Data Manager, Tracy Whitlock, Maine DOE Special Projects Coordinator; Jodie Hall, Parent, Community Engagement & Training Manager; Valerie Mattes, Director of Special Services Five Town CSD/MSAD #28; Jim Roberts, IEP Coordinator; Nancy Lander, Math4ME Project Coach; Colette Sullivan, Maine DOE Federal Programs Manager; Courtney Angelosante, University of Maine; Christine Sullivan, Director of Special Education MEANS Academy; Holly Day, Special Education Director RSU 16/MADSEC representative; Howard Wright, Parent; Benjamin Jones, DRM Staff Attorney; Nancy Cronin, MDDC Executive Director

**Public Comment**

None

**Department Updates – Erin Frazier**

* 400 teachers in Maine will be provided with Lindamood-Bell LiPS and Seeing Stars training. This idea came from MADSEC.
* Partnering with University of Southern Maine funding full time positions at USM, this increases the number of students taking into school psychologist program.
	+ An increase by 10/20% provide clinical oversight. 100 percent placement.

**Legislative Updates – Erin Frazier**

* Extended eligibility bill, 3 CDS bills.
* MUSER work was not able to take time to replace MUSER. Still has a lot to go through. Process of going through AG’s office. Prolong leniency provided for age restrictions adult to student caseloads in high school. Not able to change the age to 22 in MUSER during this legislative season, this will take place next year in the next legislative season.
* SPPS is closing in Belfast due to lack of staff. Attention is now being focused on the staff shortage.
* There is a transportation issue as well due to staff shortage.
* All students must be provided with FAPE
* Met with Cumberland and York counties for CDS and people have been stepping up to help out.
* Expanding ed tech capacity of ed tech 1 to provide job coaching. Cannot change in MUSER because it is tied up to chapter 115. Reading and analyzing the definition of ed tech 1 do not think there is a barrier potentially writing to that effect.
* Question: Is there still flexibility around certifications? For example, if someone doesn’t have their bachelors but does have certifications through school is the Department making them ed tech 3? Answer: 90 credit hours or bachelor’s degree is required. You can do this through documented hours of training if there is no graduate degree.
* People aren’t finding ed tech 3s right now. Currently there are 490 openings. A lot of teaching staff that do not have a lot of experience. Ed tech 1 requires a high school diploma. Looking at what we can do to provide education.
* BHP can get paid more than an ed tech 1 or 2 but the hours are more family friendly. Shifting salary in public school is very challenging.
* Proposal through CDS to get everyone a 282 so that we can help gain access to schools.
* COVID-19 cases are back up in schools. Number of kids being vaccinated over 12 are increasing, hopeful this will help the numbers go down.
* Down east in rural school’s enrollments have increased, unexpected enrollment increases still happening. Maine is attracting out of staters. This is tough to absorb with the staff shortages.
* National SAU some LEAs saying cannot provide FAPE which is happening across the country.
* Close to hiring someone for extended eligibility work and very excited for that. 4 bills focusing on LD 924 extended eligibility, 3 LDs CDS: 135, 255 and 386. 924 is EE work compels commissioner of education to generate report on adequacy of transition services to post-secondary experiences focuses on interagency work between DOE and DHHS. School focused EE work at MADESC sharing where we are at with discussion guide for transition and have that being piloted in 3 SAUs across the state. Also have decision guide working on as committee.
* In LD 924 meeting we will go over EE work where we are and what has been done lay out objectives of the group.
* Looking at expanding eligibility for part c increasing amount of kids who are getting identified softening eligibility criteria OSEP has said cannot compare states in terms of who is eligible.
* States all have different eligibility criteria. 255 and 386 both stakeholder groups happening next week in the morning and evening.
* 255 tasked with part c extended option carrying people over from part c birth-2 transition meeting to be eligible for part b extending past 3rd birthday.
* FAPE for 3-year old’s is 6 hours of preschool a week. Delaying FAPE until 6, this will not prepare students for pre-k. Want to prepare kids as soon as possible.
* Proposing to extend part c until the school year starts. Part c options parent can change at any time. 2nd part of 255 timeline for when offering services and separate part c in CDS into part b. Early intervention services under 3 after 3 years you are getting FAPE.
* 386 is more challenging and looks at transitioning 4 years + children into SAUs and determining what is best to do for 3 yr. olds. Putting forth decision making around what to do with 3-year old’s and developing timeline on what needs to occur.
* Question: Is there a timeframe on legislation? Answer: We have to present a timeline in January for all 3 bills.
* Potentially July 2023 part c out. Getting part b to SAU is trickier, this issue due to fiscal reasons and capacity k-12 grade teachers don’t know Maines early learning results. 2-5-year timeline predicted. Planning on opening 20 more classrooms.

**SSIP Discussion – Shawn Collier**

* About what measures might be talking to stakeholders about math 4 me program professional development program targeted to special ed techs educators and teachers reported out each year to OSEP, they want a single measure of progress.
* Look at proficiency of students a year or 2 later measure of progress reported to OSEP.
* Unsatisfied with performance measure that has been used. Had baseline of teachers who participated in program and proficiency of students 3-8 years prior then look following year after training. Problem occurs going into later years because of more cohorts.
* New districts that are joining the program look at proficiency compare to original baseline which was cohort 1 problem possible that both cohorts improve. Even with improvement brings down overall percentage. Overall performance decrease for math 4 me students. OSEP expects single measure of progress.
* We do not have a single measure of progress so discussing other alternative ways to report to OSEP. Can have additional measures.
* States have looked at overall performance percentage for students with disabilities across the state. Need to come up with measure when report out this February.
* Overall percentage measure for OSEP sake 2 candidates to look at the overall proficiency of students with disabilities within state year after year.
* Another choice is to look at the difference between children with disabilities and all other students. Question: What is our baseline measure assessment that is used for this? Answer: This year when scores come out this will serve as the baseline. Question: Within district or state? Answer: Across the whole state.
* Suggestion on how we can dig deep into data to look at only participating districts. OSEP wants single measure cannot do that by just looking at districts year to year would have to give multiple baselines for each cohort. OSEP won’t accept as they want single percentage. Will need statistically valid to report to OSEP. Both single summary measures of progress. Numbers are so small very difficult to have OSEP dig deep. That’s why doing other things breaking down analysis into various groups mathematical competency. Various ways to get that progress better.
* Considered pilot year able to get more remote districts fluency is the focus. This year we have paraprofessionals and teacher’s data. Another argument for difference provides more information overall.
* Results from NWEA in a month or so cleaning up data no plan to release publicly yet, need to set targets for indicator 3 the assessment indicator. Possibly next meeting might have baseline data for NWEA or after.
* As the SSIP measure (the SIMR), the SAP suggested looking at the statewide difference in proficiency between students with disabilities grades 3 – 8 and all students grades 3 – 8. This is the same as one of the measures used in APR Indicator 3. The expectation is that the proficiency gap should decrease over time.

**Public comment:**

* Understanding what Pender would like from this group. Will make appointment to talk about SAP goals and ask to join.
* Moving forward thoughts and ideas email SAP goals to Carrie Woodcock.
* Brief outline for next months meeting while waiting for input from Pender.
* End of this week should have state performance plan and annual performance report majority of videos loaded it is on Maine DOE website to access and provide input.
* MPF will be doing webinar and flyer to increase parental input presenting on October 27 at 12pm and November 4 at 1pm. It is a brief webinar which explains different indicators and access survey to encourage parental participation.

**Next meeting: November 17**