



Conference Program

Sunday, July 21, 2019

Time	Session	Location
3:00 p.m.– 7:00 p.m.	Registration/Pick Up Conference Materials	<i>Arlington Ballroom Foyer</i>

Monday, July 22, 2019

Time	Session	Location	Audience
7:00 a.m.–8:45 a.m.	Registration / Pick Up Conference Materials	<i>Arlington Ballroom Foyer</i>	
9:00 a.m.–10:30 a.m.	Plenary Session	<i>Arlington Ballroom</i>	<i>All</i>
9:00 a.m.–9:45 a.m.	Welcome and Opening Remarks Moderators: Jennifer Barrett-Zitkus , Office of Special Education Programs (OSEP) Dawn Ellis , OSEP Presenters: Laurie VanderPloeg , Director, Office of Special Education Programs (OSEP), U.S. Department of Education Johnny Collett , Assistant Secretary, Office of Special Education and Rehabilitative Services (OSERS), U.S. Department of Education	<i>Arlington Ballroom</i>	<i>All</i>
9:45 a.m.–10:30 a.m.	Keynote Presentation	<i>Arlington Ballroom</i>	<i>All</i>

Presenter: Pedro Rivera, Pennsylvania Secretary of Education

“A Conversation with Pennsylvania Stakeholders”

Panelists:

Carl Beck, Director, Bureau of Early Intervention Services and Family Support, Pennsylvania Department of Education

Patricia Hozella, Interim Director, Bureau of Special Education, Pennsylvania Department of Education

Cecilia Lee, Member, Special Education Advisory Panel, Pennsylvania Training and Technical Assistance Network

10:30 a.m.–10:45 a.m.

Break

10:45 a.m.–12:15 p.m.

Large Group Panels

Using Early Childhood Personnel Standards to Guide Professional Practice

Salon 1–2

Part C/619

Moderator: Mary Beth Bruder, Early Childhood Personnel Center

Panelists: Mary Harrill, NAEYC; **Peggy Kemp**, Division for Early Childhood; **Vicki Stayton**, Early Childhood Personnel Center

Session Description: Personnel standards define the pedagogy of a profession. In early intervention and early childhood special education (ECSE), personnel standards are currently defined by the Council for Exceptional Children (CEC), as informed by specialty sets of the Division for Early Childhood (DEC). The National Association for the Education of Young Children (NAEYC) standards are also used within blended early childhood education (ECE)/ECSE programs. All three organizations are currently either developing or revising their personnel standards to incorporate new service delivery models and new evidence to guide professional practice. This session will provide an overview of Power to the Profession, which is a national collaboration to define the early childhood educator profession by establishing a unifying framework for career pathways; knowledge; and competencies, qualifications, standards, and compensation. The overview will focus on how personnel in early intervention and ECSE fit into the framework, and how DEC is working in collaboration with the Early Childhood Personnel Center to develop personnel standards for professionals working with infants and young children with disabilities and their families. Presenters will also discuss how State systems

can use the new DEC personnel standards, the NAEYC standards, and other discipline-specific standards and competencies within State comprehensive systems of personnel development for early childhood.

IDEA Plus ESSA: Supporting All Students Through Strategic Alignment

Salon 3-4

Part B

Moderator: Steve Goodman, Michigan’s Integrated Behavior and Learning Support Initiative

Panelists: Courtney Jenkins, Wisconsin Department of Public Instruction; Caryn Ward, State Implementation and Scaling-up of Evidence-based Practices Center (SISEP); Travis Poulsen, Idaho State Department of Education; Jana Rosborough, National Center for Systemic Improvement (NCSI)

Session Description: The purpose of this panel is to highlight how State educational agencies (SEAs) have used the practices of implementation and improvement science to align and leverage SEA programs, practices, and policies to support local educational agencies (LEAs) in their sustained use of evidence-based practices that improve outcomes for students with disabilities. Panel participants will share their successes and lessons learned, and where they are going next.

News You Can Use: Updates on IDEA Section 618 Data

Salon 5-6

Data

Moderator: Richelle Davis, OSEP

Panelists: Meredith Miceli, OSEP; Becca Smith, OSEP; Liz Fening, National Center for Education Statistics (NCES), ED*Facts* Team; Julia Redmon, AEM, ED*Facts* Team; Beth Sinclair, AEM, ED*Facts* Team

Session Description: Representatives from the OSEP Research to Practice Data Team and NCES ED*Facts* Team will provide updates on the collection, reporting, analysis, and use of IDEA Section 618 data. Panelists will provide an overview of the impact the IDEA Section 618 data quality reviews have had on the quality of the data, and information on what to expect when reporting the IDEA Section 618 data over the upcoming year. There will also be an opportunity to ask panel members technical questions regarding the IDEA Section 618 data.

Improving Student Outcomes Through Funding Flexibilities

Salon A-B

Fiscal Plenary

Moderators: Kathleen Airhart, Council of Chief State School Officers (CCSSO); Susan Murray, OSEP

Panelists: Sheara Krvaric, Federal Education Group, PLLC; Eve Carney, Tennessee Department of Education;

Glenna Gallo, Office of the Superintendent of Public Instruction in Washington; **Dean Zajic**, Kansas Department of Education

Session Description: Strategically focusing resources on students served under the IDEA helps more equitably address funding gaps and encourage the use of evidence-based practices for all students. Moreover, coordinated resources can better align initiatives laid out in ESSA State Plans. Participants will learn from State examples about how States and LEAs are maximizing the impact of available funding flexibilities through coordinated planning across Federal programs, including the Elementary and Secondary Education Act (ESEA) and IDEA.

12:15 p.m.–1:30 p.m.

Break for Lunch (*On Your Own*)

1:30 p.m.–2:45 p.m.

General Poster Session

[Link to Poster Session Agenda](#)

*Grand Ballroom
Foyer & Sky
View Atrium*

2:45 p.m.–3:00 p.m.

Break

3:00 p.m.–4:30 p.m.

Large Group Panels

Access and Opportunities: Educating Children with Disabilities in Charter Schools

Salon 1-2 All

Moderator: **Jamie Wong**, Louisiana Department of Education

Panelists: **Lauren Morando Rhim**, National Center for Special Education in Charter Schools; **Courtney Salzer**, Wisconsin Family Assistance Center for Education, Training, & Support (WI FACETS); **Allison Trentman**, AppleTree Early Learning Public Charter Schools; **Gina Plate**, California Charter School Association

Session Description: This session will include a discussion of promising practices for identifying, evaluating, and serving children with disabilities in charter schools, as well as the role of parents and families in this process. The panel will discuss (1) the reasons parents might opt to send a child with a disability to a charter school; and (2) how charter schools are addressing the obligations, challenges, and opportunities of serving children with disabilities as they move through the grade spans and at critical transition points in their education—including transitioning from Part C early intervention services to Part B special education services.

Additionally, a discussion of how to support parents of children with disabilities as they make decisions related to charter schools will be provided in the session.

Systems Change: Maximizing High-Quality Opportunities for Young Children with Disabilities

Salon 3-4

*Part C/619
Plenary*

Moderator: Julia Martin Eile, OSEP

Panelists: Phil Strain, University of Denver; Amy Bunnell, Nebraska Department of Education; Ruth Gallucci, Rhode Island Department of Elementary and Secondary Education

Session Description: This session will address the challenges and lessons learned from the research on supporting infants, toddlers, and preschoolers with disabilities within high-quality early care and education environments. State representatives from early intervention and early childhood special education programs will share strategies used to enhance their infrastructure to implement and scale up evidence-based practices and to align with other State initiatives.

Leadership at Every Level for Effective Teaching at Every Tier

Salon 5-6

All

Moderator: Erica McCray, University of Florida/CEEDAR

Panelists: Kaylan Connolly, CCSSO; Phelton Cortez Moss, Mississippi Department of Education; Sheryl Cowart Moss, Georgia State University; Tie Hodack, Metro Nashville Public Schools

Session Description: In this session, participants will learn about practical, research-based strategies to improve teacher retention and success to ensure all students have an equitable opportunity to achieve. Presenters representing SEAs, LEAs, organizations, and families will share perspectives on the influence of inclusive principal leadership for teaching and learning at the school-building level. Specific tools and resources will be highlighted.

Alignment Across the AGES – The Continuum of Multi-Agency Alignment, From Birth to 21

Salon A-B

All

Moderator: Barbara Van Haren, Wisconsin Department of Public Instruction

Panelists: Kristin Wright, California Department of Education; Danielle Howes, Vermont Department for Children and Families; Nancy Mader, Federation for Children with Special Needs; Rorie Fitzpatrick, NCSI

Session Description: Children and youth with disabilities are first and foremost general education students. This

session will address multi-agency alignment across early childhood preschool programs to promote high-quality inclusion; alignment in K–12 across State and Federal systems, such as IDEA and ESSA; and postsecondary alignment that will focus on how Workforce Innovation and Opportunity Act (WIOA) activities and partnerships can help fulfill the purpose of IDEA to prepare children with disabilities for “further education, employment, and independent living.” Come see how multi-agency alignment benefits the continuum of children and youth with disabilities.

Addressing the Needs at the Top of the MTSS Triangle: Implementation Lessons from the Field

Salon F-G-H All

Moderator: Rebecca Zumeta Edmonds, American Institutes for Research (AIR)/National Center on Intensive Intervention (NCII)

Panelists: Jill Pentimonti, AIR/NCII; **J. David Sienko**, Rhode Island Department of Education; **Brandi Simonsen**, University of Connecticut/PBIS Center; **Susan Zeiders**, Pennsylvania Training and Technical Assistance Network/Early Intervention Technical Assistance

Session Description: During this session, panelists will provide an overview of intensive intervention—a component of a multi-tiered system of support that addresses the needs of children and youth with severe and persistent learning and behavior challenges. Presenters will discuss implementation lessons from early childhood and school-age settings, and address considerations for both academic and behavior intervention planning. They will also provide information about implementation resources that national technical assistance centers have developed based on these important lessons.

4:30 p.m.–4:45 p.m. Break

4:45 p.m.–5:45 p.m. State Team and Parent Centers Meetings

State Team Meeting A

Salon 1–2 Team A

Session Description: This time is reserved for State agency staff to comment and provide input on changes OSEP is considering to how data are used in making the Department’s 2020 determinations.

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

State Team Meeting B

Salon 3–4 Team B

Session Description: This time is reserved for State agency staff to comment and provide input on changes

OSEP is considering to how data are used in making the Department's 2020 determinations.

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

State Team Meeting C

Salon 5-6 Team C

Session Description: This time is reserved for State agency staff to comment and provide input on changes OSEP is considering to how data are used in making the Department's 2020 determinations.

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

State Team Meeting D

Salon C-D-E Team D

Session Description: This time is reserved for State agency staff to comment and provide input on changes OSEP is considering to how data are used in making the Department's 2020 determinations.

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

OSEP Parent Centers Meeting

Salon F-G-H Parent Centers

Presenters: Carmen Sanchez, OSEP; David Emenheiser, OSEP; Kristen Rhoads, OSEP; Perry Williams, OSEP

Session Description: This session will be an opportunity for OSEP to provide information and hear from the Parent Training and Information Centers, Community Parent Resource Centers, and Parent Technical Assistance Centers on topics and initiatives that impact their work.

6:00 p.m.–7:00 p.m. Evening Sessions (optional)

Parent Centers Listening Session (optional)

Salon 1-2 Parent Centers

Session Description: This time is reserved for Parent Center staff to comment and provide input on changes OSEP is considering to how data are used in making the Department's 2020 determinations.

Technical Assistance Centers Listening Session (optional)

Salon 5-6 Part D

Session Description: This time is reserved for Technical Assistance Center staff to comment and provide input on changes OSEP is considering to how data are used in making the Department's 2020 determinations.

The New State Performance Plan (SPP)/Annual Performance Report (APR) Reporting Module: Preparing for the 2020 Submission (optional)

Salon A-B Data

Presenters: OSEP and Applied Engineering Management Corporation (AEM) staff

Session Description: OSEP is working with their longtime contractor, AEM, to redevelop the SPP/APR reporting module into a first-generation system that meets all users' needs. During the session, OSEP and AEM will provide the latest information on the system and address questions from participants.

Listening Sessions for Attracting, Preparing, and Retaining Effective Personnel (optional)

Part B

Salon C-D-E Part B

Part C

Salon F-G-H Part C/619

6:00 p.m.– 8:00 p.m. Adjourn/Evening Sessions (by invitation)

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



Tuesday, July 23, 2019

Time	Session	Location	Audience
7:45 a.m.– 8:45 a.m.	Early Bird Sessions		
	IDEA EDFacts File Specifications 101 Presenters: Anne Rainey , Montana Office of Public Instruction; Kelley Blas , North Carolina Department of Public Instruction Session Description: This presentation will review with users how to read the EDFacts Files Specifications, using the major IDEA EDFacts reporting areas of Assessment, Child Count, Discipline, Exiting, and Personnel as examples. This session will explore the relationship the IDEA State Supplemental Survey and Assessment Metadata Survey have with IDEA EDFacts files, as well as how the data submitted to EDFacts are reported in the EDFacts Reporting System.	<i>Salon A–B</i>	<i>Data, Part B, Part C/619</i>
	Significant Disproportionality and CCEIS Presenters: Mary Corey , Missouri Department of Elementary and Secondary Education; Diane Murphy , Connecticut State Department of Education; Laura Jurgensen , Kansas State Department of Education Session Description: Significant disproportionality regulations have SEAs examining calculation methodologies, methods to assist LEAs in identifying contributing factors, the efficacy of Comprehensive Coordinated Early Intervening Services (CCEIS), and the impact on maintenance of effort. This session will facilitate a conversation among participants about the various aspects of significant disproportionality to share approaches that are resulting in improvements.	<i>Salon C</i>	<i>Part B</i>

Time	Session	Location	Audience
	<p>The New SPP/APR Reporting Module: Preparing for the 2020 Submission</p> <p>Presenters: OSEP and AEM staff</p> <p>Session Description: OSEP is working with their longtime contractor, AEM, to redevelop the SPP/APR reporting module into a first-generation system that meets all users' needs. During the session, OSEP and AEM will provide the latest information on the system and address questions from participants.</p>	<i>Salon F-G</i>	<i>Data</i>
	<p>BDI Users Group</p> <p>Facilitator: Sharon Walsh, Early Childhood Technical Assistance Center (ECTA)</p> <p>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 may include items such as business rules for calculating progress categories, fidelity of administration, and uses of data beyond child outcomes reporting.</p>	<i>Salon K</i>	<i>Part C, Data</i>
9:00 a.m.– 10:45 a.m.	Plenary Session		
9:00 a.m.– 9:15 a.m.	<p>Welcome</p> <p>Moderators:</p> <p>Jennifer Barrett-Zitkus, OSEP</p> <p>Dawn Ellis, OSEP</p>	<i>Arlington Ballroom</i>	<i>All</i>
9:15 a.m.– 10:30 a.m.	<p>OSEP Presentation</p> <p>Ruth Ryder, Deputy Assistant Secretary for Formula Grants, Office of Elementary and Secondary Education (OESE)</p> <p>Larry Wexler, Director, Research to Practice Division, OSEP</p> <p>Gregg Corr, Director, Monitoring & State Improvement Planning Division, OSEP</p> <p>Laurie VanderPloeg, Director, OSEP</p>	<i>Arlington Ballroom</i>	<i>All</i>
10:30 a.m.– 10:45 a.m.	Break		
10:45 a.m.– 12:15 p.m.	Large Group Panel Sessions		

Time	Session	Location	Audience
	<p>Coaching Essential Features, Strategies, and Evaluation – What We Are Learning Across Settings</p> <p>Moderators: Jennifer Coffey, OSEP</p> <p>Panelists: Tanya Ihlo, SISEP; Barbara Guy, Iowa Department of Education; Lisa Backer, Minnesota Department of Education</p> <p>Session Description: Two States will describe their coaching systems, how they evaluate effectiveness, how they improve their coaching system based on data, and the challenges they have encountered. The SISEP Center will share research-based key features of coaching and strategies for continuously improving coaching services.</p>	Salon 1–2	All
	<p>Parent Centers Empowering Youth Self-Advocacy</p> <p>Moderator: Josie Badger, National Resources for Access, Independence, Self-determination and Employment Technical Assistance Center (RAISE; RSA PTIC)</p> <p>Panelists: Young-Seh Bae, Community Inclusion and Development Alliance (CIDA); Josie Badger, National Rehabilitation Service Administration’s Parent Training and Information Center (RAISE; RSA PTIC); Susan Barlow, Parent Network of Western New York; Jane Heaphy, INCLUDEnyc; Adam Shand, Parents Reaching Out; Debra Jennings, Statewide Parent Advocacy Network (SPAN)</p> <p>Session Description: A panel of Parent Training and Information Centers (PTIs), Community Parent Resource Centers (CPRCs), and parent technical assistance centers (PTACs) will discuss their youth programs and strategies, and specifically how to meet youth “where they are”—from supporting them to develop a basic understanding of their own disabilities all the way to supporting them to be effective collaborators in systems change. The presentation will focus on how parent centers are overcoming challenges related to resources and staff capacity, as well as how they have made cultural changes within their organizations to support work with youth.</p>	Salon 3–4	Parent Centers Plenary

Time	Session	Location	Audience
	<p>Institute of Education Sciences (IES) Research and Evaluation to Support Learners with Disabilities</p> <p>Panelists: Amy Sussman, National Center for Special Education Research (NCSER), IES; Jacquelyn Buckley, NCSER, IES; Yumiko Sekino Miller, National Center for Education Evaluation and Regional Assistance (NCEE), IES; Erica Johnson, NCEE, IES</p> <p>Session Description: IES invests in a wide variety of research and evaluation projects to better understand and support learners with disabilities and their families, the teachers and practitioners who work with them and their families, and the policies that guide this work. Staff from the National Center for Special Education Research (NCSER) and the NCEE will provide an overview of the work they support, with specific examples, and describe how that work is conceptualized, coordinated, and informed. Time will be allotted for attendees to share their perspectives on what information stakeholders need and how current and future work at IES could help address those needs.</p>	<i>Salon 5-6</i>	<i>All</i>
	<p>Trauma-Informed Care: Evidence-Based Framework for Improving Outcomes for Children and Students</p> <p>Moderator: Jennifer Barrett-Zitkus, OSEP</p> <p>Panelists: Catherine Corr, University of Illinois; Lise Fox, University of South Florida/National Center for Pyramid Model Innovations; Lucille Eber, Midwest PBIS/PBIS Center</p> <p>Session Description: Trauma significantly impacts a child’s ability to learn and develop, leading to the importance of addressing the complexities of childhood trauma in schools and natural environments. Participants will learn of the evidence-based frameworks, practices, and resources that are being implemented across the nation to address the issues facing children, students, and families today.</p>	<i>Salon A-B</i>	<i>All</i>

Time	Session	Location	Audience
	<p>Ready for Reading: Preparing Teachers to Implement the Science of Reading</p> <p>Moderator: Kristen Rhoads, OSEP</p> <p>Panelists: Lillian Duran, National Center on Improving Literacy; Sarah Sayko, National Center on Improving Literacy; Holly Lane, University of Florida; Paula Crawford, North Carolina Department of Public Instruction; Stephanie Gurski, Louisa County Public Schools, Virginia</p> <p>Session Description: The National Reading Panel report evaluated and synthesized the existing scientific research and evidence to find the best ways of teaching children to read. However, a “databurst” from the National Council on Teacher Quality released in 2018—almost 20 years later—showed that only 37 percent of teacher preparation programs across the country are teaching the methods based on the science of reading. During this session, panelists will discuss the most recent advances in the science of reading, how to incorporate the science of reading into both general and special education teacher preparation programs, and strategies for States, districts, schools, and early learning programs to move the science of reading beyond academic discussions and into their learning environments.</p>	Salon C-D-E	All
	<p>Using Data to Drive Improved Results for Children with Disabilities</p> <p>Moderator: Mary Corey, Missouri Department of Elementary and Secondary Education</p> <p>Panelists: Naomi Younggren, Army Educational and Developmental Intervention Services, U.S. Department of Defense; Laura Jurgensen, Kansas State Department of Education; Ginger Elliott-Teague, Oklahoma State Department of Education</p> <p>Session Description: This panel will explore how data are being used to improve educational programs for infants, toddlers, and children with disabilities. The panel members will discuss how States and locals are using their data to drive improvements in systems, practices, and accountability. The presentation will include examples of using an “evidence, inference, action” approach to analyzing early childhood and family outcomes data, graduation data, and discipline data.</p>	Salon F-G-H	Data Plenary
12:15 p.m.– 1:30 p.m.	Break for Lunch (On Your Own)		
1:30 p.m.– 2:30 p.m.	Breakout Sessions		

Time	Session	Location	Audience
	<p>Collaboration, Partnership, Support, and Flexibility Among Federal Agencies to Improve Educational Outcomes in Correctional Settings</p> <p>Presenters: Naomi Smoot, Coalition for Juvenile Justice; Simon Gonsoulin, National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent or At Risk (NDTAC), American Institutes for Research (AIR); Shelley Jackson, Department of Justice Special Litigation Section</p> <p>Session Description: This presentation will give an overview of the Juvenile Justice Reform Act of 2018; discuss a few best practices involving Entry, Residential, and Re-entry (all stages in transitioning youth from a correctional facility to the community/school); and discuss updates from Federal agencies that support positive educational outcomes for students in correctional settings. Pertinent regulations and resources will be offered along with a brief overview of an adult correctional education re-entry educational tool.</p>	<i>Salon 1</i>	<i>Part B</i>
	<p>No Two Shortages Are the Same: Using Educator Data to Target Efforts</p> <p>Presenters: Lindsey Hayes, Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center, AIR; Amy Colpo, Center on Great Teachers and Leaders (GTL Center), AIR; Nancy Holsapple, Indiana Department of Education</p> <p>Session Description: Educator shortages in special education continue to be a concern for States and districts. Using free, user-friendly data tools developed by the GTL Center in collaboration with the CEEDAR Center, participants will identify and visualize gaps between the special and general education teacher populations and pinpoint the main drivers behind the existing disparities at crucial points across the educator career continuum. These tools will show States and districts how local special education teacher shortages correspond with the greatest achievement gaps for students with disabilities.</p>	<i>Salon 2</i>	<i>Part B</i>

Time	Session	Location	Audience
	<p>State Systemic Improvement Plans (SSIPs): Look How Far We've Come</p> <p>Presenters: Gregg Corr, OSEP; Leslie Fox, OSEP; Alecia Walters, OSEP</p> <p>Session Description: This session will provide an overview of OSEP's SSIP Phase III, Year 3 indicator analysis for Part B and Part C SSIPs submitted in April 2019. Presenters will share highlights of the SSIP analysis, including accomplishments and improvements reported by SEA and Early Intervention (EI) programs, the status of implementation of evidence-based practices and evaluation of improvement efforts, and commonly identified barriers and technical assistance needs. In addition, OSEP staff will discuss the next steps for the SSIP as States prepare to submit the Phase III, Year 4 report in the 2018 Federal fiscal year Annual Performance Report (APR).</p>	<i>Salon 3–4</i>	<i>All</i>
	<p>The Early Childhood (EC)/EI/Early Childhood and Special Education (ECSE) Workforce of the Future: Changes in Personnel Preparation/Professional Development (PD) in Early Childhood</p> <p>Presenters: Peggy Kemp, Division for Early Childhood (DEC); Vicki Stayton, Early Childhood Personnel Center (ECPC)</p> <p>Session Description: Join a discussion about the Power to the Profession initiative and what it means to EC/EI/ECSE. Presenters will provide updates about the new CEC/DEC standalone standards for EI/ECSE and implications for the future workforce at the preservice and inservice levels.</p>	<i>Salon 5</i>	<i>Part C/619</i>
	<p>State-District Partnerships: Sustaining Implementation Capacity</p> <p>Presenters: Carolyn Cherry, Minnesota Department of Education; Rochelle Cox, Minneapolis Public Schools; Caryn Ward, State Implementation & Scaling-Up of Evidence-Based Practices (SISEP) Center</p> <p>Session Description: District and State education leaders from Minnesota will share key learnings from their use of the Active Implementation Frameworks within their State Systemic Improvement Plan implementation. In collaboration with the SISEP Center, presenters will provide insight about the catalysts and challenges State and local staff have had over the past four years in the implementation of an evidence-based practice, Check & Connect, to improve graduation outcomes for American Indian and African American students with disabilities.</p>	<i>Salon 6</i>	<i>Part B</i>

Time	Session	Location	Audience
	<p>Building Family/School Partnerships to Address Trauma: Why? and How!</p> <p>Presenters: Kelly Henderson, Formed Families Forward; Debra Jennings, Center for Parent Information and Resources, Statewide Parent Advocacy Network (SPAN) of NJ; Maribel Saimre, Virginia Department of Education</p> <p>Session Description: Almost half the nation’s children have experienced one or more types of serious childhood trauma. Trauma and traumatic stress disproportionately impact children and youth with disabilities and their families, creating significant barriers to learning. Participants in this session will gain an overview of causes, symptoms, and impacts of childhood trauma on schools and families, become familiar with a new comprehensive collection of national trauma and trauma-informed schools resources, and learn of one State's efforts to integrate trauma-sensitive practices into multi-tiered systems of supports.</p>	<i>Salon A–B</i>	<i>Parent Centers</i>
	<p>Child Find Self-Assessment</p> <p>Presenters: Brenda Wilkins, OSEP; Jennifer Barrett-Zitkus, OSEP; Margaret Gillis, Center for IDEA Early Childhood Data Systems (DaSy); Evelyn Shaw, ECTA; Roy Fowler, Maine Part C Coordinator; Ann Freiburg, Illinois Part C Coordinator</p> <p>Session Description: The newly-released OSEP IDEA Part C Child Find Self-Assessment (CFSA) is a tool that can help States improve the quality and effectiveness of their child find systems. In this session, participants will get an overview of the tool, interact with sections of the tool, and hear from State staff who have piloted the tool. Presenters will share additional tools and resources developed by OSEP-funded technical assistance centers to support child find efforts.</p>	<i>Salon C</i>	<i>Part C/619</i>
	<p>Family Partnerships in EI: Two States’ Collaborations with Higher Education</p> <p>Presenters: Lisa Knoche, University of Nebraska-Lincoln; Amy Bunnell, Nebraska Department of Education; Sarah Carter, South Dakota Department of Education</p> <p>Session Description: This session will highlight an evidence-based approach for supporting family partnerships and the adult–child relationship. The approach has been successfully incorporated into statewide programming across two Midwestern States to benefit infants/toddlers with disabilities and their families. The session will highlight opportunities and challenges in implementing the evidence-based approach within State service delivery systems for infants/toddlers with disabilities.</p>	<i>Salon D–E</i>	<i>Parent Centers, Part C/619</i>

Time	Session	Location	Audience
	<p>Massachusetts Collaborative Early Childhood Transitions – A Community Model</p> <p>Presenters: Lauren Viviani, Massachusetts Department of Elementary and Secondary Education; Patti Fougere, Massachusetts Department of Public Health</p> <p>Session Description: Massachusetts has a robust culture of stakeholder engagement, interagency collaboration, and data-based decision making. Using the Leading by Convening Framework, Massachusetts’ Part C and Part B, 619 programs collaborated with stakeholders, including families, to develop interagency early childhood transition guidance and tools to support the integration of compliance with recommended practices to improve outcomes for young children in the Commonwealth.</p>	<i>Salon F–G</i>	<i>Part C/619</i>
	<p>Tackling Equity in California: A Whole System Approach, Analysis, and Plan for Improvement</p> <p>Presenters: Matt Navo, NCSI/WestEd; Karen Valdes, Hemet Unified School District; Kristin Wright, CDE</p> <p>Session Description: Engaging in statewide systemic analysis for supports and improvement to end long-standing equity gaps can be daunting for States and school districts. SEAs can play a key role in supporting statewide improvement efforts using improvement science theory and research as an actionable continuous improvement framework. Using technical assistance centers, multi-district network improvement communities, and targeted support for individual districts can bring valuable expertise that supports improvement endeavors. This session will feature three exemplars currently underway in California. This session will highlight California’s approach as a State toward improvement, a multi-district approach to improvement, and a specific partnership with Hemet Unified School District and CDE, with technical assistance from NCSI and WestEd, to change outcomes for all students, especially students with disabilities.</p>	<i>Salon H–J</i>	<i>Part B</i>
	<p>Getting Everyone Together: Improving Outcomes with Better Data</p> <p>Presenters: Joanna LaGuardia, California Department of Education (CDE); Heather Reynolds, IDEA Data Center (IDC); Jon Eyler, Collaborative Learning Solutions</p> <p>Session Description: Members of California’s system of support for students with disabilities will describe tools and resources developed by CDE and Special Education Local Plan Areas in conjunction with IDC to help LEAs explore their data to identify root causes and develop actionable improvement plans. Presenters will include State and LEA staff and technology partners who are collaborating to build tools and supports to help LEAs analyze data.</p>	<i>Salon K</i>	<i>Data</i>

Time	Session	Location	Audience
	<p>Evidence-Based Practices Leading Toward Successful Post-School Outcomes for Youth on Supplemental Security Income (SSI)</p> <p>Presenters: Thomas P. Golden, Yang Tan Institute on Employment and Disability; Joyce A. Montgomery, EmployAbility; Rene Averitt-Sanzone, The Parents' Place of Maryland</p> <p>Session Description: Promoting the Readiness of Minors in Supplemental Security Income (PROMISE), a Federal research demonstration grant sponsored by the U.S. Department of Education, implemented a package of intervention services through youth- and family-driven planning; resource team coordination; employment services, including paid and unpaid on-the-job training and job skills training; benefits and work incentives counseling; financial planning and coaching; and self- and family advocacy training. Panelists from three of the State PROMISE demonstrations will discuss the challenges experienced by this often marginalized group of individuals and their families in navigating the transition process, and will highlight those practices, services, and local and State partnerships they found most critical to post-school success. The session will conclude with a discussion of needed policy enhancements to affect practices and partnerships.</p>	<i>Alexandria</i>	<i>Part B</i>
	<p>Calculation Tools Help States Implement IDEA Fiscal Regulations</p> <p>Presenters: Laura Johnson, Westat/Center for IDEA Fiscal Reporting (CIFR); Tom Boudreau, Connecticut State Department of Education, Academic Office, Bureau of Special Education; Shanna Garrett, South Carolina Department of Education – Special Education Services</p> <p>Session Description: Staff from Connecticut, South Carolina, and CIFR will present two Excel-based tools developed by CIFR to help States calculate and report accurate IDEA fiscal data. Following an introduction from CIFR, State staff will share their experiences, including the factors that led to the decision to adopt the tools, the process—and lessons learned—of implementing them, and changes they have observed as a result of integrating the tools into their procedures.</p>	<i>Jackson</i>	<i>Fiscal</i>

Time	Session	Location	Audience
	<p>Using Evidence-Based Discipline Practices in Preschool Programs</p> <p>Presenters: Lise Fox, National Center for Pyramid Model Innovations, University of South Florida; Mary Louise Hemmeter, Vanderbilt University</p> <p>Session Description: National data have indicated that preschool children are being suspended at alarming rates and that children of color experience these discipline actions disproportionately. The National Center for Pyramid Model Innovations is helping States and programs to develop systems for the implementation of evidence-based practices to address this issue. Join this discussion to learn more about effective strategies, data tools, and implications for programs and professionals.</p>	<i>Jefferson</i>	<i>Part C/619</i>
	<p>Successful Partnership with Hispanic Families—Border Special Interventionists in Childcare and Education Services’ (SPICES) Endeavors</p> <p>Presenter: Hsuying Ward, University of Texas, Rio Grande Valley</p> <p>Session Description: This presentation depicts a capacity-building project-based intervention model for building and maintaining partnerships with diverse Hispanic families of children with autism through authentic field experiences. Survey data from parents and practitioners suggest this partnership approach builds trusting practitioner-family partnerships.</p>	<i>Madison</i>	<i>Parent Centers</i>
	<p>Subrecipient Fiscal Monitoring Systems Implementation and Outcomes</p> <p>Presenters: Anthony Mukuna, Idaho State Department of Education; Charlie Silva, Idaho State Special Education; Julie Mead, Caldwell School District</p> <p>Session Description: Listen to the successes and challenges of the IDEA risk-based monitoring system implemented in the State of Idaho. Participants will hear from fiscal staff and learn about the processes and tools developed. Part B SEA and LEA directors will share their perception of fiscal monitoring activities’ impact on the program outcomes.</p>	<i>McLean</i>	<i>Fiscal</i>

Time	Session	Location	Audience
	<p>A Parent (Center) at the Table: Building SEA and Institution of Higher Education (IHE) Collaborations</p> <p>Presenters: Joel Bohner, IN*SOURCE; Lesa Paddack, IN*SOURCE/Indiana Department of Education; Cristina Santamaría Graff, Indiana University Purdue University Indianapolis (IUPUI)</p> <p>Session Description: Is a maximal view of parent engagement practical and mutually beneficial? If compliance has not yielded appropriate results for students with disabilities, should we in special education reconsider our approach to stakeholder engagement? Presenters will discuss the conceptual framework, mutual benefits, and logistical considerations of IN*SOURCE’s collaborative partnerships with their SEA and one IHE.</p>	<i>Rosslyn</i>	<i>Parent Centers</i>
2:30 p.m.– 2:45 p.m.	Break		
2:45 p.m.– 3:45 p.m.	Breakout Sessions		
	<p>Access, Equity, and Progress: Systemic Change for Inclusive Education</p> <p>Presenters: Terri Vandercook, University of Minnesota; Marcella Franczkowski, Maryland State Department of Education; Rene Averitt-Sanzone, The Parents’ Place of Maryland</p> <p>Session Description: This session will describe the initial scaffolding and processes underlying a model of technical assistance that is being created and implemented collaboratively by members of the TIES Center and their State, district, and school partners in Maryland. The focus of this technical assistance is increasing time, instructional effectiveness, engagement, and State support for inclusive practices.</p>	<i>Salon 1</i>	<i>Part B</i>

Time	Session	Location	Audience
	<p>Moving the Needle: Cross-Sector Indicators of High-Quality Inclusion</p> <p>Presenters: Megan Vinh, ECTA; Elizabeth Steed, The National Center for Pyramid Model Innovations (NCPMI); Amy Bunnell, Nebraska Department of Education; Jana Martello, Center on Enhancing Early Learning Outcomes</p> <p>Session Description: This session will share the essential elements needed to increase high-quality inclusive opportunities for young children with disabilities. This interactive session aims to share indicators of high-quality inclusion, developed with partners from across early learning programs, and to engage participants in activities designed to support implementation of high-quality systems at the State, local, and classroom levels.</p>	<i>Salon 2</i>	<i>Part C/619</i>
	<p>Mentoring and Induction for Educators of Students with Disabilities</p> <p>Presenters: Lynn Holdheide, AIR; Meg Kamman, University of Florida - CEEDAR Center; Karen Wyler, Georgia Department of Education</p> <p>Session Description: Educators—no matter how well prepared—enter the profession as novices, and need a coherent professional learning system in their journey toward becoming an expert. Likewise, given the reality of personnel shortages, districts and systems/services are left with few options other than to hire personnel with little preparation and classroom experience. This session promotes shared investment across SEAs, LEAs, and educator preparation programs in the creation of mentoring and induction programs that span preservice to inservice and to strengthen core instruction using high-leverage practices. Learn about free resources developed by the GTL and CEEDAR Centers to strengthen mentoring and induction programs that can not only improve the retention of general and special educators and personnel but can also improve the outcomes of students with disabilities.</p>	<i>Salon 3–4</i>	<i>Part B, Part C/619</i>

Time	Session	Location	Audience
	<p>Child Outcomes Summary (COS) Training to Promote Data Quality: What’s Working, What’s Needed</p> <p>Presenters: Naomi Younggren, Department of Defense; Chelsea Guillen, Illinois Early Intervention Ombudsman; Shannon Dunstan, Idaho State Department of Education</p> <p>Session Description: Most Part C and 619 programs use the COS process for summarizing information about a child’s functioning across multiples sources to gather data on outcomes used for reporting, program improvement, and more. Over the past decade, States have been developing and refining their approaches and strategies for providing practitioners with the training and ongoing support needed to effectively engage in quality COS decision making. Through the lens of continuous improvement, this session taps into States’ experiences with their COS professional learning programs to examine what has worked well and what we know about areas of training difficulty or high need. State and national training/technical assistance resources will be shared.</p>	<i>Salon 5</i>	<i>Part C/619, Data</i>
	<p>The Annual Report to Congress on IDEA: Uses Outside the Beltway</p> <p>Presenters: Jennifer Sargent, New Editions Consulting; Linda Lynch, Westat; Richelle Davis, OSEP</p> <p>Session Description: IDEA requires the U.S. Department of Education to submit an annual report to Congress on the progress of the nation in implementing IDEA to improve early intervention, educational results, and functional outcomes for infants, toddlers, children, and youth with disabilities. Participants will learn what the annual report to Congress is all about, how they can use this concise data resource, and why they should care about it. They will learn how they can use it to inform policy and programmatic priorities and activities, identify data quality issues, and answer IDEA data-related and research questions.</p>	<i>Salon 6</i>	<i>All</i>
	<p>Data Integration Across the Part C to Part B Program Divide</p> <p>Presenters: Ginger Elliot-Teague, Oklahoma State Department of Education; Todd Loftin, Oklahoma State Department of Education; Mark Sharp, Oklahoma State Department of Education/SoonerStart</p> <p>Session Description: This session highlights one State’s experience with implementing a data management system that shares information across the Part C to Part B programmatic boundary. The directors of both programs will discuss the critical features of the system that make it successful, along with lessons learned and mistakes to avoid. The presentation will identify key components and implementation strategies for programs interested in integrating their data.</p>	<i>Salon A–B</i>	<i>Data, Part B, Part C/619</i>

Time	Session	Location	Audience
	<p>From “Talking the Talk” to “Walking the Walk:” Rhode Island’s Engagement Story</p> <p>Presenters: Teri Marx, National Center on Intensive Intervention (NCII); Sue Donovan, Rhode Island Parent Information Network; David Sienko, Rhode Island Department of Education</p> <p>Session Description: Does stakeholder engagement ever feel like a compliance activity rather than a true collaboration? This session, presented by the Rhode Island Department of Education, the Rhode Island Parent Information Network, and NCII, will highlight how developing meaningful relationships resulted in the co-construction of professional learning content and a suite of resources related to data-based decision making for educators, parents, and families.</p>	<i>Salon C</i>	<i>Parent Centers, Part B</i>
	<p>Parent Centers and e-Learning: Leveraging Technology to Empower Parents</p> <p>Presenters: Maria Daane, Parents Helping Parents; Gretchen Godfrey, PACER Center; Carolyn Hayer, SPAN Parent Advocacy Network</p> <p>Session Description: Parent centers around the country are offering e-learning to families and others through webinars, e-learning libraries, social media, etc. Come learn about bright spots in e-learning for families raising children with special needs. Some of the painful lessons learned along the way will be shared. This is intended for those already offering e-learning, those who want to learn how to get started, and for those who support or provide oversight to them.</p>	<i>Salon D–E</i>	<i>Parent Centers</i>
	<p>Strategies for Meeting Requirements for Alternate Assessments and the Workforce Innovation and Opportunity Act (WIOA)</p> <p>Presenters: Martha Thurlow, National Center on Educational Outcomes (NCEO)/University of Minnesota; Kelly Nye-Lengerman, Research and Training Center (RTC)/Institute on Community Integration; Tania May, Office of Superintendent of Public Instruction (OSPI)</p> <p>Session Description: The Every Student Succeeds Act (ESSA) requires States to demonstrate that students who are proficient on the State’s alternate assessment are on track to meet WIOA requirements for postsecondary education and competitive integrated employment. Hear from a State that is actively working on cross-department collaboration and numerous other strategies to meet the WIOA requirements. Join this discussion of strategies for meeting the letter and intent of this ESSA requirement.</p>	<i>Salon F–G</i>	<i>Part B</i>

Time	Session	Location	Audience
	<p>Growing Effective Special Education Leaders/Directors</p> <p>Presenters: Cindy Taylor, Mississippi Department of Education; Margaret Elmer, Mississippi Department of Education</p> <p>Session Description: Presenters will share information about the Mississippi Department of Education/Office of Special Education’s mentoring program for new district special education directors. The goal of the program is to grow and retain effective special education directors to better serve and improve outcomes for students with disabilities. Learners will gain knowledge of effective leadership strategies and various resources available for new special education directors.</p>	<i>Salon H-J</i>	<i>Part B</i>
	<p>More Than Numbers: Using Data to Build LEA Capacity to Improve Outcomes</p> <p>Presenters: Sarah Larrison, Indiana Department of Education; Nancy Holsapple, Indiana Department of Education; Susan Hayes, WestEd/NCSI</p> <p>Session Description: In this session, participants will learn about one State’s journey as it transitioned from a general supervision system solely focused on compliance to one focused on both results and compliance, rooted in a focus on student outcomes. Participants will have time to discuss the positive impact that results-driven accountability is having not only in Indiana but across the country, and how these things might apply to their general supervision systems.</p>	<i>Salon K</i>	<i>Data</i>
	<p>Serving English Learner (EL) Students with Disabilities</p> <p>Presenters: Amy Bae, OSEP; Brenda Calderon, Office of Elementary and Secondary Education, U.S. Department of Education; Tara Courchaine, OSEP</p> <p>Session Description: This session will present pertinent data, review new resources recently released by the Department, and highlight resources available to support States in building their capacity to strengthen local capacity to improve results for EL students with disabilities. The presenters will address ways attendees can improve strategic planning across programs to better serve their EL students with disabilities. This will be an interactive session that involves sharing ideas, lessons learned, and key strategies for strategic planning to support EL students with disabilities.</p>	<i>Alexandria</i>	<i>All</i>

Time	Session	Location	Audience
	<p>Fiscal Strategies to Support and Sustain Early Intervention Services</p> <p>Presenters: Kyla Patterson, Virginia Department of Behavioral Health and Developmental Services; Alice Ridgway, Connecticut Birth to Three System; Charlene Robles, Hawaii Department of Health – Early Intervention Section</p> <p>Session Description: Ensuring that sufficient funds and resources are available to support and sustain the systems serving young children with disabilities can bring with it challenges and opportunities. A panel of three States will describe successful strategies used to improve the fiscal infrastructure of their State system and thus offer services and supports to infants and toddlers with disabilities and their families.</p>	<i>Jackson</i>	<i>Fiscal</i>
	<p>Fiscal Monitoring for Results-Driven Accountability (RDA): Process & Tools to Impact Student Outcomes</p> <p>Presenters: Dean Zajic, Kansas State Department of Education; Anthony Mukuna, Idaho State Department of Education; Jana Rosborough, NCSI/CIFR</p> <p>Session Description: Hear how two states have retooled fiscal monitoring to not only meet the IDEA and Uniform Grant Guidance (UGG) requirements, but also improve results for children. Staff from Idaho and Kansas will share the successes and challenges of smartly incorporating risk-based elements into fiscal monitoring to improve results, even as SEA resources become increasingly more limited. Participants will learn about Federal requirements, successes, challenges, and opportunities in implementing and continuously improving fiscal monitoring systems at the SEA level.</p>	<i>Jefferson</i>	<i>Fiscal</i>
	<p>Implementing Statewide Standards Across the Part C Service Continuum</p> <p>Presenters: Paula Goff, Kentucky Department for Public Health; Scott Tomchek, University of Louisville, Weisskopf Center</p> <p>Session Description: This session is an exemplar model for use of a broad stakeholder group and implementation science practices to improve outcomes of infants and toddlers with disabilities and their families. The presentation will chronicle the evolution of a compliant, comprehensive State EI system with a clear vision, strong leadership, and a foundation of quality standards.</p>	<i>Madison</i>	<i>Part C/619</i>

Time	Session	Location	Audience
	<p>State-Defined Alternate Diplomas: Implementation and Considerations</p> <p>Presenters: Sheryl Lazarus, TIES Center/NCEO; Kristin Wright, CDE; Jamie Wong, Louisiana Department of Education</p> <p>Session Description: ESSA allows States to develop a “State-defined alternate diploma” for students who participate in alternate assessments based on alternate achievement standards. States have received technical assistance to help consider this option. Some States have implemented one or are actively considering developing one; others do not plan to develop one. During this session, ESSA provisions will be described, along with survey results, and two States’ considerations. These presentations will be followed by vigorous discussion about how things are going and what still needs to happen.</p>	<i>McLean</i>	<i>Part B</i>
	<p>Collecting Meaningful Parent Involvement Data You Can Use</p> <p>Presenters: Amy Bitterman, IDC; Hadley Moore, IDC; Carol Seay, Georgia Department of Education</p> <p>Session Description: IDC and the Georgia Part B Data Manager will share strategies that participants can use to improve the meaningfulness and usefulness of parent and family involvement data (data collected for SPP/APR Indicators B8 and C4). IDC will describe approaches for measuring and improving the representativeness, or meaningfulness, of parent and family involvement data. In addition, IDC will explore strategies for using parent and family involvement data beyond reporting for the indicators, including combining these data with other data that States are collecting and involving stakeholders in making meaning of data analysis and findings.</p>	<i>Rosslyn</i>	<i>Parent Centers, Data</i>
3:45 p.m.– 4:00 p.m.	Break		

Time	Session	Location	Audience
4:00 p.m.– 5:00 p.m.	Breakout Sessions		
	<p>State and Local Data Use for Policy, Practice, and Program Improvement</p> <p>Presenters: Heather Reynolds, Westat, IDC; Roy Fowler, Maine Child Development Services; Carolyn Bostick, South Carolina Department of Education, Office of Special Education Services</p> <p>Session Description: During this panel presentation, Part B State staff from South Carolina and Part C State staff from Maine will share how they use their IDEA and other data to answer critical questions related to policy, practice, and program improvement at the State and local levels. An IDC technical assistance specialist will facilitate the discussion as State staff detail the ways they have helped local staff build their capacity for analyzing and using data in meaningful ways. Participants will have opportunities to engage with State presenters and each other about their own data use initiatives, successes, and challenges.</p>	<i>Salon 1</i>	<i>Data, Part B, Part C/619</i>
	<p>Lessons Learned: SEAs Share Experiences Using Implementation Science</p> <p>Presenters: Amanda Waldroup, Kentucky Department of Education; Julia Hartwig, Wisconsin Department of Public Instruction; Eric Kloos, Minnesota Department of Education</p> <p>Session Description: Leaders from SEAs will share key learnings from their use of implementation science. Discussion will identify catalysts and challenges they encountered as they developed a responsive infrastructure that would sustain and support use of evidence-based practices for students with disabilities.</p>	<i>Salon 2</i>	<i>Part B</i>
<p>Systemic Transformation: Social Media and Technology Implementation</p> <p>Moderator: Joe La Belle, Family Network on Disabilities; Debi Tucker, Parent to Parent of Georgia; Eliana Tardio, Family Network on Disabilities</p> <p>Session Description: Based on implementation science, this session focuses on the research-to-practice continuum and on innovative ways to optimize the “communication loop.” Doing so allows Part B, C, and D technical assistance providers and their staff to share the narrative of their work and data to families and stakeholders, through an evidence-based technology and social media data system transformation.</p>	<i>Salon 3–4</i>	<i>Parent Centers</i>	

Time	Session	Location	Audience
	<p>Scaling Up with MTSS/Implementation Science/PBIS to Improve Outcomes</p> <p>Presenters: Lucille Sleger, OSEP Monitoring and State Improvement Planning (MSIP); Marion Crayton, OSEP-MSIP; Tonya Rutkowski, Vermont Agency of Education</p> <p>Session Description: Many States and entities selected improving outcomes in reading and/or math as the State-identified measurable result for their SSIP, which is required under Part B of IDEA. One of the required elements for implementing the SSIP is improving infrastructure for scaling up and sustaining the SSIP work. Using MTSS as the framework, States can use implementation science and PBIS to support scaling up and sustainability by using a behavioral strand within the MTSS framework to address behavioral issues that can impact academic performance.</p>	<i>Salon 5</i>	<i>Part B</i>
	<p>Sustaining Success: Proactive Leadership for Lasting Impact</p> <p>Presenters: Rorie Fitzpatrick, NCSI, WestEd; Glenna Gallo, Washington State OSPI; Leah Voorhies, Utah State Board of Education</p> <p>Session Description: Sustaining initiative implementation in the face of leadership changes, shifting political priorities, high staff turnover, and evolving stakeholder perspectives poses real challenges for improving child and family outcomes. But fear not! Strategies to proactively plan for success do exist, and will be featured in this session—including tactics for managing up (and sideways!), succession planning, and strategic collaboration and partnership development.</p>	<i>Salon 6</i>	<i>Part B, Part C/619</i>
	<p>State Strategies for Improving Individualized Education Programs (IEPs) in the Endrew Era</p> <p>Presenters: Tessie Bailey, AIR; Mitch Yell, University of South Carolina, Department of Education; Lauren Holahan, North Carolina Department of Public Instruction, Exceptional Children Division</p> <p>Session Description: Two years after the Endrew F. case clarified the substantive requirements under IDEA, many LEAs remain unclear about what the ruling means for IEP development and service delivery. States and national centers such as NCII play a vital role in supporting LEAs in ensuring that students' IEPs result in adequate progress. After clarifying how Endrew impacts IEPs, the panelists will focus on the processes used by one State to address these challenges. NCII will briefly share existing resources to support States in supporting LEAs.</p>	<i>Salon A–B</i>	<i>Part B</i>

Time	Session	Location	Audience
	<p>Leveraging Partnerships with Families to Achieve Positive Outcomes</p> <p>Presenters: Karen Sanders, ASK Resource Center; John Flanders, Connecticut Parent Advocacy Center; Alice Ridgway, Connecticut Part C Coordinator; Michelle Lewis, New Hampshire Parent Information Center</p> <p>Session Description: In this session, a panel of early intervention staff and families will participate in an interactive and candid conversation about building capacity for systems change to enhance family engagement. They will share their experiences with identifying, introducing, and implementing evidence-based family engagement practices statewide (e.g., through SSIP activities), and describe the successes and challenges associated with their efforts to support practitioners in building strong partnerships with families.</p>	<i>Salon C</i>	<i>Parent Centers</i>
	<p>Shifting SEA Culture Through Stakeholder Engagement and Partnership</p> <p>Presenters: Helene Fallon, Long Island Advocacy Center/Long Island Parent Center; Chris Suriano, New York State Education Department; Anne Louise Thompson, NCSI</p> <p>Session Description: A sense of urgency to improve student outcomes compelled this SEA’s leadership to develop new, and expand on existing, partnerships with State and national organizations while involving stakeholders in the work of the SEA. Through this approach, extensive systemic changes have occurred that promote meaningful stakeholder engagement to improve results for students with disabilities.</p>	<i>Salon D–E</i>	<i>Parent Centers, Part B, Part C/619</i>
	<p>Examining Data for the 1% Waiver</p> <p>Presenters: Amy Patterson, Kentucky Department of Education; Sylvia Starkey, Kentucky Department of Education</p> <p>Session Description: Participants will have the opportunity to hear about Kentucky’s process for collecting and analyzing data to inform efforts to reduce the percentage of students participating in the State’s alternate assessment. Practical strategies will be shared, and participants will have the opportunity to ask questions and share what their State is doing.</p>	<i>Salon F–G</i>	<i>Part B, Data</i>

Time	Session	Location	Audience
	<p>Identifying and Addressing Student Needs: Meeting Local Needs with Evidence</p> <p>Presenters: Nikki Churchwell, U.S. Department of Education; Victoria Hammer, U.S. Department of Education; Leticia Braga, U.S. Department of Education; Mathew Soldner, National Center for Educational Evaluation and Regional Assistance</p> <p>Session Description: This session presents information and resources from the Institute of Education Sciences and the Policy and Program Studies Service within the Office of Planning, Evaluation, and Policy Development at the U.S. Department of Education to support evidence-based decision making at the State and local levels. The presenters will unpack evidence-based decision making as a cycle that begins with identifying student needs, and then involves facilitating conversations about those needs, determining how the needs may be met, and adjusting strategies or approaches based on data. Audience members will become more familiar with the types of research and support they can access at the Department and will have an opportunity to share ongoing resource needs.</p>	<i>Salon H-J</i>	<i>All</i>
	<p>Staff Turnover and Silos in Our State, Oh My!</p> <p>Presenters: Tiffany Boyd, Center for the Integration of IDEA Data (CIID)/AEM Corporation; Colleen Riley, CCSSO/NCSI; Richard Matteson, Kansas State Department of Education</p> <p>Session Description: Effective data management and high-quality data require structures and partnerships that cross the boundaries of program areas. Common challenges such as silos and staff turnover can cause data management projects to be delayed or come to a halt without structure and vision. This session will share the story of how the Kansas State Department of Education took on implementation of the <i>Generate</i> tool and has broken down barriers and overcome staff turnover to continue achieving its vision of higher data quality through better data management.</p>	<i>Salon K</i>	<i>Data</i>

Time	Session	Location	Audience
	<p>Comprehensive System of Personnel Development (CSPD) for Early Childhood: From Exploration to Implementation</p> <p>Presenters: Mary Beth Bruder, University of Connecticut Health Center; Vicki Stayton, Early Childhood Personnel Center (ECPC); Darla Gundler, ECPC</p> <p>Session Description: The ECPC is facilitating the development, implementation, and evaluation of statewide comprehensive and integrated systems of personnel development across five States. This session will provide an overview of the CSPD process as developed within Arizona, Hawaii, and Vermont.</p>	<i>Alexandria</i>	<i>Part C/619</i>
	<p>State Oversight Responsibility and Use of IDEA Funds for Children Ages 3–5</p> <p>Presenters: Charles Kniseley, OSEP; Cindy Brown, Delaware Department of Education; Vivian James, North Carolina Department of Public Instruction; Dan Schreier, OSEP</p> <p>Session Description: This session will provide an overview of Federal fiscal requirements related to the use of IDEA 611 and 619 funds for children ages 3–5. State representatives will share how IDEA 611 and 619 set-aside funds support State priorities and the oversight mechanisms used to ensure appropriate use of funds. Discussion will be incorporated throughout the session.</p>	<i>Jackson</i>	<i>Fiscal, Part C/619</i>
	<p>High-Leverage Practices (HLPs) in Action: Resources and Examples for Personnel Development</p> <p>Presenter(s): Meg Kamman, CEEDAR/University of Florida; Erica McCray, CEEDAR/University of Florida; Lynn Holdheide, CEEDAR/AIR; Deb Ziegler, Council for Exceptional Children (CEC)</p> <p>Session Description: What are HLPs? How can the HLPs be used to support personnel development? If these are your questions, we have the answers! This session will provide an overview of HLPs; how they are being used in action; and the implementation resources available for States, locals, and technical assistance providers.</p>	<i>Jefferson</i>	<i>All</i>

Time	Session	Location	Audience
	<p>Young Children with Disabilities and Pay for Success (PFS): Options and Challenges</p> <p>Presenters: Grace Kelley, SRI International; Jennifer Tschantz, OSEP</p> <p>Session Description: Join a panel discussion about the potential of using PFS, an innovative financing model that tests and advances promising and proven interventions, to support services for young children with disabilities and their families. Following a brief instruction to PFS, two States will describe their experiences in exploring possible applications. Discussion will focus on new opportunities, lessons learned, and other potential applications of PFS to serve young children with disabilities.</p>	Madison	Part C/619, Fiscal
	<p>Family-Centered Early Intervention Services for Children Evaluated for Autism: Developing a Statewide Model to Build Capacity</p> <p>Presenters: Jill Rigsby, Tennessee Early Intervention System; Alacia Stainbrook, Vanderbilt University Medical Center (VUMC), Treatment and Research Institute for Autism Spectrum Disorders (TRIAD)</p> <p>Session Description: This presentation will focus on the application of telehealth models of service delivery to address service gaps for families of and providers serving individuals with autism spectrum disorders (ASD) in rural communities. Tennessee’s Early Intervention System and Vanderbilt Medical Center’s TRIAD will detail a model that emphasizes early diagnostic screening and intervention for young children at risk for ASD.</p>	McLean	Part C/619
	<p>Update on the Office for Civil Rights (OCR) and OSEP Seclusion and Restraint Collaboration</p> <p>Presenters: OSEP and OCR staff</p>	Roslyn	All
5:00 p.m.– 5:15 p.m.	Break		
5:15 p.m.– 8:00 p.m.	<p>Adjourn/Evening Sessions (by invitation)</p> <p><i>Please visit the registration desk for a list of additional evening sessions.</i></p>		



Wednesday, July 24, 2019

Time	Session	Location	Audience
9:00 a.m.– 12:15 p.m.	Plenary Session	<i>Arlington Ballroom</i>	<i>All</i>
9:00 a.m.– 10:30 a.m.	<p>Policy Panel</p> <p>What’s Coming Down the Pike? A Policy, Funding, and Futures Discussion</p> <p>Moderator: Renee Bradley, OSEP</p> <p>Panelists: Lindsay Jones, National Center for Learning Disabilities; Jane West, Educational Policy Consultant; Deborah Ziegler, CEC; Sharon Walsh, Infant and Toddler Coordinators Association (ITCA), DEC; Stacy Kalamaros Skalski, National Association of School Psychologists</p> <p>Session Description: This session will feature knowledgeable experts on special education policy. The panelists will share their organizations’ perspectives about the current policy decisions being debated and made on Capitol Hill that affect children with disabilities.</p>	<i>Arlington Ballroom</i>	<i>All</i>
10:30 a.m.– 10:45 a.m.	Break		
10:45 a.m.– 11:30 a.m.	<p>Impact Panel</p> <p>Presenters: Melissa Cosgriff, Upper Merion Area Middle School; Daniel Sherlock; District of Columbia Public Schools; Isabelle Lee and Alex Lee, Youth Presenters</p> <p>Session Description: This impact panel will highlight teacher and youth voices.</p>	<i>Arlington Ballroom</i>	<i>All</i>
11:30 a.m.– 11:50 a.m.	<p>OSERS Assistant Secretary Remarks</p> <p>Johnny Collett, Assistant Secretary, OSERS</p>	<i>Arlington Ballroom</i>	<i>All</i>
11:50 a.m.– 12:00 p.m.	<p>OSEP Director Closing Remarks</p> <p>Laurie VanderPloeg, Director, OSEP</p>	<i>Arlington Ballroom</i>	<i>All</i>
12:00 p.m.	<p>Adjourn/Post-Conference Sessions (by invitation)</p> <p><i>Please visit the registration desk for a list of post-conference sessions.</i></p>		