



# INNOVATIVE LEADER TOOLKIT

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# Table of Contents

|   |   |
|---|---|
| <a href="#">Introduction</a>                                    | 2 |
| <a href="#">Innovative Approaches to Funding Structures</a>     | 3 |
| <a href="#">Innovative Approaches to Data Use</a>               | 4 |
| <a href="#">Innovative Approaches to Academic Programming</a>   | 4 |
| <a href="#">Innovative Approaches to Stakeholder Engagement</a> | 5 |

## Introduction

Welcome to the Innovative Leader Toolkit! This resource is designed to help you apply your knowledge of IDEA requirements to systemic change efforts at the state level. We do this by focusing on innovative approaches to the four most critical levers available to state special education directors:



Below, you will find an overview of each topic with links to additional resources if you would like to learn more. We hope you find this resource useful as you navigate the complexities of your role!

## Innovative Approaches to Funding Structures

IDEA funds must supplement not supplant state and local funding sources in order to maximize the resources available to support SWDs. Activities funded by IDEA must be evidence based and result in measurable improvements to student outcomes. Below are resources to support an innovative approach to funding structures:

| Resource/Link  | Overview  |
|--|---|
| <a href="#">IDEA Allocations at a Glance</a>   | This resource provides an overview of key components regarding the allocation of IDEA Part B subgrants and the essentials of how the remaining funds flow through to LEAs as IDEA Part B subgrants.                     |
| <a href="#">CCSSO_RR_SEA_Workbook-v2</a>   | This resource examines opportunities for SEA's and LEA's to maximize spending across ESSA and IDEA programs while explicitly addressing concerns over supplement/supplant provisions and IDEA excess cost requirements. |
| <a href="#">Quick Reference Guide on IDEA Maintenance of State Financial Support</a> | This resource is intended to assist states and stakeholders in better understanding the basics of fiscal reporting requirements stipulated in the Individuals with Disabilities Education Act (IDEA).                   |
| <a href="#">Annual State Application for IDEA Funds Instructions Sheet</a>           | This resource outlines the steps states can take as they engage in the annual state application for IDEA funds.   |
| <a href="#">State set-aside activities</a>   | This resource outlines the law associated with state set-aside activities to provide greater insight into how to allocate funds.  |

## Innovative Approaches to Data Use

Innovative data use means that data are used to inform macro and micro decisions at all levels of the educational system. Data must be transparent and meaningful to stakeholders including OSEP, state leaders, district leaders, classroom teachers, and families. Below are resources to support an innovative approach to data use:

| Resource/Link  | Overview  |
|--|---|
| <a href="#">2022 Determination Letters on State Implementation of IDEA - Individuals with Disabilities Education Act</a> | This resource is intended to be used to help better understand what your state's determination category was from last year from which to make future decisions from.  |
| <a href="#">Strategic Use of Data Rubric</a>   | This resource provides direction and support to education organizations to transform their use of data. The rubric establishes a common language and framework to more clearly illustrate what effective data use at the system-level looks like. |
| <a href="#">Templates for Part B SPP/APR Stakeholder Involvement and Target Setting</a>                                  | These resources can be used to explore strategies and initiatives to support gaps or opportunities in the Programs and Major Initiatives element of the Strategic Use of Data Rubric.   |
| <a href="#">Operationalizing Your SSIP Evaluation</a>  |   |
| <a href="#">Checklist to Identify and Address SSIP Data Quality Issues</a>   | These resources can be used to explore strategies and initiatives to support gaps or opportunities in the Performance Management element of the Strategic Use of Data Rubric.   |
| <a href="#">What Now? States Must Act to Meet People's Data Access Needs</a>   | These resources can be used to explore strategies and initiatives to support gaps or opportunities in the Resource Allocation & Budgeting element of the Strategic Use of Data Rubric.  |

## Innovative Approaches to Academic Programming

All students must have access to grade level instruction through the use of High Quality Instructional Materials (HQIM). These materials must be accessible to SWDS and special educators and related service providers must be equipped to support their use. Below are resources to support an innovative approach to academic programming:

| Resource/Link   | Overview   |
|---|--|
| <a href="#">Guide to Inclusive Education</a>              | This guide on Inclusive Education is intended to support leaders and educators in implementing inclusive practices   |
| <a href="#">National Center on Intensive Intervention</a> | This page is intended to help state and local leaders, including school, district, and state administrators and staff responsible for leading multi-tiered systems of support (MTSS) and special education initiatives, find tools and resources to support data-based individualization (DBI) implementation. |

|   |   |
|---|---|
| <a href="#">IEPs for Daily Instruction</a>  | This resource will equip general and special educators with strategies to support students with disabilities by connecting IEPs to daily instruction  |
| <a href="#">The PROGRESS Center</a>   | The PROGRESS Center provides information, resources, and support for local educators and leaders responsible for the development and implementation of high-quality educational programs that ensure students with disabilities have access to free appropriate public education (FAPE) and that enables them to make progress and meet challenging goals, consistent with the 2017 Endrew F. v. Douglas County School District decision by the United States Supreme Court |
| <a href="#">How States Can Support the Adoption &amp; Effective Use of High-Quality Standards Aligned Instructional Materials</a> | This is the first in a series of CCSSO publications designed to help state education agency (SEA) leaders support their districts in moving toward wider use of high-quality instructional materials (HQIM) and more effective professional development linked to these materials, so teachers can make the best use of them.   |

## **Innovative Approaches to Stakeholder Engagement**

Stakeholders at all levels can either contribute to your work or be barriers to it. State leaders must be thoughtful in who they engage with and how. Stakeholder engagement must be meaningful and authentic. Below are resources to support an innovative approach to stakeholder engagement:

| <b>Resource/Link</b>   | <b>Overview</b>  |
|--|--|
| <a href="#">Leading by Convening</a>                               | The Leading by Convening Blueprint presents lessons learned, particularly focusing on authentic engagement as the core commitment and convening as the leadership strategy that makes learning partnerships possible.  |
| <a href="#">Stakeholder Analysis Using the Power Interest Grid</a> | Stakeholder Management is an important discipline that successful people use to win support from others. Stakeholder Analysis is the technique used to identify the key people who have to be won over. You then use Stakeholder Planning to build the support that helps you succeed. |
| <a href="#">IDEA Partnership</a>                                   | The IDEA Partnership reflects the collaborative work of more than 50 national organizations, technical assistance providers, and organizations and agencies at state and local level.  |

## **Conclusion**

The role of a state special education director is a complex one. NASDSE is committed to supporting state directors and adjusting to the current realities. We encourage you to use the resources within this toolkit and to consider the additional resources available through your membership to NASDSE. For more information, please visit our [website](#) and take advantage of opportunities to get involved!