

State Advisory Panel & Interagency Coordinating Council

Advise and Assist:
What Does It Mean?

Agenda



- Welcome and Introductions
- Purpose and Logistics
- Opening Remarks
- State Advisory Panel and Interagency Coordinating Council Regulations on “Advise and Assist”
- Arizona State ICC Presentation
- Nebraska SAP Presentation
- Participant Discussion and Q and A with Presenters
- Closing Comments and Announcements



nectac



Welcome

Sharon Ringwalt

Technical Assistance Specialist

National Early Childhood Technical Assistance Center (NECTAC)

& Mid-South Regional Resource Center



Advise and Assist:
State Advisory Panels
State Interagency Coordinating
Council

Deborah J. Morrow
Office of Special Education Programs



Duties of the SAP

Functions of the SICC



SAP (Part B)

- Advise the SEA
 - of unmet needs
 - in developing evaluations and reporting on 618 data
 - in developing CAPs
 - in developing and implementing policies relating to coordinating services
- Comment publicly on proposed rules or regs

SICC (Part C)

- Advise and Assist the LA in
 - Identification of fiscal and other support
 - Assignment of financial responsibility
 - Promotion of methods for collaboration
 - Preparation of applications
 - the transition of toddlers to preschool and other services (both the SEA and LA)



Membership of the SAP and SICC



SAP Membership

- Parents
- Individuals with disabilities
- Teachers
- Reps of IHEs
- SEA & LEA officials
- Administrators
- Reps of other State agencies
- Reps of private & charter schools
- Not less than 1 – rep of vocational, community or business organization
- A rep from child welfare org
- Reps from State juvenile and adult correctional agencies

SICC Membership

- Parents (20%)
- Public or private providers of EIS (20%)
- One member of State legislature
- One involved in personnel prep
- One member from each State agency involved in EIS (pay or provide) w/ authority to implement
- One from SEA preschool w/ authority to implement
- One from agency responsible for Medicaid and CHIP
- One from Head Start or Early Head Start agency or program
- One from child care agency
- One from private health care agency
- One from Office of Homeless
- One from agency for foster care
- One from agency for mental health



Duties of the SAP

Functions of the SICC



SAP (Part B)

- Advise the SEA
 - of unmet needs
 - in developing evaluations and reporting on 618 data
 - in developing CAPs
 - in developing and implementing policies relating to coordinating services
- Comment publicly on proposed rules or regs

SICC (Part C)

- Advise and Assist the LA in
 - Identification of fiscal and other support
 - Assignment of financial responsibility
 - Promotion of methods for collaboration
 - Preparation of applications
 - the transition of toddlers to preschool and other services (both the SEA and LA)



Summary



- Different focus:
 - SAP – duties
 - SICC – functions
- Similar responsibilities
 - SAP and SICC both advise
- Different responsibilities
 - SICC also assists
- Similar purpose
 - To improve services for infants, toddlers, children and youth with disabilities and their families



Advise and Assist



*Kristina Park and Maureen Casey
Arizona*

Advise and Assist

Advise

- ✦ To give advise
- ✦ To inform
- ✦ To counsel
- ✦ To recommend
- ✦ To suggest
- ✦ To guide

Assist

- ✦ To help
- ✦ To support
- ✦ To second
- ✦ To attend
- ✦ To aid

Advise and Assist

- ✧ Advise and assist the Lead Agency in the development of policies
- ✧ Assist in achieving full participation, coordination, and cooperation of all appropriate private and public agencies
- ✧ Assist in the effective implementation of the statewide system, by establishing a process that includes:
 - ✧ Seeking information about any federal, state, or local policies that impede timely service delivery;
 - ✧ Taking steps to ensure that any policy problems identified are resolved;
 - ✧ To the extent appropriate, assisting the Lead Agency in the resolution of disputes.

Defining Advise & Assist

- Our bylaws reference the ways that the ICC can advise and assist the lead agency.

[https://www.azdes.gov/uploadedFiles/Arizona Early Intervention Program/final icc bylaws approved 9 10 10 .pdf](https://www.azdes.gov/uploadedFiles/Arizona_Early_Intervention_Program/final_icc_bylaws_approved_9_10_10.pdf)

- AzEIP website states the importance of Advising and Assisting the lead agency, and the mission of the ICC's committees.

<https://www.azdes.gov/main.aspx?menu=98&id=2760>

Conveying the purpose

- Recruiting and Informing stakeholders
- Orientation Retreat for new ICC members
- Communication feedback loop
- Connecting with other stakeholders

Education

- Roles and Responsibilities of ICC members
- IDEA and how it intersects with other laws
- How funding and policy decisions for other programs impact early intervention
- Interagency Agreements
- SPP/APR Timeline
- Share information from national groups with ICC members and stakeholders via email lists

Developing Relationships

- Between and among ICC members
 - Sharing information—NECTAC e-notes, policies,
- Between the ICC and Lead Agency staff
 - Understanding the priorities of the lead agency:
Budget issues, SPP/APR process
- Between the ICC and other Stakeholders
 - Chair & Vice Chair meet with PTI, advocacy groups, provider groups, & legislators to educate them about AzEIP and the ICC's role, and their opportunities to participate

Mentoring

- ICC members coach & mentor one another
 - ICC history, activities, roles on the ICC
- Grow leaders from inside & outside
 - By meeting with other stakeholders we inform about the ICC's role and responsibilities and the need for stakeholder participation, many new members have met with ICC members or attended ICC meetings and have an understanding of the ICC's role and responsibilities.

Operationalizing

1. State Budget Issues

- ICC committee looked at financing for AzEIP
- Identified budget shortfall
- ICC developed educational materials about AzEIP's role in early childhood system, funding mechanisms and need for additional funding.
- Worked with state legislators to increase funding

Operationalizing

2. Improvement to Transition from C to B
 - Worked with SEAP to create workgroup that included Head Start and other early childhood programs.
 - Identified barriers to smooth transitions
 - Created trainings for Part C, 619, early childhood and families that did not contradict one another

Operationalizing

3. Procedural Safeguards Handbook

- ICC members joined other stakeholders to work with lead agency to revise handbook
- Reviewed a specific set of procedural safeguard issues
- Worked with plain language expert to develop new handbook based on workgroups discussions
- Shared draft with other stakeholder groups for their additional input

Operationalizing

4. Family Cost Participation

- ICC informational meetings
- Lead agency scheduled hearings with ICC
- ICC members shared information from other states with stakeholders
- ICC members presented information about the proposal at the hearing
- ICC has standing item on agenda for data and information update on the implementation of this policy

Operationalizing

5. Surveys for professionals and families
 - Workgroup developed surveys to assess professional development needs, concerns in the field.
 - Workgroup assessing family understanding of processes and outcomes. Insuring shared language across documents.

Collaborating with the SEAP

- Annual joint meeting
- Year-long taskforce 2009—Improving Transition from C to B (included childcare and Headstart programs)
 - 2010—Improving collaboration between Part C and 619 with EHDI activities
- Sharing Meeting Notes/Agendas

Additional Comments

Advise and Assist: What Does It Mean?

The Role of the Nebraska Special Education Advisory Council

Sandi Proskovec, Former SEAC Chair
Ann Bird, SEAC Facilitator

Nebraska Special Education Advisory Council (SEAC)

- Comprised of 27 members, appointed by the State Board of Education, each serving four-year terms
- Greater than 50% persons with disabilities or parents of children with disabilities
- Four regularly scheduled meetings per academic year
 - Special topical workgroup meetings as needed
- Eight permanent SEAC Committees that exist to conduct business directly related to SEAC Priorities

NEBRASKA

- A birth mandate state since 1978
- SEAC - Issues related to both Part B and Part C
- ECICC - Issues related to Part C and all issues related to Early Development and Early Intervention
- SEAC and ECICC are two distinctly unique councils, with different membership but similar responsibilities
- Both councils advise and assist

To Advise and Assist . . .

- Each year approximately 25% of SEAC is new membership
- All applicants for a SEAC position are informed that they must represent a constituency, both bringing representative information and opinions to SEAC, as well as taking SEAC information back to their constituent groups
- All new members go through *SEAC Orientation* and are assigned a veteran member mentor

SEAC Recruitment Process

- Recommendations are solicited from variety of sources
 - Current SEAC members
 - Former SEAC members
 - Parent Training and Information Center
 - State Special Education Directors organization (NASES)
 - Disability-specific groups
 - Non-public schools organization
 - Other state agencies
 - General education teachers and administrators

SEAC Orientation

- Committee Duties

- *Advise* the SEA of unmet needs within the state in the education of children with disabilities
- *Advise* the SEA in developing evaluations and reporting on data
- *Advise* the SEA in developing corrective action plans to address findings from Federal monitoring reports
- *Advise* the SEA in developing and implementing policies relating to the coordination of services for children with disabilities
- *Advise* the State Board of Education regarding proposed regulations and proposed legislation

SEAC Orientation

- Advisory Role

- “The role of the Special Education Advisory Council is to gather information based on research and data available through the Nebraska Department of Education in order to become knowledgeable about current issues in the delivery of special education services to children with disabilities.”
- “The responsibility of the Council members is to *advise* (i.e. inform, counsel, recommend, suggest or guide) the Department of Education, not to advocate for an individual position.”
- “Recommendations are made by SEAC for the consideration and possible action of the State Board of Education.”

SEAC Members: Change Agents

- SEAC members have a critical role of providing input for:
 - State Performance Plan
 - Annual Performance Report
 - State Level of Determination
 - Steering Committee for federal monitoring improvement process
 - Advising for improved services for children with disabilities

SEAC Priorities

- Drafted by Priorities Sub-Committee for a 2-4 year period
- Approved by full Council
- All SEAC agenda items will relate to one or more of the SEAC Priorities
- SEAC's responsibility is to *advise* regarding each of the SEAC Priorities

Reminders Throughout the Year

- Develop and maintain rapport with your constituency group
- Approach your work as *advisory*, not advocacy
- Be aware of SEAC's position in the SEA organizational structure and the process to advance SEAC recommendations
- Communicate with and keep open communication with key groups (State Board, SEA, Unicameral, members of disability groups)

Questions?

Save the Date!



- Friday, February 17, 3 p.m. EST
- Next SAP Webinar
- Ideas Welcome!
- More information at www.stateadvisorypanel.org



Thank You!