

November 29, 2018

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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

Engaging with Associations to Move the Work Forward

Did you know that NCSI has a community of partners representing a diverse range of stakeholder groups interested in supporting states with successfully implementing their state systemic improvement plans (SSIPs) and results-based accountability efforts through engaging their diverse stakeholder networks? The Language and Literacy Cross State Learning Collaborative (CSLC) recently benefited from this network. States involved in the Language and Literacy CSLC identified the key role of principals in supporting the implementation, sustainability, and scale-up of their SSIPs. At the latest Part B convening, current in-service principals and zone leaders for the National Association for Elementary School Principals (NAESP) Melissa Patschke, Tim Kusters, and Liza Caraba, joined the convening virtually to share their perspectives. Robyn Hansen, a past president of NAESP facilitated the session. Melissa, Tim, and Liza shared their experiences as principals, the challenges they face, and strategies for engagement to help participating states learn about the powerful opportunities to engage with principals through national and state organizations.

In addition, the Part C Social and Emotional Outcomes Collaborative and the Communication and Collaboration Service Area Team are hosting a series of webinars focused on interprofessional practice. The first webinar, [Setting the Context for Inter-professional Practice in Early Intervention](#) [use Chrome to watch the video], was held on October 16, 2018. Partners from national organizations explored the service delivery approaches and teaming models in early intervention and discussed the initiatives undertaken by key groups to address their common focus on the interprofessional practice. These partners included Ashley Stoffel (American Occupational Therapy Association [AOTA]), Kris Barnekow (AOTA), Dathan Rush (American Speech-Language-Hearing Association), Toby Long (American Physical Therapy

Association [APTA], Early Childhood Personnel Center [ECPC]) and Peggy Kemp (Division for Early Childhood, ECPC). More than 200 people representing 30 states and U.S. territories participated in the first webinar.

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.

Making Connections Between Implementation Science and Leading by Convening

Implementation science and stakeholder engagement continue to be essential as states implement, scale and sustain their SSIP. Are you familiar with the tools developed by NCSI in collaboration with the State Implementation and Scaling-up of Evidence-based Practices Center (SISEP) and other stakeholders? These tools are intended to help states explore connections between implementation science and Leading by Convening.

- [Learning Scenarios: Implementation Science and Leading by Convening](#) includes a series of state- and stakeholder-developed, case-based scenarios that can help to engage individuals in thinking and working together to address predictable problems of practice that bring together Leading by Convening and implementation science. The resource includes the scenarios, exploration questions, and a user guide.
- [Dialogue Guide: Where are the Stakeholders In Implementation Science?](#) This dialogue guide can help stakeholders engage in a focused conversation about a specific topic. This resource includes a number of quotes from the article [Where are the Stakeholders in Implementation Science?](#) as well as a user guide and discussion templates to help facilitate conversations with stakeholders about improving early intervention and education systems.
- [Grounding Assumptions: Uncovering Beliefs and Biases That Impact Stakeholder Engagement.](#) This tool helps state agencies and lead agencies explore how beliefs can advance or constrain deeper stakeholder engagement. The tool includes an overview, user guide, facilitator slide deck with presentation notes, activity response sheets, suggested follow-up resources, and materials to support states in customizing the activity based on a topic of interest. State agencies can use these resources to identify and examine beliefs in the culture of the agency that underlie leadership behaviors.

Do you have questions about using these tools or need support to implement them effectively? Contact us at NCSI@wested.org.

Mark Your Calendars

- Stakeholder Engagement Chats: December 9, 2018 and January 11, 2019 from 2:00-3:00 p.m. ET. [Click here to learn more about how to join.](#)
- [OSEP TA Call: December 13, 2018](#)
- [CEC 2019: January 29–February 1, 2019](#)



State Spotlights

How do we build the infrastructure to support local data literacy to improve graduation and academic outcomes for students with disabilities?

To improve the graduation and academic outcomes for students with disabilities, the Florida Department of Education aims to build the data literacy capacity of their local education agencies (LEAs). Some of the strategies they used include providing support to LEAs in implementing a multi-tiered system of supports (MTSS) and early warning systems, providing a continuum of professional learning opportunities based on the Moving Your Numbers framework, ensuring access to the right type of data, and offering a menu of evidence-based practices (EBPs). [View the spotlight to learn more about Florida's work in this area.](#)

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

Partner Resources to Support SSIP Implementation

New Data Resources from DaSy and the IDEA Data Center

Do you know how the methods and design of your data collection and analysis influence your interpretation of the data? Do you need help in building effective data teams and supporting conditions for data use? The IDEA Data Center's new online learning module, "[The Uses and Limits of Data: Supporting Data Quality With a Strong Data Chain](#)," and the Center for IDEA Early Childhood Data Systems (DaSy) [Data Culture Toolkit](#) provide resources to support states in the collection and use of data.

Recorded Webinar: IDEA Part B Subgrant Complexities and Compliance: Addressing Calculation Challenges

Did you miss the session at the IDEA Fiscal Forum 2018, or would you like to hear the information again? The Center for IDEA Fiscal Reporting has made the session "[IDEA Part B Subgrant Complexities and Compliance: Addressing Calculation Challenges](#)" available as a recorded webinar available on its website. View the webinar on the multimedia tab and [download the original presentation](#).

The IRIS Center Has a New Look

Have you visited the [IRIS Center](#) recently? You might have noticed that it looks different. Don't worry—the same high-quality resources and training materials are available! You can find resources by reviewing the [IRIS Resource Locator](#) or the [Evidence-Based Practice Summaries](#), or you can look at how IRIS resources connect to the [High-Leverage Practices in Special Education](#). Stay up to date with IRIS resources by looking at the "[new and coming soon](#)" page, or check out videos to help you [navigate the website](#).

NCEO Hosts Meeting to Discuss Implementing the ESSA 1% Cap

On October 18–19, 2018, the U.S. Department of Education and the National Center on Education Outcomes convened state leaders in Boston to discuss the Every Student Succeeds Act (ESSA)-required 1% cap on the participation of students with significant cognitive disabilities on the alternate assessment based on alternate achievement standards (AA-AAS). To view the agenda and additional information, visit <https://nceo.grads360.org/#communities/1-cap-national-convening>. If you have questions about the meeting, reach out to Susan Hayes at shayes@wested.org or Kate Nagle at knagle@wested.org.

Updates from ED

New OSEP Director

The Office of Special Education and Rehabilitative Services (OSERS) is excited to announce Laurie VanderPloeg as the [new Director for the Office of Special Education Programs \(OSEP\)](#). You may know Laurie through her previous leadership roles in the Council of Administrators of Special Education and Council for Exceptional Children or her work as an educator and administrator in Michigan.

Rethinking Special Education Framework

OSERS Assistant Secretary Johnny Collett has released a [framework](#) that prioritizes rethinking all aspects of how we serve infants, toddlers, children, youth, and adults with disabilities. It highlights OSERS' commitment to support states in their work to raise expectations and improve outcomes for individuals with disabilities; offer states flexibility to implement their programs within the constructs of the law; and partner with parents, individuals with disabilities, and diverse stakeholders. Learn more about the vision for [rethinking special education](#) and [examples from recent visits to schools](#) that are rethinking special education to improve outcomes.

Rethinking Results Driven Accountability

OSERS is also interested in hearing from you about rethinking Results Driven Accountability. Share your feedback about what is working well and what may not be working well with the State Performance Plan/Annual Performance Report (SPP/APR), the State Systemic Improvement Plan (SSIP), annual determinations under the *Individuals with Disabilities Education Act (IDEA)*, and OSEP's system of differentiated monitoring and support (DMS) by submitting comments to RethinkRDA@ed.gov.

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

The National Center for Systemic Improvement is funded by the U.S. Department of Education's Office of Special Education Programs contract No. H326R140006. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned on this website is intended or should be inferred.



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