STATE OF NEW HAMPSHIRE

Honorarium or Expense Reimbursement Report (RSA 15-B)

Type or Print all Information Clearly:

Name: __Kathleen Gray_____ Work Phone No. __271-3783_____

First Middle Last

Work Address: _129 Pleasant Street, Thayer Building, Concord, NH 03301___

Office/Appointment/Employment held: _Program Specialist III_____

List the full name, post office address, occupation, and principal place of business, if any, of the source of any reportable honorarium or expense reimbursement. When the source is a corporation or other entity, the name and work address of the person representing the corporation or entity in making the honorarium or expense reimbursement must be provided in addition to the name of the corporation or entity.

Source of Honorarium or Expense Reimbursement:

Name of source:

_____

First Middle Last

Post Office Address:

_____

Occupation:

_____

Principal Place of Business:

_____

If source is a Corporation or other Entity:

Name of Corporation or Entity: ___The DaSy Center_____

Name of Corporate/Entity Representative: __Sarah Criscuolo_____

Work Address of Representative: __517 S. Greensboro Street, Carrboro, NC 27510___

Food and/or beverages consumed pursuant to RSA 15-B:6, II with **value over $25.00** ☐

Value of Honorarium: _____ Date Received: _____ *If exact value is unknown, provide an estimate of the value of the gift or honorarium and identify the value as an estimate.* ☐ Exact ☐ Estimate

Reimbursement of Expenses received:

Airfare = 377.75; Hotel = 584.37; Meals = 241.00; Airport Mileage = 36.81

Value of Expense Reimbursement: _$1,240.43_____ Date Received: __8/20/17____ *A copy of the agenda or an equivalent document must be attached to this filing.* _X_ Exact ☐ Estimate

Briefly describe the service or event this Honorarium or Expense Reimbursement relates to:

_OSEP Leadership Conference includes all Part C and Part B system leaders across the country. The Conference will provide unique opportunities for each of the NH Part C team members to hear from experts in the field and to learn about evidence-based practices that will support participants' ability to improve results for infants and toddlers with disabilities and their families. Our Federal funder is utilizing this conference to address required components of our State Systemic Improvement Plan (SSIP) including: (a) improving the quality of data on child and family outcomes; (b) supporting team and local programs for an improved system; and (c) increased understanding of all requirements of the Office of Special Education (OSEP) around our SSIP.

"I have read RSA 15-B and hereby swear or affirm that the foregoing information is true and complete to the best of my knowledge and belief."

__Kathleen Gray_____ __9/8/17_____

Signature of Filer Date Filed

9/07

2017 OSEP Leadership Conference Program

Sunday, July 16, 2017

3:00 p.m.– 7:00 p.m.	Registration/Pick Up Conference Materials	*Arlington Desk, First Floor Meeting Space*	

Monday, July 17, 2017

7:00 a.m.– 9:00 a.m.	Registration / Pick Up Conference Materials	*Arlington Desk, First Floor Meeting Space*	
9:00 a.m.– 9:45 a.m.	OSEP Welcome	*Arlington Ballroom*	*All*
9:45 a.m. – 10:30 a.m.	Keynote Presentation: *Early Childhood Suspensions and Disproportionality: An Issue That Impacts Everyone!* Presenter: **Rosemarie Allen,** Metropolitan State University of Denver	*Arlington Ballroom*	*All*
10:30 a.m. – 10:45 a.m.	Remarks Presenter: **Betsy DeVos,** U.S. Secretary of Education (invited)	*Arlington Ballroom*	*All*
10:45 a.m.– 11:15 a.m.	Break		

11:15 a.m.– 12:15 p.m. **Breakout Sessions**

	Effective Alignment for Better Outcomes	*Salon I-II*	*Part B*

Presenters: **Steve Goodman,** Michigan's Integrated Behavior and Learning Support Initiative; **Tonya Rutkowski,** Vermont Agency of Education; **Meg Porcella,** Vermont Agency of Education

Session Description: To connect their work with ESSA, their SSIP, and other initiatives, States need to carefully align and integrate educational activities and efficiently allocate their resources. Alignment improves the efficiency of State and local organizations, resulting in sustainability and improved student outcomes. During this session, presenters from Michigan and Vermont will discuss how they aligned initiatives and evaluation work in their States. Presenters will share two similar five-step processes for evaluating the feasibility of aligning initiatives. Participants will also engage in

a discussion focused on stakeholder engagement and the use of aligned initiatives as anchors for efficient resource allocation.

Is Intensive Intervention Special Education? Defining Services for SWDs *Salon III-IV* *Part B*

Presenters: Lou Danielson, National Center on Intensive Intervention; **Glenna Gallo**, Washington State Board of Education; **J. David Sienko**, Rhode Island Department of Education; **Teri Marx**, National Center on Intensive Intervention

Session Description: There are a variety of terms used interchangeably to define special education, including specially designed instruction, Tier 3 supports, and intensive intervention. But, do they mean the same thing? In this session, State leaders of special education and personnel from the National Center on Intensive Intervention will share their perspectives on how special education is defined and draw commonalities across varied terminology and services to support students with disabilities.

Pay for Success: Innovative Financing to Improve Child Outcomes *Salon V* *Part C, Fiscal*

Presenters: Donna Spiker, SRI; **Jennifer Tschantz**, U.S. Department of Education; **Bryan Boroughs**, Palmetto Initiatives; Institute for Child Success

Session Description: Pay for Success (PFS) projects across the country are focusing on in multiple areas, including early childhood. This session will explore the development process for a PFS project using two case studies of projects in South Carolina – one that is underway and involves Medicaid, and another in the works. Discussion will focus on relevance for Part C and Section 619 programs.

Increasing IDEA Data Use in an Integrated SLDS *Salon VI* *Data*

Presenters: Nick Easter, Nevada Department of Education; **Erik Friend**, Oklahoma Department of Education; **Jeff Sellers**, Center for the Integration of IDEA Data

Session Description: The integration of IDEA data into a State Longitudinal Data System (SLDS) can allow new uses of these data. This session will present Nevada's and Oklahoma's efforts to automate their IDEA Federal reporting and integrate the data into their SLDS. Presenters will highlight their internal evaluations of the processes for collecting and reporting the data, and will introduce a new automated reporting tool: Generate, developed by CIID. We will show how this tool supports automated submission, integration, and use of IDEA data. Integrating IDEA data into an SLDS helps States use the data to inform policy decisions and program evaluation and improvement, as well as with presenting data in ways that make sense to stakeholders and decision-makers.

Understanding and Addressing Implicit Bias in Early Education Settings *Salon A* *Part C, Parent Center*

Presenters: Megan Vinh, Early Childhood Technical Assistance Center; **Jen Neitzel**, Franklin Porter Graham Child Development

Institute; **Rosemarie Allen**, Metropolitan State University of Denver

Session Description: This session will provide early childhood education leaders specific professional development strategies that support culturally responsive practices. Presenters will discuss implicit bias and its effect on practitioners' behavior, as well as how to develop professional development activities that reduce its impact. They will also give participants an opportunity to start to build strategies for self-reflection and addressing biases.

Part C Family Survey Data: State Approaches and Data Quality *Salon B*   *Data, Parent Center*

Presenters: Alice Ridgway, Connecticut Department of Education; **Darla Gundler**, Massachusetts Department of Public Health; **Siobhan Colgan**, Franklin Porter Graham Child Development Institute

Session Description: Learn about the status of the States regarding family outcomes data. Presenters will share the mission and recent work of the Family Outcomes Data Quality Task Force, a collaborative effort of ITCA, ECTA, DaSy, and OSEP. As part of this effort ITCA collected data on State approaches to conducting family surveys across the nation. Presenters will discuss findings from this review, challenges in collecting and comparing data across States, and brainstorm about how to form or improve partnerships with family organizations and families to strengthen this work.

Facilitative Advocacy: A Collaborative Approach to Supporting *Salon C*   *Parent Center*
Families

Presenters: Diana Cruz, Center for Appropriate Dispute Resolution in Special Education; **Kerry Smith**, Pennsylvania Office for Dispute Resolution; **Myriam Alizo**, Statewide Parent Advocacy Network

Session Description: Advocates play a critical role in supporting families and students with disabilities in navigating the complex special education system. While a knowledgeable advocate can inform and empower families to work collaboratively with educators, the impact of a combative advocate can have lasting and devastating effects on educators, parents, school systems, and students with disabilities themselves. This presentation will focus on the CADRE Facilitative Advocacy initiative, an innovative and positive approach to advocacy and family support.

Defining and Advancing the Professions that Support All Young *Salon D-E*   *Part C*
Children

Presenters: Peggy Kemp, CEC Division for Early Childhood; **Marica Cox Mitchell**, National Association for the Education of Young Children

Session Description: Ensuring that early childhood settings offer comparable quality and that early childhood educators receive comparable support has been a challenge for decades. The Power to the Profession Initiative (www.naeyc.org/profession) seeks to engage the field in responding to this challenge. Join us for a discussion on the impact of this initiative across the early childhood

workforce and particularly the impact on our current understanding of early childhood special educators and early interventionists.

Professional Development Evaluation Strategies to Maximize Impact	*Salon H*	*Part C, Data*

Presenters: Jeffri Brookfield, WestEd Center for Prevention and Early Intervention; **Chelsea Guillen**, University of Illinois

Session Description: Do you want to get a bigger bang for your PD investment? Need to beef up your current evaluation plan? Presenters will describe an evaluation approach that targets pivotal decision points in a PD initiative, allowing timely, data-based adjustments that make PD more effective. They will provide State-developed examples of comprehensive PD evaluation plans, measurement tools, and data collection strategies.

Involving Stakeholders in Significant Disproportionality Work	*Salon J*	*Part B, Parent Center*

Presenters: Michael Gross, U.S. Department of Education; **Perry Williams**, U.S. Department of Education; **Carmen Sanchez**, U.S. Department of Education

Session Description: During this session, ED staff will discuss the model timeline for implementing the final regulations for equity in IDEA, with particular emphasis on (1) points where stakeholder engagement is most necessary; and (2) how to plan for engaging and educating families, family organizations, and other stakeholders. This session will also focus on resources that States can use in creating effective stakeholder engagement.

Part C SPP/APR Measurement Table: Overview of Changes and Impact on FFY 2016 Submissions	*Salon K*	*Part C*

Presenters: Angela Tanner-Dean, U.S. Department of Education; **Leticia Braga**, U.S. Department of Education; **Priscilla Irvine**, U.S. Department of Education

Session Description: During this session, representatives from the MSIP Data Implementation Team will highlight proposed changes to the Part C SPP/APR Information Collection package, including proposed changes based on public comment. The final comment period closed June 29, 2017 and MSIP is in the process of finalizing the documents, which apply to the FFY 2016 submission due in February 2018. Please note that discussion of the SSIP will be covered in a separate session.

Sustaining Systemic Improvement: Continuing to Move Forward	*Salon F-G*	*Part C*

Presenters: Grace Kelley, Early Childhood Technical Assistance Center; **Marcella Franczkowski**, Maryland Department of Education

Session Description: What now? Sustaining change requires strategy, action, and support. Join this interactive session in sharing ideas, lessons learned, and key strategies for supporting and sustaining the changes that States have been working toward.

12:15 p.m.– 1:15 p.m.	Break for Lunch (*On Your Own*)		
1:15 p.m.– 2:15 p.m.	**State Showcase Poster Session**	*Skyview*	*All*
2:15 p.m.– 3:45 p.m.	**Large Group Panels**		

Creating and Supporting High-Quality Inclusive Environments   *Salon I-II*   *All*

Moderator: Kerry Haag, Kansas Department of Education

Panelists: Jennifer Kurth, University of Kansas; **Karla Marty,** Maryland Department of Education; **Deana Buck,** Virginia Commonwealth University; **Carol Quirk,** Schoolwide Integrated Framework for Transformation Center

Session Description: This session will address creating and supporting high-quality inclusive environments that foster children's development, academic success, friendships with peers, and sense of belonging. Presenters will discuss the current research and policies and practices that support inclusion, such as embedding interventions in natural environments, integrating multi-tiered systems of support into inclusive environments, and using data to monitor progress and make decisions. Presenters will provide recommendations for State-level policies and professional development to create and support high-quality inclusive environments.

Building Culturally Responsive MTSS   *Salon III-IV*   *All*

Moderator: Tara Courchaine, U.S. Department of Education

Panelists: Leticia Grimaldo, University of Texas at Austin; **Lucinda Soltero-Gonzalez,** Adams County School District, Commerce City, Colorado; **Alba Ortiz,** University of Texas at Austin; **Denise Schweitzer,** Del Valle Independent School District

Session Description: Many States are engaged in building multi-tiered support systems to address the needs of elementary-age students. Unfortunately, without deliberate consideration in the planning process, some students may not fully benefit from these efforts—for example, the systems implemented often do not fully address the needs of English learners. This session will address culturally responsive best practices for elementary MTSS implementation and highlight State-level examples.

Beyond the Focus Group: Effectively Engaging Families as   *Salon V-VI*   *All*
Stakeholders

Moderator: Ron Benham, Massachusetts Department of Education

Panelists: Lauren Viviani, Massachusetts Department of Education; **Diana Autin,** Statewide Parent Advocacy Network; **Rich Robison,** Federation for Children with Special Needs

Session Description: Stakeholder engagement has been a hallmark of IDEA since its inception, and is required for SSIPs and SPDGs under IDEA. Most recently, ESSA legislation underscores the need for States to engage stakeholders in the development and

implementation of State Plans, and work to address the regulations on significant disproportionality. However, States have struggled with how to appropriately and effectively engage stakeholders—and families specifically—in the required activities, beyond simply gathering input. This session will highlight best practices in engaging stakeholders, with a focus on families; share tools and resources to assist practitioners; and provide examples from States that are effectively engaging all stakeholders.

When the Stars Align: Getting Results Through Systemic Approaches

Salon A-B *All*

Moderator: Rorie Fitzpatrick, National Center for Systemic Improvement

Panelists: Shannon Pargin, Tennessee Department of Education; **Jennifer Gonzales**, Arkansas Department of Education

Session Description: In this session, panelists will discuss their experiences in analyzing their States' systems and determining approaches for creating or improving coherence to improve educational outcomes for all children. Strategies will be shared for building and expanding relationships with both internal and external stakeholders to identify common priorities and leverage resources to implement and scale up evidence-based practices. States have multiple priorities at any given time, as well as budgets and chains of command and support that are often tied to certain initiatives. Some States are exploring ways to align initiatives and systems to streamline both the work and the workload of those involved. Identifying common system components and collaborating in their planning and implementation has resulted in improved efficiency and implementation. This session will highlight best practices and existing policy on aligning initiatives, provide some tools and resources, and share State examples.

Significant Disproportionality: Supporting State Implementation

Salon J-K *All*

Moderator: Tom Munk, Westat

Panelists: Julie Bollmer, IDEA Data Center; **Cesar D'Agord**, National Center for Systemic Improvement; **Lisa Haley**, Arkansas Department of Education; **Vicki Nishioka**, Education Northwest

Session Description: OSEP's significant disproportionality regulations aim to promote equity by targeting widespread disparities in special education identification, placement, and discipline. The rules create a standard approach for identifying significant disproportionality in the representation of students in special education. Since the regulations were released (in December 2016), OSEP has disseminated further guidance to help States with implementation—including two webinars, a Q&A document, a model timeline, and a symposium, with support available from OSEP's TA centers. The panel members will provide further information and additional facts on success gaps.

Promoting Positive School Climate and Reducing Out-of-School Time

Salon C-D-E *All*

Moderator: Sarah Drinkwater, Oregon Department of Education

Panelists: Heather Peshak George, University of South Florida; **Steve Goodman**, Michigan's Integrated Behavior and Learning Support Initiative; **Lise Fox**, University of South Florida

Session Description: With ESSA's increased focus on school climate, States are continuing to explore the connection between academic achievement and a positive, supportive school climate. Emerging research clarifies and supports the connection between achievement and school climate. States are starting to incorporate school climate in their improvement plans, specifically focusing on children with disabilities who are excluded from the learning environment. This session will provide an overview of best practices, resources, and State examples for creating and maintaining positive, supportive learning environments in preschool to grade 12.

3:45 p.m.– 4:00 p.m.	**Break**		
4:00 p.m.– 5:00 p.m.	**State Lead Team Meetings**		

State Lead Team Meeting A *Salon I-II* *Fiscal, Data, Part B, Part C*

Session Description: This time is reserved for Team A State agency staff to meet with its OSEP homeroom team.

Team A: AR, DC, IA, KY, MO, NM, ND, OR, PA, RI, SD, TX, VT, WY

State Lead Team Meeting B *Salon III-IV* *Fiscal, Data, Part B, Part C*

Session Description: This time is reserved for Team B State agency staff to meet with its OSEP homeroom team.

Team B: AS, CO, CNMI, FSM, GU, MD, MH, MI, MT, NV, OH, OK, PW, SC, TN, WA

State Lead Team Meeting C *Salon V-VI* *Fiscal, Data, Part B, Part C*

Session Description: This time is reserved for Team C State agency staff to meet with its OSEP homeroom team.

Team C: AK, AZ, CT, DE, FL, HI, ID, KS, MA, NE, NH, NJ, NY, UT, VI

State Lead Team Meeting D *Salon F-G-H* *Fiscal, Data, Part B, Part C*

Session Description: This time is reserved for Team D State agency staff to meet with its OSEP homeroom team.

Team D: AL, CA, GA, IL, IN, LA, ME, MN, MS, NC, PR, VA, WV, WI, BIE

5:00 p.m. – 5:15 p.m.	**Adjourn / Break Before Optional Listening Sessions**		

Please visit the registration desk for a list of additional evening sessions.

5:15 p.m. – **Optional Regulatory Reform Listening Session: Part B** *Salon I-II* *Part B*
6:15 p.m.
Session Description: The U.S. Department of Education published a notice in the Federal Register on June 22, 2017 seeking input on

regulations and guidance that may be appropriate for repeal, replacement, or modification. This listening session provides an opportunity for the participants to share recommendations on the IDEA regulations (Parts B, C, and D) and IDEA guidance documents.

Data Managers can select one listening session to attend.

5:15 p.m. – 6:15 p.m.	**Optional Regulatory Reform Listening Session: Part C**	*Salon III-IV*	*Part C*

Session Description: The U.S. Department of Education published a notice in the Federal Register on June 22, 2017 seeking input on regulations and guidance that may be appropriate for repeal, replacement, or modification. This listening session provides an opportunity for the participants to share recommendations on the IDEA regulations (Parts B, C, and D) and IDEA guidance documents.

Data Managers can select one listening session to attend.

5:15 p.m. – 6:15 p.m.	**Optional Regulatory Reform Listening Session: Parent Centers**	*Salon A-B-C-D-E*	*Parent Center*

Session Description: The U.S. Department of Education published a notice in the Federal Register on June 22, 2017 seeking input on regulations and guidance that may be appropriate for repeal, replacement, or modification. This listening session provides an opportunity for the participants to share recommendations on the IDEA regulations (Parts B, C, and D) and IDEA guidance documents.

Data Managers can select one listening session to attend.

Tuesday, July 18, 2017

9:00 a.m.– 10:15 a.m.	**OSEP Welcome, Remarks, and Updates** Presenters: **Kimberly M. Richey, Esq.**, Acting Assistant Secretary, OSERS; **Ruth E. Ryder**, Acting Director, OSEP; **Gregg Corr**, Monitoring and State Improvement Division, OSEP	*Arlington Ballroom*	*All*
10:15 a.m.– 10:30 a.m.	Break		
10:30 a.m.– 12:00 p.m.	**Large Group Panel Sessions**		

What's Coming Down the Pike: A Policy, Funding, and Futures Discussion   *Salon I-II*   *All*

Moderator: **Alice Ridgway**, Connecticut Department of Education

Panelists: **Deb Ziegler**, Council for Exceptional Children, **Sharon Walsh**, IDEA Infant and Toddler Coordinators Association; **Jane West**, Jane West Consulting; **Nancy Reder**, National Association of State Directors of Special Education; **Lindsay Jones**, National Center for Learning Disabilities

Session Description: Five special education policy experts will share their perspectives on policy decisions currently being made on Capitol Hill that will affect children with disabilities. They will also share insights on future Federal funding and the possibility of IDEA reauthorization.

DEC Recommended Practices: Building and Implementing Effective Systems   *Salon A-B*   *Part C*

Moderator: **Christina Kasprzak**, Franklin Porter Graham Institute

Panelists: **Betsy Sutherland**, Utah State Board of Education; **Chelsea Guillen**, University of Illinois; **Lisa Backer**, Minnesota Department of Education; **Mary Beth Bruder**, Early Childhood Personnel Center

Session Description: This session will provide a discussion of the implementation and scale-up of the DEC Recommended Practices. Presenters will give specific examples of State implementation work to support recommended practices and the critical role of infrastructure in doing so. Participants will leave with an understanding of the effort required to build a system to support recommended practices. Intended participants are State-level staff.

States Leading: Creating System Coherence to Improve Outcomes   *Salon V-VI*   *Part B*

Moderator: **Johnny Collett**, Council of Chief State School Officers

Panelists: **Tony Evers**, Wisconsin Department of Education; **Barbara Guy**, Iowa Department of Education; **Mary Ann Mieczkowski**, Delaware Department of Education

Session Description: This facilitated discussion will explore how States are leading improvement efforts to align vision, goals, approaches, and related resources to advance their priorities. State leaders will describe how they have identified, aligned, and leveraged shared priorities within their organization and with stakeholders to create a unified vision for improvement, and how they are executing that vision to maximize impact.

Participants will explore strategies for communication, evaluation, professional learning in the field, and will leave with actionable ideas on leading conversations and influencing decisions related to continuous improvement efforts in their own State.

The Value of Engaging Stakeholders, From Data Collection to Reporting and Use   *Salon J-K*   *Data*

Moderator: Cornelia Taylor, Early Childhood Technical Assistance Center

Panelists: Misty Goosen, Kansas Inservice Training System; **Will Jensen**, Nevada Department of Education; **Lynda Gargan**, National Federation of Families for Children's Mental Health

Session Description: This panel will demonstrate the value that stakeholders can add to data collected by States. Data activities that stakeholders can support include data collection tool development, interpretation and use of local and State data, and development and dissemination of data products like infographics. Participants will leave the session with a better understanding of how involving stakeholders across data-related activities can improve the quality and usefulness of the data collected, and with knowledge of the tools available to support the engagement of stakeholders.

Perfect Together – Aligning and Leveraging State and Parent Centers   *Salon C-D-E*   *Parent*
in Shared Work   *Center*

Moderator: Carolyn Hayer, Statewide Parent Advocacy Network

Panelists: Sharon Coppedge-Long, Oklahoma Parents Center, Inc.; **Christa Knight**, Oklahoma State Department of Education; **Helen Post**, Utah Parent Center; **Kim Fratto**, Utah State Board of Education

Session Description: This session will focus on effective and sustained collaborations among parent centers and SPDG projects. Presenters will share strategies for effective collaboration in the development, implementation, and evaluation of SPDG projects. Participants will learn how to maximize the capacity of States and parent centers to improve outcomes for all students.

12:00 p.m.–   **Break for Lunch (*On Your Own*)**
1:00 p.m.

1:00 p.m.–   **TA Resources Poster Session**   *Salon III-IV*   *All*
2:00 p.m.

2:00 p.m.–   **Breakout Sessions**
3:00 p.m.

Sharpening Instruction through High-Leverage Practices   *Salon I*   *Part B*

Presenters: Mary Brownell, CEEDAR Center; **Deb Ziegler**, CEC; **Sarah Drinkwater**, Oregon Department of Education; **Paula Lancaster**, Grand Valley State University

Session Description: The Council for Exceptional Children and the CEEDAR Center describe high-leverage practices and how they can be used to improve the instruction of special education teachers. Presenters describe the high-leverage practices, demonstrate how they might be implemented for general and special education teachers working in an

MTSS framework, and discuss how CEEDAR partner states are using high-leverage practices to improve instruction for students with disabilities.

Challenges and TA Solutions for Allocating Part B Subgrants to LEAs   *Salon II*   *Fiscal*

Presenters: Jennifer Finch, U.S. Department of Education; **Susan Murray**, U.S. Department of Education; **Wayne Ball**, Center for IDEA Fiscal Reporting

Session Description: OSEP monitoring and TA activities have revealed misunderstandings among States about the formula to allocate Part B subgrants to LEAs, particularly with respect to the base payments. During this session, ED staff and CIFR staff will review the formula components, with a focus on base payment adjustments and charter school LEAs, and how these align with OSEP's fiscal monitoring protocol. Presenters will share how CIFR has supported States in addressing these complexities, and the lessons that have been learned.

Linking Part C and Part B Section 619 Data – What to Know Before You Go   *Salon V-VI*   *Data, Part B, Part C*

Presenters: Sharon Walsh, IDEA Infant and Toddler Coordinators Association; **Denise Mauzy**, DaSy Center

Session Description: Part C and Part B Section 619 programs already share data related to early childhood transitions. There is also an opportunity to use these data to answer questions related to child progress and outcomes beyond transitions. This session will discuss preparing to link the Part C and Part B Section 619 data, including examples from two States in the process of linking this information.

Achieving Positive Educational Outcomes in Correctional Education   *Salon A*   *Part B, Parent Center*

Presenters: Shelley Jackson, U.S. Department of Justice; **Earl Myers**, U.S. Department of Education; **Simon Gonsoulin**, National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth

Session Description: This session will give an overview of work across Federal agencies that supports positive educational outcomes for students with disabilities in correctional facilities. Presenters will highlight pertinent regulations, tools, and resources, and provide critical resource links and handouts.

Using a "Making It Happen" Approach to SSIP Implementation   *Salon B*   *Part B*

Presenters: Zelphine Smith-Dixon, Georgia Department of Education; **Kachelle White**, Georgia Department of Education; **Kim Hartsell**, Georgia Department of Education

Session Description: In this session, participants will learn how Georgia's "Making It Happen" approach to capacity building and systems change has supported the State in implementing its SSIP and helped LEAs meet SIMR goals. Key components of the approach will be identified and strategies for implementing the components will be discussed. Resources will also be provided.

Induction and Mentoring for Special Educators   *Salon C*   *Part B*

Presenters: Lynn Holdheide, Center on Great Teachers and Leaders; **Lindsey Hayes**, Center on Great Teachers and Leaders

Session Description: In this session, the GTL Center will highlight how partnerships between SEAs and districts can support high-quality induction and mentoring practices targeted to the specific needs of special educators. Presenters will focus on strategies to develop and refine induction and mentoring programs that increase the ability of special educators to select and implement EBPs for students with disabilities.

Improving LEA MOE Data Through Procedure and Practice	*Salon H*	*Fiscal*

Presenters: Steve Smith, Center for IDEA Fiscal Reporting; **Sara Doutre**, Center for IDEA Fiscal Reporting

Session Description: Reporting accurate LEA MOE data begins with high-quality procedures and practices. In this session, staff from CIFR will highlight State examples and share challenges and successes in helping States implement high-quality procedures and practices for collecting, validating, and reporting LEA MOE data.

The Kansas Kindergarten Readiness Initiative: Results and Implications	*Salon J*	*Part C*

Presenters: Barb Dayal, Kansas Department of Education; **Vera Stroup-Rentier**, Kansas Department of Education

Session Description: This session describes the process of aligning the Kansas State Board's goals and outcomes with its existing work in developing high-quality early learning programs. Presenters will showcase a statewide effort to use a developmental screener in kindergarten to support a birth-to-eight early learning continuum.

Supporting Family and Practitioner Use of DEC Recommended Practices	*Salon K*	*Parent Center, Part C*

Presenters: Judy Swett, PACER Center; **Chelsea Guillen**, University of Illinois; **Michelle Lewis**, New Hampshire Parent Information Center

Session Description: This session will describe how families and practitioners can use the DEC Recommended Practices to improve outcomes for children and families. Participants will leave with an understanding of how the recommended practices and related materials can be used by practitioners and families alike, and can be used to guide service delivery in a variety of settings and models (e.g., classroom, home-based parent coaching). Presenters will also consider how these can be incorporated into State improvement efforts.

SSIP Implementation: Alignment and Evaluation Across the State System	*Salon D-E*	*Part B, Part C*

Presenters: Patricia Mueller, Evergreen Evaluation and Consulting; **Arlene Russell**, Evergreen Evaluation and Consulting; **Marcella Franczkowski**, Maryland Department of Education

Session Description: As States move along in SSIP implementation, data collection, analysis, and reporting to stakeholders are critical to inform progress toward their SIMRs. This presentation will provide an overview of how one State, Maryland, is aligning the evaluation of its Part B and Part C SSIPs. Presenters will share their evaluation approach, based on the stages and drivers of implementation science, and a State representative will

explain how the tool is being used to assist Maryland in aligning its strategic plan with other initiatives.

Part B SPP/APR Measurement Table: Overview of Changes and Impact on FFY 2016 Submissions *Salon G-F* *Part B*

Presenters: Angela Tanner-Dean, U.S. Department of Education; **Leticia Braga**, U.S. Department of Education; **Jocelyn Logan-Friend**, U.S. Department of Education

Session Description: Representatives from the MSIP Data Implementation Team will highlight proposed changes to the Part B SPP/APR Information Collection package, including proposed changes based on public comment. The final comment period closed June 29, 2017 and MSIP is in the process of finalizing the documents, which apply to the FFY 2016 submission due in February 2018. Please note that the SSIP (B17) will be covered in a separate session.

Data Quality: Impact on Significant Disproportionality Analysis *Alexandria* *Data*

Presenters: Tammy Pearcy, Texas Education Agency; **Shiyloh Duncan-Becerril**, California Department of Education; **Kristi-Jo Preston**, Louisiana Department of Education

Session Description: This interactive session will explore data quality issues impacting States in application of the amended regulations under 34 CFR §§300.646-647. Discussion will center on recognizing potential data concerns in applying the standard methodology used to determine whether significant disproportionality based on race and ethnicity is occurring in the State and in its LEAs, and resulting requirements for reporting use of funds reserved for comprehensive CEIS. Participants will interact with State data practitioners regarding these issues and share ideas for how to address and avoid potential data quality deficits.

3:00 p.m.– 3:30 p.m. **Break**

3:30 p.m.– 5:00 p.m. **Large Group Panel Sessions**

Learning From Your Peers: Maintaining State Financial Support *Salon I-II* *Fiscal*

Moderator: Wayne Ball, Center for IDEA Fiscal Reporting

Panelists: Paula Burdette, Center for IDEA Fiscal Reporting; **Gretta Hylton** Kentucky Department of Education; **John Payne**, South Carolina Department of Education; **Ruth Ryder**, U.S. Department of Education; **Matthew Schneer**, U.S. Department of Education; **Karla Miller**, Kentucky Department of Education; **Jenifer Harr-Robins**, American Institutes for Research

Session Description: A panel of OSEP, CIFR, and State staff will discuss their experiences and best practices for accurate MFS reporting. The panelists will share their unique contexts and the issues they faced in meeting, collecting data on, and reporting MFS, and how they resolved those challenges.

Charting the Course: Monitoring Progress Toward SIMR Attainment *Salon V-VI* *Part B*

Moderator: **Kerry Haag**, Kansas Department of Education

Panelists: **Susan Hayes**, WestEd; **Wendy Stoica**, Office for Exceptional Children, Ohio Department of Education; **Leah Voorhies**, Utah State Board of Education; **Sheryl Lazarus**, National Center on Educational Outcomes

Session Description: In this session, participants will (1) learn about considerations related to using local assessment data when measuring progress toward SIMRs; (2) reflect on strategies for monitoring progress and making associated changes in infrastructure to support implementation of EBPs; and (3) hear how some States are monitoring their progress to achieve their SIMRS both in terms of student results and systems changes.

Data Governance Scenarios – Learning From the Experiences of Colleagues	*Salon A-B*	*Data*

Moderator: **Bill Huennekens**, Center for Integration of IDEA Data

Panelists: **Ross Lemke**, IDEA Data Center; **Sandy Grummick**, Washington Department of Education; **Bruce Bull**, DaSy Center; **Amanda Sutton**, Early Intervention Colorado, Colorado Department of Human Services

Session Description: This presentation will briefly highlight and define data governance as outlined in the DaSy Data Governance and Management Toolkit and the IDC Part B Data System Framework. It will then explore real-world scenarios from TA providers and data managers that highlight the value of formal data governance processes. Participants will gain an understanding of the benefits of data governance processes for managing privacy and security, supporting data integration, and addressing data sharing challenges faced by State staff.

Strategies to Build State Infrastructure to Promote Inclusion: Birth Through Age Five	*Salon J-K*	*Part C*

Moderator: **Erin Barton**, Vanderbilt University

Panelists: **Carl Beck**, Pennsylvania Office of Child Development and Early Learning; **Will Jensen**, Nevada Department of Education; **Jenny Giles**, Wisconsin Department of Public Instruction; **Danielle Howes**, Vermont Department of Education

Session Description: Inclusion promotes the development of young children with disabilities and their peers. But how do we get there? In this session, four States will share their approaches for building State infrastructure and providing high-quality inclusive practices for children from birth through age five.

Parent Center Plenary: Strengthening Parent Center Efforts	*Salon C-D-E*	*Parent Center*

Moderator: **Carmen Sanchez**, U.S. Department of Education

Panelists: **Debra Jennings**, Center for Parent Information and Resources; **Diana Autin**, Statewide Parent Advocacy Network; **Jan Serak**, Wisconsin Family Assistance Center for Education, Training, and Support; **Rachel Howard**, Rachel Howard Consulting

Session Description: The session will update parent centers on Department of Education initiatives and requirements. In addition, the session will introduce work to date on proposed product and service development under three supplements to the CPIR, Region 1 PTAC, and Region 4 PTAC on

the following topics: ESSA, juvenile justice, significant disproportionality, written individual technical assistance, and training boards of directors. The audience is parent center staff exclusively. The session will be interactive and include an opportunity to provide feedback.

5:00 p.m. –   **Adjourn / Break Before Evening Sessions**
5:15 p.m.
Please visit the registration desk for a list of evening sessions.

Wednesday, July 19, 2017

| 7:00 a.m.-
8:00 a.m. | **BDI Users Group Meeting 2 (Early Bird)** | *Salon I* | *Part B,*
Part C,
Data |

Presenters: Cornelia Taylor, Early Childhood Technical Assistance Center; **Batya Elbaum**, University of Utah; **Sharon Walsh**, IDEA Infant and Toddler Coordinators Association

Session Description: This meeting is open to States using the Battelle Developmental Inventory (BDI) for child outcomes reporting. The format for this session will be open guided discussion led by members of the BDI Users Group. Topics will include items such as business rules for calculating progress categories, fidelity of administration, and uses of data beyond child outcomes reporting.

| 7:00 a.m.-
8:00 a.m. | **IDEA EDFacts File Specifications 101 (Early Bird)** | *Salon A* | *Data* |

Presenter: Nick Easter, Nevada Department of Education

Session Description: This presentation will review with users how to read the EDFacts File Specifications, using the major IDEA EDFacts reporting areas of Assessment, Child Count, Discipline, Exiting, and Personnel as examples. Participants will also explore the relationship between, and impact of the IDEA State Supplemental Survey and Assessment Metadata Survey on IDEA EDFacts, as well as how the data submitted are reported in the EDFacts Reporting System.

| 8:30 a.m.–
9:30 a.m. | **Breakout Sessions** | | |

Building Early Childhood Leadership Capacity   *Salon I*   *Part C*

Presenters: Mary Beth Bruder, Early Childhood Personnel Center; **Darla Gundler**, Early Childhood Personnel Center; **Maureen Greer**, Early Childhood Personnel Center

Session Description: The Early Childhood Personnel Center (ECPC) provides leadership training to Part C and Section 619 coordinators to help them integrate their policies, programs, practices, and personnel into their State early childhood system. This presentation will provide an overview of the ECPC training institute; the action planning process and results; and outcomes achieved across 26 States from the perspectives of a TA center, a parent, and a State administrator.

Uncovering Beliefs and Biases That Impact State Work   *Salon II*   *Part B,*
Parent
Center

Presenters: Joanne Cashman, National Association of State Directors of Special Education; **Cesar D'Agord**, National Center for Systemic Improvement; **Fran Loose**, Michigan Department of Special Education; **Misty Goosen**, Kansas Inservice Training System

Session Description: In every change effort, decision makers and stakeholders hold beliefs and biases based on their knowledge and experience. These beliefs and biases can contribute to assumptions about the issue and its potential solution. When faced with new challenges such as the SSIP and regulations on significant disproportionality, partners bring these assumptions into the new work, where they often remain unexpressed but play a role in shaping the outcome. This session will introduce stakeholder-developed tools that help leadership teams differentiate stakeholder

management from stakeholder engagement and help identify and address pre-existing beliefs and biases.

Using Data for Decision-Making in Early Childhood Programs	*Salon V*	*Data, Part C*

Presenter: Lise Fox, University of South Florida

Session Description: It is critically important that early education programs be able to measure whether DEC Recommended Practices are being implemented with fidelity and whether implementation of the practices is linked to meaningful outcomes. This session will discuss tools and processes that can be used for data decision-making within 619 and Part C programs.

Evaluating PD Activities: Learning From State Examples	*Salon VI*	*Part C, Data*

Presenters: Allan Phillips, District of Columbia Office of State Superintendent of Education; **Claudia Fabian**, Illinois Department of Human Services, Bureau of Early Intervention; **Megan Cox**, SRI International

Session Description: High-quality PD activities that are aligned to meaningful outcomes and implemented with fidelity are central to a State achieving its desired results. States can use a variety of methods to evaluate the impact of PD activities on short- and long-term outcomes. This session describes two PD evaluation approaches that measure reform efforts at multiple levels, including the consistency of PD offered, provider knowledge and behavior change, and fidelity of coaching and mentoring. State representatives will discuss how they plan to use data to make mid-course corrections when results do not show the needed improvements.

Creating Opportunities: States Share WIOA Implementation in Schools	*Salon A*	*Part B*

Presenters: Deanne Unruh, National Technical Assistance Center on Transition; **Melissa Diehl**, Workforce Innovation Technical Assistance Center; **Lisa Haley**, Arkansas Department of Education

Session Description: The recently authorized Workforce Innovation and Opportunity Act (WIOA) increases the need for cross-agency collaboration and for State agencies to review their current practices. NTACT and WINTAC will provide information related to the key components of the Act and outline individual roles and responsibilities of staff across special education and vocational rehabilitation; presenters from two States will present examples of successful interagency collaboration in transition planning and service delivery related to the Act and IDEA.

Overrepresentation? Under-identification? Both? Understanding the Terms	*Salon B*	*Data, Part B*

Presenters: Tom Munk, IDEA Data Center; **Nancy O'Hara**, IDEA Data Center

Session Description: Sometimes, overrepresentation of one group of students in a particular category may represent under-identification of another group. This session will focus particularly on common examples of overrepresentation, such as overrepresentation of white students in the area of autism, and consider how the factors contributing to overrepresentation can also lead to under-identification of non-white students.

Using Parent Feedback to Improve Service Delivery	*Salon C*	*Parent Center, Part C*

Presenters: Shannon Pargin, Tennessee's Early Intervention System; **Joan Kennedy**, Tennessee Department of Education

Session Description: Parents often have a clear perspective on ways programs can improve. Unfortunately, all too often, this perspective may be overlooked due to logistical challenges with obtaining feedback. Tennessee's Early Intervention System (TEIS) implemented parent focus groups to gather feedback from parents on ways to improve service delivery. Participants will learn about this process, including how children's evaluation and assessment reports are shared with parents.

Four Years of Integrated Monitoring and TA: Lessons Learned From Kansas	*Salon D-E*	*Part B, Part C, Data*

Presenters: Vera Stroup-Rentier, Kansas Department of Education; **Dean Zajic**, Kansas Department of Education; **Kate Petry**, Kansas Department of Education

Session Description: In 2013, Kansas began the process of creating a single integrated monitoring system that was capable of differentiating TA and that emphasizes student outcomes, while maintaining oversight of program compliance. The process of blending monitoring across ESEA, IDEA, and early learning required careful planning, intentional collaboration, and data-based decisions. This session will present the development of an integrated monitoring system in Kansas, the current status of implementation, and lessons learned.

Making Digital Materials Accessible to Students With Reading Barriers	*Salon K*	*Part B*

Presenter: Christine Jones, Benetech

Session Description: Digital content makes learning more portable and interactive, but students who experience barriers to reading printed text, such as dyslexia and visual impairments, often find digital materials as difficult to navigate as printed ones. This session will provide examples of inaccessible materials as well as accessible ones, and offer easy-to-follow guidance for selecting and creating curricular materials that work for the widest possible audience. Participants will receive several accessibility checklists that they can share with educators, administrators, and others.

The Visual Storyteller: Fiscal Data Profiles	*Salon H*	*Fiscal, Data*

Presenters: Kellen Reid, DaSy Center; **Katy McCullough**, DaSy Center

Session Description: Fiscal data profiles provide simple data visualizations that can easily be understood by those familiar or unfamiliar with your State's data system. What data are used and how they are displayed depends on target audience and purpose. In this session, presenters will demonstrate how a new DaSy product, designed to assist States in communicating fiscal data visually, can be used to answer important fiscal questions, support fiscal management, or support a policy stance.

The Rights of Students With Disabilities in Public Charter Schools: Answers to FAQs	*Salon J*	*Part B*

Presenters: Susan Murray, U.S. Department of Education; **Laura Duos**, U.S. Department of Education; **Doreen Dennis**, Office for Civil Rights; **Elizabeth Greczek**, Office for Civil Rights

Session Description: This session reviews key concepts from ED's December 28, 2016 guidance, including OSERS and OCR guidance

documents. IDEA topics to be addressed include State charter laws, FAPE, general supervision, placement and LRE, funding, and closures. Section 504 topics include recruitment, admissions and enrollment, asking questions about disability, counseling out, and FAPE.

9:30 a.m.– **9:45 a.m.**	**Break**

9:45 a.m.– **10:45 a.m.**	**Breakout Sessions**

What States Are Doing to Meet the 1 Percent Cap	*Salon I*	*Part B*

Presenters: Martha Thurlow, National Center on Educational Outcomes; **Sheryl Lazarus**, National Center on Educational Outcomes; **Glenna Gallo**, Washington State Board of Education

Session Description: This session provides specific examples of how States are working to ensure that only students with the most significant cognitive disabilities are assessed with the alternate assessment aligned to alternate academic achievement standards, in accordance with the requirement to assess no more than 1 percent of students with such alternate assessments.

Linking SSIP Implementation and Evaluation: Learning From States	*Salon II*	*Part C,* *Data*

Presenters: Christy Crohneim, Idaho Department of Education; **Stacy Kong**, Colorado Department of Education; **Maria Ospoyich**, Hawaii Department of Education

Session Description: Is implementing and evaluating your SSIP a challenge? Presenters from three States, Idaho, Hawaii, and Colorado, will share strategies they used to ensure their Part C plans were feasible, manageable, and meaningful, and that implementation activities were clearly connected to their evaluation. Presenters will provide examples of several linked activities they implemented in Year 1 of Phase III, the outputs they achieved, how they evaluated (or plan to evaluate) related short- and long-term outcomes, and how they used evaluation data to make decisions about modifications and next steps.

Technical Assistance Innovation: Coaching/Practice Change Learning Lab	*Salon V*	*Part C*

Presenters: Mary Peters, Early Childhood Technical Assistance Center; **Lise Fox**, University of South Florida

Session Description: Learn about coaching for practice change and the innovative approach of two-session virtual Learning Labs hosted by ECTA. This session will present evidence-based practices that use coaching for practice change; innovations in the delivery of coaching; and State implementation, systems considerations, and examples. Experience the learning lab format and discuss with fellow participants.

CEIS and Comprehensive CEIS: Requirements, Challenges, and Resources	*Salon VI*	*Fiscal,* *Data*

Presenters: Danielle Crain, IDEA Data Center; **Terry Long**, IDEA Data Center; **Carolyn Cherry**, Minnesota Department of Education

Session Description: IDC presenters will provide an overview of the data submission requirements for MOE and CEIS data, and information about the revised regulations regarding disproportionality—specifically the

requirements associated with Comprehensive CEIS and Voluntary CEIS. Presenters will discuss ways States and LEAs can track both the fiscal and student-related requirements for MOE, CEIS, and Comprehensive CEIS, as well as the related challenges and the resources available. State representatives will present ways their States have incorporated tracking into their data collecting and reporting systems in response to CEIS and Comprehensive CEIS requirements and challenges.

Social Media: New Low-Cost Tools for Effective Outreach	*Salon A*	*Parent Center, Part B, Part C*

Presenters: Eliana Tardio, Family Network on Disabilities, Parent Education Network; **Monica Verra-Tirado**, Florida Department of Education; **Joseph LaBelle**, Family Network on Disabilities, Parent Education Network

Session Description: Learn how to engage diverse communities using new, low-cost tools through social media networking. This is no longer an option—it is the new standard. Social media is not only affordable, but fun, engaging, and fully inclusive of students with disabilities and their families.

Shifting the Balance: How Colorado and South Dakota Apply RDA	*Salon B*	*Part B*

Presenters: Kyle Laughlin, Technology & Innovation in Education; **Jamie Morris**, South Dakota Department of Education; **Miki Imura**, Colorado Department of Education; **Jon Paul Burden**, Weld Re-4 School District, Colorado

Session Description: Since the launch of RDA, Colorado and South Dakota have shifted from their compliance-heavy determination system to a comprehensive LEA evaluation that balances compliance and results. In this session, speakers from Colorado will share the work of Colorado's Results Matrix Work Group and the new RDA determination system that Colorado started implementing in spring 2017. Speakers from South Dakota will share pilot implementation thus far and discuss the results with participants.

Strategies for Increasing Data Quality for Child Outcomes Measurement	*Salon C*	*Data, Part C*

Presenters: Tony Ruggiero, DaSy Center; **Debi Donelan**, Washington Department of Education; **Kate Rogers**, Vermont Department of Education

Session Description: A group of six SEA staff from across Part C and Part B Section 619 recently completed 18 months of intensive TA activities to improve the quality of their child outcomes data. Several new and innovative approaches were developed during this process. During this session, presenters share their work in building the capacity of local programs to use data for program improvement and to monitor for data quality, and in formalizing and disseminating policies and procedures guiding child outcomes data collection.

Emerging Populations and Their Potential Impact in Part C and Section 619	*Salon H*	*Part C*

Presenters: Maureen Greer, IDEA Infant and Toddler Coordinators Association; **Renee Jenkins**, Florida Department of Health; **Vanessa Winborne**, Michigan Department of Education

Session Description: There is a growing population of infants that have had exposure to toxic substances or infections that present potential long-term health and developmental challenges. In this session, presenters who have had to address issues such as perinatal substance use, the Zika virus, and lead poisoning in their States will talk about their experience in relation to data

sources, fiscal impact, and preparation of the workforce to address diverse populations.

IDEA Assessment Data	*Salon J*	*Data*

Presenters: Anne Rainey, Montana Office of Public Instruction; **Meredith Miceli**, U.S. Department of Education; **Nick Easter**, Nevada Department of Education

Session Description: This session will discuss the IDEA Assessment Data Collection, and how to improve the quality of the IDEA assessment data submitted to ED. Presenters will discuss how IDEA data are reported in EdFacts, how they are reviewed by OSEP staff, and how they are then reported to Congress and used in the CSPR and APR. It will also look at how the Assessment Metadata Survey is connected to EDFacts data submission and review.

Collecting and Reporting Data on Significant Disproportionality	*Salon K*	*Part B*

Presenters: Richelle Davis, U.S. Department of Education; **Jocelyn Logan-Friend**, U.S. Department of Education; **Rob Trombley**, U.S. Department of Education

Session Description: During this session, ED staff will walk through the contents of the proposed revisions to the Part B Grant Application, including the content of proposed fillable forms for States to use for their submissions. This session will also address the recordkeeping information collection specifically as it relates to significant disproportionality, and will highlight how to submit comments on these proposed information collections.

State Systemic Improvement Plans – Phase III: Implementation and Evaluation, or Where the Rubber Meets the Road	*Salon D-E*	*All*

Presenters: Leslie Fox, U.S. Department of Education; **Christine Pilgrim**, U.S. Department of Education

Session Description: This session includes an overview of OSEP's SSIP Phase III, Year 1 content analysis and the changes to the B-17/C-11 indicator measurement language for Years 4–6. This session will use examples from Phase III, Year 1 SSIPs to inform planning and implementation for States as they continue to refine and evaluate their infrastructure improvement strategies and EBPs to improve outcomes for infants, toddlers, children, and youth with disabilities.

10:45 a.m.– 11:00 a.m. Break

11:00 a.m.– 12:00 p.m. **Youth Panel:** *What Made the Difference*	*Arlington Ballroom*	*All*

Moderator: Melody Arabo, Teaching Ambassador Fellow, U.S. Department of Education

Presenters: Clement Coulston, Maya Simmons, Cameron Wilmer, Rasheed Bennet

Session Description: The conference will conclude by focusing on our joint goal of preparing children and youth with disabilities for college and/ or careers. A panel of youth in college or beginning in their careers will share what made a difference in their services and supports. A not-to-miss presentation that will remind us all of why we do what we do!!!

12:00 p.m. Adjourn

Please visit the registration desk for a list of post-conference sessions.