SPECIAL EDUCATION ADVISORY COUNCIL

Minutes – January 12, 2018

9:00 a.m. – 12:00 p.m.

**PRESENT:** Brendelyn Ancheta**,** Debbie Cheeseman,Annette Cooper, Gabriele Finn, Sage Goto, Martha Guinan, Scott Hashimoto (for Kurt Humphrey) Amanda Kaahanui (staff), Kathy Kahoohanohano, Bernadette Lane, Pina Lemusu (for Motu Finau), Dale Matsuura, Kaili Murbach, Charlene Robles, Susan Rocco (staff), Rosie Rowe, Tricia Sheehey, James Street, Todd Takahashi, Christina Tydeman (liaison to the Superintendent), Steven Vannatta, Jasmine Williams, Susan Wood

**EXCUSED**: Ivalee Sinclair, Stacey Oshio, Kaui Rezentes, Daniel Santos, Gavin Villar, Amy Wiech

**ABSENT:** Bob Campbell

**GUESTS**: Daintry Bartoldus, Cesar D’Agord, Lori Goeas, Dayna Hironaka, Corey Rosenlee, Jessica Worster

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| **TOPIC** | **DISCUSSION** | **ACTION** |
| **Call to Order** | Chair Martha Guinan called the meeting to order at 9:13 a.m. |  |
| **Introductions** | Members and guests introduced themselves to Cesar D’Agord. Christina Tydeman introduced two of her staff--Lori Goeas and Dayna Hironaka. |  |
| **Announcements** | 1. Amanada Kaahanui announced that parent airfare scholarhips are available for attending the SPIN Conference in April, and SEAC will sponsor any member who would like to attend and/or help to man the SEAC table.  2. Daintry Bartoldus announced that the DD Council is inviting interested parties to the February 2nd transition teachers conference at the Honolulu Airport, along with DOE, DVR, CAMHD, and the CCCs.  3. Susan Rocco reported that she will be forwarding the link to DOE’s **Report to the Legislature on Behavior Analyst and Certification Requirement Implementation** that was given to Legislators on January 5th, as it provides information SEAC members have been seeking. |  |
| **Review of Minutes for December 1, 2017** | No corrections were offered for the minutes of the December 1, 2017 SEAC meeting. | The minutes were approved as circulated. |
| **Employment Supports for Transitioning Youth with Disabilities** | Jessica Worster, Employment Services Program Specialist for the Developmental Disabilities Division, shared a Powerpoint presentation entitled “Pathway to Employment for DD Students.” She explained that Hawaii is behind nationally in providing career planning and job placement for their target population, so the Division is making a concerted effort to catch up. They have decided to focus on “customized employment” rather than “competitive integrated employment” which hasn’t worked well for developmentally disabled clients. Customized employment includes a period of “discovery” to tease out marketable skills, preferences and ideal workplace | A handout containing the major points in the presentation was disseminated. |

SEAC Minutes

January 12, 2018

Page 2

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| **Employment Supports for Transitioning Youth with Disabilities (cont.)** | conditions. Families are encouraged to join in the process and think about potential job connections within their network of relatives and friends.  Benefits counseling from the Center on Disability Studies are offered to show how clients can maintain government benefits while employed. Although the DD Waiver cannot duplicate services offered by DVR, they can step in to extend services after 90 days of DVR support.  Questions/comments from members and guests:  Q. Are high school students who are earning a small stipend while trying out employment eligible for the Waiver employment services? A. No.  C. Under DOE/DVR programs, there are few opportunities for the process of discovery. A. We are hoping to develop a Memorandum of Understanding with DVR to provide customized emplyment with discovery.  Q. Will your training package include a videotape of your presentation today? C. I would like to see it again to develop a new way of thinking. A. The company that is helping to put the training together is Transcend, and we plan to add it to the DDD web page. |  |
| **Presentation on Significant Disproportionality** | Christina prefaced the presentation by explaining that it will be introducing contextual pieces that SEAC will be reacting to as a stakeholder group when data is available. The discussion will continue in March when SEAC is given the Department’s draft proposal for meeting the new IDEA requirements to ensure equity in the delivery of special education services. Cesar D’Agord from the National Center for Systemic Improvement, began his presentation by sharing with new members that he has been working with Hawaii since 2006. The new IDEA requirements were developed after a Government Accountability Office report in 2013 found that IDEA’s intent to maintain equity in identification, placement and discipline had been hampered by allowing states too much flexibility in calculating disproportionality of ethnic groups and racial groups. U.S. DOE followed up on the GAO recommendation to develop a standard approach for defining significant disproportionality to be used by all states. SEAC’s advice is being sought on 1) a risk ratio threshhold, 2) a reasonable minimum cell size, 3) a reasonable minimum n-size, and 4) a standard for measuring reasonable progress. | Cesar provided a one page explanation of the Equity in IDEA requirements for calculating Significant Proportionality. He will provide a copy of his powerpoint presentation at a later date. |

SEAC Minutes

January 12, 2018

Page 3

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| **Presentation on Significant Disproportionality (cont.)** | Cesar shared some of the general recommendations OSEP is making:   1. Use 10 for a minimum cell size. 2. Use 30 as a minimum n-size. 3. Use 3.0 or 3.5 as a risk ratio threshold.   He illustrated how cell sizes, n-sizes and risk ratios are calculated using data for demonstration purposes only.  Comments/questions from members and guests  Q. Does the fact that Hawaii’s ESSA plan has already set a minimum n-size of 20 for accountability influence the selection of an n-size for significant disportionality purposes? A. Not necessarily.  Q. If we should find Micronesian students have more suspensions than other ethnic groups, would those results be lost by folding them into the large federal category of Asian students? A. (Christina) A federal consequence for Hawaii might just be a review. Hi is exempt from having to use 15% of our total IDEA funds on comprehensive coordinated early intervening services (CCEIS) because it is a single district entity. A. (Cesar) You can use this kind of data to set state policies.  Q. Do you know who commissioned the GAO report? There seemed to be a national awareness that some groups were overrepresented in identification (like black students) but states were only reporting tiny incidences of significant disproportionality. A. I’m not sure who commissioned the report, but OSEP asked me to help analyze data to come up with some standardized methodology. I found that Hawaii is not bad at all compared to many states.  Q. If Hawaii wanted to do a similar report, would that cost additional money (for instance, if we looked at each complex area for ethnic or racial disparities)? A. That’s beyond the scope of this conversation.  Q. Using the national categories, would a person who is part Hawaiian be considered *Hawaiian and Pacific Islander* or *two or more*? A. I’m not sure as the individual self-reports, but the guidance on Hispanic ethnicity is that if you are part-Hispanic, you always check the Hispanic category box.  Q. How important is the process of reporting ethnicity going to affect the results you want? If when I check off ethnicity on my grandchild’s form, |  |

SEAC Minutes

January 12, 2018

Page 4

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| **Presentation on Significant Disproportionality (cont.)** | Comments/questions from members and guests (cont.)  should I be choosing the ethnic group you child identifies with, or do I go by blood quantum? A. It is up to parents to choose. Parents can identify a primary ethnicity on Hawaii’s form.  C. Currently ethnicity is just a check box on the enrollment form. If we want to get better data, we might want to explain to parents how to optimally determine ethnicity.  Q. Say your risk ratio is going down but it’s still very high. What should you say about whether significant disproportionality is present? A. As a state, you can note that the number is reducing, but if it is really high, find the risk above the accesptable level.  Q. How about when the levels haven’t hit the risk ratio threshold but they are climbing year to year and are getting closer to the threshold? A. You could decide, as California has done, to flag those results for intervention as a preventative measure. Generally, the threshold is applicable after exceeding for three consecutive years, so as to prevent problems regarding the fluctuation of data.  SEAC  Q. For the risk ratio, in the example you showed, it was for students with IEPs. Would the numerator include risk ratios for SLD and Autism or the whole group? A. You can have one standard measure, or a state can have 14 different measures.  Q. If we are setting a risk ratio threshold, would it be for all students with IEPs or do we dig down into all fourteen categories? A. Most groups will fit using a minimum cell size of 10 and a minimim n-size of 3o. The only category that doesn’t work is “in-school suspensions for more than 10 days.”  Q. Is Hawaii the only unitary SEA? A. The District of Columbia used to be and some of the U. S. territories are. Every state is different in their ethnic composition. In the Southeast, black students are more likely to be represented as Intellectually Disabled and in the Northeast, they are more likely to be identified as having an Emotional Disability.  SEAC’s preliminary advice  Member suggestions for the March discussion included the following: |  |

SEAC Minutes

January 12, 2018

Page 5

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| **Presentation on Significant Disproportionality (cont.)** | • Provide some feedback on what other states are doing regarding the selection of a cell size and an n-size, so that we may have a bigger picture and some best practice standards, if available.  • Consider there to be risk, if consecutive data sets are climbing upward and meeting the threshold.  • Consider there to be risk, if data sets are moving downward but still exceed the risk ratio.  • Provide some data examples using different n-sizes and and risk ratios, for example, an n-size of 20 vs. an n-size of 30; or a risk-ratio of 3 vs. a risk ratio of 3.5.  • While we want to meet the IDEA requirements, we also want to meet our responsibility of capturing an accurate picture of Hawaii. At some point we request a deeper data dive for each of Hawaii’s major ethnic categories to ensure that there is not significant disproportionality.  • In the future, survey how schools are inputting data, and provide a definition of what constitutes an in-school suspension. There are some misunderstandings by school personnel that when a student has in-school support, it is not classified as an in-school suspension.  • For the placement category of 40% or less in the general education classroom, distinguish which students are in a resource room and which are in fully-self contained classrooms to better ascertain risk of SD. |  |
| **Agenda Setting for the February and March Agendas** | Members set the following priorties for the agendas in February and March:  February 9, 2018  • DOE Budget Discussion with Amy Kunz  • Legislative Committee Report  • Review of Tentative Transition Recommendations  March 9, 2018  • Overview of the Leading by Convening (LBC) process by Joanne Cashman (morning session)  • Overview of Significant Proportionality Data (morning session)  • Working session of LBC process using the Significant Disportionality data and decision-making points as the focus (afternoon session) |  |