State Advisory Panel & Interagency Coordinating Council
The Role of Parents and Families as SSIP Stakeholders
Agenda

• Logistics
• Welcome and Introductions
• OSEP Presentation – Gregg Corr
• Presentation by Region 4 PTAC
• Questions (time permitting)
• Closing Comments and Announcements
Results-Driven Accountability

OFFICE OF SPECIAL EDUCATION PROGRAMS
Statutory Monitoring Focus

Primary Monitoring Focus (20 USC 616(a)(2))

- Improving educational results and functional outcomes for all children with disabilities

- In the past, our focus was on ensuring that States meet IDEA program procedural requirements.
Vision for RDA

All components of an accountability system will be aligned in a manner that best support States in improving results for infants, toddlers, children and youth with disabilities, and their families.
Core Principles

- Principle 1: Partnership with stakeholders.
- Principle 2: Transparent and understandable to educators and families.
- Principle 3: Drives improved results
- Principle 4: Protects children and families
- Principle 5: Differentiated incentives and supports to States
- Principle 6: Encourages States to target resources and reduces burden
- Principle 7: Responsive to needs
Components of RDA

• State Performance Plan/Annual Performance Report (SPP/APR) measures results and compliance.

• Determinations reflect State performance on results, as well as compliance.

• Differentiated monitoring and technical assistance supports improvement in all States, but especially low performing States.
Proposed SPP/APR
Focused on Systemic Improvement

• Aligned with RDA vision and goals
• Reduction of reporting burden
• Combines SPP and APR into one document
• Collects SPP/APR data through a web-based, on-line submission process (GRADS)
Proposed SPP/APR
Focused on Systemic Improvement

• Reduce burden
  ✓ Reduced indicators (B-15 and 20; C-9 and 14)
  ✓ Pared down reporting requirements to just those specifically required in statute or EDGAR

• One comprehensive, systemic improvement plan focused on analyzing current system and redesigning, as necessary, to improve results
The proposed SPP/APR includes a comprehensive, multi-year State Systemic Improvement Plan (SSIP), focused on improving results for student with disabilities, that includes the following components:
Phase I • at-a-glance
Data Analysis • Focus for Improvement • Infrastructure Analysis • Theory of Action

Phase II • at-a-glance
Evaluation Plan • Infrastructure Development • Support LEA/LA Implementation

Phase III • at-a-glance
Support LEA/LA Implementation • Results of Ongoing Evaluation • Revise SPP
Region 4 Parent Technical Assistance Center

STATE ADVISORY PANEL/INTERAGENCY COORDINATING COUNCIL WEBINAR

NOVEMBER 22, 2013

IDENTIFYING APPROPRIATE SSIP STAKEHOLDERS & THE ROLE OF PARENTS/FAMILIES

PRESENTED BY: JAN SERAK AND COURTNEY SALZER CO-DIRECTORS, R4PTAC
WHY ENGAGE STAKEHOLDERS?

“Stakeholders are the people that build the community ... that inspire the community ... that serve the community.”

-Gianni Longo
Why Engage Families in the RDA/SSIP Process: OSEP’s Core Principles for RDA

- OSEP is developing the RDA system in partnership with our stakeholders.

- The RDA system is transparent and understandable to States and the general public, especially individuals with disabilities and their families.

- The RDA system drives improved outcomes for all children and youth with disabilities regardless of their age, disability, race/ethnicity, language, gender, socioeconomic status, or location.

- The RDA system ensures the protection of the individual rights of each child or youth with a disability and their families, regardless of his/her age, disability, race/ethnicity, language, gender, socioeconomic status, or location.

- The RDA system provides differentiated incentives, supports, and interventions based on each State’s unique strengths, progress, challenges, and needs.

- The RDA system encourages States to direct their resources to where they can have the greatest positive impact on outcomes and the protection of individual rights for all children and youth with disabilities, and minimizes State burden and duplication of effort.

- The RDA system is responsive to the needs and expectations of the ultimate consumers (i.e., children and youth with disabilities and their families) as they identify them.
IDENTIFYING STAKEHOLDERS

- Who cares about this issue and why?
- What work is already underway separately?
- What shared work could unite us?
- What groups represent those directly responsible for implementing the practice?
- What groups represent individuals with authority over the environments where the practice will be implemented?
- What groups have influence with the consumers who care about this issue or practice?
- Who are the most marginalized stakeholders?

*See Stakeholder Analysis Worksheet & 4 Simple Questions and Meet the Stakeholders handouts.*
PARENTS AS STAKEHOLDERS

- Consider the resources you have in your state:
  - PTIs (Parent Training and Information Centers)
  - CPRCs (Community Parent Resource Centers)
  - State Advisory Panels (SAP)
  - Interagency Coordinating Councils (ICC)
  - State Rehabilitation Councils
  - Other Disability Organizations
CONSIDER EVERY POTENTIAL STAKEHOLDER

See Engaging “Everybody” handout.
How are you branding the issue you want help with?

1. What is the purpose of RDA and how is it different from past approaches?
2. What’s the point of a SSIP?
3. Why would others care about this work, in particular why would families care about this work?
4. Are you communicating the work you are undertaking in lay-person language instead of educator-speak?
5. Is there a simple tag line for what you are doing?
6. What is the commitment you are seeking from stakeholders?
7. Are you communicating the value you believe stakeholders will bring to the process?
Participation by stakeholders in a process does not mean they are engaged. Consider the following:

1. Is a common language used? (see *Learn the Language* handout)

2. Is a baseline of trust between stakeholders? (see *Trust Behaviors and Seeds of Trust* handouts)

3. Does each stakeholder possess the skills and knowledge they need in order to be effective partners in the process? (“Serving on Groups that Make Decisions: A Guide for Families” – [www.servingongroups.org](http://www.servingongroups.org))

4. Is there professional or personal value for each stakeholder? (see *What’s In It for Me?* handout)
STRENGTHENING STAKEHOLDER INTERACTION

- Document repository
- Professional development opportunities
- Dialogue guides
- Virtual dialogues
- Regularly scheduled polls on issues
- Invite guest bloggers
- Develop a collaborative blog
- Other?

See *Building Engagement* handout
STAKEHOLDER ENGAGEMENT IN PHASE 1

- Phase 1 – Due with Feb. 1, 2015 SPP/APR

- Phase 1 Activities

1. **Data Analysis** – *(Wisconsin Example)*
2. **Identification of the Focus for Improvement**
3. **Infrastructure to Support Improvement & Build Capacity**
4. **Create a Theory of Action**
“We like to bring together people from radically different fields and wait for the friction to produce heat, light and magic. Sometimes it takes a while.”
Questions?

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

• Friday, February 21, 3 p.m. EST
• Next SAP Webinar
• Ideas Welcome!
• More information at www.stateadvisorypanel.org
Thank You!

Please evaluate this webinar by going to:
https://www.surveymonkey.com/s/11-22-13_SSIPStakeholders

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