

# Developing Your Stakeholder Engagement Plan for the New SPP/APR Package

February 18, 2021

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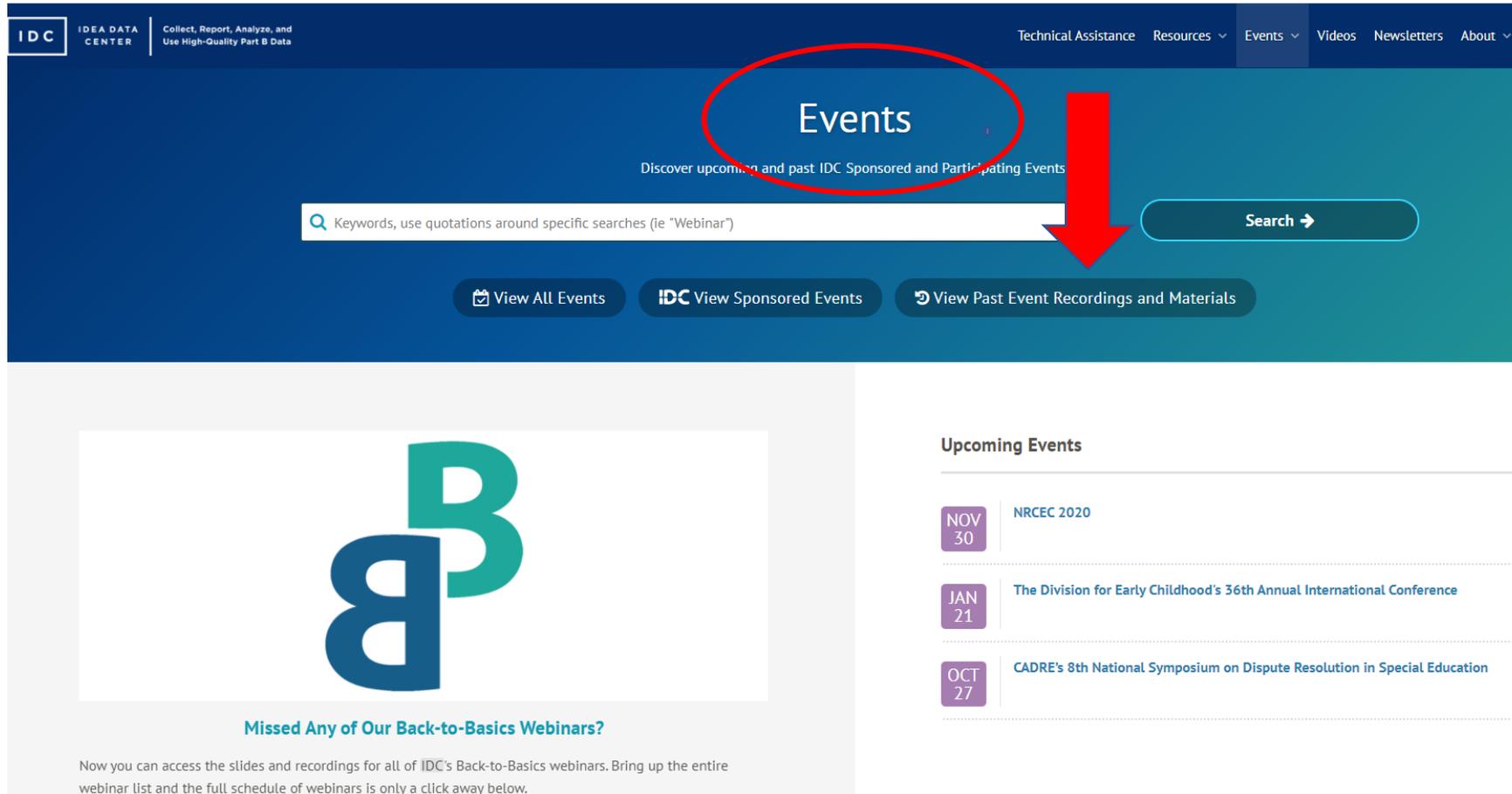
Mary Watson  
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- NOV 30 NRCEC 2020
- JAN 21 The Division for Early Childhood's 36th Annual International Conference
- OCT 27 CADRE's 8th National Symposium on Dispute Resolution in Special Education

# Where to Find Webinar Slides and Recording

3:00 PM - 4:00 PM on December 3, 2020

## Writing an Effective FFY 2019 State Performance Plan/Annual Performance Report

Webinar | Online

Experienced IDC staff guided states through the process of State Performance Plan/Annual Performance Report writing. Presenters detailed guidance OSEP provided for the reporting process and drew upon their years of experience to provide helpful tips that have proven effective for other states. Participants also heard about common issues or pitfalls in report writing and how to find solutions prior to submitting their reports. Presenters shared effective and complete writing samples along with less effective samples. Staff from North Carolina shared the state's writing experiences and lessons learned.

### Materials

Uploaded

Writing an Effective FFY2019 State Performance Plan with data PDF

### Topics

State Performance Plan - SPP and Annual Performance Report - APR



YouTube Recording!

### PRESENTERS

Nancy O'Hara

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### EVENT LOCATION

United States

# Presenters

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## Agenda

- Review stakeholder requirements for the FFY 2020–2025 SPP/APR
- Building a stakeholder engagement plan
  - Identify your stakeholder group(s)
  - Determine methods and logistics of engagement
  - Develop a plan for documenting, analyzing, and tracking stakeholder feedback
  - Decide on communication strategies
  - Document your work with stakeholders
- Resources to support stakeholder engagement
- Evaluation

# Participant Outcomes

1. Increased understanding of the new SPP/APR requirements related to stakeholder engagement
2. Increased knowledge about a range of strategies to engage stakeholders
3. Increased awareness of IDC resources to support stakeholder engagement

# Poll: How do you feel about the new Stakeholder Engagement Regulations?



# Review the Stakeholder Requirements for the FFY 2020–2025 SPP/APR



# Requirements for State Descriptions of Stakeholder Engagement in the FFY 2020–2025 SPP/APR

- The number of parent members attending stakeholder meetings
- A description of how the parent members and individual parents were engaged in target setting, analyzing data, developing improvement strategies, and evaluating progress
- Parent members may include
  - State Advisory Panel
  - Parent Center staff
  - Parents from local and statewide advocacy and advisory committees

# Requirements for State Descriptions of Stakeholder Engagement in the FFY 2020–2025 SPP/APR (cont.)

- Description of the activities conducted to increase the capacity of diverse groups of parents to support the development and implementation of activities designed to improve outcomes for children with disabilities
- The mechanisms and timelines for soliciting public input for target setting, analyzing data, developing improvement strategies, and evaluating progress
- The mechanisms and timelines for making the results of the target setting, data analysis, development of the improvement strategies, and evaluation available to the public

# Requirements for State Descriptions of Stakeholder Engagement in the FFY 2020-2025 SPP/APR (cont.)

- Report the mechanisms for soliciting broad stakeholder input on the state's targets in the SPP/APR and any subsequent revisions that the state has made to those targets

## What Does This Mean?

Stakeholder engagement should

- Include a wide variety of stakeholders including parents and families
- Be meaningful and authentic
- Be an ongoing process to keep stakeholders informed and get their feedback and advice

# Identify Your Stakeholder Group(s)



## Discussion: What stakeholders are you planning to include for broad stakeholder engagement?

Reaching out to parent support groups through the state

State advisory panel

State advisory panel

Professional organizations: related service providers

Parent center

Parent advocacy organizations

Parent training and information center, utilizing their regional teams and focus groups

PTI

State advisory panel and parent centers

# Discussion: What stakeholders are you planning to include for broad stakeholder engagement? (cont)

State advisory panel, advocacy organizations, professional organizations

Higher education

SSEAC

Higher ed

Parents, special education directors, Autism parent group, administrators

State advisory panel

State advisory panel, professional organizations, LEAs, PTA

Families

For early childhood indicators using the early childhood advisory committee required under the Head Start Act

# Discussion: What stakeholders are you planning to include for broad stakeholder engagement? (cont)

Everyone who wants to participate ICC, parent groups, advocacy groups, state agency folks, etc.

State advisory panel

State advisory panel

PTI center, district administrators, state advisory panel

ECSE

State advisory committee (that includes parents) our state IDEA discretionary projects, using our PTC help

Reaching out to parent groups, advisory council, looking at current stakeholder lists

Supporting districts to utilize PTI and other community-based organizations

SICC, LICC, FACT, Contractors, etc.

# Discussion: What stakeholders are you planning to include for broad stakeholder engagement? (cont)

Many of the similar teams used for SSIP, PTI and advisory panel

Parents from our state council, from our state's parent center, related service providers

Student advisory group

State advisory panel

Trying to include those stakeholders who have not been included in the past. It seems that the same people are always included.

Administrators

SICC, Parent Institute of Engagement (PIE) members, PTI center parent leaders

Professional organizations for educators (superintendents, principals, school psychologists, teachers, related service providers, etc.)

School district leadership, teachers, parents, related agency stakeholder leadership (university, PTI, etc.)

# Discussion: What stakeholders are you planning to include for broad stakeholder engagement? (cont)

Local directors

Teachers-general and special education

Early learning parent leader

Community at large

LEA directors, teachers, parents, students, parent and student advocacy groups, committee members, IHE friends, PTI, advisory council

A mix of parents, LEA special ed directors, disability-specific consultants, members of state advisory panel, advocacy groups, etc.

Advocacy organizations

Student advocacy groups, parent groups, state advisory group, school leadership

Broad based parent group including representativeness related to disability category, race/ethnicity, language, rural/urban, different state level TA centers & committees for each indicator, depending on their specialty

# Discussion: What stakeholders are you planning to include for broad stakeholder engagement? (cont)

Disability advocacy groups

State advisory

Families of students 18-22

Local TA centers (such as groups at universities)

Community organizations that are very active, but that may not historically be focused on students with disabilities

PDG parent leaders

State board of education

Local special education advisory panels

Other state agencies

# Discussion: What stakeholders are you planning to include for broad stakeholder engagement? (cont)

District site councils and family and community committees

Increasing the number of meetings per year. Large group invited to SPED advisory council and covering topics related to SPP APR throughout the year

By indicator type

Vocational rehabilitation for transition

Workgroups

Working with state partners stakeholder groups within projects and initiatives

PTI Facebook like sessions

Regional meetings divided by indicator, online survey

Still figuring it out...

Food helps (but is difficult to provide obviously)

Increasing our ability to follow-up on questions or concerns from previous meetings by having more frequent meetings.

## Discussion: What stakeholders are you planning to include for broad stakeholder engagement? (cont)

Disability advocacy groups

State advisory

Families of students 18-22

Local TA centers (such as groups at universities)

Local special education advisory panels

PDG parent leaders

State board of education

Other state agencies

# Stakeholders to Consider

Stakeholders may include

- State Advisory Panel (SAP)
- Local special education directors or administrators
- Other state agency personnel
- Business/community representatives
- Parent Training and Information Center representatives
- Advocacy groups
- Students or former students
- Parents/family members

# Getting Started With Stakeholders

- Determine strategies for gathering input from a broad group of stakeholders
  - One large group that addresses all indicators
  - Multiple groups that address all indicators
  - Groups set up by content and indicators
  - Existing stakeholder groups

## Getting Started With Stakeholders (cont.)

- Identify stakeholder groups, individuals, and role(s) you need
  - Determine the diverse parent groups and other groups that you need to consider
  - Review indicators and determine who might provide relevant and needed feedback (e.g., Indicator 6: preschool parent, Indicator 14: local business or chamber of commerce representative)
  - Identify parent members within each existing stakeholder group and solicit additional parents as needed

## Getting Started With Stakeholders (cont.)

- Ensure all areas/roles are represented (e.g., who is not at the table?)
- Consider
  - Advocacy and parent groups of disability-specific areas
  - Educator groups
  - Community organizations
  - Existing stakeholder groups that can have additional focus
- Ensure equity in representation, engagement, and access

# Planning for Stakeholders

Year	Group or individual	Description	Roles represented	Contact person	Indicators addressed

# Discussion: Have you thought about your strategies for engaging stakeholders?

Multiple groups by indicator

Topical groups

Workgroups

Topical groups

All of the above

Allowing multiple forms of communications and feedback (e.g., the importance of verbal communication, stories, and feedback)

Multiple group by indicators

Synchronous and asynchronous strategies

Utilizing existing groups- some indicator specific and some combined

# Discussion: Have you thought about your strategies for engaging stakeholders? (cont)

All types

Working groups with multiple meetings by indicator

Groups by indicator, state advisory council for overall review

Multiple

Expanding

A variety of groups, it depends on the data needs

Live polling and advance/ post polls

LEAs in a group, teachers in another group, groups by focus areas (EC, Aca, SEL, and PSO). Working with PTI to get info out through media and short PR-like pieces.

Not yet

## Discussion: Have you thought about your strategies for engaging stakeholders? (cont)

Connecting with existing stakeholder networks rather than creating a new stakeholder network

Workgroup who will do a data drill down on the indicators and then break into groups based on indicators

Presentations at existing meetings followed by a survey to document results

Of course, interactive web-based strategies- using social media

Specific topic groups via Zoom. Some in person/Zoom groups during state conference in June. April advisory meeting, LEA administrators

Workgroups with multiple meetings, feedback forms to document feedback

We have been using Blueprint for Authentic Stakeholder Engagement developed by IDEA Partnerships. It identifies different levels of engagement based on need, intent, etc.

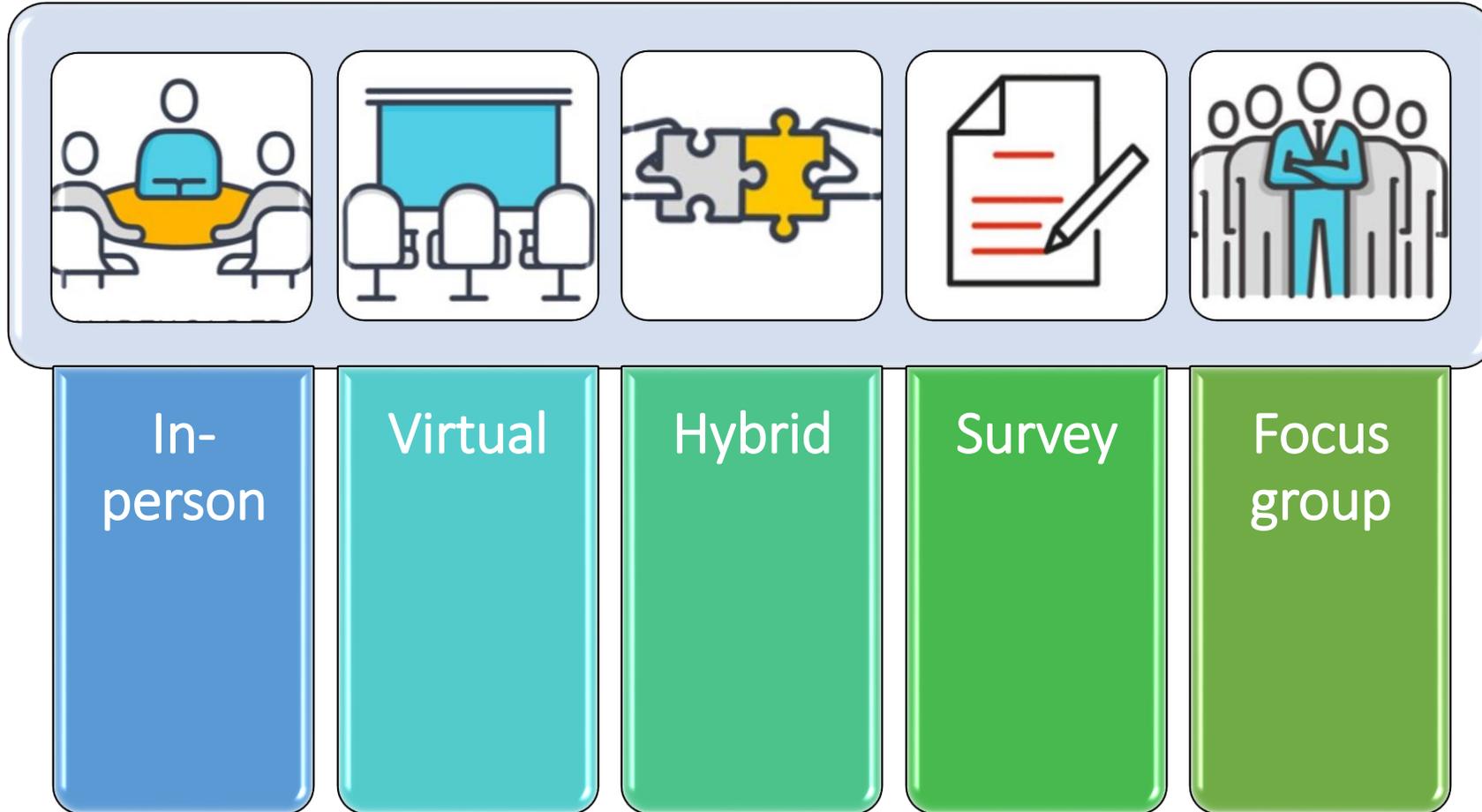
# Determine Methods and Logistics of Engagement



# Method of Engagement

- Look at what you already have available—
  - conferences or existing meetings, where targeted stakeholders are likely to be participating
  - Re-purpose or expand existing stakeholder groups
- Create new meetings or events
- Consider how you will engage the stakeholders

## Methods of Engagement (cont.)



# The Logistics: Pre-Work to Prepare for Stakeholder Meetings

## Prepare data and information to present

- Give a broad overview of SPP/APR
- Format results of data analysis—highlight what is most relevant to each stakeholder group (Resource: [Data Display Wizard](#))

## Determine activities

- Create a structured form or activity to solicit feedback
- Consider ways to increase capacity of diverse parents

## Meeting logistics

- Plan out meeting venue needs
- Prepare materials (agenda, sign-ins, notetaker materials)

## Define responsibilities of stakeholder members

- Indicate need to represent others in similar role, participate, and provide feedback
- Discuss stakeholder roles and accountability

## During Meetings

- Develop norms to use at all meetings
- Ensure all stakeholders have a voice
- Consider facilitation roles
- Set and follow a clear agenda

# Discussion: Are there other logistics or strategies you typically consider?

In our current times we are more aware of providing synchronous and asynchronous opportunities to build capacity and solicit feedback.

Videos that give background about the APR

Norms using video/ voice tools on virtual meetings

Hosting a meeting in the evening to encourage parents to participate

Gathering feedback- Jamboard, Google doc, Wow/Wonder/Wish reflection form

We're working with our PTI to develop ways to ensure we are getting authentic feedback – elevator speeches about the SPP, why it's relevant to you as a teacher, as a parent, as a student, as a district administrator

Presentations followed by surveys to document feedback

Also, we're more focused than normal on providing multiple methods of building capacity and gathering feedback (e.g., YouTube, podcast, written document, PowerPoint, phone number with ability to record voice messages, etc.)

Accessibility!

## Discussion: Are there other logistics or strategies you typically consider? (cont)

How to access stakeholders that we don't usually consider

Have stakeholders present indicators of interest instead of state personnel

I like the idea of posting on our existing SPP webpage

Creating micro-recordings for background information for folks to watch in advance of the meeting

Short videos for each indicator posted online to review prior to participating in meetings or completing an online survey

Frequent breaks for long Zoom meetings- 10 minutes at the end of each hour

I'm loving how interactive this webinar is! I am now considering menti.com!

## Develop a Plan for Documenting, Analyzing, and Tracking Stakeholder Feedback



## State Administrative Tasks

- Develop timelines and track task completions
- Track participation and feedback
- Make sure you collect or otherwise document feedback
- Determine if all groups are represented in the feedback received
- Follow-up with groups/individuals as needed

# Documenting Stakeholder Participation and Feedback

Year	Group or individual	Description	Roles represented	Contact person	Indicators addressed	Summary of feedback

# Analysis of Stakeholder Feedback Data

- Look for
  - Trends
  - Themes
  - Differences
  - What is still missing/needed
- If you need additional clarity, follow up with stakeholder groups
  - Document all attempts to obtain clarity
  - Document any responses received

# Decide on Communication Strategies



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# Communicating Results of Feedback and Decisions

## Pre-submission

- Determine communication strategy to follow-up with stakeholders
- Provide summary of feedback analysis & state rationale for proposed baseline and target decisions
- Consider whether you need further public input and develop mechanism and deadline (collect and analyze)

## Post SPP/APR submission

- Communicate OSEP's response to proposed baselines and targets
- Address any OSEP required actions if needed
- Determine communication method to inform stakeholders and public on progress toward targets

# Discussion: How will you communicate your decisions to stakeholders and others?

Using our existing SPP/SPR page on our state website to communicate this information

Webpage

As we are creating resources to build stakeholder capacity to provide feedback, we're keeping the end in mind, communicating the decisions. So, we are creating resources we can re-purpose to communicate our decisions.

Separate section on our website devoted to SPP

During Advisory meetings

Share as part of the advisory minutes which are posted to the website

State advisory committee (minutes and recorded meeting)

Existing newsletter

Newsletters, email listservs

Special education director calls

Webpage, short-burst social medial clips, emails, calls

Website, standing agenda item on the advisory group agendas

# Document Your Work With Stakeholders



## Remember the Reporting Requirements as You Start

- Will you have enough information to document broad stakeholder engagement?
- Stakeholder write up must include
  - A description of which stakeholder groups provided feedback, including how many parent members
  - Activities conducted to increase capacity of parent to support the development of implementation of activities to improve outcomes
  - Mechanisms and timelines
    - For soliciting public input for target setting, analyzing data, developing improvement strategies and evaluating progress
    - For making the results of the target setting, data analysis, development of improvement strategies and evaluation available to the public

## Data to Document Now for FFY 2020 Report

- Identify stakeholder group names and roles they represent (e.g., parent, educator, advocate, community representative) and their type of group (e.g., core working group, advisory group)
- Describe how members participated (e.g., survey, activities, meetings)
- Describe how you analyzed stakeholder feedback data
- Describe methods to ensure equity of access and participation
- Analyze and report data associated with requirements (e.g., representativeness, response rate, trends, themes)

# Resources to Support Stakeholder Engagement



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# IDC SPP/APR Resources for FFY 2020-2025

- [Templates for Part B SPP/APR Stakeholder Involvement and Target Setting](#)
- [FFY 2020–2025 SPP/APR Stakeholder Requirements](#)
- [FFY 2020–25 Part B SPP/APR Changes at a Glance](#)
- [For FFY 2020 SPP/APR, What Data Will States Report?](#)
- [SPP/APR Tasks and Timelines](#)

## Other Resources for Stakeholder Engagement

- OSEP SPP/APR [Measurement Table](#) and [Instructions](#)
- [\*Data Meeting Toolkit\*](#)
- [\*Part B Indicator Data Display Wizard\*](#)
- [Part B FFY 2020–2025 SPP/APR Indicator Cards](#)

# Evaluation

The evaluation poll questions will appear to the right.

## For More Information



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