The webinar, “Stories of Success: Stakeholder Involvement in the SSIP Process,” will start at 3 p.m.

While you wait, consider responding to any of the following questions in the chat space:

• What is your SAP/ICC doing to engage stakeholders in the SSIP process?

• Is your SAP/ICC doing something innovative or well that you would like to share in future webinars?

• Have you visited [www.stateadvisorypanel.org](http://www.stateadvisorypanel.org) and how have you used the resources on the site?
State Advisory Panel & Interagency Coordinating Council

Stories of Success: Stakeholder Involvement in the State Systemic Improvement Plan Process
Agenda

• Welcome
• Logistics
• Presentations
  – Arkansas State Advisory Panel
  – Virginia Interagency Coordinating Council
  – Georgia State Advisory Panel
• Questions (time permitting)
• Closing Comments and Announcements
Partners

• Early Childhood Technical Assistance Center
  – Sharon Ringwalt

• Regional Parent Technical Assistance Centers
  – Barbara Buswell, Roger Holt, Jan Serak

• Regional Resource Center Program
  – Teresa Blythe, John Copenhaver, Susan DuRant, Darla Griffin
Developing and Strengthening Partnerships with Stakeholders: Arkansas’s SSIP

Jennifer Gonzales
Arkansas Department of Education
SSIP Coordinator
jennifer.gonzales@arkansas.gov
501-682-4221
December 12, 2014
Stakeholder Engagement

How can we authentically engage stakeholders in the SSIP process?

How can we develop meaningful partnerships that are:

✓ Ongoing
✓ Impactful
✓ Relevant
✓ Trusting

We can not make sustainable progress on the SiMR …or any important issue without stakeholders.

Authentic stakeholder engagement is the underlying strategy for all change.
Developing and implementing the SSIP requires that the state:

**Strengthen** existing partnerships with **internal** and **external** groups involved in the education of children and youth with disabilities

**Build** partnerships where they do not exist
Variety of Perspectives

- Special Education State Advisory Council
- Units within the Department of Education
- State Education Associations
- Administrators
- Teachers
- Parents
Integral part in developing the SSIP Process:

- Data Analysis – Broad and In-depth
- Infrastructure Analysis – Broad and In-depth
- Identification of our SiMR
- Identification of other potential stakeholders
Supporting the development of Phase I of the SSIP:

• Data Analysis – In-depth

• Infrastructure Analysis – In-depth

• Development of state level strategies

• Theory of Action
Building state-level capacity through the alignment and coordination of existing efforts/systems

In order to support LEAs capacity to implement evidence based systems and practices
Educators Across the State

Engaging multiple stakeholder groups within the in-depth data and infrastructure analysis:

• State education associations across Arkansas
• District and school level special and general education administrators
• Special and general education teachers
• Parents
“To achieve great things, two things are needed: a plan, and not quite enough time.”

- Leonard Bernstein
Georgia SSIP Stakeholder Engagement
ESTABLISH STAKEHOLDER AWARENESS
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td>February 18, 2014</td>
<td>Special Education Staff and Georgia Learning Resource Systems (GLRS)</td>
</tr>
<tr>
<td>March 5, 2014</td>
<td>Special Education Directors’ Forum</td>
</tr>
<tr>
<td>March 13, 2014</td>
<td>State Advisory Panel Meeting</td>
</tr>
<tr>
<td>March 17 - 19, 2014</td>
<td>Spring Leadership Meeting</td>
</tr>
<tr>
<td>March 28, 2014</td>
<td>GaDOE Statewide Collaborative Supports Meeting</td>
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</table>
Participated on TA calls and webinars with OSEP

Critical Benchmark  April 2014
Stakeholder Representation

Assessment & Accountability

School Improvement

Teacher & Leader Evaluation

Curriculum and Instruction

Special Education Parent Mentor

State Advisory Panel

Parent to Parent of Georgia

Division for Special Education

LEA

Institutes of Higher Education (IHE)

RRCP
Regional Resource Center Program
southeast
# Georgia Department of Education

**State Systemic Improvement Plan**  
**Stakeholder Input Meeting**  
**May 6, 2014**

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
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<tbody>
<tr>
<td>9:00 – 9:15</td>
<td>Welcome and Introductions</td>
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<tr>
<td>9:15 – 9:35</td>
<td>Overview of the State Systemic Improvement Plan: Components, Timelines, and Underlying Principles</td>
</tr>
<tr>
<td>9:35 – 10:30</td>
<td>Using Quantitative and Qualitative Data to Determine Root Cause and Contributing Factors to Low Performance</td>
</tr>
<tr>
<td>10:30 – 11:30</td>
<td>Analyzing the State Infrastructure to Determine the State’s Capacity to Structure and Lead Meaningful Change in Local Educational Agencies</td>
</tr>
<tr>
<td>11:30 – 12:00</td>
<td>Next Steps and Action Planning</td>
</tr>
</tbody>
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**Broad Data Analysis**
Participated on TA calls and webinars with OSEP

Received TA on Leading by Convening

How might Leading by Convening support the SSIP process?
Critical Benchmark

Community of Practice with SISEP

How might Implementation Science support the SSIP process?
### Analysis of State Infrastructure to Determine the State’s Capacity to Lead Meaningful Change in Local Educational Agencies

1. What initiatives do you know about that could be leveraged to improve graduation rates for students with disabilities?
2. Are you aware of any rules, policies, procedures and practices that are negatively impacting graduation rates for students? If so, what are they, and what actions should be taken to address them?
3. How does the state leadership ensure that initiatives are aligned across departments, divisions, and workgroups in order to reduce duplication, leverage resources, and maximize results for students with disabilities?
4. What system does the State have in place for developing implementation capacity at the state, regional, district, and school levels?
5. How does the state utilize sanctions, rewards, and opportunities to remove barriers to improvement, motivate change, and build the capacity of districts/programs to improve results for children and youth with disabilities?
6. How can the state leverage its system of professional development and technical assistance in order to improve graduation rates for all students including students with disabilities? What are the key professional development and technical assistance resources that are available to support LEAs in their efforts to improve graduation rates?

### Next Steps and Action Planning
Stakeholder Representation

- Assessment & Accountability
- School Improvement
- Curriculum and Instruction
- Title One
- Institute of Higher Education (IHE)
- Governor’s Office of Student Achievement
- DECAL
- Special Education Parent Mentor
- GLRS
- Parent to Parent of Georgia
- Division for Special Education
- Georgia 2014 State Teacher of the Year
Broad Infrastructure to Support and Build Capacity

Governance
Fiscal
Quality Standards
Professional Development
Data
Technical Assistance
Accountability/Monitoring
Identify TA that the SEA will need to increase their capacity to develop and implement SSIP

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>October 17 – 18, 2013</td>
<td>SERRC Technical Assistance Meeting</td>
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<tr>
<td>April 2, 2014</td>
<td>OSEP SSIP Technical Assistance Call</td>
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<tr>
<td>April 3, 2014</td>
<td>SERRC Technical Assistance Webinar</td>
</tr>
<tr>
<td>May 8, 2014</td>
<td>OSEP Technical Assistance Call</td>
</tr>
<tr>
<td>July 23-25, 2014</td>
<td>RDA Leadership Series</td>
</tr>
<tr>
<td>August 11-2, 2014</td>
<td>USED TA Visit to Georgia</td>
</tr>
</tbody>
</table>
Moving to consensus..........

✓ How do you currently perceive the issue?
✓ Is it through a comprehensive, inclusive process?
✓ Do you have “human data”? 

✓ Do you have a method for collective conversation and problem solving?
Technical Problems

Easy to Identify
Simple Problems

Quick Solutions
Few Changes

Expert or authority can solve the problem!

Adaptive Challenges

Difficult to Identify
Layered Challenges

Complex Solutions
Change in values, beliefs...

People with the problem do the work of solving it!
Adaptive Challenges require Adaptive leadership!
Qualitative Data

Parent 2 Parent of Georgia

Conducts Parent Surveys

> 3,000 respondents
State Advisory Panel continues to review at quarterly meetings
For additional information

Debbie Gay  dgay@doe.k12.ga.us
Zelphine Smith- Dixon  zsmithdixon@doe.k12.ga.us
SSIP Introduction

New Focus on improving results for families & children

1. Outline the 3 Phases of the Plan and the timelines
2. Explain new terminology and its relationship to the process.
3. Determine who Stakeholders will be
4. Review Infrastructure System Components
WHERE ARE WE GOING?

- Broad Data Analysis – strengths, weaknesses, reliability
- In Depth Data Analysis – what questions did we need to answer to establish a body of evidence to substantiate the rationale behind the focus
- Stakeholder Steering Committee developed
ARE WE THERE YET?

- Ongoing in-depth data analysis with Stakeholder input to confirm our SiMR
- Ongoing statewide data analysis
- Creation of SSIP section on the infantva.org website
- SSIP information included in monthly Part C updates
WHAT ARE WE GOING TO DO?

- Identification of Improvement Strategies
- Prioritize Improvement Strategies
- Evaluate Strategies in order to select those that will have the greatest impact on results for children.
- Begin to identify initial cohort of local systems to implement strategies
NEXT STEPS

December brings the selection of broad improvement strategies and the presentation of
Our Theory of Action Draft
Questions?

• Please use the chat area to type in your questions.
Thank You!

Please evaluate this webinar by going to: https://www.surveymonkey.com/s/12-12-14_Skhldrs-SSIP.
If you are the official contact for your State’s ICC or SAP, you can update your contact information by sending an email to info@stateadvisorypanel.org