

**August 10, 2016, Continuing Advisory Committee (CAC) Meeting Minutes
Region 13 Education Service Center | Rosewood Room
5701 Springdale Rd., Austin, TX 78723**

CAC Attendees Jana Burns, Jennifer Cantu, Debra Emerson, Julia Erwin, Robin Lock, Vickie Mitchell, Nagla Moussa, Nancy Shugart, Erin Wilder, Myeshi Williams-Briley

CAC Absentees Gwyn Boyter, Debra Emerson, Elvia Espino, Susan Johnson, Laurie Rodriguez, Debbie Unruh, Jen Wylie

Texas Education Agency (TEA) Resources Gene Lenz, Heather Reisman, Michelle Rosales, Keith Swink, Amy Kilpatrick, Susie May

Facilitator Margie Sanford

Welcome & Introductions	Ms. Margie Sanford welcomed participants. The CAC members' duties and expectations were reviewed. She reminded the members that main priority of the committee is to advise TEA.
Public Comments	Steven Aleman, Kyle Piccola, and Christine Broughal provided public comments to the CAC.
Business Meeting Jennifer Cantu	<p>The committee reviewed the February 2, 2016 and May 26, 2016 minutes. The minutes were approved after a motion from Ms. Nagla Moussa, seconded by Ms. Vickie Mitchel and approved, unopposed, by all the committee members. The committee discussed any concerns/issues since the last meeting.</p> <p>Ms. Jennifer Cantu discussed the need for more committee members. She is in communication with the Governor's office to move members off the committee at the end of their terms and appoint new members more quickly. There are currently only about 11 active members on the committee. The committee is intended to have 17 members. New appointments are still pending. Ms. Cantu asked the committee to share recommendations with her.</p> <p>Ms. Vickie Mitchell will give the career and technology education (CTE) update during the scheduled time on the agenda.</p> <p>Ms. Robin Lock discussed teacher preparation issues. She shared a personal story to remind committee to not focus on the disability, but focus on the person. Texas Tech University is working on a plan to embed English as a second language (ESL) and special education instruction in the teacher preparation program as part of a grant awarded to the university. Teacher candidates who complete the program would be eligible for dual or triple certification as elementary general education, special education and ESL.</p> <p>Ms. Nagla Moussa discussed inclusion issues in the districts. Districts appear to need encouragement and support to improve meaningful inclusion opportunities. Teacher preparation is an important part of improving inclusion, especially in the area of behavior management.</p> <p>Ms. Myeshi Williams-Briley discussed the need for greater diversity on the committee to better represent the diversity of the student population. Diversity is important when considering adding new members to this committee.</p> <p>Ms. Julia Erwin asked if someone could post the empty positions and roles on the committee. Ms. Cantu asked if the open positions could be added to each agenda in order to inform the committee.</p> <p>Ms. Erwin discussed the many questions that have arisen about the status of the STAAR testing results. She requested that a TEA representative from special education assessment be invited to the next meeting to answer questions.</p> <p>Ms. Nancy Shugart reiterated Ms. Lock's comment regarding focusing on the person and not the disability and getting that message across to others. It is important to set the bar high.</p> <p>Ms. Cantu discussed the rumors and media coverage of the STAAR situation and the growing confusion. She noted that Mr. Justin Porter from the TEA assessment division is on the agenda for February, but Ms. Cantu suggested we ask him to attend the October meeting</p> <p>Ms. Moussa asked about the state's rating from the Office of Special Education Programs (OSEP). Ms. Tammy Percy from TEA will be discussing that topic later.</p> <p>Committee held officer elections. Vickie Mitchell was elected as Chair, Jana Burns and Erin Wilder</p>

	<p>were elected as co-chairs.</p>
<p>DARS Update Erin Wilder</p>	<p>In the last legislative session a bill abolished the Department of Assistive and Rehabilitative Services (DARS) as of September 1, 2016. DARS will be merged with the Texas Workforce Commission (TWC). A number of programs are staying with the Health and Human Services Commission (HHSC)</p> <ul style="list-style-type: none"> ▪ Independent living ▪ Comprehensive rehab services – Traumatic brain injury (TBI) and spinal cord injuries ▪ Autism program for younger children ▪ Contracting <p>The transition from DARS to TWC is expected to be smooth, without any interruption in services for consumers. Ms. Wilder made clear that this is not about reducing positions or about budget cuts. They do not anticipate changes in vocational rehabilitation services. They may look to reduce in areas that there is duplication in positions. There is a strong push to maintain the specialty areas that people have. There will be changes in the main office location, but eventually everyone will be housed with TWC. This next year is about moving to TWC, and the following year is about combining the divisions. They are already working on combining policy and standards</p> <p>Final regulations for the Workforce Innovation and Opportunity Act (WIOA) have come out and are under review. DARS staff is working with TWC to follow their process for reviewing new legislation. They will use that review to determine what services count in which category. It contains a requirement that Vocational Rehabilitation programs spent 15% of VR funds to a specific group of individuals with disabilities. DARS and TWC will work to develop solid guidance to the field. Project SEARCH is continuing to grow across the state. They are working on a memorandum of understanding (MOU) with TEA. The target start date is October 31, 2016. TWC will now have to sign off on it as well. TWC Vocational Rehab Division is a new division for the agency. There is a website link that includes explanations and pictures regarding the DARS transition process to HHSC and TWC. Ms. Wilder will send the link to the committee members. Current DARS field offices will remain intact until leases expire. When DARS leases end, TWC may look at moving each regional office to a TWC leased or owned building, therefore some field office may move. As of now, all of the policies in place at DARS will transfer to TWC. Ms. Moussa asked if DARS/TWC is considering new trainings on specific disabilities for staff in the field. She is hearing from consumers in the field that many DARS counselors lack knowledge in the area of autism specifically. Ms. Wilder responded that DARS has provided subject matter experts across the state in many areas of disabilities. The number of individuals with autism served has increased with success. Ms. Jennifer Kaut is the head of the autism team at DARS. Ms. Mitchell asked if there is a counterpart for deaf services. The Division for Blind Services (DBS) created a counter-part for deaf services. Ms. Williams-Briley asked who would be responsible for adaptive equipment after the transition from DARS to TWC. Ms. Wilder responded that the person currently responsible is retiring soon, and she is not sure if the position has been posted yet. In a follow-up question, Ms. Williams-Briley asked about the process for replacing equipment due for replacement (every 5 years). Ms. Wilder does not anticipate any interruption to the equipment replacement schedule.</p> <p>DARS is moving to TWC as the Texas Workforce Solutions Vocational Rehabilitation Division as of 9/1</p>
<p>Dialogue Time Jennifer Cantu</p>	<ul style="list-style-type: none"> • Teacher preparation Ms. Lock shared information about the teacher preparation requirements and the new process they are implementing at Texas Tech. This program includes training in special education and ESL mandated for all new teacher training. Both pre-service and in-service teachers need to receive information and training that goes beyond legal requirements. Teachers need information in behavior and inclusion. • STAAR testing The committee would like to have a full explanation of what happened with the testing during the 2015-2016 school year in regard to the unscored or “uncounted” tests, when full test results will be provided to parents, the status of the contract with the testing company that made the errors. What has been done after the situation? What is the future of assessment in Texas? • Legislative updates

	<p>If a committee member is interested in a topic or following a particular issue, she may share the information in the October or February committee meetings.</p> <ul style="list-style-type: none"> • Employment Pending grant proposal submitted by Texas Council for Development Disabilities. Grant will provide 1.6 million dollars in funding to six states to increase the employment of school-aged children and young adults. All agencies involved signed the MOU. The main issue is how we operate differently across the state to provide a cohesive model to address the needs and increase the number of youth and young adults that do get employed.
<p>Special Education Update Tammy Pearcy</p>	<p>A Texas Education Telecommunications Network (TETN) was conducted on the State Performance Plan (SPP) submittal and Indicator 17 in May. Texas received its 2016 state determination letter on implementation of the Individuals with Disabilities Education Act (IDEA). Texas is now in the “Needs Assistance” category after making some gains in key areas. TEA is still engaged with OSEP on multiple issues. Reading academy training of trainers (TOT) process has begun. Some education service centers (ESC) are developing follow-up sessions; special education is involved as well. TEA was able to get several instances of long-standing noncompliance issues cleared.</p> <p>Ms. Moussa asked how the STAAR results would impact state reporting. Ms. Pearcy explained that federal reporting is due in December and everything should be cleared up by then. The number of students affected statewide will not have an impact on federal reporting. 14,000 students were impacted on the Accommodated version of the test. Most school districts chose to retest those students. The number that chose not to retest should not impact state numbers</p> <p>Ms. Erwin asked about individual students who did not receive a score on certain tests. Ms. Pearcy replied that it is her understanding that getting a report to parents is part of TEA’s contract with the testing company.</p> <p>Ms. Pearcy explained that the commissioner of education has waived the Student Success Initiative (SSI) requirement for grade advancement. The agency anticipates that all needed scores will be available for state and federal reporting purposes.</p> <p>Ms. Williams-Briley asked if there is a mandated time frame for the test scores to be reported. Ms. Pearcy responded that the TEA reports federally in December and the agency expects to have the information before then. She is not sure about the timeline for getting information to parents. TEA has been assured by the testing company that the actual student results are accurate in the database. The issue seems to be getting that information out of the system accurately.</p> <p>Ms. Williams-Briley expressed concern regarding the need to have the testing information in order to make good decisions about the supports needed to help students be successful on next year’s assessment.</p> <p>Ms. Cantu asked if there is any information about going with a different vendor for testing services. Ms. Pearcy replied that there was a two-year contractual agreement, and this was the first year of the contract. Contracts are specific to the requirements for fulfillment and usually include a timeframe for completion.</p> <p>Ms. Moussa asked what the “zeros” mean in the Annual Performance Report. Ms. Pearcy explained that the companion to this report is on the TEA website and can be found on the link provided to the committee. That document shares the cut points for each of the indicators. The report does not reflect individual district results from the National Assessment of Educational Progress (NAEP). Results are statewide only.</p> <p>Ms. Mitchell asked about the status of SPP Indicator 14. Ms. Pearcy responded that the Texas Student Data System (TSDS) will be fully implemented next year, and the agency expects to be able to pull much of the needed data from that system. Ms. Mitchell noted the use of social media in other states to collect this data. This raises concerns about confidentiality, but the agency could at least use social media to get the information out.</p>

<p>CTE Subcommittee Report Out and CTE Presentation Diane Salazar/TEA Vickie Mitchell</p>	<p>Ms. Diane Salazar from TEA reported that there is a flowchart to use to determine CTE coding in the Public Education Information Management System (PEIMS). This flowchart is located in the PEIMS data standards regarding proper coding for PEIMS.</p> <p>Ms. Mitchell asked about how to get the information out to districts regarding the correct coding for funding in CTE and whether the special education teacher needs to be certified. Mr. Keith Swink responded that this information is in the data standards, and everyone has access to this information. Ms. Mitchell clarified that the question is, who needs to be certified, how they get certified, and how to turn off/on the funding code. Ms. Mitchell stated that if the agency creates an information guide, then that information needs to be distributed through many listserves and pathways in order to get the information to all the people who need it. Ms. Mitchell shared that the collaboration between CTE and special education is ever increasing, but there still remains confusion about what is allowable in CTE. Ms. Salazar responded that any teacher already certified could add any certification. Ms. Mitchell explained that although that is allowable, the concern is that in some cases LEAs will then create separate special education CTE courses, which may interfere with the positive steps that have been taken toward inclusion in CTE courses. We don't want to risk going backward. There needs to be some specifics and guidance outlines in a frequently asked questions (FAQ) document.</p> <p>Mr. Swink asked if the subcommittee could take the lead for gathering the list of questions then send them to Ms. Salazar, Ms. Michelle Rosales, and Mr. Swink. TEA will then gather responses and/or create some way to share that information to LEAs and ESCs. The subcommittee will have the questions to TEA when they feel like the questions are complete.</p> <p>Ms. Cantu asked about the other multiple priorities mentioned by Ms. Salazar. Ms. Salazar outlined several new CTE initiatives.</p> <ul style="list-style-type: none"> ▪ New courses approved by the state board will be implemented in the 2017-2018 school year. The agency is currently creating professional development for the implementation. ▪ The agency is drafting requests for proposals (RFPs) and reviewing current proposals. ▪ New textbook adoption and resources for new courses. ▪ New courses are located under curriculum and instruction webpage– click on CTE and on that main page will see “CTE New Course” – includes a crosswalk of previous courses and new courses ▪ CTE webpage http://tea.texas.gov/curriculum/cte/ ▪ New Courses http://tea.texas.gov/Curriculum_and_Instructional_Programs/Learning_Support_and_Programs/Career_and_Technical_Education/CTE_Texas_Essential_Knowledge_and_Skills_for_2017-2018/ ▪ CTE Crosswalk http://tea.texas.gov/Curriculum_and_Instructional_Programs/Learning_Support_and_Programs/Career_and_Technical_Education/CTE_Crosswalks/ ▪ Leadership academy for new CTE Directors – or those with leadership role for CTE ▪ New teacher academy in October ▪ Mentorship program to go along with the teacher academy ▪ Programs of study ▪ Statewide program evaluation of CTE is being developed. Ms. Cantu shared information about the San Antonio Works (SA Works) collaborative in San Antonio partnering industry and the schools. Ms. Salazar explained that the last one was done about six years ago. She would like to see these done more frequently in the future. ▪ Ms. Salazar explained that the Perkins reauthorization would result in strengthening career and technical education for the twenty first century.
<p>Possible Future Topics Jennifer Cantu</p>	<p>Participants were provided information about the input requests received at the last meeting. This page includes TEA responses and resources (when available) to address the questions/input. The updated committee feedback form to TEA requires the committee to provide specific detailed information so that TEA can respond. If the TEA responses do not fully answer the committee</p>

member's question, then they need to resubmit the question/concern with increased detail.

Possible future topics include:

- State assessment concerns
- PBIS
 - Districts allowing private consultants to observe and participate in the planning for the student
 - Behavior intervention needs to be addressed across all environments. How are the things that are in place at the home being carried forward to the school?
 - Does the training in Texas address the use of research-based strategies across environments?
- Diversity in membership
 - What positions need to be filled?
 - How to target diverse population?
- Subcommittee Updates
 - CTE Committee
 - Adjudicated Youth Committee
 - Any new committees needed?
- Ms. Wilder stated that she believes she will have updates in October.
- Mr. Swink asked if the committee would be willing to review the form that TEA uses to request documentation for special education complaint investigations in order to advise TEA on how to make the form more reader friendly. If there is no time to do this during the October meeting, then we can look at it in February.
- Ms. Moussa asked if information about Non-Ed funds is something for this committee to discuss. LEAs don't want to use them because it appears to be an admission of a need that they are not meeting, while others don't mind accessing the funds.

Future Meeting Dates

- October 3, 2016