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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

NCSI Staff and States Present on Connections Between ESSA and SSIP

With a focus on "Closing Equity Gaps Through Intentional Alignment: ESSA and SSIP Linkages," NCSI facilitated a state panel at the Combined Federal Programs Meeting in December 2018 and the National ESEA Conference in January 2019. The panel included representation from California, Colorado, Kansas, and Wisconsin, and was developed in partnership with CCSSO and the U.S. Department of Education (OESE and OSEP) through in-depth conversations with the states on their efforts to align SSIP and ESSA to improve student outcomes. While states differed in their approaches and context, four themes emerged across the states: (1) Getting Started; (2) Getting Real About Instruction; (3) Sustaining Senior Leadership Commitment; and (4) Changing Hearts and Minds. If you are interested in learning more about the sessions or the lessons learned from these states, contact Jana Rosborough, jrosbor@wested.org.

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.

Got Evidence? Where to Find and How to Use It to Make Sound Decisions About Evidence-Based Practices

The term “evidence-based practice” in early childhood has its roots in evidence-based medicine, and relies upon identifying and combining multiple sources of evidence to make decisions about services for young children and their families. The NCSI has created an interconnected suite of tools that explain the history and rationale behind using these multiple sources, where to look for evidence, and how to assess and combine the evidence to inform the selection, implementation, and evaluation of specific practices for individuals or groups of children and families.

The first webinar, held on February 15, 2019, introduced the suite of tools and engaged participants in considering real-world vignettes that illustrated their application in early childhood programs. [View the recording here.](#)

The second webinar will be held March 1, 2019 from 3:00-4:30 pm ET, and will engage participants more deeply in using the tools to conduct the search for evidence, evaluate information from different sources, and synthesize it to make decisions about practices to implement and to ensure that those practices improve outcomes for the children and families in participants’ specific contexts. [Register here.](#)

Leveraging General Supervision Systems to Improve Student Outcomes: A Process Guide for Part B

This process guide is intended to help states and stakeholders consider ways to leverage their general supervision systems to improve outcomes for students with disabilities and their families while ensuring compliance with the Individuals with Disabilities Education Act (IDEA). States have adopted systems of general supervision to oversee implementation of IDEA, which requires states to ensure that students with disabilities receive a free and appropriate public education (FAPE). [View the guide.](#) A similar guide for Part C is coming soon.

Resources & Tools for Part C

- **Part C and SSIP Phase III Activity Template.** This product is a way to integrate Part C APR and SSIP Phase III development and general supervision activities into one easy Excel tool for Part C coordinators and other state leadership staff to use and populate with their own timelines. View the template. This template is a companion document to the [Part C APR and SSIP Phase III Development and General Supervision Timetable.](#)
- **New Early Childhood IDEA Centers State TA Opportunities for 2019.** Updated in February 2019, this document reviews new opportunities for 2019 from OSEP-funded early childhood TA Centers to build individual and state capacity around implementation of IDEA 0–5. [View the resource.](#)
- **Results Features: A Part C Worksheet.** This tool will be helpful for states interested in incorporating results-based accountability activities into their general supervision systems. [View the tool.](#)

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

Mark Your Calendars

- Part 2: Got Evidence? Where to Find and How to Use It to Make Sound Decisions About Evidence-Based Practices, March 1, 2019. [Register here.](#)
- Stakeholder Engagement Chats: March 8, April 12, May 10, and June 14, 2:00-3:00 p.m. Eastern. [Click here to learn more about how to join.](#)
- Part C Cross State Learning Collaborative Face to Face Event,



May 29–30, 2019, at the Sheraton Hotel, Atlanta, GA

- Part B Cross State Learning Collaborative Face to Face Event, June 5–6, 2019, at the DoubleTree Minneapolis Park Place, Minneapolis, MN
- [OSEP Leadership Conference](#), July 22–24, 2019, at the Crystal Gateway Marriott Hotel, Arlington, VA

Partner Resources to Support SSIP Implementation

NCII Releases Free Course Content on Explicit Instruction

How can we improve instruction to meet the needs of students with disabilities? Explicit instruction, identified as an [high leverage practice in special education](#) by the CEEDAR Center and the Council for Exceptional Children (CEC), is an evidence-based instructional practice shown to improve outcomes. But, do teachers know what it takes to make their instruction explicit? This [four-part comprehensive course](#) can help by:

1. Introducing a model for explicit instruction and the supporting practices necessary for implementation
2. Connecting explicit instruction to intensive intervention
3. Illustrating implementation through examples and non-examples
4. Providing opportunities for participants to check their understanding, apply their knowledge, and evaluate their instruction

The course can be used with in-service or pre-service educators, and is the first in a series of courses related to intensive intervention in math, reading, and behavioral support for academics. [View the course and explore the available content.](#)

CCSSO Releases New Publication Supporting English Learners With Disabilities

The Council for Chief State School Officers (CCSSO) recently released a new publication, [CCSSO Framework on Supporting Educators to Prepare and Successfully Exit English Learners With Disabilities From EL Status](#). This framework is meant for state education agency leaders responsible for creating and monitoring standardized, statewide procedures for exiting English learners (ELs) from EL status. It includes two sections:

- Part I: Considerations for Exiting ELs With Disabilities From EL Status
- Part II: Considerations for Providing Technical Assistance to Districts Serving ELs With Disabilities Who Are Not Yet Able to Exit EL Status

View this [framework](#) and the companion [CCSSO English Learners With Disabilities Guide](#) on the CCSSO website.

Updates from ED

New ED Initiative to Address the Inappropriate Use of Restraint and Seclusion to Protect Children With Disabilities

In January, U.S. Secretary of Education Betsy DeVos announced that the Office of Civil Rights and Office of Special Education and Rehabilitative Services will oversee the U.S. Department of Education's new initiative to address the possible inappropriate use of restraint and seclusion in our nation's schools. The initiative will include compliance reviews, civil rights data collection, and technical assistance support. Learn more by viewing the [press release](#) for the initiative, and stay tuned for more information.

Save the Date and Last Call for Leadership Proposal Submissions

The [OSEP Leadership Conference](#) will be held July 22–24, 2019, at the Crystal Gateway Marriott Hotel in Arlington Virginia. The conference is intended for Part B State Directors and agency staff working across federal programs, Part C Directors/619 Coordinators and their staff, Parent Training Center Directors and staff, Part B and Part C Data Managers, Part D Technical Assistance Providers, State Advisory Councils and State Interagency Coordinating Councils, and OSEP and U.S. Department of Education staff. The call for proposals for conference presentations and posters is open through March 1, 2019, at 5:00 pm. [Learn more about the types of presentations](#) and [click here to submit a proposal](#). Additional information about the conference and a link to [register](#) is available on the [OSEP Ideas That Work website](#).

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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