

2017 UCEDD TA Institute

Tiered Breakout Discussion – Notes

Topic (check one): Employment HCBS Quality Medicaid Education

Tier A: General Content (Thursday 10:30-11:30 am)

Opening: Discussing everyone's background related to education: PBIS, standards, inclusive edu, personnel prep, rural areas, accessibility (especially re: website/digital/technology), transition (pre-k to 16), student led IEPs, MTSS, UDL, culturally responsive teaching (Hawaii UCEDD), STEM, IDEA due process/system, functional skills being a predictor for post school employment, intersectionality (Tawara), how provide training in UCEDDs, early intervention

- Big of areas that you'd like to discuss with others about policy – previous list captures the big picture related to policy
- Missing from the list: lack of resources constrains services – family support and advocacy
- Discussion that funding comes from state department of education and the limitations that comes from that, limits their level of involvements (i.e., IEP meetings)

What people are interested in learning about, and the direction of this strand:

- Early childhood funding
- ESSA (regulations withdrawn, state plans) and IDEA part B 619, Part C
- Voucher system – school choice
 - Most choices take away due process, not under the protection for IDEA – doesn't apply to public charters (some states will have limited rights, compared to others depending)
 - The current goal is to grow choice rather than focus on outcome of the child
 - How to partner with UCD and DD councils and PNAs / other for response and recommendations
 - Shift focus to family supports so they can advocate and negotiate their support systems

Tier B: Relationship Building (Thursday 12:45-1:45 pm)

What policy issue has the most potential to impact your work and allow for relationship building, measurement/impact and action?

(Connection between federal & state overlay)

Who can you collaborate with? Who are the communities around this issue?

- School choice
 - Many states require forfeiture of IDEA rights if you take a school voucher, including due process
 - Work with:
 - Parent centers
 - Options for state- how school choice gets designed or implemented
 - Challenge: Top-down (what advocacy is needed)
 - Charters, public school associations (what's the accountability)
 - Who gets left out of these discussions? Whose needs are not being addressed?
 - Work with: Private/religious schools, homeschoolers
 - Civil rights groups (inefficiencies and inequities on what students are receiving in charters)
 - Provide information to NATURAL ALLIES about the benefits they do not receive through the voucher system
- ESSA
 - U.S. Chamber of Commerce and Business Roundtable supported 1% in the statute
 - Conversations with civil rights groups
 - New diploma and options

- Engagement
- ESSA requires that a school in a district test 95% of students in a district and disaggregate data by subgroup
 - Do results factor in a ranking system? Will this be a factor in how well schools are doing, is this part of the calculation?
 - Schools get to set cell sizes
- Spring plans to be submitted to the Dept. of Ed.: DC, CT, DE, IL, LA, ME, MA, MI, NV, NJ, NM, TN, VT
- Resource constraints limit services (family support and advocacy)
 - Unions
 - Intersections with other funding sources (ex: Medicaid- gives you a lens for how to look at other issues)
 - Portability=<deficit for public school
 - More financially viable to let kids go that put in the work (disability needs ranked)
 - School choice creates \$ incentive to let kids go from public school
- Personnel Prep
 - What other populations in your state are affected when personnel isn't prepared?
 - ELL
 - Parents and parent networks
 - Teaching staff, school administrators, teachers' unions, teachers' associations
 - Education programs that train teachers
 - Grants: variety, Minority institutions, etc.
 - Change rules around personnel prep so projects can be written to target specific racial groups to recruit
 - Look at health- describing disparities, naming other natural advocates
 - Examples: Partnered with a Native American doctoral student to work on recruitment
- Digital Access- UDL, AIM
 - School boards
 - Non-traditional groups: tech industry
 - Parents, students
 - Language of family- (New language was put into ESSA, parents would need information about IDEA)
 - Public information
 - Vendors that produce educational materials
 - Schools of technology
 - Address retention- currently driving qualified people out of special ed
 - Leadership capacity- middle management, district administration

Tier C: Capacity Building (Thursday 3:30-4:30 pm)

- Cost/analysis, data on the money
- PBIS
- TA
- Disaggregate data on kids with special ed getting diplomas
 - What are the guardrails that we put into the law; being on the alternate assessment can't just mean you don't get a traditional diploma
 - Inherent disparities in race
- Professional development
- Partnerships could help UCEDDs think about new funding streams, because you end up representing more than just kids with disabilities
- Sustaining funding to stay involved on issues
- Work with state procurement offices
- Intersection between kids with disabilities and poverty
- How can I work with at least one other UCEDD to address my needs (i.e., on business development)?
- Piggyback on funds to underserved communities that intersect with disabilities

- Cooperative extension (rural areas)- land grants, focuses on agriculture (research to practice), youth programs, 4H, translates into information to families, they make a good access point, recruitment for programs, contacts
- Centers for Disease Control (sexual education for PWDs)
- Department of Defense- support families who had children with disabilities, vets with disabilities
- What about think tanks Westat, AIR, SRI (who get grants from the Dept. of Ed.)- primarily a competitive relationship

Tier D: Measuring Progress and Impact (Thursday 3:30-4:30 pm)

- Will students retain IDEA rights – way to determine impact on how to work on that issue
 - Ex: in DC, can't go to due process
 - % of students who are working after exiting school (at or above minimum wage, at least 20 hours a week)
 - Measure racial, ethnic & gender disparities at key points in the school career
 - Types of disabilities
 - Note: UCEDDs don't have the capacity to collect this data, need to encourage others to do so
 - Longitudinal data
 - Having gainful employment
 - Postsecondary enrollment/graduation
 - Look at the above to determine how well do students with IEPs track
 - State improvement plans
 - WIOA? Planning requirement, not sure about data
 - Summary of performance
 - # of students that graduate + secure license
 - Who is learning field (
 - Average of service in special education
 - Retention is complex
- Question: UCEDDs don't necessarily have the means or capacity for these metrics. If we're talking about opportunities for UCEDDs to maximize impact in the areas we've chosen, how would UCEDDs demonstrate effectiveness of their activities, especially where federal funds are being used? What metrics would you use in those instances?
 - Tweak data from NIRS in relation to these policy goals, to figure out what you can leverage to show impact from the programs you have

Tier E: Collaborations & Next Steps (Friday 9:45-10:30 am)

School Choice

- National Level: Working with over 100 disability organizations
- Education Taskforce with civil and human rights
- Meeting with education officials, obviously have a request in to meet with Sec. DeVos
- Defining "real choice" for people with disabilities and their families
 - Consequences need to be delineated as well- articulate what school choice could look like
 - How can we assist/work with charter schools?
 - Variance from state to state is different for charter schools, but the assessments remain the same?
 - Whole, full-scale implementation- look across the board for collaborations with minority groups, to look at students with disabilities in subgroups, extend beyond present populations, look for natural allies (PNAs, legal entities with a social justice bent, rural and isolated communities)
 - Philosophical agreement in defining choice
 - Leadership Taskforce- on the national level LA Raza, National Urban League (risk factors for delay and disability within diverse communities), make it a part of their legislative agenda, make it clear how this is a critical social rights issue

- Emphasize ESSA (trying to get money in the President's budget)
- Important: Get on state task forces and commissions to look at ESSA plan
 - Keep an eye on demographic data (who's getting excluded)
 - Legal Center on Children and the Law – ABA Stabilize education laws
 - Child welfare coalition
 - State legal aid- especially for low income families
 - Access to justice issues crop up

ESSA

- Assign someone in UCEDD to review ESSA
- Track activities of standards boards
- Summary of ESSA plans
- Proactively call your governor's office to be able to review ESSA state plan, because they are not required to make it public
- National Down Syndrome Congress has been reading and analyzing all these plans
- Waivers for regulation and evaluation, instead of strict guidance
- UCEDDs need to be able to find a way to track these state-level issues, because of lack of several federal oversight. UCEDDs need to become more agile.
- Educate governors with regards to cost-shift
- Assistive technology transportation- all use Medicaid funds
- TOWN HALLS- most effective way of communicating with representative
- The more informed families and parents are about possible consequences, the more effective our advocacy will be
 - Ethnicity-specific groups
 - Opportunities to advocate on their own behalf

Tier E: Collaborations & Next Steps (Friday 10:45-11:30 am)

School Choice/ Vouchers

- AUCD needs info on UCEDDS' experience on the ground
- Defining "real choice" for students with disabilities and their families- delineate the consequences of various spheres
- How could we assist/work with charter schools?
- How do we collaborate with groups who have commitments to social justice/civil rights? (La Raza, Urban League, tribal groups, etc- natural allies)
- How do we work with faculty from College of ED?
- Sharing info/educating families—PTI funds
- Conversations with our state network DD partners
- What data do we have/need?
- Create an education policy group listserv- (Kim Musheno collected names from this group)

ESSA

- What happened to teacher quality?
- NEED TO GET INVOLVED in reviewing state ESSA plans
- Track what's happening with teacher certification/licensing across states
- Dissemination efforts- creating user-friendly and actionable summaries for family and other stakeholders
- How do we assign UCEDD staff to work on this and other issues?/ Lack of resources
- How do we reach marginalized families/communities? How do we include self-advocates?