Agenda

• Opening Remarks from Melody Musgrove
• Welcome and Introductions
• Purpose and Logistics
• Review of Regulatory Membership Requirements and Strategies for Representing Your Stakeholder Group
• Encouraging Meaningful Parent Engagement
• Stakeholder Input Process: Michigan Special Education Advisory Committee
• Participant Discussion and Q and A with Presenters
• Closing Comments and Announcements
Welcome from Melody Musgrove

Director, Office of Special Education Programs, US Department of Education
Purpose and Logistics
Review of Regulatory Membership Requirements and Strategies for Representing Your Stakeholder Group
Purpose

Review regulatory SAP membership requirements and provide possible strategies in representing your stakeholder group.
Public Law 89-10 — 1965 (ESEA)
The Legislative History of Special Education
P.L. = Public Law 108 = Congress Number 446 = Number of Laws passed during this session
Public Law 89-750—1966 (ESEA)
Public Law 89-313 — 1965
Public Law 91-230—1970 (EHA)
Public Law 90-247—1968
Public Law 93-380—1974 (EHA)
Public Law 94-142 — 1975 (EAHCA)
Public Law 98-199—1983 (EHA)
Public Law 99-457—1986 (EHA)
Public Law 101-176—1990 (IDEA)
Public Law 102-119—1992 (IDEA)
Public Law 105-117—1997 (IDEA)
Public Law 108-446 — IDEA Amendments of 2004
NCLBA—2001
PROCEDURAL SAFEGUARDS
ACCOUNTABILITY
ACCESS
RESULTS
The membership of the State Advisory Panel must consist of members appointed by the Governor or any other official authorized under State law to make these appointments. *CFR 300.168(a)*
Demographic

Be representative of the State population and composed of individuals involved in, or concerned with, the education of children with disabilities. *CFR 300.168(a)*
• Parents of children with disabilities ages birth through 26
• Individuals with disabilities
• Teachers
• Representatives of institutions of higher education that prepare special education and related services personnel
• State and local education officials
• Administrators of programs for children with disabilities
• Representatives of other State agencies involved in the financing or delivery of related services to children with disabilities

* State regulations can go above federal requirements.
State representatives from Child Welfare responsible for foster care
- Representatives of other State agencies
- Representatives of private schools and public charter schools
- At least one representative of a vocational, community, or business organization concerned with the provisions of transition services to children with disabilities
- Representatives from the State juvenile and adult corrections agencies
- State and local education officials, including officials who carry out activities under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act

* State regulations can go above federal requirements.

CFR 300.168 (c)(1-11)

Membership of Panel
Special Rule

The majority of the members of the panel must be individuals with disabilities and parents of children with disabilities (ages birth through 26 years). CFR 300.168(b)
One of the most significant contributions each Panel member makes is that of representing their stakeholder group. The federal regulations requires that the specific stakeholders be represented by membership on the State Advisory Panel. This requires that the SAP consider methods that can facilitate ongoing communication between SAP members and their stakeholder group.
Representation can be difficult at first.
Reaching Out for Stakeholder Input

- Professional Organizations
- Committees
- Agencies
- Boards
- Workplace
- Advisory Panel Member
- Conferences
- Individuals
Bring a Friend
Invite or bring a friend of your stakeholder group to the SAP meeting.

• State cannot reimburse friends’ travel
• Friend sits in the guest section
Pointer #2

Conferences

• Hold SAP meetings during major State conferences and events.
• Conduct a SAP presentation at other meetings and conferences.
• Provide SAP information at Statewide meetings.
Pointer #3

Location

• Hold SAP meetings in different locations in the State.
• Visit various State and local special education programs.
Pointer #4

SEA Website
• Create a website to market panel activities and meetings.
• Post minutes, meeting schedule, survey, and annual report.
Public Input

• Provide opportunities for public input at State Advisory Panel meetings via a 1-800 number.
Pointer #6

PTIs and CPRCs

• Keep in touch with and invite staff from the Parent Training and Information Center and Community Parent Resource Centers.
• Invite PTIs and CPRCs to report at each meeting.
• Plan a SAP meeting together with the PTI and CPRC.
Encouraging Meaningful Parent Engagement
Stakeholder Input Process on the Michigan Special Education Advisory Committee
Michigan Special Education Advisory Committee (SEAC)

About the Panel
51% parents of and/or persons with disabilities
33 Delegates with 3 year terms
25 Organizational
8 At-Large
Administrators
Nominated by SBE
Appointed by SBE
Advocates
Providers
Michigan Special Education Advisory Committee (SEAC)

Strategy: Engaging public in panel meetings
Strategy: Making public comment
Communicating with Stakeholders
Information: seac.cenmi.org
Information: Quick Notes
Michigan Special Education Advisory Committee (SEAC)

Empowering delegates by:

"Listening to learn" meeting norms
Leveling the playing field
Mentoring delegates
Michigan Special Education Advisory Committee (SEAC)
Leveling the Playing Field
Michigan Special Education Advisory Committee (SEAC)

Visit us at http://seac.cenmi.org

Michigan's Special Education Advisory Committee (SEAC) is the Individuals with Disabilities Education Act (IDEA) mandated state advisory panel of the State Board of Education and the Michigan Department of Education. The 13 members of the SEAC represent a diverse group of stakeholders (administrators, providers, advocates, and consumers) concerned with the education of all children, including students with disabilities.

The mission of the Special Education Advisory Committee is to support opportunities for all students in Michigan and especially those with disabilities by gathering, sharing, and disseminating information with the public; advising the State Board of Education; and working with the Office of Special Education and Early Intervention Services.

Michigan Education
Question
What strategies are State Advisory Panels using to reach out to their stakeholder groups?
Please share.
Work with us, tell us what’s needed, and let’s find a way to build it together.

-- Ruthie Jackson