NCSI Networker - November 29, 2017

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WestEd NCSI **NETWORKER**
Connecting you with updates and resources to
help drive results for children with disabilities.

The National Center for Systemic Improvement (NCSI) aims to help states transform their systems and support their districts and local early intervention service programs in improving educational results and functional outcomes for infants and toddlers with disabilities and their families, and children and youth with disabilities. Keep up to date with recent products, webinars, resources, and announcements at www.ncsi.wested.org or by following NCSI on Twitter at @TheNCSI.

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TA in Action

Kansas SSIP State Leadership Team (Part C) Partners With NCSI to Increase Engagement

Using Infographics as an Engagement Strategy

Co-creating with Stakeholders

With a goal of increasing and strengthening engagement with partners who care about social-emotional outcomes for children in Kansas, the Kansas State Systemic Improvement Plan (SSIP) State Leadership Team (Part C) partnered with the National Center for Systemic Improvement (NCSI) to incorporate strategies, lessons, and tools from *Leading by Convening*. Specifically, they used a strategy of co-creating infographics to deepen relationships and develop shared messages describing how the SSIP advances social-emotional outcomes. At the recent Division for Early Childhood Conference, Kansas shared its SSIP work, including its strategy to incorporate infographics and engage stakeholders. You can find that presentation and associated resources here. Are you interested in learning more about how you can use infographics as a strategy to actively engage stakeholders? Contact Patrice Linehan at patrice.linehan@nasdse.org.

NCSI Staff Partner With the Center on School Turnaround and National Association of State Title I Directors to Align Turnaround Strategies and *Leading by Convening*

At the request of the National Association of State Title I Directors (NASTID), staff from NCSI, the Center

on School Turnaround, and NASTID partnered to identify "touchpoints" or areas of connection between the technical work in the *Four Domains for Rapid School Turnaround* with the adaptive work in *Leading by Convening*. This document will be available on the NCSI website this winter and include an initial focus on building-level change, extending to district and state levels. Together, this group will share its resource as part of a three-hour invited session at the upcoming National Title I Conference on February 8–11, 2018, in Philadelphia, Pennsylvania. Learn more about the conference, here.

Do you have a TA question? Don't forget that you can submit a question to Ask the NCSI or your TA Facilitator, or contact NCSI at NCSI@wested.org or 866-664-8471.

NCSI Products and Tools

NCSI's service area teams continue to develop resources to assist states during Phase III.

Updated NCSI Resource Library Now Available
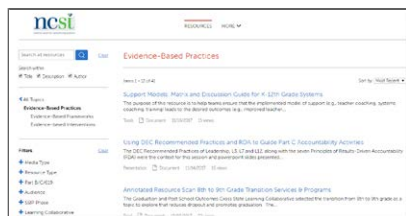
Have you visited the NCSI Resource Library recently? You may have noticed that it has an updated look and feel. In response to feedback from users, NCSI has upgraded the navigation of its library on the NCSI website to more prominently highlight the main topics and make the categories and filters more visible. View the new interface and e-mail NCSI@wested.org with any questions or issues.

Save the Date: NCSI Webinar Focused on Dual Language Learners

Young children who are simultaneously or sequentially learning more than one language represent a fast-growing segment of the U.S. population. Early intervention and early childhood programs have the opportunity to develop policies and design services to best support young Dual Language Learners (DLLs) and their families. On December 12, 2017, from 3:00 to 4:00 p.m. Eastern, NCSI will host a webinar, *Harnessing the Potential of Multiple Languages and Family Partnerships in Early Childhood Intervention and Special Education*. The webinar will present research related to language development patterns in young DLLs, an early childhood program success story, and perspectives from a family-led organization. Presenters will address the importance of maintaining young children's home language for their optimal development in all areas, including English language and literacy learning, and ideas for successfully partnering with families who speak a language other than English. This information can inform Part C and Part B 619 services, program, and policy development, and specifically support state efforts in implementing their SSIPs. Click here to register.

New Module: Navigating Evidence-Based Practice Resource Websites

In both the SSIP and Every Student Succeeds Act (ESSA), states are being asked to implement practices and programs that have evidence of effectiveness. Although a number of websites review, compile, and summarize the results of existing research on educational practices, they can be difficult to navigate and use when you are not familiar with their structure and review process. This module clarifies what an evidence-based practice (EBP) is, highlights what to look for when selecting EBPs, and helps guide the selection of EBPs for particular subgroups of students or local contexts. In addition, this module offers tips on how to navigate the sites and information on how to interpret research findings. Click here to view the module.

Mark Your Calendars

- NCSI Webinar: *Harnessing the Potential of Multiple Languages and Family Partnerships in Early Childhood Intervention and Special Education,* December 12, 2017, 3:00–4:00 p.m. ET
- OSEP National TA Call, December 14, 2017, 4:00–5:00 p.m. ET
- Stakeholder Engagement Chats Sponsored by the NCSI Communication and Collaboration Team: January 12, 2018 and February 9, 2018, 2:00–3:00 p.m. ET. Click here to join.
- National Title I Conference, February, 8–11, 2018, Philadelphia, Pennsylvania
- Council for Exceptional Children Convention & Expo, February 7–12, 2018, Tampa, Florida

State Spotlights

Many states have questions about data use and implementing EBPs. We are excited to share three new spotlights that focus on selecting EBPs in mathematics, and using data to improve graduation rates for students with disabilities and improve Child Find processes to maximize early intervention services.

How do we support the selection and implementation of EBPs in mathematics?

The Maryland State Department of Education recognized that the selection of EPBs in mathematics was a critical step toward improving mathematics outcomes for students with disabilities. This state spotlight presents how the Maryland State Department of Education paired systems coaching and the implementation of EPBs with the TAP-IT process (Team, Analyze, Plan, Implement, and Track) to improve outcomes. Learn more about how Maryland is addressing this challenge.

How do we support local educational agencies (LEAs) in using the results generated from a root-cause analysis to select targeted improvement strategies?

In order to improve the 5-year graduation rate for all students with disabilities, the North Carolina Department of Public Instruction (NCDPI) recognized that it would need to focus on more than a single EBP to meet the diverse needs of local contexts. This state spotlight shares the strategies that NCDPI implemented to improve LEAs' capacity to increase graduation rates for students with disabilities. Learn more about how NCDPI is addressing this challenge.

How can we use data to identify ways to improve our Child Find process and maximize early intervention services?

Through a review of evaluation data and stakeholder input, the Tennessee Department of Education (TDOE) discovered that some infants and toddlers in need of a full evaluation may not have been accurately identified for Part C services at an early enough stage to maximize child outcomes. This state spotlight presents the systematic evaluation process that TDOE used to identify barriers and determine next steps of implementation. Learn more about TDOE's work.

Interested in more State Spotlights? Check out the full series here.

Partner Resources to Support SSIP Implementation

NCII Releases New Interactive Online Module to Introduce Intensive Intervention

Many states are implementing multi-tiered systems of support (MTSS), response to intervention (RTI), or positive behavioral interventions and supports (PBIS) to improve outcomes for students with disabilities as part of their SSIP. NCII's approach to intensive intervention, data-based individualization (DBI), provides a systematic data-based approach to meeting the needs of students with severe and persistent learning and behavioral needs, including those with disabilities. NCII recently released an online interactive self-paced module that introduces intensive intervention and DBI, discusses the relationship between DBI and MTSS as well as special education, and provides two case examples (one in behavior and one in reading) to illustrate how a school team would implement intensive intervention for a student. View the module here and learn more about intensive intervention on the NCII website.

The Center for IDEA Early Childhood Data Systems and Early Childhood Technical Assistance Center Develop Learning Site Focused on Fiscal Data

This online learning site is intended to help state Part C lead agency staff better understand strategic fiscal policy questions, the fiscal data elements needed to address those questions, and the benefits of using these data. Fiscal data provide powerful information for decision making, program management, and policymaking. The use of fiscal data, especially when paired with child and family demographic data about services, can help state Part C staff and stakeholders better understand the dynamics that influence the state Part C program and its financing. View the site here.

Registration Now Open for the IDEA Fiscal Forum 2018

The Center for IDEA Fiscal Reporting's (CIFR's) IDEA Fiscal Forums provide in-person opportunities for state directors of special education and Part B IDEA fiscal specialists to build knowledge and capacity on critical IDEA fiscal issues by connecting and sharing with peers. CIFR will host its second forum, Leveraging Funds, Fiscal Processes, and Data to Improve Results, in Atlanta, Georgia, on April 24–26, 2018. Learn more about the event and register.

Center for the Integration of IDEA Data Releases Brief Titled Generate and Common Education Data Standards

Generate is a free tool to automate IDEA Part B 618 and 6161 federal reporting, and to provide reports to inform policy and practice. Generate is based on the existing education initiative, Common Education Data Standards (CEDS). This brief from the Center for the Integration of IDEA Data describes how state education agencies can utilize the CEDS tools Align, Connect, and myConnect in data integration work to prepare for the implementation of Generate. View the brief.

Updates from ED

Johnny Collett Nominated to be the Assistant Secretary of the Office of Special Education and Rehabilitative Services

On November 15, 2017, President Donald Trump nominated Johnny Collett to be the Assistant -Secretary of Education for the Office of Special Education and Rehabilitative Services (OSERS); the top special education post at the department. Collett currently serves as the director of special education outcomes for the Council of Chief State School Officers (CCSSO). In this role, he works closely with NCSI, helping to strengthen the connections between regular and special education, providing leadership for NCSI's cross-state learning collaboratives, and expertise in continuous improvement and implementation science. Previously, Collett served as the director of learning services and state director of special education at the

Kentucky Department of Education and on the board of the National Association of State Directors of Special Education.

State Performance Plan/Annual Performance Report (SPP/APR) Collection Tools Available

The Part B and Part C collection tools are now available on GRADS360. The collection tools include both Microsoft Word and PDF formats as well as a version that illustrates changes that have been made. You can access memos, measurement tables, instructions, the collection tools, and other related forms on the SPP/APR page. Do you have questions? Don't hesitate to reach out to your NCSI TA facilitator or submit a request to Ask the NCSI.

Hurricane Help and Resources

Following several natural disasters this fall that impacted many areas of the United States and U.S. territories, the U.S. Department of Education released information related to helplines and how to obtain resources to ensure that services to students, families, and educators are sustained. Find guidance for restoring facilities, supporting homeless children and youth, financial recovery information, and restoring the teaching and learning environment here.

Conveying Our Stories—Displaying Our Data: Archive Available

Did you miss the live event held on October 10, 2017, focused on developing engaging stories and effectively using data to improve communication strategies to multiple audiences? Don't worry; you can find the recording, transcript, presentation, and additional information and resources here. You also can view archived versions of the other events on Significant Disproportionality and Creating Safe, Supportive Learning Environments for Children with Disabilities at www.osepideasthatwork.org.

Do you have suggestions for resources or topics that we can cover in the newsletter? Send them to us at NCSI@wested.org.