CAN Coordinator Webinar

March 30 2017
Introduction & Welcome

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Thank you!
Confirmation of U.S. Secretary of Education, Betsy DeVos

CEC mobilizes special educators!

Facebook Campaign: 2 Types of Promotion

- Ad
- Post

Total Reach: 477,672

Some overlap in reach

Total Reach: 178,801

- Two email blasts to CEC members and customers
- Mobilizing CAN
- Policy Insider
- Twitter outreach
- Promotions from Units and Divisions

29,439

Clicks to CEC Legislative Action Center

27,751 messages sent from 9,468 people
Developing an Effective Grassroots Advocacy Network

1. CAN Alerts, CAN Updates, CAN Do!
2. Policy Insider
3. Legislative Action Center
4. State Unit/Division Membership Lists
CAN Email Blasts
Schools Must Do More Than Provide a “merely more than de minimis” Education Program

The U.S. Supreme Court today issued a unanimous opinion in the case, Endrew F. v. Douglas County School District, ruling in favor of the parents of a Colorado student with autism who indicated that the district did not meet the requirements of the Individuals with Disabilities Education Act (IDEA) thereby denying him a free appropriate public education (FAPE). Chief Justice John G. Roberts Jr. wrote the opinion said, “when all is said and done, a student offered an educational program providing ‘merely more than de minimis’ progress from year to year can hardly be said to have been offered an education at all.”

On January 11th, the Supreme Court justices heard the case deliberating what level of educational benefit that school districts must confer on children with disabilities to provide them with the FAPE guaranteed by the IDEA. Endrew F. v. Douglas County School District is focused on a Colorado boy with autism, whose family asked the justices to clarify what educational benefits an Individualized Education Program (IEP) must provide. Endrew F. (Drew) was provided an IEP from preschool through 4th grade, where he was a student in Douglas County School District. For 5th grade Drew was enrolled in a private school, after his parents disagreed with the County’s proposed IEP for 5th grade, stating it was too similar to the goals for earlier years. Drew and his parents filed a law suit in federal district court, stating that he has been denied FAPE and seeking tuition reimbursement for his private school, where they say he has “made academic, social, and behavioral progress.” Drew and his parents asked the eight justices to weigh in after the federal district court ruled that the IEP was “substantively adequate” after clarifying that that the educational benefit was “merely more than de minimis.” Douglas County School District countered that a standard desired by the family could potentially escalate the number of court cases. The school district stand behind the court’s decision in Rowley.

CEC Policy and Advocacy staff and several CEC members had the opportunity to sit in on the Supreme Court oral argument and hear the deliberation first hand. The argument...
Legislative Action Center

Issues:

- Funding
- Special Education Research
- Gifted and Talented
- International Advocacy

Special Education Research

The development, academic, and lifelong success of the nation’s seven million children and youth with exceptionalities relies on innovative research and development. Educators and parents alike depend on the availability of evidence-based strategies to support early intervention and special educational needs of children with exceptionalities.

Since its inception in 2004, the National Center for Special Education Research (NCSER), within the U.S. Department of Education, Institute for Education Sciences has supported over 200 research projects in 37 states totaling over $440 million, thereby providing the special education community with a better understanding of how children with exceptionalities learn, the effectiveness of strategies and interventions, and how to assess their knowledge and skills.
Legislative Action Center

How to Personalize Your Letter

CEC has prepared a letter for you to send to your elected officials. We encourage you to personalize the letter to provide information to the policy maker about how the issue will affect children and youth with exceptionalities and their families and the professionals who work on their behalf in your state and local programs. You can edit the letter directly on the Legislative Action Center or send the letter CEC has prepared.

Engagements

Tell Congress to Invest in Education Programs for Children with Exceptionalities!

Budgets are tight and Congress is under extreme pressure to keep funding to a minimum. Tell Congress that education cannot absorb any more funding cuts!

Message 1 - Mark Warner, Tim ...

- Message Subject: Senate HELP Committee Confirmation of Betsy DeVos
- Your Message: Dear [Representative], 

As a member of the Council for Exceptional Children (CEC), I am writing to request that you support the continued delay of the Senate HELP Committee vote and that a special hearing is held on the confirmation of Betsy DeVos, the nominee for U.S. Secretary of Education. I was very concerned that during the Senate HELP Confirmation hearing that Mrs. DeVos did not seem to have the necessary knowledge about the core...

- Your Closing: 

Welcome back, latag@ccecsped.org Not You?
Legislative Action Center

Federal - HR 1539
A bill to amend the Public Health Service Act to reauthorize a program for early detection, diagnosis, and treatment regarding deaf and hard-of-hearing newborns, infants, and young children.

Introduced
March 15, 2017

Description
A bill to amend the Public Health Service Act to reauthorize a program for early detection, diagnosis, and treatment regarding deaf and hard-of-hearing newborns, infants, and young children.

Original Sponsor 1
Rep. Brett Guthrie (R-KY)

Co-Sponsors 1
Rep. Doris Matsui (D-CA)
State Unit/Division Membership Listserv

- On the 16th on every month you receive a list of CEC members for your state unit/division
- Introduce yourself to your network
  - Share your state unit/division’s vision for advocacy
  - Solicit feedback to identify active/interested CEC members
  - Identify members who are leaders in the field

Not receiving your membership listserv? Email Katie Grady at katieg@cec.sped.org!
Current Issues

1. Appropriations FFY 17 and FFY 18
2. Medicaid
3. ESSA and HEA Regulations
4. Choice - Vouchers and Charters
Appropriations FFY 17

• Continuing Resolution - April 28, 2017
• Freeze at 2016 levels including a 0.19% cut across the board
• What’s Next?
  – Government Shutdown???
  – Continuing Resolution through December 31, 2017???
  – Other???
Recommendations for FY 2017

CEC urges Congress to:

– $12.9 billion to fully fund IDEA’s Part B Program
– $1.12 billion for IDEA’s Part C Preschool Program and $1.02 billion for IDEA’s Part C Early Intervention Program
– $853.9 million for IDEA’s Part D Program
– $70 million in the National Center for Special Education Research Center in the U.S. Department of Education Institute of Education Sciences
– $20 million for the Jacob K. Javits Gifted and Talented Students Education Act
President's Budget FFY 2018

- President Trump released his “skinny budget” on March 6, 2017
- **2017 - $68.2 B**  **2018 - $59.0 B**
- Slashes $9 billion - 13% of DOE’s funding
- Invests $1.4 billion of new money in school choice, including private school vouchers, ramping up to an annual total of $20 billion
  - $250 million to private schools
  - $168 million to charter schools
  - $1 billion increase for Title I - Portability Provision
- Maintains $13 billion - IDEA
- Eliminates $2.4 billion - Supporting Effective Instruction State Grants
- Eliminates $1.2 billion - 21st Century Community Learning Centers
- Eliminates or reduces over 20 categorical programs
  - Striving Readers
  - Teacher Quality Partnerships
  - Impact Aid Support Payments for Federal Property
  - International Education Programs
  - No others listed
- Other reductions and eliminations
Medicaid

Thank you for your advocacy to protect Medicaid!
ESSA Regulations

- President Trump priority to reduce the federal footprint through the rescinding of Obama Administration regulations

- Accomplished through a process known as the Congressional Review Act (CRA) - CRA used only one other time

- Resolution 57 passed both House and Senate along party lines

- ESSA regulations regarding the core requirement that schools be held accountable for the performance of historically marginalized students, including students with disabilities.

 Thousands of letters were sent to the Hill by CEC advocates opposing overturning the regulations. Thank you CEC Advocates!
ESSA Regulations

- Department of Education (DOE) prohibited from writing “substantially similar” rules until a new law is passed
- DOE can provide guidance
- DOE issued ESSA guidance on March 13, 2017 only a few days after regulations were rescinded
- Guidance letter to state chiefs on ESSA’s updated consolidated state plan template
HEA Regulations

- Resolution 58 passed both House and Senate to rescind the U.S. Department of Education teacher preparation regulations
- CEC member concern over requirement of a state-based rating system for preparation programs
- CEC believes any changes in the Higher Education Act (HEA) need to occur through a reauthorization process

CEC HEA recommendations:
- Well-prepared supported educators
- Address chronic shortages in special education through well-funded student forgiveness and scholarship programs
Choice - Vouchers and Charters

CEC's Position on School Vouchers

The Council for Exceptional Children (CEC) recognizes that children and youth with disabilities are entitled to equal access to all educational programs. The right to an appropriate public education is guaranteed by law and is a fundamental human right. However, school districts are not always equipped to provide the necessary supports and services for children with disabilities. School vouchers, which provide a direct payment to parents or guardians for the cost of education, can help address this issue.

It is the position of CEC that:

- CEC supports school vouchers for children and youth with disabilities as long as they are consistent with the rights of children and youth with disabilities and their families, the public school system, and society at large.

Absence of Necessary Accountability:

- Several recent court decisions, including CEC, Section 504 of the Rehabilitation Act, and the Individuals with Disabilities Education Act (IDEA), have emphasized the importance of accountability in educational programs. This means that school districts are required to provide educational services that are appropriate for each student.

No Guarantee of FAPE:

- A critical guarantee of the Individuals with Disabilities Education Act (IDEA) is that every child with a disability is provided with a free appropriate public education (FAPE). However, voucher programs may not provide the same level of FAPE as public education, which can lead to potential legal challenges.

Families Opt Out of Procedural Protections:

- Though they may not be in the public schools, children with disabilities may still be subject to certain procedural protections, such as due process and freedom from discrimination.

CEC's Policy on Children With Exceptionalities in Charter Schools

The Council for Exceptional Children (CEC) recognizes that children and youth with disabilities are entitled to equal access to all educational programs. The right to an appropriate public education is guaranteed by law and is a fundamental human right. However, school districts are not always equipped to provide the necessary supports and services for children with disabilities. Charter schools, which provide a different model of education, can help address this issue.

It is the policy of CEC that the following criteria with respect to children and youth with exceptionalities be adhered to when parents, professionals, school authorities, policy makers, and other education professionals consider the development of charter school policy, the content of contracts or agreements establishing individual charter schools, the operation of charter schools, and the removal of a charter school:

- Student Access: Charter schools must be required to provide a free, appropriate, public education to all children and youth with disabilities, regardless of the nature or severity of the disability.

- Provision of Free, Appropriate, Public Education Provided in the Least Restrictive Environment:

- As public schools, charter schools must be required to provide a free, appropriate, public education to all children and youth with disabilities, regardless of the nature or severity of the disability. This includes the provision of related services, as well as the provision of special education and related services in the least restrictive environment.

- No Guarantee of Equal Access:

- A network of public education is available to all children and youth with disabilities, regardless of the nature or severity of the disability. Charter schools must be required to provide a free, appropriate, public education to all children and youth with disabilities, regardless of the nature or severity of the disability.

- No Guarantee of Equal Access:

- A network of public education is available to all children and youth with disabilities, regardless of the nature or severity of the disability. Charter schools must be required to provide a free, appropriate, public education to all children and youth with disabilities, regardless of the nature or severity of the disability.
2017 CEC Convention - Boston

April 19 - 22
2017 CEC Convention - Boston

CAN Meeting and Social

**CAN Meeting at Convention**

Join CEC-CAN for light refreshments, social time and a update from CEC’s Policy Staff!

Thursday, April 20
5:00 – 6:00 PM

Location TBD

Room 304, Convention Center
2017 CEC Convention - Boston

Other Policy Sessions:

- **Wednesday, April 19:**
  - 9:00 AM - 12:00 PM - A New President and Congress: Implications for Federal Education Policy (Pre-Convention Workshop), Deb Ziegler, Sharon Walsh & Mitch Yell, Room 300

- **Thursday, April 20:**
  - 11:00 AM - 12:00 PM - NCSER Commissioner Update, Joan McLaughlin, Room 304
  - 1:00-2:00 PM - U.S. Department of Education ESSA Update, Ruth Ryder, Room 304
  - 5:00-6:00 PM - CAN Meeting and Social, Room 304

- **Friday, April 21:**
  - 9:45 AM - 12:00 PM - What's Happening in Washington, Ruth Ryder & Deb Ziegler, Ballroom C
2017 CEC Convention - Boston

CEC’s Legislative Action Center

1. Twitter Selfie Board
2. Send a letter to your members of Congress!
3. Resources and materials

Volunteer with CEC Policy and Advocacy staff at Convention!
2017 CEC Convention - Boston

- IDEA Reauthorization Principles & Recommendations Representative Assembly Discussion

- Friday, April 21
- 12:30-4:30 PM
CAN Coordinators Meeting & Special Education Legislation Summit

2017 SPECIAL EDUCATION LEGISLATIVE SUMMIT
JULY 9–12 | ALEXANDRIA, VIRGINIA

www.specialeducationlegislativesummit.org
CAN Strand at CEC Leadership Institute

Saturday, July 8
- 7:30 am - Registration and information desk open
- 9:00 am - Opening session
- 10:30 am - New CAN Coordinator Meeting
- 12:00 pm - Lunch session
- 1:15-4:30 pm - ALL CAN Coordinator Meeting

Sunday, July 9
- 8:00 am - Registration and information desk open
- 8:30-11:30 am - ALL CAN Coordinator Meeting
- 1:00 pm - Leadership briefing
- 2:00 pm - Leadership Institute adjourns
- 3:00 pm - 2017 Special Education Legislative Summit begins

*Schedule is subject to change
Special Education Legislative Summit

**Sunday, July 9**
- 3:00-7:00 PM
  - Welcome & Opening Session
  - Advocacy Strategies for Capitol Hill Visits
  - Review SELS Agenda and Strategies for State Teams
  - Introduce Legislative Talking Points

**Monday, July 10**
- 7:00-5:00 PM
  - Breakfast
  - Greetings
  - Briefing, U.S. Department of Education
  - Issue Breakout Sessions
  - Lunch/State Teams Networking
  - Review of Legislative Talking Points
  - Q&A and Strategies and Logistics for Capitol Hill Visits
  - State Capitol Hill Team Meetings
- 5:30-7:00 PM
  - Reception with Attendees, Partner Associations, and Organizations
- 7:00 PM
  - Dinner on your own

**Tuesday, July 11**
- 7:00-9:15 AM
  - Breakfast
  - Buses Depart for Capitol Hill
  - Congressional Hill Staff Panel
- 9:15-5:00 PM
  - Hill Visits with Members of Congress
- 7:30-9:15 PM
  - Social (optional): Washington by Water Monuments Cruise

**Wednesday, July 12**
- 7:30-8:30 AM
  - Breakfast
- 8:30-11:45 AM
  - What Did We Learn On Capitol Hill?
  - Taking What You’ve Experienced Back to Your Community/ ENGAGE: CEC’s Legislative Action Center
- 11:45-12:00 PM
  - Closing Remarks
Future Conference Call Schedule
Questions?

Time for Discussion
Thank you!