

**SPECIAL EDUCATION ADVISORY COUNCIL  
Draft Minutes – November 12, 2021  
9:00 a.m. – 12:00 p.m.**

**PRESENT:** Annette Cooper, Mark Disher, Martha Guinan, Mai Hall, Melissa Harper Osai, Scott Hashimoto, Kerry Iwashita, Melissa Johnson, Amanda Kaahanui (staff), Annie Kalama (liaison to the Superintendent), Tina King, Jennifer Leoiki-Drino, Dale Matsuura, Cheryl Matthews, Paul Meng, Wendy Nakasone-Kalani (for Bob Campbell), Carrie Pisciotto, Kau‘i Rezentes, Susan Rocco (staff), Rosie Rowe, Steven Vannatta, Lisa Vegas, Jasmine Williams, Susan Wood

**EXCUSED:** Ivalee Sinclair, Paula Whitaker

**ABSENT:** Sara Alimoot, Virginia Beringer, Debbie Cheeseman, Shana Cruz, Kiele Pennington,

**GUESTS:** Michelle Arakawa, Heidi Armstrong, Will Carson, Patty Dong, Sandy Jessmon, Ken Kakesako, Stacie Kuniyama, Mandi Morgan, Lori Morimoto, Chris Patina, Amy Ruhaak, Merci Watanabe, Brikena White, Jacy Yamamoto

TOPIC	DISCUSSION/ACTION
<b>Call to Order/</b>	Chair Martha Guinan called the Zoom meeting to order at 9:05 a.m.
<b>Introductions</b>	Martha invited members and guests to introduce themselves.
<b>Input from the Public</b>	There was no input from the public offered for consideration.
<b>SPP/APR Indicator 13 (Secondary Transition)</b>	<p>Jacy Yamamoto and his team from the Monitoring and Compliance (MAC) Branch reviewed the agenda for discussion--indicator requirements, longitudinal data, and strategies for improvement. Brikena White pointed out the interrelationship of four of the APR indicators: Indicator 13 (quality IEPs for transition planning), Indicator 2 (staying in school). Indicator 1 (graduating), and Indicator 14 (positive post-school outcomes).</p> <p><u>Indicator 13 requirements</u></p> <p>Brikena reviewed the eight components for monitoring this indicator in IEPs of students aged 16 and above:</p> <ol style="list-style-type: none"> <li>1. an IEP with appropriate measurable postsecondary goals;</li> <li>2. postsecondary goals updated annually--education and training, employment and independent living (if appropriate);</li> <li>3. IEP goals based on age-appropriate transition assessments;</li> <li>4. transition services to enable student to meet postsecondary goals;</li> <li>5. courses of study to enable the student to meet his postsecondary goals;</li> <li>6. at least one annual IEP goal related to transition services needs;</li> <li>7. evidence that the student was invited to the IEP meeting where transition is discussed; and</li> <li>8. representatives from participating agencies were invited to the IEP meeting, as appropriate.</li> </ol> <p><u>Data-gathering methodology</u></p> <p>Every June 30, a selection of randomized IEPs of students age 16 and above are reviewed using the National Technical Assistance Center on Transition: the Collaborative (NTACT:C) Indicator Checklist. IEPs must comply with all 8 requirements in order to be considered compliant.</p>

<p><b>SPP/APR Indicator 13 (cont.)</b></p>	<p><u>Longitudinal data</u>          Data from the past seven years was reviewed. From 2014-2018 the percentage of students whose IEPs were compliant with the checklist fell between 69.21%-84.55%. In 2019 and 2020 compliance plummeted to 13.6% and 14.1% respectively. In addition to the effects of the pandemic, a major factor in the precipitous drop was due to MAC Branch’s commitment to embrace a wholistic improvement model of monitoring vs. compliance monitoring.</p> <p><u>Improvement strategy: capacity building</u>          MAC and ESB (Exceptional Support Branch) personnel have been meeting with district resource teachers that support transition as well as high school and middle school teachers to do file reviews, analyze results, conduct root cause analyses (strengths and needs), and practice targeted support (I do, we do, you do). This support is resulting in improved transition plans (teacher performance).</p> <p><u>Other ESB Initiatives</u>          Michelle Arakawa briefed members on these improvement efforts:          1) Reaching out to the National Technical Assistance Center on Transition (NTACT) to learn more about what other states are doing and what resources are available.          2) Supporting MAC Branch work and data-driven Professional Learning Communities, as well as helping complex area teams to identify areas of need.          3) Forming the HIDOE Postsecondary Transition Workgroup in March 2021 with a variety of stakeholders. Its mission is to develop statewide improvement strategies in areas of system infrastructure, inclusion and access to school supports and building community and family partnerships.</p> <p><u>Accomplishments and next steps</u>          The Workgroup helped to finalize the requirements for the Certificate of Completion (which is undergoin review by the Attorney General’s Office) and reviewed and gave feedback on a resource mapping tool for employment-related services and resources. Their next step is a multi-year state action plan with specific activities and deliverables.</p> <p><u>Questions/comments by members and guests</u>          C. When you mentioned that independent living goals only if necessary, one could argue that all students need goals like financial literacy to be successful in employment. A. We agree.          C. Many schools are doing financial literacy curriculum in the Personal Transition Plan/Advisory classes.</p>
<p><b>SPP/APR Indicator 14 (Post-School Outcomes)</b></p>	<p>Lori Morimoto explained that Indicator 14 has three sub measures: A. the % of respondents enrolled in higher education (full or part time for at least one term), B. the % enrolled in education and/or competitive employment 20 hrs. a week for at least 90 days within a year of leaving high school, and C. the cumulative % of students in higher education, postsecondary training, and/or other employment.</p>

<p><b>SPP/APR Indicator 14 (Post-School Outcomes) cont.</b></p>	<p><u>Data collection methodology</u>                  For the current APR, MAC looked at the Class of 2020 exiters: those leaving with a diploma, a certificate, at maximum age or dropped out. These students were sent letter in September-October with a link to an online survey or the option to request a paper survey. Teachers then follow-up to receive a returned survey.</p> <p><u>Response rate:</u>                  HIDOE is on an upward trend to collect more respondents. 713 (58%) of students who exited in SY 2019-2020 were reached. Part of the efforts to increase the response rate is to give students a post-school outcomes survey informational flyer before they leave school to reinforce the message that this information is going to help HIDOE improve transition services to students.</p> <p><u>Longitudinal data</u>                  Data for this indicator may appear lower due to increased scrutiny by MAC in the last two years.</p> <ul style="list-style-type: none"> <li>• Indicator 14A data over the last eight years had been over 30% with the exception of 2020 when the % of students enrolled in higher ed dropped to 19.8%. Members speculated that the drop might be due to pandemic-related financial hardship and disruption to in-person learning, sparking the nationwide trend of plummeting college enrollment in 2020.</li> <li>• Despite percentages in the 80+ range from 2015-2018, the rate for 2020 dropped to 70.7%.</li> <li>• Likewise, the percentage of students engaged in all training, higher education and employment options reached a high of 93% in 2016 and 2017, but dropped to 75.3% in 2020.</li> </ul> <p><u>Capacity Building</u>                  Data collection has been updated over the past two years resulting in higher response rate. HIDOE is using an on-line platform, so that teachers can keep track of attempts to reach student and exiters have increased options to respond to an online survey. MAC and ESB are working with staff to prepare students for the survey by providing an informational flyer before exiting. Both branches are happy to work with SEAC and others toward making sure they are connecting with students and families. Survey results will help to improve transition planning (Indicator 13). Improvement strategies for Indicator 13--infrastructure, inclusion, access to school supports and building community and family partnerships--will positively impact Indicator 14 results as well.</p> <p><u>Objectives for December 10, 2021 SPP/APR Stakeholder Engagement Meeting.</u>                  Three main activities for the meeting include the following:</p> <ul style="list-style-type: none"> <li>• setting baselines that can be reset if calculation or data measurement methodology has been changed,</li> <li>• setting new targets that are rigorous yet achievable that are rooted in past experience; and</li> <li>• collecting input from stakeholders on improvement strategies.</li> </ul>
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<p><b>SPP/APR Indicator 14 (Post-School Outcomes) cont.</b></p>	<p><u>Questions/comments by members and guests</u></p> <p>C. When you mentioned that independent living goals are only <i>if necessary</i>, one could argue that all students need goals like financial literacy to be successful in employment. A. We agree.</p> <p>C. Many schools are doing financial literacy curriculum in the Personal Transition Plan/Advisory classes.</p> <p>Q. Do you track students that are not employed or going to school? A. We reach out to each student who officially exited and ask them what they are doing. Are they employed, going to school?</p> <p>Q. What is the total number of surveys sent out? A. In 2020 1224 surveys went out to school leavers. We got a little over 700 responses back.</p> <p>C. I think overall the trend [for enrollment in higher education] went down because of the pandemic. People were not enrolling in higher education and/or traveling to the mainland for college. I know a lot of students did not follow through with where they were going to college, especially if it was in the mainland.</p> <p>Q. Could the drop in enrollment reflect the difficulty in tracking students due to the people leaving the state and shifting to home school? A. It could be. We heard from about half of our student population.</p> <p>C. Maybe the students who didn't respond are not doing anything, so they don't see the point in responding.</p> <p>Q. Your post school survey requires the ability to contact the student. Do you collect any demographics in the survey, or do you match up the archived demographic data on the student to determine if social-economic factors are in play? Are the students with low SES harder to reach because of their higher mobility? A. We do want to be sure we have a representative sample by reaching out to all students.</p> <p>Q. Are there any incentives offered to the student for replying to the survey? A. We are considering offering incentives.</p> <p>Q. Do you ever speak to programs like Kokua at UH in terms of looking at your data?</p> <p>C. I know UH's enrollment numbers are at an all-time high. Kokua has more students in their program this year than ever before. It would be interesting to see if these are students came from the DOE or from out of state. Kokua has also found that for some of the disabilities the virtual learning has been a benefit, in terms of scheduling, ability to stay in a comfortable environment for them, lighting, breaks, etc.</p> <p>C. OSEP indicators are quite dated. Do they really reflect a real chance for success for students with disabilities? If you are only looking at whether a student attended college for one quarter or one semester, that student could well have flunked that semester and never return to campus. The same thing with employment. Many students we know are underemployed. Since you are going above and beyond, can we add to our post-school survey to give us true data on what is happening to kids? It feels like we're checking a box, but we're not following them long enough to see if they are successful.</p> <p>A. Absolutely. Our survey asks specific questions to tease out hours of employment, for example, but</p>
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<p><b>SPP/APR Indicator 14 (Post-School Outcomes) cont.</b></p>	<p>Questions/comments by members and guests (cont.)                  it also asks open ended questions like “what kinds of supports do you wish you had in school?”                  C. Is that level of data available to us? SEAC doesn’t see the answers to those open-ended questions.                  A. That’s for us to compute whether or not they are meeting the requirement for competitive employment.                  Q. What meets the criteria for competitive integrated employment? A. Working for pay at minimum wage in a setting with others who are not disabled for 20 hours or more a week.                  Q. Is there comparable data for nondisabled students? It’s hard to have a sense of relevancy, if we don’t know the gap between the two groups. A. We can look at that in December. We don’t have data on competitive employment for nondisabled students right out of high school, but we do have some information regarding higher education, so we can look at that piece.                  C. Because special education is so broad, not all are cut out for college or competitive, integrated employment. So you may not get folks to respond to your survey, because they don’t fit into those narrow categories, and they may feel bad about that. What about students who are home or attending an adult day program? On the survey, is there a place to share that information, so they don’t feel that high school was not successful for them? A. That is not our intent. We ask what students are doing now and during the past year. We only report these three categories to OSEP. For a lot of teachers, it is exciting for them to reconnect with their students and find out what is happening. Some families have said that this is a great check-in. They have an opportunity to ask questions.                  C. When you share out information to SEAC, it might be helpful to see the full range of what former students are doing.                  C. I did the calling [of former students] for Olomana School. Our training was to find teachers that had a connection with the students to make the call more personable. It was a great opportunity to be able to provide more information to the parents and students, if needed.</p>
<p><b>COVID Impact Services Update</b></p>	<p>Annie Kalama shared some data with members that is not vetted or verified, but rather intended to give some general updates. In December 2020, HIDEOE reported that there had been 408 IDEA COVID-19 Impact (CI) Plans. There were also 54 CI Plans for 504 students. There were 13,865 meetings by December 2020 where the IEP team indicated they discussed learning loss and the need for COVID-Impact Services. Annie reminded members that OSEP’s charge to schools since the pandemic started has been not to waive any civil rights. If, because of school disruptions caused by the pandemic, learning or skill loss to students with disabilities resulted, HIDEOE is obligated to provide services to try to compensate for that loss. The Department put together a systemwide plan directing schools to hold IEP meetings to determine how to address any identified loss. Guidance provided by ESB covered options like adding new services to the IEP, revising existing services and goals, conducting additional evaluations, using the Hawaii Multi-tiered System of Supports to address mild loss, and/or developing services beyond the school day through a COVID-19 Impact Services Plan.</p>

<p><b>COVID Impact Services Update (cont.)</b></p>	<p><u>Slow rate of growth for CI Plans</u>                  Annie acknowledged the concern expressed by SEAC and others about the small number of CI Plans. In the past year, the number of plans for special education students has risen to 452. The number of CI meetings since August 2021 has grown to 23,137, so schools are continuing to meet to discuss loss. The Parent Survey conducted last Spring and distributed by SPIN and LDAH reached about 500 parents, the majority of whom expressed the sentiment that the school was addressing their child’s learning loss. Over the past year, HIDOE offered <a href="#">summer learning programs</a> to all students and some specialized programs for students with disabilities. ESB will continue to monitor CI issues and remind schools that these services are available.</p> <p><u>Questions/comments from members and guests</u>                  C. In their last newsletter, SPIN reflected guidance by the US DOE on addressing learning loss and accelerating learning through in school learning, special programs, tutoring and summer programs. We’re hearing from schools that teachers are stretched, and staffing shortages are an issue. Are there resources to provide after-school and tutoring services, or are we underserving students who may need these resources? A. We are just back in person this year and both teachers and parents are stressed. We did offer complexes funding for this school year for accelerated learning. A handful of complexes replied. We also publish a list of tutors that is accessible to all schools.                  Q. For those students who were identified as needing a CI Plan, how many of the plans were implemented? A. The expectation is that all the plans were implemented. If members or guests hear otherwise, please let ESB know.                  Q. Of the meetings to discuss the need for CI Plans, how many students were denied access to the plans? A. The team makes the decision about additional services being necessary. I’m not sure if we have any data on parents who have filed a complaint or expressed disagreement.                  C. Sometimes there are discrepancies between what the parents think is necessary and the opinion of other team members. A. Yes, we recognize that.</p>
<p><b>Announcements</b></p>	<ul style="list-style-type: none"> <li>• Amanda Kaahanui reminded members 1) that the SPIN Conference was very successful and several of the workshops are now on the <a href="#">website</a>. Please check them out and share with teachers and families; and 2) The Footsteps to Transition Fair is on February 5<sup>th</sup>. <a href="#">Registration</a> will be opening soon.</li> <li>• Martha Guinan announced that 1) Rebecca Choi is resigning due to a move to the mainland. SEAC will be seeking another representative from the DDD; and 2) SEAC is tracking the response to the 20-year old student with disabilities who was arrested at school in Wahiawa. If members have any comments, please respond to Martha.</li> </ul>

<p><b>Announcements (cont.)</b></p>	<ul style="list-style-type: none"> <li>• Cheryl Matthews announced that DVR is actively engaged in working with Hawaii complexes to develop a Project Search work-training site for students at the Hilo Medical Center for next school year. She will provide periodic updates as they become available.</li> <li>• Annie Kalama announced a virtual Inclusive Complexes Showcase Conference December 7-9. Her office will make some slots available to SEAC members. Martha asked interested members to email Martha or Susan.</li> </ul>
<p><b>Review of the October 8, 2021 Minutes</b></p>	<p>There were no corrections to the draft minutes.  <b>Action: The minutes were approved as circulated.</b></p>
<p><b>ESSER III Educational Plan Discussion</b></p>	<p>Ken Kakesako, Acting Director for the Policy, Innovation, Planning and Evaluation (PIPE) Branch, told members that SEAC is the first of many stakeholder groups to provide feedback. Through this outreach, HIDOE hopes to build an understanding on how the plan fits as an approach to the pandemic and meet student needs.</p> <p><u>ESSER III Plan</u>          ESSER III is the name used for the American Rescue Plan Elementary and Secondary School Emergency Relief Fund (ARP ESSER). It provides funding to reopen schools safely and mitigate learning loss caused by the pandemic. Monies must be spent or encumbered by September 2024. The draft ESSER III Plan is part of a three-part framework that also includes a fiscal plan and a detailed expenditure plan.</p> <p><u>Plan Focus</u>          The three main areas of focus are as follows:</p> <ol style="list-style-type: none"> <li>1) Health and Safety, including PPE, supporting vaccinations and COVID mitigation strategies;</li> <li>2) Accelerated Learning, including universal student screeners, out-of-school time, tutoring, and targeted professional development; and</li> <li>3) Social &amp; Emotional Learning, including SBBH services, school health support positions, mental health systems and services, etc.</li> </ol> <p><u>Facilitated Feedback Session</u>          Chris Pating asked members and guests to suggest supports they feel are most important for learners, families and the communities each person represents.</p> <p><i>Health and safety suggestions:</i></p> <ul style="list-style-type: none"> <li>• personnel to staff vaccination clinics</li> <li>• additional outdoor seating and eating areas</li> <li>• different lunch schedules</li> <li>• letting families know of available resources -- where to get masks, vaccinations, etc.</li> </ul>

<p><b>ESSER III Educational Plan Discussion (cont.)</b></p>	<p><i>Health and safety suggestions (cont.):</i></p> <ul style="list-style-type: none"><li>• demonstrations such as teaching proper handwashing with a blue light</li><li>• reducing classroom sizes or group sizes</li><li>• partnership and coordination with DOH, HIEMA, National Guard, local medical clinics etc. to provide the personnel to support vaccination clinics at schools</li><li>• admin providing feedback to CBI classrooms since a lot more close interaction goes on in a CBI room in comparison to a regular classroom</li><li>• asking the National Guard to assist as bus drivers; the student transportation/bus driver shortage is an area of concern and some buses have 2-3 students per seat which for is a health concern for some.</li></ul> <p><i>Accelerated learning/addressing learning loss suggestions:</i></p> <ul style="list-style-type: none"><li>• finding the right style of tutoring for the child with a learning difference by contracting with Orton/Gillingham tutors, for example</li><li>• distance learning options for sped students</li><li>• teacher interaction distance learning rather than Acellus-style</li><li>• nursing hours for the med frag students doing distance learning</li><li>• continue providing CBI by adapting school campus to simulate community-based excursions/activities</li><li>• incorporate parents in training activities organized by the state so that families and staff are learning together and hearing the same message.</li></ul> <p><i>Social Emotional Learning suggestions:</i></p> <ul style="list-style-type: none"><li>• provide evaluation of existing programs, like the mental health hotline facilitated by Hawaii Keiki nurses before putting more money into the program</li><li>• small group project learning opportunities</li><li>• SEL trainings that include families</li><li>• positive peer pairing/mentoring</li><li>• provide comparable mental health/social emotional services to military families and others upon arrival to Hawaii</li><li>• more Out of the Box social opportunities for students, especially for those that may find it more of a challenge socially</li></ul>
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<p><b>ESSER III Educational Plan Discussion (cont.)</b></p>	<p><i>Social Emotional Learning suggestions (cont.):</i></p> <ul style="list-style-type: none"> <li>• more counseling strategies to help students to communicate &amp; get support if needed</li> <li>• after school programs that facilitate peer mentoring/buddy system</li> <li>• classes for older students that address more nuanced social interactions (like dating)</li> <li>• incorporate trauma-informed training and application to help students consider Eye to Eye as an incredible mentor model (from Brown University) of college students working with high school students.</li> </ul> <p><u>Next steps</u>                  Stakeholder feedback will be incorporated into the plan that will be submitted to the Board of Education in December. Members can look on the HIDOE website for ESSER III FAQs that will be posted by the end of next week. If anyone has additional comments, contact Ken at <a href="mailto:ken.kakesako@k12.hi.us">ken.kakesako@k12.hi.us</a> or (808) 586-3800 by the end of the month. For a copy of his Powerpoint presentation, go to:  <a href="https://docs.google.com/presentation/d/1Zkaf_AwTGv242eAfYHKKLmbZrLnavqfpK2Phuh9G0XY/edit#slide=id.gdac7504257_0_0">https://docs.google.com/presentation/d/1Zkaf_AwTGv242eAfYHKKLmbZrLnavqfpK2Phuh9G0XY/edit#slide=id.gdac7504257_0_0</a></p>
<p><b>Preparations for the December 10, 2021 SPP/APR Stakeholder Engagement Meeting</b></p>	<p>Annie emphasized that OSEP wants states to engage and involve stakeholders in reviewing data, setting targets and proposing improvement activities. OSEP also is tasking school systems to “reach out further”--engage communities that haven’t been reached in the past. Steven Vannatta shared that the meeting is scheduled for the second Friday in December during SEAC’s regular meeting time. During those three hours there will be an overview of the SPP/APR and discussion groups addressing 7 key indicators. The last hour will include reporting out by the groups and next steps in the SPP/APR process. Members will be sent an invitation in the next two weeks that asks them to provide their preferences for discussion groups. Data will be made available prior to the meeting for stakeholders to review. Steven asked if there are SEAC members or community representatives who would like to co-facilitate any of the five discussion groups along with representatives from the MAC and ESB Branches. Paul Meng volunteered to be a SEAC facilitator for the SSIP (Breakout 5 Discussion) and Steven will co-facilitate Parent Involvement (Breakout 3 Discussion. Members are also encouraged to suggest other stakeholders who may want to attend so that they might be sent an invitation. Annie has invited the District Educational Specialists to attend as well. Beyond setting targets for the current APR, SEAC and the Department are interested in building expertise around the subject area for particular indicators.</p>

<b>Agenda Setting for January 14, 2022 Meeting</b>	Members the following items for the January agenda: <ul style="list-style-type: none"><li>• Infographic Work Group Meetings</li><li>• Secondary transition</li><li>• Budget for the Legislature</li><li>• Review of discussions on topics to date (COVID-19 policies, ESY, Secondary Transition)</li></ul> Amanda suggested that members may want to review topical discussions that have been held in the first half of the school year to check for understanding and determine what additional information is needed to move forward with recommendations. She also encouraged members on infographic work groups to reach out to her or Susan for support when needed.
<b>Infographic Work Groups</b>	Work group members were tabled due to time constraints.