The webinar for State Advisory Panels and State Interagency Coordinating Councils, “ICC/SAP Membership Challenges,” 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 members?
• What does your SAP/ICC struggle with in carrying out its functions?
• Is your SAP/ICC doing something innovative or well that you would like to share in future webinars?
• Have you visited www.stateadvisorypanel.org and how have you used the resources on the site?
State Advisory Panel & Interagency Coordinating Council

ICC/SAP Membership Challenges
Agenda

• Welcome
• Logistics
• Presentations
  – Michigan ICC
  – Pennsylvania ICC
  – Oklahoma SAP
  – Connecticut SAP
• Questions (time permitting)
• Closing Comments and Announcements
Inter-Agency Coordinating Councils (ICC)

Statute: TITLE I / D / 682 / b / 1 / B

- **(i)** representatives of institutions of higher education that plan, develop, and carry out high quality programs of personnel preparation
- **(ii)** individuals who design and carry out scientifically based research targeted to the improvement of special education programs and services
- **(iii)** individuals who have recognized experience and knowledge necessary to integrate and apply scientifically based research findings to improve educational and transitional results for children with disabilities
- **(iv)** individuals who administer programs at the State or local level in which children with disabilities participate
ICC Membership continued:

- (v) individuals who prepare parents of children with disabilities to participate in making decisions about the education of their children
- (vi) individuals who establish policies that affect the delivery of services to children with disabilities
- (vii) parents of children with disabilities ages birth through 26 who are benefiting, or have benefited, from coordinated research, personnel preparation, and technical assistance; and
- (viii) individuals with disabilities.
State Advisory Panels
Statute: TITLE I / B / 612 / a / 21 / B

- **(B) Membership....**
- **(i)** parents of children with disabilities
- **(ii)** individuals with disabilities
- **(iii)** teachers
- **(iv)** representatives of institutions of higher education that prepare special education and related services personnel
- **(v)** State and local education officials, including officials who carry out activities under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.)
- **(vi)** administrators of programs for children with disabilities
SAP Membership continued:

- (vii) representatives of other State agencies involved in the financing or delivery of related services to children with disabilities
- (viii) representatives of private schools and public charter schools
- (ix) not less than 1 representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities
- (x) a representative from the State child welfare agency responsible for foster care; and
- (xi) representatives from the State juvenile and adult corrections agencies.
Michigan’s Interagency Coordinating Council (MICC)

Sondra Stegenga MS, OTR/L
*Early On* and Infant Program Supervisor
Ottawa Area Intermediate School District

Barb Schinderle
MICC Staff Liaison
Michigan Department of Education
Office of Great Start
Michigan’s Interagency Coordinating Council (MICC)

How to engage the Council and keep them coming to meetings
MICC Background Information

- We have 21 members, appointed by the Governor for four-year terms.
- A parent was appointed as Chair by the Governor and a service provider was elected as Co-Chair.
- We meet four times per year.
- Many members also have alternates that attend regularly.
- The parent members form our Parent Involvement Committee, which meets every six weeks.
- Currently, we have four Ad Hoc Committees and a State Systemic Improvement Plan (SSIP) Committee that members are invited to join.
Why accept an appointment to the ICC?

To be part of the voice for our youngest learners and their families!
What process do you use to bring the voice of your agency & the stakeholders you represent to the ICC?

By gathering input from stakeholder groups, such as:

- Parents (though LICC and Early Childhood Advisory groups)
- Provider groups (PT, OT, SLP, Teacher, Service Coordinator, SW, etc.)
- Community & Agency partners (through Great Start Collaborative & LICC)
- Administrators (through the Michigan Association of Administrators of Special Education, local director, and intermediate school district meetings)
- Early On Coordinators, Community of Practice
- County/school age provider groups (e.g., OT, PT, Speech)

By participating on work groups & committees through the MICC.
What process do you use to bring information back to your agency & the stakeholders you represent that impacts students with disabilities?

- Meetings with stakeholder groups
- Personal conversations
- Embedding information learned into daily practices and procedures
- Partnering with local universities for research school collaborative efforts (internships, new research, speaking with future practitioners and teachers)
- Sharing information on listservs
- Social media
What keeps you connected to the ICC – i.e., why do you show up at the meetings?

- The work is making a difference for our children and families in Michigan!
- Passionate group of individuals who truly care about children and families!
- Having a voice that goes directly to state leadership who truly listen to needs in the field and address them!
- Initiatives from the ICC at the state level are respected by community partners. We can do more in collaboration than alone!
What do you believe has been your greatest contribution to the ICC?

Bringing forward the provider and parent voice including everyday needs and possible solutions from the field.
Have you had challenges filling non-parent positions?

No, for the past several years Michigan has had more applicants than slots on the MICC.
Does your panel have additional positions not required by federal law (but perhaps required by state law)?

Michigan follows the requirements of the Part C Regs, but also includes a Tribal Government Representative. As part of our “Other” we have a developmental pediatrician.
What makes the MICC special?

The MICC Staff Liaison position

- Makes everyone feel welcome, outreach to members, a consistent person to go to

Provides breakfast, lunch, parking reimbursement, financial support for parents and non-state employees, and overnight accommodations if needed

Holds new member orientation sessions for members and alternates

Stresses that each voice at the table is equally important
Mandated Non-Parent Positions on the SICC

Bureau of Early Intervention Services in Pennsylvania

August 15, 2014
Pennsylvania’s Early Intervention Services System Act

Act 1990-212

Additional positions mandated on the SICC per Act 212:

- Providers (Intermediate Unit, School District, and Private Provider)
- American Academy of Pediatrics
- Department of Health
- Developmental Disabilities Council (Ex-Officio)
- MH/ID Program Administrator
Resources

- PA Association of Intermediate Units (PAIU)
- PA Association of County Administrators
- Committee for Cohesive EI (SICC Subcommittee)
- Welcoming All Children (SICC Subcommittee)
- Senate Public Health and Welfare Committee
- Department of Health
- Insurance Department
- Department of Public Welfare (Office of Policy Development and Office of Legislative Affairs)
Resources Continued

- Developmental Disabilities Council
- American Academy of Pediatrics
- PA Head Start Association
- PA Education for Children and Youth Experiencing Homelessness Program
If you have any additional questions please contact:

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IDEA B STATE ADVISORY PANEL

Todd P. Loftin
Ex. Dir. Assessment and Instruction
Special Education Services
Oklahoma State Department of Education
Survey Results

- Emphasis on the need to stay informed and opportunity to form partnerships with the OSDE and other agencies/oranizations.
- Emphasis on faithfully representing stakeholders and organizational missions.
- Emphasis on sharing information with stakeholders.
NON-PARENT MEMBERS

Authentic Collaboration

Talking Heads
Panel Duties:

- (a) Advise the SEA of unmet needs within the State in the education of children with disabilities;

- (b) Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities;

- (c) Advise the SEA in developing evaluations and reporting on data to the Secretary under section 618 of the Act;

- (d) Advise the SEA in developing corrective action plans to address findings identified in Federal monitoring reports under Part B of the Act; and

- (e) Advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities.
How do we move from the talking head to authentic collaboration?

- Become a learning community.
- Build capacity through:
  - Culture of Collaboration
  - Culture of Trust
  - Social Capacity
What type of leaders do we need to be?

Constructivist

Transformational
CT State Advisory Council on Special Education (SAC)

Helpful Strategies to Fill Parent and Non-Parent Positions

- Nancy Prescott, Executive Director, CT Parent Advocacy Center; SAC Member
- Marcus Rivera, Education Consultant, Bureau of Special Education, CT State Department of Education; SAC Secretary and SPP Parent Indicator Manager
Strategies to Fill SAC Positions

- Elevate the status of the SAC in the mind of the Department of Education and constituent groups, including legislators.
- Ensure that SAC members, especially the Chair, are regularly invited to broad-based education stakeholder groups.
- Submit correspondence to the Department that addresses key education issues on a regular basis; respond to agency draft policy direction in special education.
Strategies to Fill SAC Positions

- Support an active Membership Committee – e.g., include SAC members who are legislators
- Identify, recruit and welcome potential new SAC members to meetings on an on-going basis
- Recruit parent and agency members who are active in statewide organizations
Strategies to Fill SAC Positions

- Maximize the connections and voice of the CT SDE SAC liaison as well as other community/parent/disability organizations

- Expand the mandated membership positions, e.g., in CT we added our PTI, P&A, and PLTI
A Short History of Expanding One Mandated Position

- SAC Executive Committee member attends OSEP conference in 2006 and connects with PTI Director; the conversation begins and a relationship is formed.
- SAC member talks with Council about the value of information PTI can provide to deliberations.
A Short History of Expanding One Mandated Position

- PTI Director is invited to provide annual update of issues and trends AND, regularly attends SAC meetings for the next 3 years
- Council agrees there is value in PTI membership and Executive Committee works with CSDE and legislators to draft language that will add PTI and P&A rep
- Legislation is finalized in 2012
Takeaway from these Strategies

- Expand current mandates — include statewide organizations that support parents of students with disabilities
- Be patient and give the process time; important information can be shared by “guests” on SAC agenda even if not allowed to vote
- Demonstrate consistent participation even though not formally appointed (e.g., committee work; joint sponsorship of correspondence)
- Stay the course, it is a process and takes time under the best of circumstances
Questions?

• Please use the chat area to type in your questions.
Save the Date!

• Friday, November 14, 3 p.m. EDT
• Stakeholder Involvement in the SSIP Process
• More information at www.stateadvisorypanel.org
Thank You!

Please evaluate this webinar by going to: https://www.surveymonkey.com/s/8-15-14MbrshpChall

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