It Takes Two to Tango

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What the Process Should **NOT** Look Like
What the Process Should Look Like:
Who should the Roundtable Represent?

• All kids with **ALL** disabilities across race, gender, ethnic, lingual, socio-economic status, urban, rural, rich, poor, non obvious, mild, and significant. This includes kids with IEPs, 504s, and kids without IEPs or 504s. Across the lifespan.

• How can you determine if your side of the roundtable reflects the diversity of your state/community? Research it!
Why Representation Matters

Figure 1
Maryland Students with Disabilities by Disability
Ages 3-21
October 1, 2015

- Emotional Disturbance, 5.69%
- Developmental Delay, 9.60%
- Traumatic Brain Injury, 0.21%
- Autism, 11.15%
- Multiple Disabilities, 5.72%
- Specific Learning Disability, 28.48%
- Other Health Impairment, 17.26%
- Intellectual Disability, 5.70%
- Deaf-Blinkness, 0.01%
- Deaf, 0.36%
- Hearing Impairment, 0.45%
- Speech or Language Impairment, 14.98%
- Visual Impairment, 0.17%
- Orthopedic Impairment, 0.20%
Where to Find Data: National

Social Security Administration  https://www.ssa.gov/policy/docs/statcomps/

US Census  https://www.census.gov/topics/health/disability/data.html

Cornell Disability  http://disabilitystatistics.org/

US Department of Education Civil Rights Data:
https://www2.ed.gov/about/offices/list/ocr/data.html

State Employment Data  https://www.statedata.info/
Where to Find Data: State

State Department of Education: http://reportcard.msde.maryland.gov/

http://mdideareport.org/SupportingDocuments/MDSpecialEducationEarlyInterventionCensusDataRelatedTables.pdf

Developmental Disabilities Administration: https://www.statedata.info/mdda/

Your State’s Parent Center

And there are many more national and state sources of data
The Parents’ Place Experience

• Open to hearing
• Look at our materials & resources
• Look at our data
  • Families we reach
  • Families we don’t reach
  • Our own organization composition
The Parents Knights Are Engaged, Now What?
System Change Partners and Making the Case: Before

State Department of Education/LEAs (students with disabilities)

MHEC
UM System Community College System

Developmental Disabilities Administration (DDA)

Behavioral Health Administration (BHA)

Division of Rehabilitation Services (DORS)

Department of Labor, Licensing, and Regulation (DLLR)

Public & Private Colleges/Universities

Supports Training/Employment/Providers

America’s Job Centers for Training/Employment

Indicator 14 - All youth with IEPs are employed and engaged in postsecondary education or training one year post school
AFTER (with thanks to NTACT/PROMISE)

- State Department of Education/LEAs
  - (students with disabilities)
  - MHEC
    - UM System Community College System
  - Developmental Disabilities Administration (DDA)
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- The Parents' Place of MD

- Public & Private Colleges/Universities
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Indicator 14 - All youth with IEPs are employed and engaged in postsecondary education or training one year post school
Engaging All State Partners

- Build relationships one on one
- Create a safe space
- Use personal experience to inform but not distract from the bigger picture.
- Be honest, transparent, rational
- Listen, research
- Be in it for the long term
- Ask ourselves are we missing anyone?
Making the Case for Parent Engagement

• End user voice
• Provides a feedback loop
• “Real time” needs assessment
• State is committed to improving employment outcomes, but need parents as partners in achieving this goal.
Never Forget.....

It’s a Fan!

It’s a Spear!

It’s a Wall!

It’s a Snake!

It’s a Tree!

It’s a Rope!
Self Advocacy versus Systems Change

- State’s Experience
- PPMD’s Solution
Maryland’s Experience

• State’s Perspective
Did not reflect the diversity of disability, ethnicity, age (i.e. TY) and socioeconomic needed.
Need to understand difference between self advocacy and systems change and how to be effective partners in systems change.

Now and Future: State is supporting PPMD to develop in these areas.

• PPMD’s Perspective
Past:
• Not a partner
• Missing pockets of families
• Not reflective of our state

Now and Future:
• Partner
• Plan to address those pockets
• Concrete strategies
Maryland Results

• Products for broad array of families that are user friendly and designed to meet them where they are
• Strategic thought Partners
• Unified messaging
• Robust interactive and ongoing communication

• And more to come.....
Helping States to Communicate Effectively

• What are our barriers?
• What is our common ground?
• What are our successes?

• Are the information and materials developed “user friendly” for families?
• What information would be helpful? How can it be improved?
So you and your team are at the Roundtable

What ever you do, don’t start by

Remember, the Knights put their sword and shields down.....!
Being Good Partners Means

• Listening to all the stake holders including self advocates.
• Seek ways to be part of the solution
• Take time to understand the systems—the requirements the agencies are held to and outcomes they are measured by.
• Offer solutions that are well research and supported
• Recognize the limitations, i.e. money and resources.
• Appreciate each other as individuals even when you may disagree.
• Agree to disagree at times but move on to areas of commonality and circle back on the more challenging areas first.
Be Prepared! This work is not for the faint of heart....

• Systems changes take a really long time. Quality persistence is more effective than open resistance.
• Ask questions, seek to understand, be informed, be open – Listen to Hear.
• Start one person and one partner at a time and build out.
We are all on the same team and want the same thing: Great Outcomes for All Kids!