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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](https://twitter.com/TheNCSI).

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TA in Action

Specially Designed Instruction Workgroup Meets in North Carolina

After the 2017 Part B Spring Leads Cross State Learning Collaborative face-to face meeting, a group of states gathered as a workgroup around the topic of specially designed instruction (SDI) within a multi-tiered system of support (MTSS). The group's primary interest was to determine best practice and developing guidance documents that addressed the delivery of specialized instruction to students with disabilities within the general education setting and within a school-wide tiered system of support. During the past several months, representatives from North Carolina, Rhode Island, Utah, Vermont, and New York have been meeting regularly in a virtual environment and are developing two practice profiles. One focuses on systems level factors needed to support the SDI. The second practice profile addresses the elements of delivering SDI at the practitioner level. On August 15 and 16, 2018, the SDI workgroup is meeting in person for two days to focus on the development of the two practice profiles and identify the next steps. Stay tuned for more information from the workgroup.

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 have continued to develop resources and supports to assist states as they move into Phase III.

Evidence-Based Practices in Early Childhood

NCSI recently released three new resources focused on evidence-based practices in early childhood education. A collective goal in early childhood focuses on “what works”—finding and using interventions backed by evidence to achieve desired results for children and their families.

- The first document, [Three Circles of Evidence-Based Decision Making in Early Childhood](#), helps you use multiple sources of evidence to determine an intervention's effectiveness. It presents steps in an evidence-based decision-making process to collect and integrate information from multiple sources, make decisions based on that information, and plan for implementation and evaluation.
- The second resource, a short video, [Got Evidence—An Animated Video With Some Questions and Answers about Evidence-Based Practices in Early Childhood](#), provides quick, easily ‘digestible’ information in plain language for a process that can be intimidating and overwhelming for professionals and stakeholders who are not researchers or evaluators. It addresses the ‘best available research’ circle of evidence.
- The third resource, [Best Available Research Evidence \(BARE\)](#), also examines the best available research circle and highlights websites and their characteristics and review standards.

Part C APR and SSIP Phase III Development and General Supervision Activities: An Integrated Timetable

This tool integrates Part C APR and SSIP Phase III development and general supervision activities into one easy quick reference tool for Part C coordinators and other state leadership staff. This timetable provides an updated version of *The Wheel: A Tool for Developing an Annual Timetable for State General Supervision Systems*. The current version includes updated APR deadlines, SSIP activities, and key timelines for the Part C grant. It may be used to assist a new Part C coordinator to understand the primary Federal deadlines or to assist state staff in developing a detailed work plan to manage the numerous Federal responsibilities under the Part C grant. [View the resource.](#)

Mark Your Calendars

- Stakeholder Engagement Chats: September 14 and October 12, 2018 from 2:00-3:00 p.m. ET. [Click here to learn more about how to join.](#)
- Part C Cross State Learning Collaborative Face to Face Event
September 24-26, 2018, Scottsdale, AZ
- [NASDSE 2018 Conference, October 6–9, 2018, Omaha, NE](#)
- Graduation and Post School Outcomes Collaborative Face to Face Event, October 10–11, 2018, Phoenix, AZ
- Part B Cross State Learning Collaborative Face to Face Event
October 23–24, 2018, Phoenix, AZ
- [DEC's 34 Annual International Conference on Young Children with Special Needs and Their Families, October 23–26, 2018, Orlando, FL](#)



State Spotlights

How can states use MTSS to improve graduation outcomes for students with disabilities?

Data-based problem solving within an MTSS can help states and LEAs improve graduation outcomes for students with disabilities. To facilitate problem solving within an MTSS, states and LEAs need efficient systems and processes for collecting, analyzing, and integrating data across initiatives. This multi-state spotlight featuring Virginia, Pennsylvania, and North Carolina shares strategies these states have undertaken to support their LEAs to effectively implement MTSS frameworks. For example, Pennsylvania has supported LEAs in adopting early warning systems, while Virginia has focused on aligning communication, data collection, and evaluation plans across state initiative. North Carolina has established the Every Child Accountability and Tracking System to facilitate data collection and analysis. [Learn more about all this work.](#)

If you would like to be spotlighted, contact us at NCSI@wested.org.

Partner Resources to Support SSIP Implementation

New High-Leverage Practice (HLP) Videos Available on HLPs in Special Education

The HLP Video Series was developed by a partnership of the Council for Exceptional Children (CEC); the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center; the Center on Great Teachers and Leaders (GTL Center), Council of Chief State School Officers (CCSSO), the IRIS Center, and the Office of Special Education Programs at the U.S. Department of Education. The videos supplement the [High-Leverage Practices in Special Education](#) developed by CEC and CEEDAR Center. The videos include introductions and definitions of the HLP, a brief review of the research, and examples of educators implementing the practices. [View the videos and learn more.](#)

The Comprehensive Center Network Releases New Website

The U.S. Department of Education's 23 comprehensive centers include 15 regional centers and eight content centers. This network of comprehensive centers recently launched a new website where you can learn about the centers, search for relevant resources, and request technical assistance. [View the new website.](#)

CCSSO and Partners Release Inclusive Principals Website

CCSSO and a wide array of partners (including NCSI) recently developed and launched the online guide for states on [Inclusive Principal Leadership](#) in collaboration with education partners to help states establish a vision for effective, inclusive principal leadership and advance that vision statewide to improve outcomes for the success of each child, including those with disabilities.

This online guide builds on two documents: the [Professional Standards for Educational Leaders \(PSEL\)](#) and [PSEL 2015 and Promoting Principal Leadership for the Success of Students with Disabilities](#) from CCSSO and CEEDAR Center. It includes eight strategies as well as tools and resources that states might consider to promote inclusive principal leadership.

CIID: New Brief Focused on Data Integration

In this brief, the Center for the Integration of IDEA Data (CIID) describes three specific scenarios along the continuum of data integration (Scenario A, not integrated/or siloed; Scenario B, in the process of integration; and Scenario C, fully integrated) to illustrate how a robust integrated data system improves the quality of data. Each scenario is investigated to show its impact on data quality. [View the brief.](#)

Updates from ED

Keep an Eye Out: OSEP Symposium Coming Fall 2018

This fall, OSEP will host the third virtual symposium session in the series discussing the importance of developing high-quality individualized education programs (IEPs). The third session will focus on how education agencies, families, and other stakeholders are working together to develop and implement high-quality IEPs. Did you miss the previous sessions in the series? You can find information about the [April](#) and [June](#) sessions on the [Virtual Symposia Series webpage](#). The webpage will also provide more

information on the third session once it is available.

Disproportionality Rule

The Department of Education's Office of Special Education and Rehabilitative Services (OSERS) published in the Federal Register a final rule delaying the compliance date for implementing the significant disproportionality regulations from July 1, 2018 to July 1, 2020. [View the final rule.](#)

2018 IDEA Determinations Fact Sheet

OSERS released a [2018 IDEA Determinations Fact Sheet](#), which provides information about the 2018 state determinations on implementation of the Individuals with Disabilities Education Act (IDEA), including the determination category for each state under Part B and Part C, for fiscal year 2016. OSEP provided links to each state's determination letter and attachments in July 2018. [View state profiles.](#)

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

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