Maine State Advisory Panel

November 17, 2021 10AM-12PM

Department of Education

Zoom Meeting

Minutes

**Present:**

Alisha Brownstein, MDOE Secretary Associate, Minutes

Erin Frazier, MDOE Director of Special Services

Shawn Collier, MDOE Data Manager

Tracy Whitlock, MDOE Special Projects Coordinator

Libby Stone-Sterling, Chair, Director of Vocational Rehab Representative

Carrie Woodcock, Parent, MPF Executive Director

Nancy Lander, Math4ME Project Coach

Jim Roberts, IEP Coordinator

Jodie Hall, Parent

Valerie Mattes, Special Education Director

Christine Sullivan, Special Education Director

Ben Jones, DRM Staff Attorney

Holly Day, Special Education Director

**Agenda**

* Public Comment
* Department Updates
* SAP Goals
* Target Setting for APR Indicator 7
* Legislative Updates
* Public Comment

**Public Comment:**

* 1 concern people are hearing consistently are that kids are on short school days.
* Type of transitions think kids need more school, but they don’t have staff or program or money, sometimes virtual sometimes tutoring in different location, never a FAPE just to keep on radar of this concern.
* Also hearing in upper level high school kids struggling with their social/emotional needs not being met or students that may not have an IEP hearing there is an issue with failing in record numbers, hearing from parents and families transitioning back to in person has not been easy. Wait lists for psychiatrists have been high, we want to focus on the social/emotional needs of students.
* There is a ton of pressure on students to get their grades up after the pandemic.
* MPF is holding an annual conference on March 16, 2022. This will be a virtual topic inclusion and will have keynote speaker Dan with his son Samuel presenting.

**Department Updates- Erin Frazier:**

* The department is working with other teams to try and figure out a plan long term on how we can resolve these concerns/issues with the staffing shortages.
* Hearing a lot about shortened school days, 2 SPPS (Special Purpose Private Schools) are closing and the rest cannot find staff to work at these programs.
* There is a trend for of out of state referrals which is impacting the more rural areas. Mobile Assessment Unit is working to get high quality psych assessments to the rural areas. Social/ emotional needs are off the charts everywhere.
* Meeting with teams to talk about recruiting out of state although other states are in the same boat as Maine.
* The department put out an SOS program for overwhelmed teachers who are burnt out.
* The link can be found here -> https://mailchi.mp/maine/cu5lemq6y0-1324080?e=d180c859be SOS - Supporting Our Staff.

**SAP Goals- Libby Stone-Sterling and Carrie Woodcock:**

* Talk about setting goals for the year. The department updates and CDS updates are always beneficial, keeping an eye on developments and feedback run by the educational cultural affairs committee, extended eligibility is also a big one.
* Hoping to have language by spring of 2022. Make sure that is on the agenda.
* R & S commentary on Monday and we had to reiterate seclusion. Some basic components have not changed with the new law, but people are confused because they think seclusion means something different. Other issue blocking is not a restraint. People are wondering if DRM, DOE, and DW will get together to address the confusion.
* Give input and feedback that will be helpful to the department as they are doing their work. Question to group: Are there any concerns or anything to put on our radar?
* Reminder from group: There is always an opportunity to write to the commissioner on legislative pieces such as Extended Eligibility, CDS, and MUSER.
* Monday there will be a public hearing on rule chapter 33. The public can share their comments on the changes. The link/survey can be found here -> <https://forms.office.com/Pages/ResponsePage.aspx?id=q6g_QX0gYkubzeoajy-GTtSDz8r8NEtMho3pJ-1aqBRUOUlXOVQ5TU1KR1RaSk1ENjgxT044UUFUUy4u>
* Generally, we would love to hear what parents are talking about and struggling with. Starting in January an IEP facilitation training will take place in December, great opportunity neutral party between parents and schools that cannot find common ground. Data and feedback will be provided on how it goes.
* Virtual format helps bring people across the state together.

**SSP/APR- Shawn Collier:**

* Working through indicator target setting collecting feedback from parents and educators at MADSEC going through indicator 7 which is the pre k indicator. Looking at potential targets. 1 or 2 more in December.
* Ages 3-5 specifically have 3 areas to look at positive social/emotional skills acquisition use of knowledge in skills use of appropriate behavior to meet needs. Each area has 2 parts to it. Children with positive social/emotional skills include how they relate with caregivers and peers, participate in social games, follow rules, and how they express and manage emotions by using a tool called the child outcome summary.
* OSEP requests 2 times entering and exiting program.
* Historical data outcome A1- Growth entered/exited what percent showed substantial growth? The baseline goes back to 2008 with no change in measurement baseline. 63% to now hovering around 70% for the past 6 years. Equal to 17 or 18 children. Target at or above 65, we are meeting the target.
* Estimates mid-range put us around 71.29% by 2025. If we stay on the same trend, we will stay relatively flat. Keep target at 65% or raise it to something closer to the projected value which is around 71%? A reminder that staying at 65% would be ok because it would be above the baseline.
* Expectation might be that we raise target by OSEP as they like targets to be ambitious.
* Feedback from group: Does it make sense to raise the target at all? Would 68% satisfy OSEP? Answer: Above target and in range but still raising the target may satisfy OSEP.
* Projection is 75% and a reminder that it is expected to be above 69% for next year. Assuming social/emotional challenges little kids are feeling and impacting their growth? Yes, you will see different pattern in the next slide.
* Section 2 still deals with positive emotional skills, % of children functioning within age appropriate expectations percentage by the time they exited the program has decreased. Strong downward trend in the past 6 years. Baseline comes to 37%, latest target 39% above target up until 2 years ago.
* 2025 estimate is low following the same trend which would be 12.3% of children functioning within the age expectations before exiting the program. Target cannot go below 37% only choice is to either keep at 39% and try to reverse the trend or raise the target to above 39%.
* Question for group: Is there anyone who thinks this target should be raised? Answer: No.
* Second outcome is the use of knowledge and skills interest in learning problem solving engaging purpose and play matching and labeling interacting with books and pictures understanding directions historical data growth children enter and exit below expectation % increased reached level or improved.
* Flat trend on social/emotional skills 73% baseline comes from 2008 increase in % we have been meeting the target. Projected to be between 70-73% roughly by 2025. Projection will remain flat.
* Question for group: Should we keep this target at 68% or raise it to something closer to 70% or even as high as 73%?
* Group feedback: The difficulties students have encountered social/emotional may be too ambitious to raise this too much. We may want to think about raising it slightly. SAP group suggests on going up 2%. Group question: Could we raise the % incrementally? Answer: Yes, we can raise them all incrementally.
* Group suggestion to give ourselves flexibility and leeway because of the pandemic.
* The last section of the last outcome also looks at use of appropriate behaviors to meet the needs of functioning age appropriate expectations. We see a decline in the target which has been at or above 53% steadily declining toward that 30.99% by 2025. If this trend continues then the decision to keep the target at 53% or raise to increase the % the levels they were several years ago.
* Keeping this target would remain at 53%, Question to group: Is there any objection to keeping this the same? No objection.
* There may have be some loose ends to tie up at our next meeting. Besides what we look at in our next meeting we have gone through all of the key indicators and targets!
* On December 9 and 16, 2021 MPF will be doing webinars for stakeholder engagement using the videos and surveys for the SPP/APR.
* Summary of target percentages for Indicator 7 Positive Socio-Emotional Skills:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **2020** | **2021** | **2022** | **2023** | **2024** | **2025** |
| **Positive Social Emotion 1** | 65.5 | 66 | 66.5 | 67 | 67.5 | 68 |
| **Positive Social Emotion 2** | 39 | 39 | 39 | 39 | 39 | 39 |
| **Acquisition and Use 1** | 68.33 | 68.66 | 68.99 | 69.33 | 69.66 | 70 |
| **Acquisition and Use 2** | 37 | 37 | 37 | 37 | 37 | 37 |
| **Appropriate Behaviors 1** | 61.33 | 62.66 | 64 | 65.33 | 66.66 | 68 |
| **Appropriate Behaviors 2** | 53 | 53 | 53 | 53 | 53 | 53 |

**Legislative Updates- Erin Frazier:**

* Just finished LD 924 work, it is great to have young adults on that team that can share experiences and give feedback on how they can be supported.
* Second series in stakeholder meetings for LD 255 and LD 386 finishing up next week.
* Expected to review proposal for expanding eligibility for part c Medicaid expansion extended part c option very technical what to do with 3-year old’s and transition 4 plus year olds to school.

**Public comment:**

* Restarted stakeholder sessions monthly over zoom for bureau rehab services for the blind and impaired. Libby will send Alisha links to put in notes.
* Every parent we talk to are desperate for help. This is an emergency with students.
* A question was asked on how much high schoolers are using resources provided for social/emotional support.
* There was a lot of hope that going back to full time in person learning would be the “fix” to get back to a more social environment, but the transition has not been smooth, it has only added pressures of academic performance and grades.
* There is a lot of pressure on parents as well. This gap is nationwide. This raises the question what can we do to support our students while transitioning back?
* Students are not motivated. It has been a traumatic experience for kids to expect to be able to be as motivated as they were pre pandemic.
* Part of what we need is more staff and smaller groups, people paying more attention to individuals and that is what we cannot provide due to the staffing shortages nationwide.

A link that provides recourses for parents -> <https://www.maine.gov/doe/sel/sel4me>

* We need to loosen up on expectations. There is an overwhelming pressure on students making up for lost time, parents are seeing students falling apart trying to maintain everything.
* 2 VR staff were recruited out of jobs by schools talking with someone from SPPS had multiple calls about recruiting. No application is required.
* Traditionally SPPS pay salaries are well below district salaries. A lot of people recruiting from SPPS.

**Next meeting: December 15, 2021**