

# Spotlight on IEP Facilitation Program Development

## IEP Facilitation Multistate Workgroup (2015-2017)

### States' Facilitated Individualized Education Program (FIEP) Accomplishments

Since 1998, CADRE has championed the use of early and innovative dispute resolution processes, such as IEP facilitation, that foster communication and strengthen relationships between schools and families. One way that CADRE has supported states in their development of IEP facilitation programs is through its intensive multistate workgroup model.

In the fall of 2014, CADRE established its second IEP Facilitation Multistate Workgroup. Arkansas, Florida, Georgia, Missouri, New Jersey, New York, and West Virginia participated. States benefited greatly from the lessons learned and resources developed by those states from the first workgroup (Connecticut, Idaho, Illinois, Ohio, and Texas). This second workgroup had the opportunity to join members from the first IEP Facilitation Workgroup on November 19, 2014, the second day of their final face-to-face meeting. This shared space provided valuable opportunities for states early in the development process to make connections with states further along in

their development process. The gathering provided opportunities for states to learn from each other's experiences and share resources.

Following that initial gathering, it wasn't uncommon to hear a state from the second workgroup report that they were reaching out to a state from the first workgroup to gain additional insight or to leverage resources. For example, one state that was in close proximity to another joined the other's IEP facilitation training.

Building a culture for shared learning was identified as a key benefit by members of the second workgroup. States were actively engaged in quarterly conference calls, sharing their progress and asking questions of each other as they attended to all of the major areas of program development and improvement (Systemwide Oversight, Infrastructure, and Organization; Program Access and Delivery; Practitioner Standards and Professional Development; Public Awareness and Outreach; and Evaluation and Continuous Quality Improvement).

**97% of facilitated IEP meetings in MO resulted in full or partial agreement on the IEP.**

### About CADRE

**CADRE is a national center that provides intensive technical assistance to state education agencies using a multistate workgroup model, creating a forum for learning together through shared knowledge, practices, and experiences. CADRE offers ongoing support, consultation, and resources to workgroup members. Activities include teleconferences, virtual and face-to-face meetings, webinars, and opportunities to engage with experts through trainings, presentations, and consultations.**

February 2018

CADRE provides technical assistance pursuant to U.S. Department of Education Office of Special Education Programs Cooperative Agreement No. H326X130001, Tina Diamond, Ph.D., Project Officer.



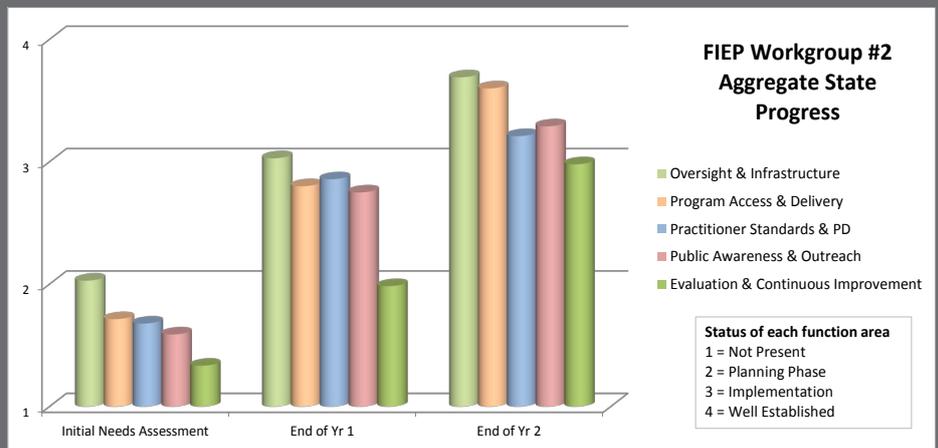
## Implementation Progress

The seven participating states joined the workgroup at various levels of program development, but most were at the initial phase. CADRE administered a self-assessment at the beginning of the workgroup and states submitted quarterly reports to monitor their implementation progress. The FIEP Workgroup #2 Aggregate State Progress Chart highlights the group's growth during their first two years across all five major areas of program development and implementation.

Most states showed significant progress in each area with several moving to statewide implementation by the end of the workgroup.



**82% of participants in GA indicated that IEP facilitation prevented the need for other means of resolving disputes.**



## Essential Elements of Program Development

States have identified the following as essential elements of their program improvement efforts:

- Engagement of a broad stakeholder group (e.g., parents, educators, attorneys, and administrators) on the selection and qualifications of IEP facilitators, a review of FIEP processes and procedures, and feedback on FIEP promotional materials
- Use of a co-facilitation model where experienced facilitators work with newly-trained facilitators to provide ongoing support, partnership, and mentorship
- Provision of initial training and ongoing professional development opportunities to facilitators, including advanced FIEP trainings and a debrief process for facilitators following each facilitation
- Development of an FIEP webpage that includes general FIEP information, request forms and promotional materials
- Data collection and analysis of the facilitated IEP meetings; and provision of reports to stakeholders and participating districts

# Early Successes from Workgroup States

Additional early successes from some of the participating states include:

- The Missouri Department of Elementary and Secondary Education (MO DESE) moved from a pilot program to statewide implementation at the beginning of the 2016 - 2017 school year. Thirty-four facilitated IEP meetings were conducted in 25 school districts. Almost all, or 97%, of the facilitated IEP meetings

resulted in full or partial agreement on the IEP.

- During the 2016-17 school year, Georgia facilitated 31 IEP meetings. Based on 147 completed participant evaluations, 85% of participants were very satisfied with the outcome of the facilitated IEP team meetings and 82% of participants indicated that the IEP facilitation process prevented the need for other means of resolving disputes related to the IEP (e.g., mediation, formal written complaint, due process hearing).

### Workgroup Leads

#### Arkansas

Tiffany Tackett Kell and Dara Nix

#### Florida

Leanne Grillot

#### Georgia

Jamila Pollard

#### Missouri

Cheryl Thompson and Karen Allan

#### New Jersey

Cynthia Hoenes-Saindon and Barbara Haake

#### New York

Cathy Tisenchek

#### West Virginia

Sheila Paitzel and Lorraine Elswick