Leaders Shaping Personnel Policy: New Directions for Success

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Agenda

1. Making Sense of Policy Processes
2. Public Policy Engagement
The way policy reforms are planned, designed, implemented and evaluated.
In practice policy processes are complex and messy
Policy Processes Often Look Like an Amoeba!

- External Pressures
- Time
- STATE
- Policy Spaces
- Interest Group

Interest Group
Why are Policy Processes Complex & Messy?

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<tbody>
<tr>
<td>1</td>
<td>Involve different types of actors.</td>
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<td>2</td>
<td>Are influenced by practice/experimentation, events, learning from mistakes, actor’s networks, etc.</td>
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<td>Are shaped by discourses and narratives.</td>
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<td>4</td>
<td>Have a highly political character.</td>
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How a Bill Becomes Law

AS INTRODUCED

AS AMENDED IN COMMITTEE

AS AMENDED ON SECOND READING
How a Bill Becomes Law

AS ENACTED

AS FUNDED BY JOINT BUDGET COMMITTEE

AS IMPLEMENTED BY THE STATE AGENCY
How a Bill Becomes Law

As reported by the media

As understood by the public

What was actually needed
Actors Who Lead:
What is Leadership?

1. “The act or an instance of leading a group, organization, nation, etc.” – Merriam-Webster

2. “Leadership is the art of getting someone else to do something you want done because he wants to do it.” – Dwight D. Eisenhower

3. “Leaders are people who do the right thing: managers are people who do things right.” – Warren G. Bennis
Leadership Images

1. A political leader, pursuing a passionate, personal cause.

2. An explorer, cutting a path through the jungle for the rest of his group to follow.

3. An executive, developing her company’s strategy to beat the competition.

4. An early childhood professional, ensuring every child with a disability and their family has access to highly effective professionals, guaranteeing high quality outcomes!
Effective Leaders

1. Create an inspiring vision of the future.
2. Motivate and inspire people to engage with that vision.
3. Manage delivery of the vision.
4. Coach and build a team.
Leadership Myths?

True or False?

1. Leadership is innate?
2. Leadership is possessing power over others?
3. Leaders are positively influential?
4. All groups have a designated leader?
5. Group members resist leaders?
Leadership Myths

Although largely talked about, leadership has been described as one of the least understood concepts across all cultures and civilizations. (Gardner, 1965)
Leadership Characteristics

Pair/Share Activity

1. List 3 words that describe your most positive leadership characteristics. Identify your most positive characteristic.

2. Share with your neighbor.

3. Write the one characteristic that is your most positive on a fish card.

4. Be ready to share 1 characteristic with the larger group.
Leadership

- Agile
- Unique
- Pragmatic
- Authentic
- Insightful
- Values-driven
- Passionate
- Crisp
- Commitment
- Empathetic
- Data-driven
- Expertise
- Growth
- Supportive
- Unbiased
- We Before Me
- Determined
- Accountable
- Candid
- Innovative
- Learning
- Partner
- Collaborative
- Excellence
- Meaningful
- Resourceful
- Quality
- Diligent
- Impactful
Swimmy’s Leadership

Swimmy shows his friends how – with ingenuity and team work – they can overcome any danger.
Dancing Guy Leadership

link
Define the specialized expertise special educators must master for the safe and effective practice of early intervention and special education.

Inform preparation programs, accreditation organizations, and certification and licensure agencies.

CEC Partners with the Council for the Accreditation of Educator Preparation (CAEP) – national educator preparation program accredditor, to recognize preparation programs that prepare teachers/provides based on their meeting of standards established by CEC.
CEC’s Professional Preparation Standards

Initial Standards

Advanced Standards

7 standards

28 elements

Initial Standards Sets

Advanced Standards Sets

CEC Standards Currently Under Revision – 207-2019
CEC’s Professional Preparation Standards

Specialty Sets

**INITIAL**

- Blind and Visual Impairments
- Deaf and Hard of Hearing
- Deafblindness
- Developmental Disabilities and Autism Spectrum Disorder
- Early Childhood Special Education/Early Intervention
- Emotional and Behavioral Disorders
- Individualized General Curriculum
- Individualized Independence Curriculum
- Individualized General Curriculum and Individualized Independence Curriculum
- Learning Disabilities
- Physical, Health, and Multiple Disabilities

**ADVANCED**

- Special Education Academic Intervention Specialist
- Special Education Administration Specialist
- Special Education Behavior Intervention Specialist
- Special Education Deaf and Hard of Hearing Specialist
- Special Education Developmental Disabilities and Disorder Specialist
- Special Education Diagnostician Specialist
- Special Education/Early Intervention in Early Childhood Specialist
- Special Education Inclusion Specialist
- Special Education Learning Disabilities Specialist
- Special Education Technology Specialist
- Special Education Transition Specialist
New Development - Early Childhood Special Education Personnel Standards

- DEC, CEC, and ECPC partnering to develop NEW professional practice – based on early childhood special education (ECSE) standards

- Development Timeline – May 2018 – July 2020

- Numerous public feedback opportunities
Engaging in Professional Learning and Practice within Ethical Guidelines

Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines

Candidates practice within ethical and legal guidelines; engage in ongoing self-reflection to design and implement professional learning activities; and advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity.
1.2 Candidates **advocate for improved outcomes** for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.

Supporting Explanation:
Candidates advocate for resources and the professional learning conditions to help individuals with exceptionalities meet instructional, behavioral, social, and transition goals and outcomes. For example, they work with colleagues, families, and others to adapt curricular materials, ensure service provisions, implement principles of universal design, and speak on behalf of children with exceptionalities in situations where their voice has been absent. They evaluate new technology options given student needs and advocate for administrative support in technology implementation. Additionally, candidates respectfully advocate for social, legal, and environmental changes for students and families of people with exceptionalities recognizing students’ multiple identities. For example, candidates recognize that students with exceptionalities may also come from a different cultural background, speak another language than the dominant culture, come from a unique racial or ethnic group, or identify as a different gender or sexual orientation. Candidates should understand barriers that exist for students with exceptionalities within educational settings and work with decision makers to remove them.
Standard 2: Partnering with Families

Candidates use their knowledge of family-centered practices and family systems to develop reciprocal partnerships with families. They apply family capacity-building practices as they support families to make informed decisions and advocate for their children. They engage families in opportunities that build on existing strengths, reflect current goals and foster family competence and confidence to support children’s development and learning.

Component:
2.2
Candidates communicate clear, comprehensive, objective information about resources and supports to prepare families to make informed decisions and advocate for access, participation and equity in natural and inclusive environments.
Candidates identify and engage with the profession of early intervention and early childhood special education by exhibiting professional dispositions and advocacy and leadership skills while adhering to ethical and legal guidelines. Evidence-based practices are promoted and used by candidates.

Component:
7.4.

Candidates advocate for children, families, and the profession including the promotion and use of evidence-based practices and decision making.
Public Policy Engagement

1. Definition of Public Policy
2. Phases of the Public Policy Life Cycle
3. How to Engage in Public Policy
4. Types of Public Policy
**Public Policy**: A decision of action of government that address problems and issues.
Phases of the Public Policy Life Cycle

This life cycle is only a framework – not all policy is formed according to this linear model. However, all policy creation is incremental and builds upon prior developments and activities.
**Problem definition:** A problem is identified and examined, and possible solutions are explored through research and analysis.
Phases of the Public Policy Life Cycle

1. Agenda setting: Efforts used to raise the profile of the problem and possible solutions among the public and decision makers.

- Community organizing
- Public education
- Media and communications
- Convening stakeholders
- Building coalitions
Phases of the Public Policy Life Cycle

1. **Policy adoption**: Discussion of options and possible solutions, which leads to the either new policy or amend existing policy.

2. Common strategies used to impact policy adoption include:
   - Issue advocacy
   - Regulatory advocacy
   - Community organizing
   - Public/private partnership creation
Implementation: Implementation is an essential phase during which critical decisions are made which ultimately determine the policy’s effectiveness.

Approaches used include:
- Issue advocacy
- Regulatory advocacy
- Litigation
- Public/private partnership creation
**Evaluation**: Policy research and analysis are strategies to evaluate whether the policy meets its original intents and if there are any unintended outcomes. If the policy is not successful on any level, evaluation findings can be used during a new phase of problem definition. The policy life cycle begins again and continues until an effective policy is created and successfully implemented.
How to Engage in Public Policy

How should one determine which strategy(ies) to use?

1. Which phase of the policy life cycle (problem definition, agenda setting, policy adoption, implementation, evaluation) is the policy currently in? Different strategies are more effective at different stages of the policy formation process.

2. What is the current political climate, including any changes in executive and/or legislative leadership?

3. Which jurisdiction (local, state, national) do you wish to impact?
Building coalitions: Coalitions are often key players during the public policy life cycle. Coalitions can foster the development of new ideas and inform and shape public policies. Through coalitions and networks, individuals and organizations can share resources, knowledge, and skills.
Community organizing: A powerful strategy used to raise the profile of the issue among community members and decision makers. Community organizing can influence the agenda setting, and policy adoption phases.
Convening Stakeholders: Encouraging stakeholders to meet and discuss public policy issues is often an effective strategy during the problem definition, agenda setting, and policy adoption phases.
How to Engage in Public Policy

Funding demonstration projects:
Successful demonstration projects can be persuasive to policymakers. However, while support for pilot programs is often a good way to demonstrate new innovations, groups need to come to a different understanding of what sustainability entails. Funding demonstration projects is often an effective strategy in the policy adoption, and implementation phases.
Issue advocacy: Advocacy can be broken down into two categories: lobbying and non-lobbying activities.

Both types of issue advocacy, lobbying and non-lobbying, are often used during the phases of agenda setting, policy adoption, and implementation.
Lobbying involves directly communicating with legislators or voters in order to influence legislation; grassroots lobbying means communicating with the public to encourage them to make their voices heard on a particular piece of legislation or issue.

Lobbying is not limited to politically driven groups. Except for private foundations, all 501c(3) organizations can lobby, although there are legal limitations on lobbying and its funding. Private foundations are strictly prohibited from lobbying directly; however, they are able to support organizations that lobby.
How to Engage in Public Policy

Non-lobbying advocacy does not focus on a particular legislation or action. There are no legal limitations on general advocacy activities.

- Nonpartisan research
- Technical assistance
Elevator Pitch Definition and Process of Delivering

- Short summary used to quickly and simply define a process, product, service, organization or event and its value proposition.
- Deliver the summary in the time span of an elevator ride, or approximately thirty seconds to two minutes.
- If the conversation in those few seconds is interesting and value adding, the conversation will either continue via referral to resources or a content expert, exchange of business cards, a scheduled meeting or action on the “ask”.
# Elevator Pitch (EP) Report Card

## Strategies for a Great Elevator Pitch (EP)

<table>
<thead>
<tr>
<th>Frame EP around view of person</th>
<th>Full Funding of IDEA</th>
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<tbody>
<tr>
<td>Plain simple English, No Jargon</td>
<td>Piqued interest</td>
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<tr>
<td>Passionate, concise and succinct</td>
<td>How to obtain policy and additional resources</td>
</tr>
<tr>
<td>How to obtain policy and additional resources</td>
<td>Brief summary of policy</td>
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<tr>
<td>End the EP with Call to ACTION!</td>
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Congressman Mark DeSaulnier (D-CA) and Congressman Rodney Davis (R-IL) introduced H.R. 4107 and referred it to the House Committee on Education Labor.

Provides authorization levels for IDEA Section 619 and Part C.
Authorizes a five year glide path to fully fund IDEA section Grants and Part C-Infant and Toddler Grants.
Funding for IDEA Section 619 and Part C has eroded over the last 25 years:
- IDEA Section 619 – high of $1,484 per child in 1992 to $529 in 2017, adjusted for inflation
- IDEA Part C – high of $1,768 per child in 1999 to $645 per child in 2017

Over 30 disability, family and education groups support the bill
Interactive Activity
- You are on the elevator, the door opens and President ??? gets on. You need an elevator pitch!
- Prepare an elevator pitch to advocate for full funding of IDEA
- Appoint someone from your team to present the elevator pitch.
Leadership development: Encouraging individuals to lead public policy efforts can be an effective way to support long-term public policy engagement. Strong leaders are instrumental during the problem definition, agenda setting, and policy adoption phases.
Litigation: Individuals can provide key support for litigation about current law. Litigation is often an effective strategy during the implementation, and evaluation phases.
**Media and communications:** Public policy issues conceptualized through general advocacy using media and communications. These vehicles are often important during the problem definition, agenda setting, and policy adoption phases.
Policy research and analysis: Individuals and groups may provide nonpartisan analysis and research to legislators and other decision makers, and to the public. Policy research and analysis is often useful during the problem definition, agenda setting, and evaluation phases.
**Public education:** Public education, including framing and messaging, is a key role in the agenda setting phase. Individuals and groups can play an integral role in translating complex policy information. Polling and focus groups can be used to develop effective public education messages.
Public/private partnerships: Public/private partnerships are effective ways to leverage resources, most notably during the policy adoption and implementation phases.
How to Engage in Public Policy

**Regulatory advocacy:** Regulatory advocacy occurs after the passage of legislation, to ensure fair and proper implementation of public policies. This area of public policy engagement is an often ignored, yet critical strategy.
Voter engagement: Groups and individuals can engage in a number of nonpartisan activities such as registering and educating voters, and getting out the vote. These activities can lead to short-term policy adoption in the case of both initiatives, and long-term agenda setting, as policy will likely reflect voters and the issues they care about.
# Types of Public Policy

<table>
<thead>
<tr>
<th>Type</th>
<th>Scope</th>
<th>Applicable</th>
<th>Duration</th>
<th>Process Characteristics</th>
<th>Primary Policy Makers</th>
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<tbody>
<tr>
<td><strong>Statutory Constitution/Charter Laws</strong></td>
<td>Societal Norm</td>
<td>Governs Practice of Individuals &amp; Organizations</td>
<td>In Force Until Succeed by</td>
<td>Public Deliberation &amp; Notice</td>
<td>Plenary Body</td>
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<td><strong>Appellate Court Decisions</strong></td>
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<td>Throughout Jurisdiction (i.e. State/Nation)</td>
<td>Constitutional Amendment</td>
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<td>Electorate, Elected Officials, Appellate Judges</td>
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<td><strong>Fiscal Annual Budget Acts &amp; Resolution</strong></td>
<td>Policy Implementation</td>
<td>Resources For Priority Policies</td>
<td>Fiscal Period Subject to Revision or By</td>
<td>Public Deliberation &amp; Notice</td>
<td>Legislative &amp; Executive Approval, University Trustees</td>
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<td><strong>Regulatory Administrative Rules</strong></td>
<td>Within Scope of Primary Policy</td>
<td>Governs Practices of Individuals &amp; Organizations</td>
<td>Subject to Revision or Repeal By Plenary Body</td>
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<td>Cabinet Officers &amp; Agency Directors</td>
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<td><strong>Institutional Policy Manual &amp; Standards, Tenure &amp; Appointment Articulation Agreements</strong></td>
<td>Define Operation Policies</td>
<td>Govern Agency/Institutional Staff &amp; Consumers</td>
<td>Subject To Revision Repeal By Plenary Body or Agency Action</td>
<td></td>
<td>Agency Officials, University Trustees &amp; Administration Faculty</td>
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Policy Identification Activity

1. IDEA is “up” for reauthorization.

2. Make a list of statutory changes relative to a well qualified supported workforce (10 minutes).

3. Turn to your neighbor, share your list and confirm that the recommendations are statutory (10 minutes).
## Interactive Activity - Comprehensive System of Personnel Development (CSPD)

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<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Recruitment and Retention&lt;br&gt;• Strategies to hire and maintain a qualified workforce</td>
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<td>2</td>
<td>Personnel Standards&lt;br&gt;• Discipline specific knowledge, skills and competencies for EC workforce</td>
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<td>3</td>
<td>Pre-Service Training&lt;br&gt;• Formal programs of study at an IHE to prepare the EC workforce</td>
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<td>4</td>
<td>In-Service Training&lt;br&gt;• Ongoing learning activities to build and maintain and build the competence of the EC workforce</td>
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<td>5</td>
<td>Leadership, Coordination and Sustainability&lt;br&gt;• Ongoing support of all personnel development activities</td>
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Interactive Activity - New Policy Process Worksheet - CSPD

Policy Process Worksheet
Developing New Policy
Comprehensive System of Personnel Development (CSPD)

CSPD Policy Component: ____________________________
(Handout #1 – Choose 1 Component)
CSPD Specific Policy for Analysis: ____________________________
(Handout #1 – Identify a specific policy under component identified above)

<table>
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<tr>
<th>Policy for Analysis</th>
<th>Policy Option Source</th>
<th>Policy Option Type</th>
<th>Analysis Rating</th>
<th>Strategies</th>
<th>Outcome</th>
<th>Stakeholders</th>
<th>Timelines</th>
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<tr>
<td></td>
<td>Level</td>
<td>Branch</td>
<td>Statute, Regulation, guideline, procedure, etc.</td>
<td>Program Impact</td>
<td>Feasibility</td>
<td>Economic &amp; Budgetary</td>
<td>Lead Agency</td>
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Kid President – For the Heroes!
Questions?
Contact Information

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