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Blueprint for Maryland's Future Special Education Workgroup

Workgroup Meeting #14

**Division of Early Intervention and Special
Education Services**

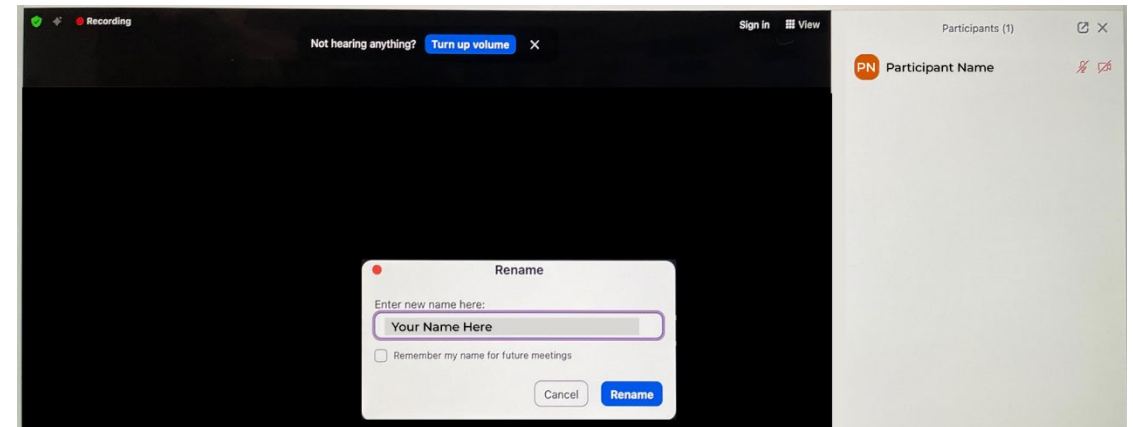
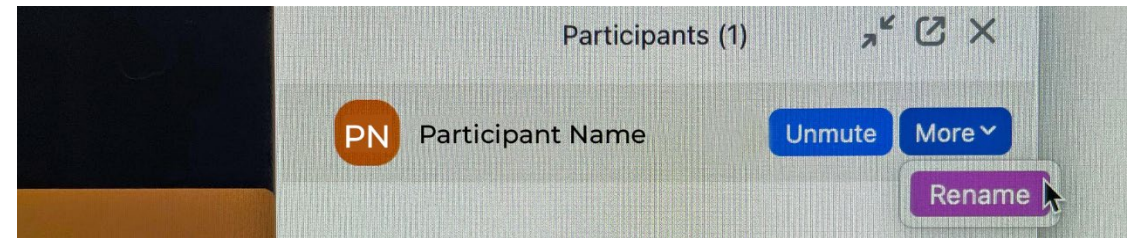
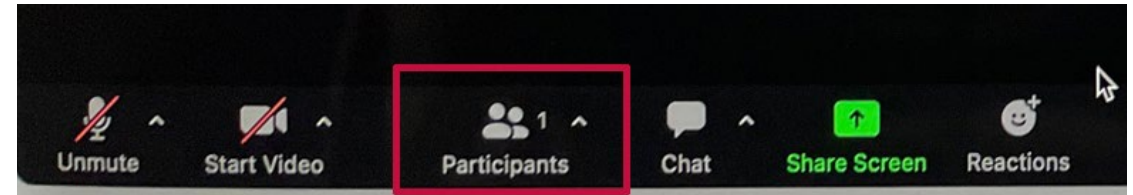
November 21, 2024

CO-CHAIRS

Dr. Carey Wright, Interim State Superintendent of Schools
Liz Zogby, Special Education Policy & Advocacy

Please Ensure Your Name Appears Correctly

1. Select Participants, located in the bottom toolbar of the meeting window
2. Hover over your name and select More (desktop) or tap your name (mobile)
3. Click or tap Rename
4. Enter your desired name and click Rename (desktop) or Done (mobile)

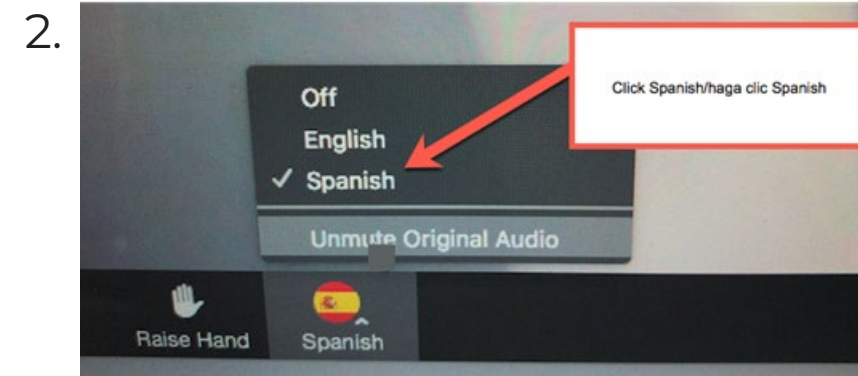
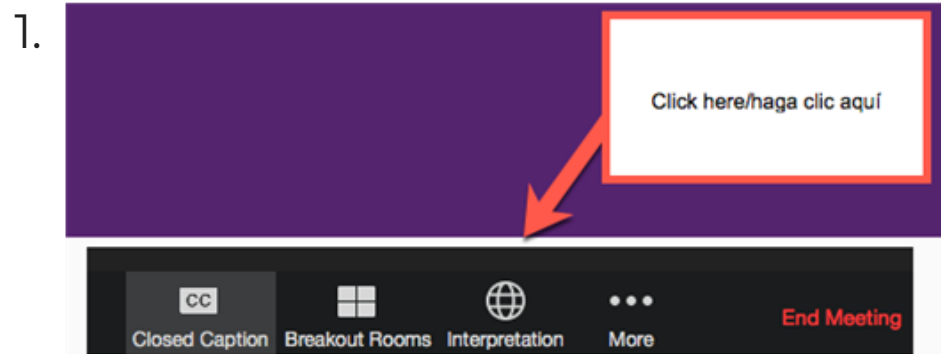


Note to Attendees

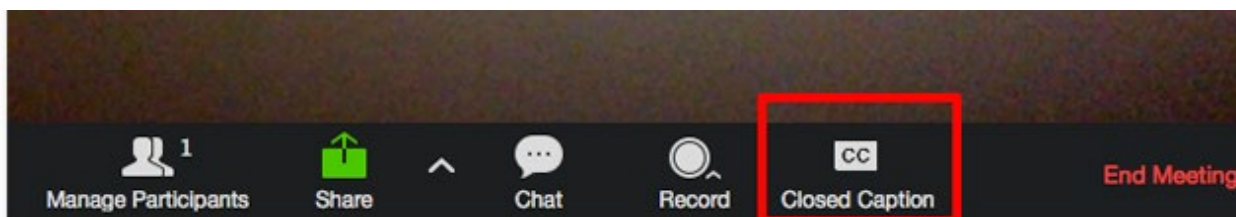
<https://youtube.com/live/00sRjNqQn-g?feature=share>

This meeting is being recorded and livestreamed via MSDE's YouTube channel:

¿Español?



Closed Captioning





Presentation Outline

1. Welcome/Introductions
2. Public Comment
3. Review of October Feedback
4. Recommendations
5. Secondary Transition
6. Break out Groups
7. Workgroup Report Update
8. Wrap Up/Closing

Blueprint Special Education Workgroup

Meeting #14

Guiding Question(s)

How can predictors of post-school success be embedded in the IEP/transition process?

How can Maryland ensure that all students with disabilities upon exit from school are connected to a post-school pathway?

How can the programs and policies of the College and Career Readiness Pillar of the Blueprint explicitly include all students with disabilities?



Public Comment

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Feedback from October Meeting

Workgroup Feedback (2 of 2)

Change special education process (including resolution of disagreements and disputes) to maintain and reinforce trust and positive family-school partnership

- Meeting scheduling/flexibility for IEP times
- Use technology for virtual meetings (e.g., OWL camera)
- Work with unions on contracts that allow for more flexible meeting times, incentives/stipends, etc.
- Create opportunities for informal conversations between families and schools (e.g., open classrooms, volunteering, etc.); invite families in
- IEP coordinator position in every school
- Plain Language in Maryland Online IEP (MOIEP)
- Automatic language translation of IEP
- Increase DocuSign access, including mobile device access
- Staff training on dispute resolution process
- Use of neutral facilitators for meetings

Additional Suggestions

- External capacity in community partners



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Family Partnership Recommendations

Family Partnership Recommendations for Discussion (1 of 2)

MSDE should develop a cross-divisional plan for a plan within 90 days to strengthen authentic family-school partnerships, particularly to support infants, toddlers, and students with disabilities, which should be incorporated into state guidance, technical assistance, and monitoring protocols as appropriate, including:

- Ongoing training, support, coaching, and mentoring using evidence-based practices on authentic school-family partnership and cultural competency utilizing community partners (i.e., families and family-serving organizations)
- Collaboration with institutions of higher education to ensure educator preparation programs include skills and knowledge for building relationships with families, meeting facilitation, best practices for communication with families, and specifically participation in IEP meetings (for general and special educators)

Workgroup Feedback (1 of 2)

State support for school/system capacity building to support family-school partnerships

- Train, support, coach, and mentor using evidence-based practices about authentic family-school partnerships
- Create tool kit that includes best practices on meeting facilitation and collaboration skills
- Work with institutions of higher education to ensure that educator preparation programs include
- Communicate with families

State policy and guidance to ensure parents are full and equal partners in special education process

- Implement Standards and guidance for serving multilingual families
- Hold Principals responsible to ensure parents of students with disabilities (SWD) are included in all schoolwide activities with needed supports (e.g., interpreters)
- Develop periodic workshops or videos (in multiple languages) for families
- Develop cooperative training for staff and families
- Develop and disseminate guidance clarifying that parental input should not be limited to one/particular sections of the IEP and that parents are experts on their child
- Ensure consistent training by state on meeting facilitation
- Fund and support school staff positions

Family Partnership Recommendations for Discussion (2 of 2)

To maintain and reinforce trust and positive family-school partnership, MSDE should develop an implementation plan to include the following proposed changes to the special education process:

1. Make MOIEP changes including automatic language translation, mobile device DocuSign access, and use of Plain Language as part of the MOIEP revision process that includes authentic stakeholder engagement including families and teachers
2. Collaborate with unions to develop best practice guidance for contracts that allow for increased flexibility in IEP meeting times through incentives, stipends, or other provisions
3. Work with community partners to develop standards and guidance for serving multilingual families including interpretation services, translated drafts before IEP meetings, and staff roles (e.g., multilingual liaison, community engagement specialists)
4. Provide technical assistance and training for school staff on meeting facilitation and conflict resolution, including the development of an “IEP facilitation tool kit”
5. Develop cooperative trainings with family-led organizations for staff and families on the IEP process and workshops/videos (in multiple languages) for families that model family-school partnerships
6. Explore new partnerships to bring neutral facilitators and community partners into the IEP process



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Secondary Transition

The Possibilities of Secondary Transition

Our belief: everyone can work with the right supports and services.

- This work should be individualized, integrated, competitive paid at or above minimum wage
- The best advocates for families are other families who have seen success.
- Schools can support through Predictors of Post School Success.
- The transition portion of the IEP are vital, but skills development and opportunities should not be limited to the IEP.



Image credit: Think Higher Ed and New York Department of Labor

Blueprint in Broader Context

Intent: All students exit school college (and/or) career ready.

What has been changed and/or may need to further change to achieve this intent?

- Balance of academic readiness with career readiness without sacrificing one or the other.
- Equity of access and meaningful opportunities to develop career readiness alongside peers without disabilities, such as inclusive apprenticeships, Career Technology Education, etc.
- Blueprint funded CCR staff, guidance and other general educators all need knowledge and vision to be able to successfully support all students including those with disabilities.

MD has a 2.9% unemployment rate, a declining birth rate, and an aging population. Ensuring that all students exit school with the belief they can work and the skills to do so is critical.

Improving Maryland's Postschool Partnerships

The problem: While Maryland has the largest State Agency Transition Collaborative in the country working together to ensure a seamless transition from school to post school services, the post school world is driven by eligibility, not entitlement.

Increasing college/career readiness will support increased employment outcomes for post school partners; however, partners such as the Division of Rehabilitative Services (DORS) also need to meet additional measures.

Maryland has received a federal grant to improve linkage to post school services.

How can we ensure that students who don't obtain high school diplomas receive some sort of formal documentation of their career readiness skills that would meet the Workforce Innovation and Opportunities Act criteria?

Predictors of Post-School Success

Areas: Education, Employment and Independent Living

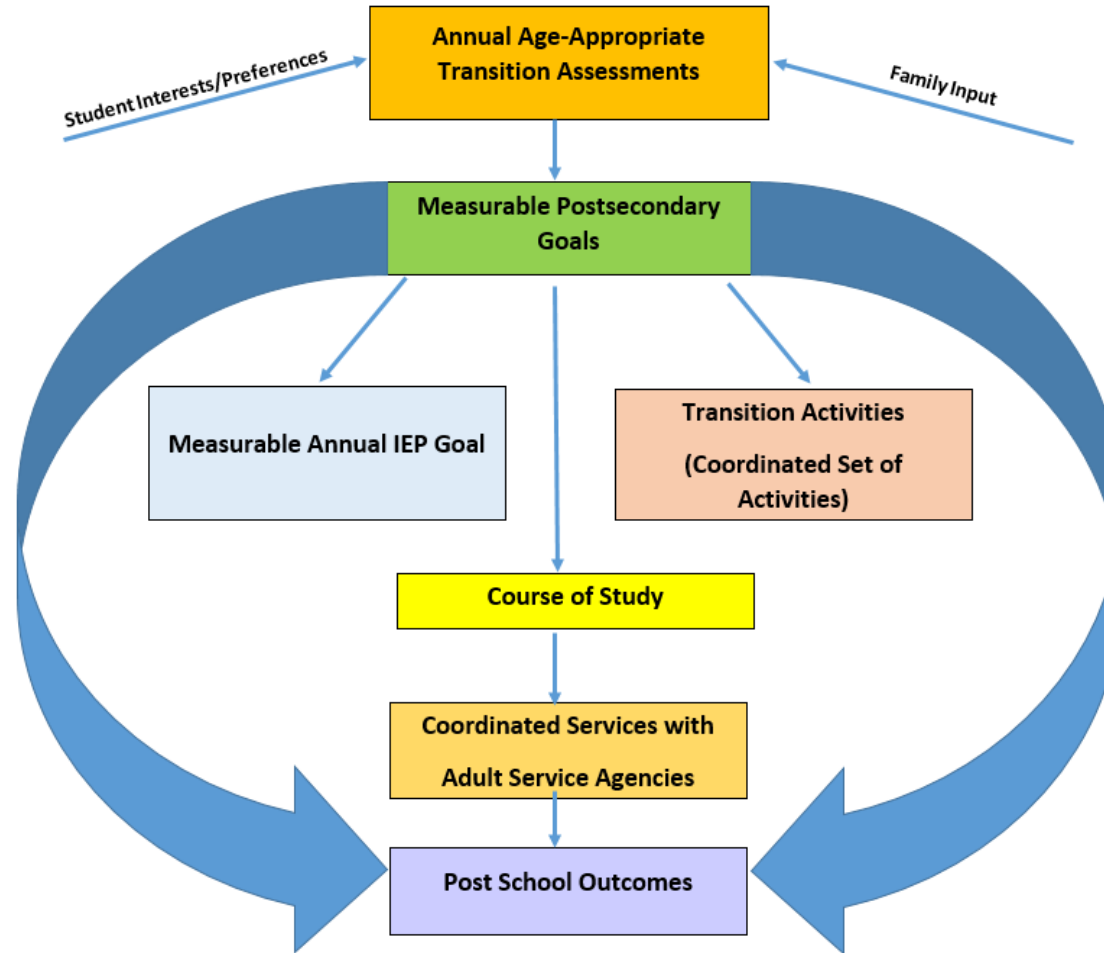
Categories: Promising, Evidence, and Research based

Key predictors include:

- Paid work while in school
- Parent expectations
- Inclusion
- Youth decision making
- Self advocacy

Underway: endorsements for certificate students aligned with predictors

Secondary Transition Planning in Maryland



Blueprint Pillar Three: College and Career Readiness

- Establishes a College and Career Ready (CCR) Standard that students are expected to meet in the 10th grade.
- New curriculum standards and expanded access to Career and Technical Education, including a focus on high-quality instructional materials.
- Requires progress towards on-time graduation to be measured and reported to MSDE, with a focus on Early Warning Indicators (EWIs).
- Offers CCR pathways, including Advanced Academic Pathways.
- Establishes a goal of 45% of high school students completing a registered apprenticeship or earning an industry recognized credential.
- Requires access to career counseling.

Blueprint Pillar Three: College and Career Readiness

CCR Standard

OPTION 1

Academic Success

Earn a High School Grade Point Average (GPA) of 3.00 or Higher

- AND -

Math Mastery

Earn Grade of A, B, or C in Algebra I

OR

Score Proficient or Above on the Algebra I MCAP

OPTION 2

Score Proficient or Above on the ELA 10 AND Algebra I MCAP Assessments

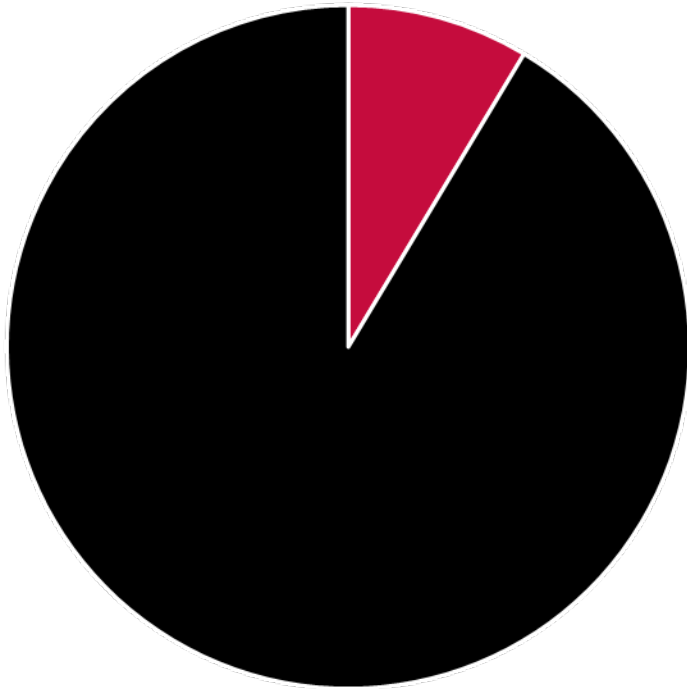
The revised CCR standard names two pathways towards attainment

The standard does not currently recognize alternate assessment or WIDA attainment

Funding from CCR standard attainment is intended to support post-secondary pathways

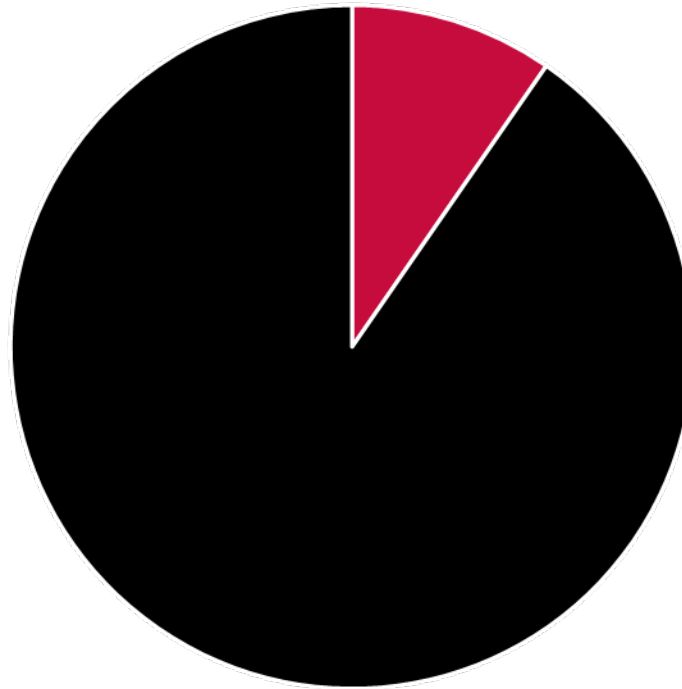
CTE Program Enrollment for Students with Disabilities

Concentrator



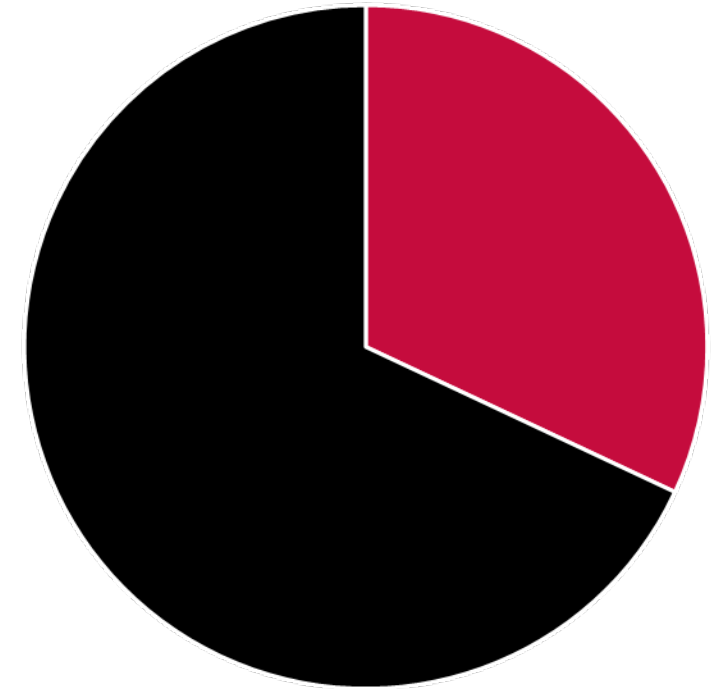
■ SWD ■ Total Students

Completer



■ SWD ■ Total Students

CRD Enrollment



■ SWD ■ Total Students

Indicator 14

Year	A Enrolled in higher education within one year of leaving high school.		B Enrolled in higher education or competitively employed within one year of leaving high school.		C Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	
	State Target	State Results	State Target	State Results	State Target	State Results
2022	≥ 25.5%	25.4%	≥ 58.0%	61.0%	≥ 58.0%	62.6%
2021	≥ 25.0%	26.8%	≥ 57.0%	63.6%	≥ 58.0%	65.1%
2020 ¹	≥ 24.87%	24.9%	≥ 56.32%	56.3%	≥ 56.63%	56.6%
2019	≥ 28.0%	26.5%	≥ 60.0%	61.9%	≥ 74.0%	64.7%

¹ All states were required to reset Annual Performance Report (APR) targets and baselines in FFY 2020. The new APR period lasts from FFY 2020-FFY 2025.



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Breakout Groups

Small Group Breakout Sessions

- The breakout groups will be assigned using Random Grouping to ensure everyone has an equal chance to participate, **ensure like-sized groups with diverse perspectives**, and to save time by automating the grouping process.
 - You will **automatically be assigned a group to move to (Except Room 1 – which will not move)**
 - When you receive a notification asking if you would like to move to a breakout group – please click “**move to breakout.**”
- Please **use the chat** if you have additional comments so that your feedback can be recorded.
- Breakout Group #1 will be livestreamed, and all will be recorded and posted on the MSDE website.
 - NOTE: Sign language** interpreters will remain in **breakout room #1** and will be live streamed.
- Each breakout group is assigned an **MSDE staff** as a **notetaker**.
- Each breakout group is asked to please **identify** a:
 - Facilitator - to ensure equal opportunity to respond and keep group on task
 - Timekeeper - to track use of time and ensure group remains on track
 - Reporter - to share out 2 – 3-minute highlights of the discussion
- As there is limited time, do not feel you need to respond to the questions in order.

Small Group Breakout Sessions: Group Norms

- Speak with care:
 - Speak from your own experience and be mindful of how your comments may impact others.
 - Use “I” statements and avoid speaking for/or generalizing whole groups.
- Listen respectfully:
 - Avoid interrupting the person speaking and talk that evaluates/judges their comments.
 - Limit your comments to 1 – 2 minutes.
 - Understand that there are no right or wrong answers.
- Lean in/Lean back:
 - Give your input and make space for others to do the same.
 - Be aware of your talk time and try to stay on topic.

Small Group Breakout Questions

1. How can predictors of post-school success be embedded in the IEP/transition process and the broader secondary transition process? What steps can be taken to ensure that indicators are embedded earlier in a student's academic career?
2. What recommendations should the SEW make to ensure that students with disabilities have the supports and services to achieve the legislative intent of college/career readiness for all students in support of improving their post-school outcomes?
3. What standards and guidance can MSDE set to ensure that all students with disabilities upon exit from school are connected to a post-school pathway?
4. The legislative intent of the Blueprint is for all students to be college and career ready. How can the programs and policies of the College and Career Readiness Pillar of the Blueprint (e.g., CCR standard, post-CCR pathways including CTE programs, apprenticeships, advanced academic pathways, and support pathways) advance this goal and explicitly include all students with disabilities, maintaining high standards and expectations while including those students with the highest support needs?
5. What other recommendations do you have to improve the post-secondary transition planning process?

Large Group Report Out

1. How can predictors of post-school success be embedded in the IEP/transition process and the broader secondary transition process? What steps can be taken to ensure that indicators are embedded earlier in a student's academic career?
2. What recommendations should the SEW make to ensure that students with disabilities have the supports and services to achieve the legislative intent of college/career readiness for all students in support of improving their post-school outcomes?
3. What standards and guidance can MSDE set to ensure that all students with disabilities upon exit from school are connected to a post-school pathway?
4. The legislative intent of the Blueprint is for all students to be college and career ready. How can the programs and policies of the College and Career Readiness Pillar of the Blueprint (e.g., CCR standard, post-CCR pathways including CTE programs, apprenticeships, advanced academic pathways, and support pathways) advance this goal and explicitly include all students with disabilities, maintaining high standards and expectations while including those students with the highest support needs?
5. What other recommendations do you have to improve the post-secondary transition planning process?

Final Report

Final Report Timeline	Anticipated Date
Draft Report to Exec Committee	October 7, 2024
Draft Report to Workgroup	October 17, 2024
Address Comments	October 24-28, 2024
Final Report to Exec Committee	October 28, 2024
Final Report to MSDE Leadership	November 1, 2024
Final Report to Workgroup and AIB	December 1, 2024

MSDE Blueprint Special Education Workgroup Webpage:
Blueprint.MarylandPublicSchools.org/Special-Education-Workgroup

Future Meeting Dates

Date	Time
Wednesday, December 18, 2024	4:00 – 6:00 pm
Wednesday, January 29, 2025	4:00 – 6:00 pm

BLUEPRINT FOR MARYLAND'S FUTURE

More information can be found on MSDE's Blueprint webpage:

Blueprint.MarylandPublicSchools.org

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