



Checklist: 8 Steps to Kicking Off SSIP Phase II

The first step in getting started on Phase II is identifying who will do the work, what they will do, and when and how they will do the work. Planning up-front facilitates clear communication with state staff and stakeholders about the types of work they will be expected to do and the time commitment they are making. States can choose to complete the work through a number of structures, one of which is to develop or use existing teams to plan and oversee implementation. As teams are created it is important for states to be intentional about how stakeholders are actively involved in the work. If teams are used to complete the work of Phase II, defining the purpose and membership of the team and processes they will follow will make the teams more efficient and avoid miscommunication.

- ☐ **Step 1.** Review and address OSEP's recommendations for improving Phase I.
- ☐ **Step 2.** Identify the activities and timelines described in Phase I that need to be completed during Phase II.
- ☐ **Step 3.** Review the requirements for Phase II.
- ☐ **Step 4.** Generate an initial Gantt Chart listing the work to be done in Phase II.
- ☐ **Step 5.** Identify a staffing structure and those responsible for completing Phase II.
- ☐ **Step 6.** Describe the role of stakeholders in Phase II.
- ☐ **Step 7.** If state uses a State Leadership Team and Local Implementation Teams, invite team members to participate in Phase II.
- ☐ **Step 8.** Ensure stakeholders and planning team members have an active role in Phase II.

This document appears a part of the *SSIP Phase II Process Guide*. Tools and resources related to these steps may be retrieved from: http://ectacenter.org/topics/ssip/ssip_phase2.asp

The contents of this guide were developed under cooperative agreement numbers #H326R140006 (DaSy), #H326P120002 (ECTA Center), #H373Y130002 (IDC) and #H326R140006 (NCSI) from the Office of Special Education Programs, U.S. Department of Education. Opinions expressed herein do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government.

Project Officers: Meredith Miceli & Richelle Davis (DaSy), Julia Martin Eile (ECTA Center), Richelle Davis & Meredith Miceli (IDC), and Perry Williams & Shede Hajghassemali (NCSI)