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| **Elements of Dispute Resolution** | **Current Status****1 = nonexistent****4 = well-established** | **Evidence/Comments/Descriptions/Examples** | **Relative Priority****1 = low/later****4 = high/sooner** |
| ***Systemwide Oversight, Infrastructure & Organization*** |
| **Management**Dedicated staff regularly plan and/or review dispute resolution operations and performance. *Example: weekly, monthly, or quarterly review – perhaps in conjunction with leadership and stakeholders* | 1 2 3 4 |  | 1 2 3 4 |
| **Data System**Data are housed in a structure that allows analysis of activities and performance. *Examples: dispute resolution database, spreadsheet* | 1 2 3 4 |  | 1 2 3 4 |
| **Resource Allocation**Fiscal and human resources (including state staff, mediators, and hearing officers) are available to implement dispute resolution options. *Examples: funding, partnerships with Part B DR system, dedicated staff/FTE* | 1 2 3 4 |  | 1 2 3 4 |
| **Stakeholder Involvement**Stakeholders are involved in planning, promotion, training, evaluation, and improvement activities. *Examples: parents, EI providers, mediators, hearing officers, and others* | 1 2 3 4 |  | 1 2 3 4 |
| **Policy & Guidance**Policies and procedures that align with federal and state regulations have been established for the administration of dispute resolution options. *Example: operational procedures* | 1 2 3 4 |  | 1 2 3 4 |

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| ***Program Access & Delivery*** |
| **Intake Process**Available dispute resolution processes, procedures, materials, and forms are understandable and not burdensome for intended audiences. *Examples: toll-free number, intake coordinator, dedicated webpage, templates, form letters* | 1 2 3 4 |  | 1 2 3 4 |
| **Case Management**Cases are managed in a timely, consistent, compliant, and effective manner. *Examples: timeline standards, hearing officer or mediator assignment* | 1 2 3 4 |  | 1 2 3 4 |
| **Technical Assistance**Information is shared on the appropriate uses of various dispute resolution processes available and how to access them. *Examples: trouble-shooting, Q&A* | 1 2 3 4 |  | 1 2 3 4 |
| **Participant Preparation**Resources and supports are available on how to prepare for each dispute resolution process. *Examples: brochures, checklists, coaching* | 1 2 3 4 |  | 1 2 3 4 |
| **Diversity and Inclusion** Efforts are made to understand the interests and experiences of non-dominant groups and how they are impacted by the system. *Examples: cultural liaison, focus groups* | 1 2 3 4 |  | 1 2 3 4 |

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| ***Standards & Professional Development*** |
| **Qualifications & Selection**Requirements (e.g., relevant experience, education, and training) for dispute resolution program personnel, mediators, and hearing officers are defined and used during the recruiting and selection process. *Example: job descriptions* | 1 2 3 4 |  | 1 2 3 4 |
| **Standards of Practice**There are clearly articulated expectations of practice for dispute resolution personnel, mediators and hearing officers*. Examples: model expectations, contractual terms* | 1 2 3 4 |  | 1 2 3 4 |
| **Training & Professional Development**Personnel, mediators, and hearing officers are provided initial training and continuing professional development opportunities in alignment with articulated standards of practice. *Examples: in-person training, webinars, conferences* | 1 2 3 4 |  | 1 2 3 4 |
| **Training & Professional Development for Service Coordinators and Direct Service Providers**Local personnel are provided initial training and continuing professional development opportunities related to procedural safeguards (including dispute resolution). *Examples: in-person training, webinars, conferences* | 1 2 3 4 |  | 1 2 3 4 |

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| ***Public Awareness & Outreach*** |
| **Messaging**Clear and consistent messaging is developed, with cultural considerations, to explain the dispute resolution system and each of the available processes. *Examples: slogans, standard talking points for all informal and formal presentations* | 1 2 3 4 |  | 1 2 3 4 |
| **Audience**Targeted audiences, including individuals from non-dominant groups, are understood and their interests are reflected in products and services. *Examples: families, EI providers, advocates, attorneys, advisory groups* | 1 2 3 4 |  | 1 2 3 4 |
| **Materials & Delivery Mechanisms**Materials are available in multiple formats and various delivery mechanisms are used to disseminate information (e.g., website, brochures, videos, presentations to various stakeholder groups, electronic announcements). *Examples: brochures, FAQs, website, videos, presentations at various meetings and conferences* | 1 2 3 4 |  | 1 2 3 4 |

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| ***Evaluation & CQI*** |
| **Process Evaluation**Process effectiveness is evaluated and monitored. *Examples: surveys completed by participants, mediators, hearing officer, etc., timelines* | 1 2 3 4 |  | 1 2 3 4 |
| **Evaluation of Mediators, Hearing Officers and Dispute Resolution Personnel**Mediators, hearing officers and dispute resolution personnel are evaluated for effectiveness so that leadership can monitor adherence to standards of practice and provide ongoing support to ensure practices align with expectations. *Examples: expert review of decisions, self-assessments, observations* | 1 2 3 4 |  | 1 2 3 4 |
| **System Use/Outcomes**Data on system use and outcomes are compiled, analyzed, and summarized to improve system design and implementation. *Examples: number of requests, number of withdrawals, number of successful resolutions* | 1 2 3 4 |  | 1 2 3 4 |
| **System Improvement**Data are used to monitor how the system and processes are performing and resulting issues are used to guide improvement activities. *Examples: data reviewed quarterly by team, website revised to improve access, changes to policies, procedures, training, etc.* | 1 2 3 4 |  | 1 2 3 4 |