

October 31, 2008

Attendance – Jim, Jonas, Jill, Ruth, Jacqui, Anne Louise, Kathy

Missing: Pam

Working Plan for 10/31/08:

- Preliminary Findings – the themes and match with the Act itself.
- November 6, 2008 meeting – what is the anticipated outcome? How should we structure? What materials should we send the group in advance? What data should we provide to the attendees?
- Report writing process- how do we proceed? Backwards mapping from 2/1/09.

Meeting minutes –

Michael (SCSU) – Michael reviewed survey data, public meeting notes, and textbox responses. Themes from public meeting minutes and survey items had some themes that generally converged. The other data source examined was the textbox comments. There are times when school personnel and families are in agreement and times when there are disconnects that should be addressed. The group asked questions:

- How are the topics or themes weighted? At this point, the themes are not presented in a way that indicate certain responses were weighted higher, lower, and so forth.
- We need to look to the legislation to categorize findings: teacher prep programs,
- Can we look by regions?
- How do we interpret rating of need as it relates to priority ratings?

Other data:

- Can we get bullying data reported out by disability category?
- We can also provide numbers statewide for Birth to Three and ages 3-21 years
- Kathy could give numbers from adult pilot project

Other themes discussed looking at data – may be new themes or may fit in with others:

- Transition – preparation for career, independent living, and contributing to communities after exiting from special education.
- Treatment of families and helping them in understanding the process (PPT/IEP/assessment) – there needs to be coursework that meaningfully addresses ways to work with families and support them into meaningful partnership with school districts.
- Bullying
- Inclusion: peer to peer interactions
- Decision-making and individualization: differentiated instruction and meeting the unique needs of all learners. Schools are struggling to be able to do this – initiatives out there like CALI (standards-based/making standards work) and NCATE.

- Policies and practices: class sizes, time/schedule to be able to differentiate, class assignments (learner diversity/characteristics)
- How are IHEs looking at dispositions of entering and exiting teacher candidates? Where are candidates getting particular areas of training? Credit courses – don't have to add courses...modify existing requirements to include certain topics. How are candidates being prepared for these real world needs/experiences? Discussed NCATE work. Need to look more closely at what courses are approved and how they are approved.
- We need to cite the laws wherever possible such as with the bullying.
- Looking at five year programs leading to certification. Courses and programs across IHEs are different in content.
- May get at this through the certification requirement process – building into the hours of 90 credit hours. If you work with ASD/DD, your CEUs should look like X.
- Federal legislation around the IEP – what are the supports and services needed to instruct this child? There's a vehicle to do this. We have legislation built in that we can be highlighting. We have pieces that can get us there.
- Big picture – is there a bigger picture we're mapping onto such as building resource centers.
- Funding and grant support for Autism Centers for excellence. Bringing together multiple agencies with the data and collaborative expertise – like this group.
- Inequitable resources by region – building capacity using the RESC structures and having a centralized hub.
- Recommendations – resources can be recommended.

November 6th meeting: We anticipate 15 people attending. Michael will do a Power Point on how many responded and the major themes that emerged. We will have the attendees understand the process for how the group was designated and is expected to frame the report (the Act); what has been done to collect data; how stakeholders have been engaged in the process; and focus on the data assignment.

Look at the data. What are you surprised by? Not surprised by? What's missing? Based on your experiences, what areas might be a priority for the State? What are some possible solutions?

Speaking

Kathy – Intro and Charge (Jacqui helps with sharing how people were invited to attend)

Jacqui/Michael – Findings

Jonas/Kathy – Data questions

Powerpoint – Section one of the Act (powerpoint) and findings and the questions.

Michael needs to put draft in the footer or as a watermark.

Charting – Anne Louise will capture electronically.

Recommendation Approach: The group is expected to develop recommendations covering the following areas. The statement of findings in these areas will lead to identified need. Those needs will frame the state recommendations.

Teacher/Professional Preparation Programs

- Competencies
- Capacity
- Birth-21 span implementation
- Availability of qualified staff
- Collaborative partnerships in training
- Research-based practices
 - Characteristics of learners
 - Curriculum and instruction
 - AT
 - Inclusion
 - Incorporation of methods

Certification Requirements

- Competencies
- Capacity
- Birth-21 span implementation
- Availability of qualified staff
- Collaborative partnerships in training
- Research-based practices
 - Characteristics of learners
 - Curriculum and instruction
 - AT
 - Inclusion
 - Incorporation of methods

Training – in-service/training specific to needs of paraprofessionals, related service providers, early childhood, administrators, and parents.

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Tasks:

Pam needs to tweak the existing survey cover letter and get to Jim for dissemination to higher education.

Jim will get a one week survey out to IHE.

Everyone needs to review data sets Mike presented – Jacqui will make sure the copies are made (power point) for meeting with the RESC attendees.