



2023 OSEP
Leadership and
Project Directors'
Conference

July 24-26, 2023
Crystal Gateway Marriott
Arlington, VA



Conference Program

Sunday, July 23, 2023

Time	Session	Location
3:00 p.m.–6:30 p.m.	Registration/Pick Up Conference Materials	<i>Arlington Ballroom Registration</i>

Monday, July 24, 2023

Time	Session	Location	Suggested Audience ¹
7:00 a.m.–8:45 a.m.	Registration/Pick Up Conference Materials	<i>Arlington Ballroom Registration</i>	
8:45 a.m.–9:45 a.m.	<p>Welcome and Opening Remarks</p> <p>Moderators:</p> <p>Mohamed Soliman, Office of Special Education Programs (OSEP); Shannon O’Neill, Monitoring and State Improvement Planning Division (MSIP)</p> <p>Presenters:</p> <p>Glenna Gallo, Assistant Secretary, Office of Special Education and Rehabilitative Services (OSERS)</p> <p>Katy Neas, Deputy Assistant Secretary, OSERS</p> <p>Valerie Williams, Director, OSEP</p>	<i>Arlington Ballroom</i>	<i>All</i>
9:45 a.m.–10:30 a.m.	<p>Keynote Presentation: Partnering with a Generational Mindset</p> <p>Presenter: Lola Dada-Olley, Attorney and Disability Inclusion Advocate</p>	<i>Arlington Ballroom</i>	<i>All</i>

Please note: Other than program area meetings and state team meetings, the sessions listed are open to all participants. A suggested audience is provided to help guide session selection.

Time	Session	Location	Suggested Audience ¹
10:30 a.m.–11:00 a.m.	Solos and Break		
	<p>Improving Your State’s Part C System: Lessons Learned From DMS</p> <p>Presenters: Sharon Walsh, Early Childhood Technical Assistance Center (ECTA) and Center for IDEA Early Childhood Data Systems (DaSy); Katy McCullough, ECTA and DaSy</p> <p>Session Description: Based on lessons learned from the DMS-2 process, representatives from DaSy and ECTA will share tips and suggestions to support Part C lead agencies in improving their monitoring, data, dispute resolution, and fiscal management systems. These will be based on technical assistance (TA) experiences with States going through the process, as well as on OSEP’s conclusions, findings, recommendations, and required actions from the OSEP letters. Participants will discuss these tips, reflecting on implications for their State system, and identify one or more takeaways to address at home with their teams.</p>	<i>Alexandria</i>	<i>Part C/619</i>
	<p>New Flexibilities for Implementing Medicaid in Schools</p> <p>Presenters: Daniel Schreier, OSEP; Richard Kimball, Centers for Medicare and Medicaid Services (CMS), Department of Health and Human Services (HHS); Andrew Badaracco, CMS, HHS; Christopher Thompson, CMS, HHS</p> <p>Session Description: The Bipartisan Safer Communities Act legislation sparked a joint collaboration with the Department of Education (ED) and CMS to improve the delivery of Medicaid services in schools. From this collaboration has come new comprehensive guidance. We will review the overall guidance and discuss the flexibilities that can help States expand their school-based Medicaid services.</p>	<i>McLean</i>	<i>All</i>
	<p>The Role of Cognitive Load Theory in Selecting, Designing, and Implementing Instruction for Students and Teachers</p> <p>Presenter: Michael Kennedy, University of Virginia</p> <p>Session Description: This session falls under the conference’s themes of advancing equity and improving academic and developmental outcomes. All humans, regardless of age, are subject to limited cognitive functionality at any given moment in time—depending on the</p>	<i>Rosslyn</i>	<i>Educational Technology, Media, and Materials</i>

Time	Session	Location	Suggested Audience ¹
	<p>situation and interpersonal factors like background knowledge/experience, engagement, and motivation. Students with disabilities often lack each of these important variables needed for maximizing cognitive functionality, and then are done no favors by how instruction is delivered. In this session, Michael Kennedy from the University of Virginia outlines for educators of all levels how essential it is to learn about cognitive load theory, and how it intersects with related instructional design and delivery theories to ensure instruction is a good match for the learning needs of any audience (especially students with disabilities and teachers in training).</p>		
<p>11:00 a.m.–12:15 p.m.</p>	<p>Implementation Showcases</p>		
	<p>Successfully Partnering With Families Adds Credibility and Authenticity to Our Work and Fosters a Safer Environment for Active Family Engagement, Effectively Paving a Path to Empowerment for All Families</p> <p>Moderator: Sunyoung Ahn, OSEP</p> <p>Presenters: JC Cortez, Sinergia; Roberta Grogan, Long Island Advocacy Center; Young Seh Bae, Community Inclusion and Development Alliance</p> <p>Session Description: This session lifts up an innovative approach to family engagement (filmmaking!) through efforts of the New York Region 1 Parent Training and Information Collaborative: a full-length film, “Candid Conversations: Handing Over the Reins.” and a subsequent professional panel discussion and toolkit created in response to the film, “Candid Conversations: What Are Self-Advocacy Skills for a Successful Transition?” Through their partnering with diverse families, professionals, and community partners across the New York region, the Collaborative successfully manages to elevate the voices of self-advocates and families while providing a unique insight into understanding, honoring, and overcoming historically complex barriers that can feel daunting, such as family dynamics and implicit biases. Through the project, they created a community that united professionals and those they serve, leveraging technology to address the digital divide and harness social media. The project incorporates various lenses of intersectionality across the spectrum of</p>	<p><i>Salon 1–2</i></p>	<p><i>Parent Center</i></p>

Time	Session	Location	Suggested Audience ¹
	<p>disability, and serves as a replicable roadmap to effectively unlock unlimited possibilities to enhance parent engagement, increase agency, inform policymaking, and advance diversity, equity, and inclusion.</p>		
	<p>The Consortium Approach to Doctoral Training: Lessons Learned</p> <p>Presenters: Joseph Wehby, Peabody College, Vanderbilt University; Marcia Barnes, Peabody College, Vanderbilt University; Joonkoo Yun, East Carolina University; Mary Beth Bruder, University of Connecticut; Ann Kaiser, Peabody College, Vanderbilt University</p>	<i>Salon 3–4</i>	<i>Personnel Development Program</i>
	<p>Session Description: With OSEP’s increasing investment in doctoral training programs that involve multiple universities, it is important to understand the promise and potential issues of this approach to educating the next generation of special education leaders. This session involves updates from the three consortia funded by OSEP to train leaders in the field of special education. Faculty from these programs—National Center for Leadership in Intensive Intervention (NCLII), the Early Childhood Intervention Doctoral Consortium (EDIDC), and the Multi-Institution Adapted Physical Activity Mentorship Consortium (MAMC)—will provide a brief overview of each project, followed by a discussion addressing themes of common curricula, collaborative experiences, and evaluation approaches to measure scholar progress. In addition, graduates for previous consortia will discuss their training and how it has contributed to their professional development.</p>		
	<p>National Center on Improving Literacy–Pennsylvania Training and Technical Assistance Network (NCIL-PaTTAN): Implementing Evidence-Based Literacy Practices Systemwide</p>	<i>Salon 5–6</i>	<i>State Personnel Development Grant</i>
	<p>Presenters: Lana Santoro, NCIL; Andra Bell, PaTTAN; Jessica Surles, NCIL</p> <p>Session Description: NCIL has collaborated with PaTTAN on implementing high-quality, effective Response to Intervention (RTI) within the context of multi-tiered systems of support in reading (MTSS-R). In this session, the PaTTAN-NCIL team will describe their experiences building on this model through the Pennsylvania SPDG, Success for PA Early Learners (SPEL), to strengthen professional learning for</p>		

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	<p>implementing evidence-based literacy practices and effective literacy systems to improve literacy outcomes for children with disabilities.</p> <p>Retaining Special Education Personnel at All Levels: Georgia's Approach</p> <p>Presenters: Wina Low, GADOE; Belinda Tiller, GADOE; K. Elise James, GADOE; Katherine Johnson, GADOE; Annette Murphy, Murphy Educational Consulting</p> <p>Session Description: To promote the retention of special educators across the State, Georgia has implemented a multifaceted approach to developing and providing information. Utilizing partnerships with other agencies and organizations, special educators from the beginning teacher to the veteran director level have an array of opportunities and vehicles for professional learning aimed at promoting self-efficacy and confidence.</p> <p>The Georgia Teacher Induction Program is based on High-Leverage Practices (HLPs), which provide a strong basis for teachers to provide effective instruction. Mixed-reality simulation is utilized for application, providing a low-risk opportunity to practice HLPs and how to conduct individualized education program (IEP) meetings.</p> <p>Similarly, preparing and supporting special education leaders is a critical component of ensuring compliance with the Individuals with Disabilities Education Act (IDEA) and providing appropriate, effective instruction to students with disabilities. Georgia has developed a coordinated approach to disseminating information, including the Special Education Leadership Development Academy, which targets the needs of first-time special education directors.</p>	Salon A–B	Part B, Personnel Development Program
	<p>National- and State-Level Partnerships: Fostering Inclusive Early Learning Opportunities Through Accessibility Practices</p> <p>Moderator: Cynthia Curry, CAST</p> <p>Presenters: Maggie Pickett, CAST; Jani Koslowski, Early Childhood Technical Assistance Center, Frank Porter Graham; Michelle Schladant, Step Up AT, Mailman Center for Child Development; Austin Garilli, Step Up AT, Mailman Center for Child Development</p>	Salon C–D–E	Technical Assistance and Dissemination

Time	Session	Location	Suggested Audience ¹
	<p>Session Description: While 41 percent of preschoolers with disabilities receive services in inclusive classrooms, not all have access to accessible educational materials (AEM) and assistive technology (AT) that could further promote access to and participation in these inclusive settings. The implementation of evidence-based practices in early childhood education, including the use of AEM and AT, requires collaboration between State and district leaders in both early learning and accessibility-related roles. The National Center on Accessible Educational Materials (AEM Center), the Early Childhood Technical Assistance Center (ECTA), and Step Up AT are working together to provide training and guidance on using AEM and AT as levers for inclusive practices. Join us to learn more about this collaborative partnership!</p>		
	<p>Moving States, Local Programs, and Early Childhood Environments From “Yes, But” to “Both, And” to Achieve Transformational Inclusive Change</p>	<p><i>Salon F–G–H</i></p>	<p><i>Part C/619, SPDG, TA&D</i></p>
	<p>Presenters: Debbie Cate, ECTA; Therese Snyder, Embedded Instruction for Early Learning–CA; Jaelyn Joseph, The University of Denver; National Center for Pyramid Model Innovations; Phil Strain, The University of Denver; National Center for Pyramid Model Innovations; ECTA Center</p>		
	<p>Session Description: This session brings inclusion data brings inclusion data and research to life to consider State, local, and environmental factors influencing the advancement of equitable, high-quality inclusive opportunities for young children with disabilities and their families. Presenters representing unique, systems-level perspectives will review national inclusion data trends and outline examples of experience-based, proven strategies for dismantling common early childhood inclusion barriers. Presenters will acknowledge the challenges associated with implementing high-quality inclusion, while also inviting and supporting participants to consider obstacles as opportunities through which creative, collaborative, and sound solutions can be discovered and implemented. Examples of solutions ranging from policy efforts to professional development practices will be presented, and guided discussions will occur throughout the presentation to promote the co-construction of applicable solutions that session</p>		

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	<p>participants can use to inform their own States, programs, and environments to begin working toward transformational inclusive change that leads to improved outcomes for young children with disabilities and their families.</p> <p>Dispute Resolution and DMS: An Interactive Discussion Panel Featuring the Perspectives of Part B/Part C Programs, The Center for Appropriate Dispute Resolution in Special Education (CADRE), ECTA, and OSEP</p> <p>Moderator: Justin Arner, OSEP</p> <p>Presenters: Melanie Reese, CADRE; Sharon Walsh, ECTA; Sandy Cade, Montana Early Childhood and Family Support Division; Kate Moran, OSEP</p> <p>Session Description: An implementation showcase is an interactive discussion panel format focusing on the DMS process specific to dispute resolution, featuring Part B/Part C program staff, CADRE, ECTA, and OSEP staff sharing their experiences with preparing and participating in the monitoring process. The goal of the showcase is to provide varied perspectives on the DMS process.</p>	<i>Salon J–K</i>	<i>Technical Assistance and Dissemination</i>
	<p>Developing a State Comprehensive System of Personnel Development (CSPD)</p> <p>Presenters: Darla Gundler, Early Childhood Personnel Center; Stacy Kong, Hawaii State Department of Health; Karen Young Lewis, GA Babies Can't Wait; Valecia Davis, Mississippi Department of Health; Suzie Perry, Arizona Department of Education</p> <p>Session Description: This presentation will highlight some of the States' unique contexts and strategic planning processes for their CSPD framework. Strategies for recruiting strategic planning stakeholders will be shared, in addition to strategies for recruiting and engaging diverse families as members of subcomponent workgroups. We will also share tools that were used to provide background and training for families. Ensuring the State has the right people involved from the beginning is important to the success of the initiative. A discussion will focus on the similarities and differences among States, as well as the evaluation data collected on the TA process itself.</p>	<i>Alexandria</i>	<i>Part C/619</i>

Time	Session	Location	Suggested Audience ¹
	<p>Moving Toward Meaningful Inclusion for Students With Significant Cognitive Disabilities</p> <p>Moderator: <i>Susan Weigert</i>, OSEP</p> <p>Presenters: Amy McCart, National Center for Inclusion Toward Rightful Presence at the University of Kansas Life Span Center; Russell Swinburne Romine, Accessible Achievement, Learning and Assessment Systems Project (ATLAS) at the University of Kansas Achievement and Assessment Institute; Meagan Karvonen, ATLAS at the University of Kansas Achievement and Assessment Institute</p> <p>Session Description: Significant advances in practices supporting access to the general education curriculum for students with significant cognitive disabilities and instructional support for their teachers have been achieved through model implementation and validation. During this session, three prominent leaders from the University of Kansas will describe their implementing models for improving academic instruction in key areas for students with significant cognitive disabilities.</p>	<i>Rosslyn</i>	<i>All</i>
12:15 p.m.–12:30 p.m.	Break		
12:30 p.m.–2:30 p.m.	Lunch (<i>On Your Own</i>) and Poster Session Setup		
12:30 p.m.–1:30 p.m.	Program Area Meetings and State Team Meetings		
	Personnel Development Programs (PDP) Program Area Meeting	<i>Salon 3–4</i>	<i>Personnel Development Program</i>
	State Team Meeting B	<i>Salon 5–6</i>	<i>State Team B</i>
12:30 p.m.–2:00 p.m.	Deaf-Blind Program Meeting	<i>Salon C–D–E</i>	<i>Deaf-Blind Program</i>
1:30 p.m.–2:30 p.m.	Program Area Meetings and State Team Meetings		
	State Team Meeting C	<i>Salon 1–2</i>	<i>State Team C</i>
	Educational Technology, Media, and Materials (ETMM) Program Area Meeting	<i>Salon J–K</i>	<i>Educational Technology, Media, and Materials</i>

Time	Session	Location	Suggested Audience ¹
2:45 p.m.–3:45 p.m.	Poster Sessions & Technology Demonstrations		
	Link to General and Scholar Poster Session Agenda	<i>Arlington Foyer, Grand Ballroom Foyer, Pentagon Foyer, & Sky View Atrium</i>	<i>All</i>
	Technology Demonstrations	<i>Pentagon & Pentagon Foyer</i>	<i>All</i>
3:45 p.m.–4:00 p.m.	Break		
4:00 p.m.–5:00 p.m.	Talks		
	The Power of Data: OSEP’s Reflections and Considerations for the State Performance Plan/Annual Performance Report (SPP/APR) Presenter: Christine Pilgrim, OSEP Session Description: The SPP/APR is an opportunity for States/entities to communicate with stakeholders on critical aspects of IDEA implementation. In this session, OSEP staff will reflect on how the SPP/APR can be used as a tool for transparency, drive improvement, and celebrate successes. Additionally, OSEP staff will share considerations and observations about selected indicators, including the State Systemic Improvement Plan, and review other timely issues.	<i>Salon 1–2</i>	<i>Data</i>
	Increasing Equity Through Stage-Based Implementation of Universal Design for Learning (UDL) in Multi-Tiered Systems of Support (MTSS) Presenters: Amy McCart, SWIFT Education Center, University of Kansas; Tara Courchaine, CAST; Seena Skelton, Great Lakes Equity Center; Caryn Ward, National Implementation Research Network Session Description: This talk is a collaboration among CAST, Great Lakes Equity Center, National Implementation Research Network, and SWIFT Education Center illustrating how four system design initiatives frequently promoted by State and local education agencies for school improvement—stage-based implementation, systems-level critical equity inquiries, UDL, and MTSS—can be implemented together for a designed experience in instructional decision making and a powerful, positive impact on	<i>Salon 3–4</i>	<i>Part B</i>

Time	Session	Location	Suggested Audience ¹
	<p>student outcomes. Participants will actively engage in learning, reflection, and initiating action in their own context.</p> <p>The Case for Flexibility in Schoolwide Evidence-Based Literacy Practices: Navigating Negotiables and Non-Negotiables</p> <p>Presenters: Colleen Reutebuch, The Meadows Center for Preventing Educational Risk at The University of Texas at Austin; Jade Wexler, The University of Maryland; Tara Burke Johnston, York College of Pennsylvania; Alexandra Shelton, Johns Hopkins University; Michelle Lambert-Yuhasz, The Meadows Center for Preventing Educational Risk at The University of Texas at Austin</p> <p>Session Description: Presenters from a model demonstration project, Adaptive Intervention Model (AIM) Coaching, discuss the importance of allowing for customization of a set of evidence-based literacy practices (i.e., Schoolwide Promoting Adolescents’ Comprehension of Text; SW-PACT) to encourage adoption and sustained implementation of the practices. Although the practices have demonstrated efficacy in improving middle school students’ content knowledge and content-area reading comprehension in previous studies, we discuss why allowing for customization without sacrificing the “active ingredients” of the practices in each new intervention setting is essential, especially when implementing the practices across a schoolwide model. Presenters will provide an overview of the AIM Coaching model demonstration project design and the SW-PACT practices, and then share the identified negotiable and non-negotiable elements of the practices. Additionally, we will discuss the results of teacher interviews, which shed light on ways that customization influenced teachers’ uptake of the SW-PACT practices.</p>	Salon 5–6	Part B
	<p>Fostering Educator Expertise Through Practice-Based Preparation</p> <p>Presenters: Melinda Leko, University of Florida; Kyena Cornelius, Minnesota State University Mankato; Keri DeSutter, Minnesota State University Moorhead; Dana Wagner, Minnesota State University Mankato; Shirley Johnson, Minnesota State University Moorhead</p> <p>Session Description: This session will showcase how teacher educators in Minnesota implement</p>	Salon C–D–E	Personnel Development Program

Time	Session	Location	Suggested Audience ¹
	<p>practice-based approaches to special educator preparation. In addition to sharing how to implement various pedagogies, presenters will provide examples of how to evaluate teacher candidates' performance and knowledge development.</p>		
	<p>Data Sharing Under IDEA and the Family Education Rights and Privacy Act (FERPA)</p> <p>Presenters: Marion Crayton, OSEP; Kala Surprenant, ED Office of General Counsel; Frank E. Miller, Jr., ED Student Privacy Policy Office</p> <p>Session Description: This session will discuss data sharing under IDEA and FERPA. Federal privacy experts will discuss data sharing to help serve children under IDEA. The focus will include how agencies may share data with and without parent consent under IDEA and FERPA. Experts will discuss scenarios related to data sharing and identify key best practices and useful terms of potential data sharing agreements for the purposes of improving IDEA programs. Participants will have the opportunity to ask questions and applicable resources will be identified.</p>	<i>Salon F–G–H</i>	<i>Data</i>
	<p>Prioritizing Equity-Mindset Practices in Technical Assistance Services</p> <p>Presenters: Tia Ivanko, National Deaf Center on Postsecondary Outcomes (NDC); Carrie Lou Bloom, NDC</p> <p>Session Description: Efforts to achieve equity for marginalized students require more substantial commitments to diversity, equity, and inclusion from institutions and individuals. Equity mindsets must be integrated into technical assistance to achieve equity and sustainable systems change. This session will show how NDC leverages systems transformation theory to prioritize equity-focused work in products and services delivered as technical assistance for people and communities served.</p>	<i>Salon J–K</i>	<i>Technical Assistance and Dissemination</i>
	<p>Enhancing Equitable Access to and Participation in Early Intervention</p> <p>Presenters: Bethanne Vergean, University of Connecticut (UConn); Leslie Fox, WestEd; Mary Beth Bruder, UConn; Margaret Gillis, SRI International</p> <p>Session Description: This session will provide an overview of three OSEP model demonstration</p>	<i>Alexandria</i>	<i>Data</i>

Time	Session	Location	Suggested Audience ¹
	<p>projects intended to support local and State system capacities to ensure equitable access to and participation in Part C early intervention services through high-quality screening practices for timely and appropriate identification of developmental concerns; collection, analysis, and use of data to inform decision-making; ongoing engagement with families and communities; and cross-sector partnership and collaboration. Presenters will highlight effective strategies and share resources used for information gathering that informs sustainable and equitable Child Find system building.</p> <p>How Do State Policies and Practices Support Child Outcomes Summary (COS) Family Engagement?</p> <p>Presenters: Stephanie Moss, Parent to Parent of Georgia; Naomi Younggren, ECTA; Jennifer Kaufman, Rhode Island Part C; Lauren Barton, DaSy</p> <p>Session Description: Family engagement in the COS process is critical for quality data and effective intervention and instruction. Join us to explore how and when families are informed about the COS process, who are mandatory and optimal team members, and what policies and practices are in place to guide family involvement. Also hear about one State's innovative practices and family, provider, and State leadership perspectives on family engagement in the COS process.</p>	<i>Rosslyn</i>	<i>Part C/619</i>
5:00 p.m.–5:15 p.m.	Break		
5:15 p.m.–6:15 p.m.	Workshops & Meetups		
	<p><i>Workshops</i></p> <p>Accessibility Awareness as an Organizational Approach</p> <p>Presenters: Jim Lesko, AEM Corporation (AEM Corp); Johan Rempel, Center for Inclusive Design and Innovation; Fred Edora, AEM Corp</p> <p>Session Description: Parents, policymakers, and stakeholders with and without disabilities need full and equal access to IDEA Part C and Part B SPP and APR information that allows them to review critical data and provide input and support data-driven decision making. This session will assist participants to understand the</p>	<i>Salon 1–2</i>	<i>Data</i>

Time	Session	Location	Suggested Audience ¹
	<p>impact of inaccessibility, how accessibility enhances capacity for all stakeholders to participate in decision-making, and how to support an intentional shift in organizational activities that supports full access for everyone.</p> <p>Data Visualization: A Workshop in Bringing Evaluation Data to Life</p> <p>Presenters: Olivia Iles, Westat Insight; Jackson Miller, Westat Insight; Jill Lammert, Westat</p> <p>Session Description: During this workshop, the Center to Improve Program and Project Performance (CIPP) will provide participants with user-friendly strategies for creating visualizations that effectively communicate evaluation findings. Participants will have the opportunity to select from one of several sets of sample evaluation data. Small groups will work with presenter support to determine how to best visualize the sample data with the results and intended audience in mind. Finally, presenters and participants will walk through the steps to create their visualizations so that participants can leave with a concrete understanding of how to create a meaningful visualization that showcases their projects' progress and accomplishments.</p>	<i>Salon 3–4</i>	<i>Data</i>
	<p>Using the Personnel Development Program Data Collection System (PDPDCS): Tips, Tricks, and Demos</p> <p>Presenters: Michelle Bloom, AnLar; Celia Rosenquist, OSERS</p> <p>Session Description: AnLar and Westat, supporting the PDPDCS, will showcase how to access, submit, and verify data within the site. The live demonstration will cover both the grantee and scholar views of the PDPDCS, answer common questions, and review any new site changes. Grantees will be asked to share best practices and tips for using the PDPDCS as well.</p>	<i>Salon 5–6</i>	<i>Personnel Development Program</i>
	<p>Leading Continuous Reading Improvement Within a Schoolwide System</p> <p>Presenters: Paul Steinle, AIR; Jess Surles, Boston University; Cory Stai, AIR; Lana Santoro, Boston University; Abby Foley, AIR</p> <p>Session Description: In this workshop, participants will engage with the Lead for Literacy Center (L4L) to explore an accessible formative tool, the Framework Navigator, that allows literacy leadership teams to identify areas</p>	<i>Salon A–B</i>	<i>Technical Assistance and Dissemination</i>

Time	Session	Location	Suggested Audience ¹
	<p>of strength and areas to prioritize within their schoolwide reading systems. L4L coaches will showcase how the Center partnered with a State educational agency (SEA) and participating districts during the 2022–2023 school year to use the Navigator as a highly relevant and useful literacy evaluation and action planning tool. Workshop participants will explore the components of the Navigator and discuss how it can support schools to assess readiness and initiate a continuous improvement cycle.</p>		
	<p>Boosting Access to Positive Parenting for Families</p> <p>Presenters: Nina Manganaris, Formed Families Forward; Meghan von der Embse, University of South Florida; Kelly Henderson, Formed Families Forward</p> <p>Session Description: This workshop reports on the adaptation of NCPMI's Positive Solutions for Families by a community parent resource center, boosting accessibility for families of young children with, or at risk for, disabilities. Strategies for delivery of the modified curriculum in English and Spanish will be shared. Participants will have the opportunity to observe a mini-lesson and practice delivery of content to parents and caregivers.</p>	<i>Salon C–D–E</i>	<i>Parent Center</i>
	<p>DMS Monitoring Cohort 2 Meeting</p> <p>Presenters: Kate Moran, OSEP; Jennifer Barrett-Zitkus, OSEP</p> <p>Session Description: This session will provide those States currently preparing for DMS Cohort 2 monitoring an opportunity to review protocols and other tools that OSEP has developed, engage in conversations about expectations, review and use OSEP-funded TA center tools and resources, and learn how to apply and use these resources in preparation for their DMS monitoring.</p>	<i>Salon J–K</i>	<i>Part B</i>
	<p><i>Meetups</i></p> <p>Integration of School- or Program-Based Mental Health Supports</p> <p>Presenters: TBD</p> <p>Session Description: The mental health crisis for children and youth in the United States has reached a critical point. The COVID-19 pandemic, school safety, and other recent events have exacerbated already alarming trends in</p>	<i>Salon F–G–H</i>	<i>All</i>

Time	Session	Location	Suggested Audience ¹
	<p>mental health, and, without increasing the number of high-quality, evidence-based mental health services, the increased need for services for children and youth will not be met. During this meetup, the group will discuss approaches to address this critical issue, exchange ideas and insights, and share examples that support the integration of school- or program-based mental health supports across early childhood, K–12, and higher education settings.</p>		
	<p>American Rescue Plan (ARP) Funds— Insights and Lessons Learned From Part C</p> <p>Presenter: Leslie Fox, Center for IDEA Fiscal Reporting (CIFR)</p> <p>Session Description: In response to the COVID-19 pandemic, emergency relief funds were quickly deployed to Part C programs to ensure services were available to infants and toddlers with disabilities and their families with minimal disruption. The purpose of this listening session is to provide Part C coordinators and fiscal managers the opportunity to share successes and challenges related to using and tracking ARP funds. Participants will share thoughts on potential alternatives and recommendations for Federal programs to implement in preparation for similar emergency events. This session will be limited to Part C Lead Agency staff and CIFR technical assistance staff. Feedback given during this session will be organized into a summary of key points for OSEP and TA providers to inform guidance and procedures for future disaster response initiatives.</p>	<i>Alexandria</i>	<i>Part C/619; Fiscal</i>
	<p>Implementation Science in Doctoral and State Leadership Programs</p> <p>Presenter: Sophia Farmer, SISEP</p> <p>Session Description: This session is designed for 325 D and 325 L programs and others associated with institutions of higher education (IHEs) to explore the possibility of infusing implementation science into programs of study.</p>	<i>Roslyn</i>	<i>Personnel Development Program</i>
	<p>DeafBlind Projects Connecting With Information, Strategies, and Stories</p> <p>Presenters: Robert Hill, South Carolina Deaf-Blind Project/South Carolina Department of Education; Danna Conn, Tennessee DeafBlind Project/Vanderbilt University Medical Center;</p>	<i>Jackson</i>	<i>Technical Assistance and Dissemination</i>

Time	Session	Location	Suggested Audience ¹
	<p>Donna Carpenter, Kentucky DeafBlind Project/University of Kentucky</p> <p>Session Description: This presentation will focus on resources and supports that families and professionals can utilize by connecting with their State DeafBlind Project.</p> <p>The session will highlight the collaboration within the Southeast DeafBlind Projects and their development of a webinar resource library, a regional conference, and ongoing training materials.</p>		
	<p>Parent Center Directors and Staff of Color</p> <p>Presenter: Yolanda Lusane, ED</p> <p>Session Description: This session is an opportunity for Parent Center directors and staff of color to connect, collaborate, and support one another as leaders in their organizations.</p>	<i>Jefferson</i>	<i>Parent Center</i>
	<p>Part B Data Managers Chat About Data Quality and Other Important Issues</p> <p>Presenters: Audrey Rudick, IDEA Data Center (IDC); Scott Norton, IDC</p> <p>Session Description: Calling all data managers! Join IDC staff and your colleagues for a meeting of the minds about all things data. Chat with us and one another about issues related to data quality, EDFacts Modernization, and anything else you'd like to discuss. Get to know your peers and come away with new ideas, too.</p>	<i>Madison</i>	<i>Data</i>
5:15 p.m.–6:15 p.m.	<p>All Things State Advisory Panel (SAP) and State Interagency Coordinating Council (SICC)</p> <p>Presenter: Jennifer Lussier, National State Advisory Panel and Interagency Coordinating Council Workgroup (an OSEP IDEAS that Work resource)</p> <p>Session Description: Join with members from SEAs and SAP and LEAs and SICC to network, ask questions, and share ideas about the roles, operations, and engagement of SAPs and SICC. Learn more about the National SAP & SICC Workgroup (an OSEP IDEAS that Work resource) and the variety of materials, webinars, and support available for SEAs, LEAs, SAPs, and SICC regarding this IDEA stakeholder work.</p>	<i>McLean</i>	<i>SAP/SICC</i>
6:30 p.m.–8:30 p.m.	Evening Sessions/Adjourn		

Time	Session	Location	Suggested Audience ¹
6:30 p.m.–7:30 p.m.	<p>OSEP Websites and Information Dissemination</p> <p>OSEP uses the osepideasthatwork.org and sites.ed.gov/idea websites to disseminate information and resources from the U.S. Department of Education and our grantees. All conference attendees are invited to attend this evening session to discuss further directions for these two websites and making them more relevant and useful to OSEP’s partners and the general public.</p>	<i>Alexandria</i>	<i>All</i>
6:30 p.m.–8:30 p.m.	<p>Evening Sessions (by invitation)</p> <p><i>Please visit the registration desk for a list of additional evening sessions.</i></p>		

Tuesday, July 25, 2023

Time	Session	Location	Audience
8:00 a.m.– 9:00 a.m.	<p>Early Bird Sessions and Meetups</p> <p>Family Data Leader Pilot Project and Corresponding State Part C and Part B 619 Coordinators</p> <p>Presenter: Michelle Lewis, DaSy and CIPR</p> <p>Session Description: This is an opportunity for the 14 parent centers of the Family Data Leader Pilot Project and their corresponding State Part C and 619 Coordinators to meet and discuss how they can work together so families have a voice in data discussions for improved outcomes for young children with disabilities and their families.</p>	<i>Salon 1–2</i>	<i>Parent Center</i>
	<p>Meet the Rhonda Weiss Center for Accessible IDEA Data (Weiss Center) and Learn Ways to Make Your Data Accessible</p> <p>Presenter: Sarah Walters, IDC</p> <p>Session Description: This meetup is designed for you to get familiar with the Weiss Center. Beyond being an introduction to the Weiss Center, you will meet the TA staff and brainstorm about how to make your IDEA data accessible to all. Demonstrations of simple and easily doable “hacks” to make data accessible will be provided.</p>	<i>Salon 5-6</i>	<i>Data</i>

Time	Session	Location	Audience
	<p>Participants will be encouraged to share their own examples of how they have made data accessible. Additionally, informal conversations will allow you to ask questions and experience high-quality, yet simple, examples of accessible data.</p> <p>Let's Talk Equity</p> <p>Presenter: Tiffany Powell, Pyramid Community Parent Resource Center</p> <p>Session Description: An open conversation about how equity is being implemented in policy and practice.</p>	<i>Salon A–B</i>	<i>All</i>
	<p>Early Childhood Intervention Personnel Equity Center “Listening Session”</p> <p>Presenters: Darla Gundler, Federation for Children with Special Needs; Mary Beth Bruder, UConn Health Center; Tawara Goode, Georgetown University Medical Center; Chioma Oruh, Georgetown University Medical Center</p> <p>Session Description: The Early Childhood Intervention Personnel Development Equity Center is an OSEP-funded TA Center focused on increasing the numbers and diversity of early childhood personnel who have the necessary knowledge, skills, and competencies to deliver equitable scientific and evidence-based interventions to infants and young children with disabilities and their families. This Listening Session will be an opportunity to learn about the goals and outcomes of the Center and share ideas.</p>	<i>Salon C–D–E</i>	<i>Technical Assistance and Dissemination</i>
	<p>National Association of State Directors of Special Education (NASDSE) Special Education Data Managers Affinity Group (SEDMAG) Topical Content</p> <p>Presenter: Deborah A. Ziegler, NASDSE SEDMAG</p> <p>Session Description: The NASDSE SEDMAG Meetup will provide an opportunity for IDEA Part B data managers to meet to discuss affinity group business and topical content (PK–12) and to network with their colleagues.</p>	<i>Salon F–G–H</i>	<i>Data; Part B</i>
	<p>OSEP Projects Involving Deaf People and Deaf Communities</p> <p>Presenter: Carrie Lou Bloom, National Deaf Center on Postsecondary Outcomes</p> <p>Session Description: This session will strengthen collaborations among OSEP-funded projects that work with deaf people and deaf communities,</p>	<i>Salon J–K</i>	<i>All</i>

Time	Session	Location	Audience
	<p>including the National Deaf Center on Postsecondary Outcomes, the National Center on DeafBlindness, the Described and Captioned Media Project, and Personnel Development Programs for American Sign Language (ASL) interpreters such as those at the University of Northern Colorado and the University of Northern Florida. This will be an opportunity to identify shared goals, leverage opportunities for collaboration, and reduce duplication of efforts. One of the goals of this meetup session will be to identify critical areas of concern that need to be addressed jointly. For example, there is a national shortage of qualified interpreters to meet the needs of deaf students in educational and training settings. This is one of the areas that would benefit from increased collaborative efforts across OSEP-funded projects.</p>		
9:00 a.m.–9:15 a.m.	Micro-Solos and Break		
	<p>Building Evidence for Teacher Writing Scaffolds Using Single-Case Research Design (SCRD)</p> <p>Presenters: Jennifer Passalacqua, Florida State University; Sonia Cabell, Florida State University; Jenny Root, Florida State University</p> <p>Session Description: SCR D is an experimental design that can build causal evidence for effective interventions or practices. In this micro-solo session, we will discuss how and why we chose this design to build evidence around effective writing scaffolds with typically developing four-year-old children. The implications of our work will help us understand what types of scaffolding support can contribute to improved spelling development at the individual child level.</p>	McLean	<i>Technical Assistance and Dissemination</i>
	<p>Incubator Drive-Thru: Determining Appropriate and Differentiated Technical Assistance</p> <p>Presenter: Meg Kamman, CEEDAR Center, University of Florida</p> <p>Session Description: In this session, the CEEDAR Center will share how we use the incubator as a triannual process during which State teams and CEEDAR staff review and reflect on data from multiple sources to make decisions about the Center’s differentiated technical assistance support. The incubator process allows for fluidity and efficiency of technical assistance services to State teams over time based on their readiness and capacity to engage in reform.</p>	Jackson	<i>Technical Assistance and Dissemination</i>

Time	Session	Location	Audience
	<p>Raising a Child With Down Syndrome: A Scoping Review of the Literature</p> <p>Presenter: Monica Grillo, Virginia Commonwealth University</p> <p>Session Description: The extant literature on the experience of raising a child with Down syndrome in the United States over the past 10 years will be shared and synthesized with participants. Gaps and implications for research, policy, and practice will be shared, along with a solicitation of participant feedback on the findings' relevance and priorities.</p>	<i>Jefferson</i>	<i>Parent Center</i>
	<p>Lessons Learned About Implementing Differentiated Reading Intervention</p> <p>Presenter: Rebecca Gotlieb, UCLA</p> <p>Session Description: Given the heterogeneous nature of reading disabilities, students may be better served by a differentiated reading intervention approach that is tailored to their areas of need, but implementing differentiated approaches is notoriously difficult in school. Based on a research–practice partnership with three elementary schools implementing a differentiated approach to reading intervention in grades 1 and 2, we describe the challenges and opportunities that emerge. Drawing on these observations, we make recommendations for future research efforts aimed at rigorously testing the efficacy of differentiated reading intervention.</p>	<i>Madison</i>	<i>Personnel Development Program</i>
9:15 a.m.–10:15 a.m.	Talks		
	<p>Highlight and Review of OSEP’s Guidance on State General Supervision Responsibilities Under Parts B and C of the IDEA: Monitoring, Technical Assistance, and Enforcement</p> <p>Presenter: Kate Moran, OSEP</p> <p>Session Description: This session will highlight the information included in the recently released OSEP guidance regarding State General Supervision Responsibilities under Parts B and C of the IDEA: Monitoring, Technical Assistance, and Enforcement. With this guidance, States will have the information necessary to exercise their general supervision responsibilities under IDEA and ensure appropriate monitoring, technical assistance, and enforcement regarding local programs. In addition, this guidance reaffirms the expectation that by monitoring the</p>	<i>Salon 1–2</i>	<i>Part B; Part C</i>

Time	Session	Location	Audience
	<p>implementation of IDEA, infants, toddlers, children, and youth with disabilities and their families will achieve improved early intervention and educational results and functional outcomes.</p> <p>Indicators of Progress in the Wake of Endrew F.</p> <p>Presenters: Tessie Bailey, American Institutes for Research (AIR); Mitch Yell, University of South Carolina; Perry Zirkel, Lehigh University; Carolyn Razon-Fernandez, Baltimore City Public Schools</p> <p>Session Description: Did the 2017 Endrew F. Supreme Court decision impact progress indicators for students with disabilities? Several data gathering activities conducted through the PROGRESS Center suggest it depends on the context. A local special education administrator, legal expert, Federal TA provider, and special education expert will share findings from their perspective as well as potential implementations for the field.</p>	Salon 3–4	Data; Part B
	<p>Leveraging Artificial Intelligence (AI) and ChatGPT: Advancing Our Work Through Technology</p> <p>Presenters: Joe La Belle, Family Network on Disabilities; Rich La Belle, Family Network on Disabilities</p> <p>Session Description: This session will explore how OSEP-funded projects can leverage AI and ChatGPT to create personalized materials that support families and students with disabilities. Attendees will learn about the potential benefits of using these technologies to create materials such as videos, presentations, conference agendas, and resource guides, as well as practical considerations that need to be taken into account when using AI and ChatGPT in educational settings.</p>	Salon 5–6	Educational Technology, Media, and Materials
	<p>Transitions to Teaching: Model Pathways to Special Education Licensure</p> <p>Presenters: Melinda Leko, University of Florida; Keri Fogle, University of West Florida</p> <p>Session Description: This session will focus on promising responses to the special education workforce shortage. Session participants will learn about model programs administered by the States of Indiana and Florida, including initial data on the programs’ success.</p>	Salon A–B	Part B; Technical Assistance and Dissemination

Time	Session	Location	Audience
	<p>Grants: Making Sense of New Requirements for 2023</p> <p>Presenter: Jennifer Simpson, MSIP</p> <p>Session Description: Still have questions about the <i>General Education Provisions Act (GEPA)</i> section 427? Learn more about this and other items highlighted in the 2023 grant packages and OSEP National TA call.</p>	<i>Salon C–D–E</i>	<i>All</i>
	<p>Part B IDEA Section 618 Data Submissions Under EDFacts Modernization</p> <p>Presenter: Meredith Miceli, OSEP</p> <p>Session Description: The purpose of this session is to provide an update on IDEA Section 618 Part B data submissions under EDFacts Modernization. Representatives from OSEP and EDFacts will present an overview of the submission of the 2022–23 school year Part B Child Count and Educational Environments data submission that occurred in June of 2023, information on the other upcoming IDEA Section 618 Part B data submissions, and the impact of this new process on the IDEA Part B SPP/APR. The audience will have the opportunity to provide feedback and input on submitting the 2022–23 school year Part B Child Count and Educational Environments data under EDFacts Modernization and considerations for the upcoming IDEA Section 618 Part B data submissions.</p>	<i>Salon F–G–H</i>	<i>Data</i>
	<p>Proper or Improper? Guidance on IDEA Fiscal Responsibility in a Time of Audits and Monitoring</p> <p>Presenters: Matthew Schneer, OSEP; Susan Murray, OSEP; Laura Duos, OSEP</p> <p>Session Description: OSEP’s Fiscal Implementation Team (FIT) will provide updated information on the Department’s A-123 Audits, DMS fiscal monitoring, and best practices for documenting expenditures to avoid audit findings.</p>	<i>Salon J–K</i>	<i>Fiscal</i>
	<p>Building Equitable, Inclusive Preschool Special Education Environments</p> <p>Presenters: Sarah Walters, IDC; Christina MacDonald, IDC; Cindy Brown, Delaware Department of Education/Office of Early Learning; Tony Ruggiero, IDC</p> <p>Session Description: How can we address equity when we are not sure we are speaking the same language when we talk about preschool special</p>	<i>Alexandria</i>	<i>Data</i>

Time	Session	Location	Audience
	<p>education settings? Special Education Preschool, Early Childhood Program, Blended Classroom, Itinerant Model, 50/50 Classroom, Public Preschool—the language denoting preschool education environments is often fuzzy and confusing. Join us in exploring how the Common Education Data Standards (CEDS) and the IDEA Data Center’s Preschool Environments Toolkit can help us better understand our SPP/APR Indicator 6 preschool environments data and identify potential barriers to ensuring that all preschool-age children with disabilities have access to inclusive, high-quality early childhood programs.</p> <p>ED Policy Letters: Advocating for Students With Disabilities in Physical Education (PE)</p> <p>Presenters: Omar Sanchez, Ohio State University; Ally Keene, Old Dominion University; MacKenzie Pigg, University of Virginia; Deborah Shapiro, Georgia State University; Suzanna Dillon, Texas Woman's University</p> <p>Session Description: In this session, we (a) define key terms and Federal laws that impact PE service delivery across the United States, (b) summarize ED Dear Colleague and Policy letters and guidance documents from national organizations that support the advocacy efforts of physical educators, and (c) highlight how these resources can be used to ensure that the PE and adaptive PE needs of students with disabilities are addressed by the IEP team.</p>	<i>Mt. Vernon</i>	<i>Parent Center</i>
10:15 a.m.–10:30 a.m.	Micro-Solos and Break		
	<p>Integrating Family-Engaged Learning Opportunities Into Training</p> <p>Presenter: Sara Kupzyk, University of Nebraska Omaha</p> <p>Session Description: Home–school partnerships are associated with improved outcomes for students, families, and teachers. However, many novice teachers and related service providers enter their profession without the skills needed to effectively engage families and connect families to resources and supports. This presentation will provide an overview of family-engaged learning opportunities that can be integrated into coursework or programs to enhance student knowledge, skills, and confidence in engaging families as partners in education.</p>	<i>Jackson</i>	<i>Personnel Development Program</i>

Time	Session	Location	Audience
	<p>Faculty Collaboration to Enhance Use of Universal Design for Learning</p> <p>Presenters: Tanya Pinkerton, Arizona State University; Sarup Mathur, Arizona State University</p> <p>Session Description: In this micro-solo, we will describe how a small group of higher education faculty members co-developed an Innovation Configuration (IC) map related to operationalizing the principles, guidelines, and checkpoints of UDL. Faculty members were motivated by a mission to support a wide variety of learners in successfully persisting in their academic studies during their freshman and sophomore years. We will examine how the co-development process provided a structured forum for faculty-to-faculty dialogue and how faculty dialogue has the potential to support enhanced integration of inclusive practices in higher education teachers' practices.</p>	<i>McLean</i>	<i>Personnel Development Program</i>
10:30 a.m.–11:30 a.m.	Talks		
	<p>Are You Using IRIS Resources Effectively? Your Students May Disagree</p> <p>Presenters: Kimberly Paulsen, Vanderbilt University; Naomi Tyler, Vanderbilt University; Kim Skow, Vanderbilt University</p> <p>Session Description: Do you assign IRIS resources to the teacher candidates in your courses when you're out of town? Do you love IRIS so much that you assign an IRIS resource every week? (We can't really blame you, we love them, too!) In this session, IRIS presenters will help faculty members prevent "IRIS burnout" in their students and learn more effective strategies for using IRIS resources in their courses in ways that connect to course objectives, content, activities, and assessments.</p>	<i>Salon 1–2</i>	<i>Personnel Development Program</i>
	<p>The Parent Center Network: Empowering Families and Youth!</p> <p>Presenters: Diana Autin, SPAN Parent Advocacy Network; Carolyn Hayer, SPAN Parent Advocacy Network; Debi Tucker, Parent to Parent of Georgia; Michele Tyler, SPAN Parent Advocacy Network; Marely Gomez, Fiesta Educativa</p> <p>Session Description: A panel of representatives from the Parent Center network, including the Center for Parent Information and Resources</p>	<i>Salon 3–4</i>	<i>Part C/619</i>

Time	Session	Location	Audience
	<p>(National Parent TA Center), Regional Parent TA Centers, Parent Training and Information Centers, and Community Parent Resource Centers, will share information on who we are, what we do, our impact, and how we are a value-add to OSEP, State lead agencies, and the Technical Assistance and Dissemination Network.</p>		
	<p>Making It Stick: How to Engage Teachers for Tier 1 Instruction</p> <p>Presenters: Kristi Santi, University of Houston; Wendy Strickler, Mount St. Joseph University; Melissa Weber-Mayrer, Ohio Department of Education</p>	<i>Salon 5–6</i>	<i>Part C/619</i>
	<p>Session Description: Across the nation, many States are pursuing legislation to improve learning outcomes for students with dyslexia. The Model Demonstration Projects (MDPs) for Early Identification of Students with Dyslexia in Elementary Schools dedicated resources to fund three models seeking to build the capacity of elementary schools to identify early, accurately, and efficiently students with, or at risk for, dyslexia. Presenters from two MDPs will describe how they addressed the infrastructure (i.e., professional learning) needed to provide evidence-based instruction that leads to improved reading achievement for students with, or at risk for, dyslexia.</p>		
	<p>Planning the Effective Use of IDEA Part B State Set-Aside Funds</p> <p>Presenters: Danielle Crain, CIFR; Steve Smith, CIFR; Tami Gear, Utah State Board of Education</p>	<i>Salon A–B</i>	<i>Fiscal; Part B</i>
	<p>Session Description: This session will explore the provisions for reserving and using IDEA Part B funds for State-level activities. To set the stage, CIFR will provide an overview of the set-aside requirements and how States have recently used these funds. Building on this, CIFR will walk participants through the planning process for reviewing and identifying activities to best support State priorities for improving outcomes for children with disabilities, including a preview of CIFR’s draft IDEA Part B Section 611 Budget Calculator.</p>		

Time	Session	Location	Audience
	<p>Empower the Learner Profile: A Tool for Advocacy and Self-Advocacy</p> <p>Presenters: Carrie Woodcock, Maine Parent Federation; Kathleen McClaskey, Empower the Learner; Cathy Dionne, Autism Society of Maine</p> <p>Session Description: Using the principles of UDL, this tool increases self-advocacy skills for all learners to increase opportunities to be valued and understood by providers across community- and school-based services.</p> <p>During the session we will provide an overview of the research about the importance of self-identity. We will show how the Empower the Learner profile was developed to incorporate the principles of UDL to assist students in communicating strengths, challenges, and what they aspire to be through the lens of access, engage, and express.</p> <p>We will also provide an example of a student’s use of the tool, share how we have adapted the tool to be accessible for students with higher needs, share feedback we have received from families, and discuss the next steps as we continue to do outreach with families and professionals.</p>	<i>Salon C–D–E</i>	<i>Part B</i>
	<p>Building a System: Teams Driving Equity</p> <p>Presenters: Heather Reynolds, IDC; Jarrod Slone, Kentucky Department of Education; Tom Munk, IDC</p> <p>Session Description: What makes the Kentucky Department of Education (KY DOE) stand out when it comes to addressing significant disproportionality? It’s the State’s focus on building a technical assistance model that links schools and districts to State support through teams that facilitate two-way communication and the use of improvement cycles to enable better data-based decisionmaking. In this session, hear how IDC staff supported the KY DOE staff as the State designed and implemented structures to increase districts’ capacity to evaluate their data, conduct root cause analysis, draft improvement plans, create budgets, implement improvements, and evaluate their work.</p>	<i>Salon F–G–H</i>	<i>Part B</i>
	<p>Rethinking TA: Impact of a Field-Initiated and Partnership Process</p> <p>Presenters: Tessie Bailey, AIR; June De Leon, Guam CEDDERS; Donna Flores,</p>	<i>Salon J–K</i>	<i>Technical Assistance and Dissemination</i>

Time	Session	Location	Audience
	<p>Commonwealth of the Northern Mariana Islands Public School System; Sara Evans, AIR</p> <p>Session Description: PROGRESS Center, Guam CEDDERS, an entity special education director, and the Pacific Island PTI will share how two innovative approaches to technical assistance, partnership sites and field-initiated requests, helped build State/territory and local capacity to develop and implement high-quality educational programming for students with disabilities. Session presenters will explain how State directors and OSEP grantees can use this model in their own work and share resources to support local use of these approaches to positively impact the outcomes for students with disabilities and their families.</p>		
	<p>Cortical Vision Impairment (CVI): Two States' Perspectives on Early Intervention and Parent Center Collaboratives</p> <p>Presenters: Pat Cameron, Federation for Children with Special Needs; Rebecca Davis, Federation for Children with Special Needs; Rachel Bennett, Perkins School for the Blind; Paige Maynard, Visually Impaired Preschool Services</p> <p>Session Description: When young children are identified with CVI, early intervention (Part C), treatment, and resources are essential to assist infants, toddlers, and families. Two States, Massachusetts and Tennessee, will share their experiences in creating collaborative partnerships that provide families with support, services, and resources.</p>	<i>Alexandria</i>	<i>Part C/619</i>
	<p>From NICUs to Child Care: Engaging Partners and Enhancing Services</p> <p>Presenters: Erin Simmons, Maryland State Department of Education; Brenda Hussey-Gardner, University of Maryland School of Medicine</p> <p>Session Description: In this session, we will describe two efforts that support effective dissemination and implementation strategies. The session will discuss how a developmental tracking system in the Maryland Online Individualized Family Service Plan (IFSP) system has helped medical providers who refer premature infants to early intervention services and how legislation for Education Article 9.5-115 has increased collaboration with the child care community. The session will conclude with a</p>	<i>Mt. Vernon</i>	<i>Part C/619</i>

Time	Session	Location	Audience
	sneak preview of new, groundbreaking technology designed to increase strategic partnerships and collaboration across programs.		
11:30 p.m.–11:45 p.m.	Break		
11:45 p.m.–1:45 p.m.	Lunch (<i>On Your Own</i>)		
11:45 p.m.–12:45 p.m.	Program Area Meetings and State Team Meetings		
	State Team Meeting D	<i>Salon 1–2</i>	<i>State Team D</i>
11:45 p.m.–1:45 p.m.	State Personnel Development Grant (SPDG) Program Area Meeting (2-hour meeting)	<i>Salon 3–4</i>	<i>State Personnel Development Grant</i>
12:45 p.m.–1:45 p.m.	Program Area Meetings and State Team Meetings		
	State Personnel Development Grant (SPDG) Program Area Meeting (continued)	<i>Salon 3–4</i>	<i>State Personnel Development Grant</i>
	State Team Meeting A	<i>Salon 5–6</i>	<i>State Team A</i>
	Technical Assistance and Dissemination (TA&D) Program Area Meeting	<i>Salon C–D–E</i>	<i>Technical Assistance and Dissemination</i>
1:45 p.m.–2:00 p.m.	Break		
2:00 p.m.–3:15 p.m.	Implementation Showcases		
	Confronting Exclusionary Discipline Through Systems Change and Evidence-Based Practices Presenters: Valerie C. Williams, OSEP; Megan Vinh, ECTA; Heather Reynolds, Westat; Lise Fox, University of South Florida; Rorie Fitzpatrick, WestEd; Tim Lewis, University of Missouri Session Description: Join Valerie C. Williams, OSEP Director, as she brings her blog series, Discipline Discussions, to life through an engaging and resource-filled discussion focused on confronting and reducing exclusionary discipline for children with disabilities. This panel of OSEP-funded technical assistance centers will share actionable approaches to redesigning systems through targeted data analysis and implementation of evidence-based practices. A new resource will be unveiled to	<i>Salon 1–2</i>	<i>Technical Assistance and Dissemination</i>

Time	Session	Location	Audience
	<p>support State/local leaders and educators in shifting toward a preventative model for addressing child behavior.</p>		
	<p>Partnering With Families: Communicate, Coordinate, and Collaborate</p> <p>Presenters: Sadia Batool, Pennsylvania Office of Child Development and Early Learning; Carmen Sánchez, OSEP; Lisa Parker, Bureau of Early Intervention Services and Family Supports (BEISFS), Pennsylvania Office of Child Development and Early Learning; Sarah Holland, Parent to Parent of Pennsylvania and Family Engagement Initiatives; Kris Bowman, Ramsey Educational Development Institute (REDI); Toni Miguel, Early Intervention Technical Assistance</p>	<i>Salon 3–4</i>	<i>Part C/619</i>
	<p>Session Description: This session will present a diverse panel featuring Federal, State, and local professional leaders who will share their expertise in building the capacity of families moving into leadership roles at the program, local, State, and national level. We will build the session on the previous family leadership refrain of “Nothing about us without us” to integrate “Nothing about YOU without YOU,” which is reflected in the continued commitment and unwavering efforts of early intervention and early childhood special education (EI/ECSE) leaders to ensure family perspective is heard, valued, and influential in decision making. This interactive session will provide a bidirectional learning opportunity between the audience and presenters to explore ideas, tools, and strategies to achieve the crucial combination of supporting families in their roles as parents, leaders, and vital partners to systems building for a better and brighter future of our nation’s youngest citizens.</p>		
	<p>Moving MTSS Upstream: School Mental Health and Student and Family Partnerships</p> <p>Presenters: Tania May, Washington Office of Superintendent of Public Instruction (OSPI); Kelcey Schmitz, University of Washington; Tawni Barlow, Medical Lake School District; Cassie Martin, Washington OSPI; Nikki Bauman, Medical Lake School District</p>	<i>Salon 5–6</i>	<i>Part B</i>
	<p>Session Description: Interconnected systems partnerships in Washington State are reconceptualizing how to prioritize access to school- and community-based mental health supports with an MTSS framework. These partnerships focus on re-envisioning the role of</p>		

Time	Session	Location	Audience
	<p>district leadership, educators, school psychologists, family navigators, educator preparation programs, and MTSS implementation experts.</p> <p>Using Data-Based Individualization to Improve Student Outcomes</p> <p>Presenters: Lindsey Hayes, AIR; Meagan Walsh, Western Michigan University</p> <p>Session Description: This session will describe data-based individualization (DBI), a research-based process for supporting students with severe and persistent learning and behavioral needs. Presenters will discuss how State, district, and school-level systems worked in partnership to implement DBI to improve reading outcomes for students in Michigan.</p>	<i>Salon A–B</i>	<i>Technical Assistance and Dissemination</i>
	<p>Cross-Agency Collaboration to Support Transition</p> <p>Presenters: Carrie Lou Bloom, National Deaf Center on Postsecondary Outcomes (NDC); Tia Ivanko, NDC; Jennifer Higgins, NDC; Mary Morningstar, NTACTION: The Collaborative (NTACT:C); Maureen McGuire-Kuletz, NTACTION:C</p> <p>Session Description: Cross-agency collaboration is an evidence-based practice in the field of transition—but it is easier said than done! This session will highlight models of effective cross-agency collaboration that support transition outcomes for deaf and disabled youth. Examples from the field will be shared from the work of NDC and NTACTION:C.</p>	<i>Salon C–D–E</i>	<i>Technical Assistance and Dissemination</i>
	<p>The Three P’s of DMS 2.0 Success: Purpose, Process, and People!</p> <p>Moderator: Kate Moran, OSEP</p> <p>Presenters: Carolyn Bostick, South Carolina Department of Education; David Brandon-Friedman, State of Indiana, Bureau of Child Development Services/First Steps; Yvonne Greene, Arkansas Department of Education; Nicole Garcia, NCSI</p> <p>Session Description: This session will provide those States currently preparing for DMS monitoring (Purpose) an opportunity to review protocols and other tools that OSEP and the TA Centers (Process) have developed in preparation for their DMS monitoring engagement. This session will include a panel of State participants</p>	<i>Salon F–G–H</i>	<i>Part B</i>

Time	Session	Location	Audience
	(People) who will share their experiences and tips.		
	<p>Facilitating Family Capacity-Building in Key Literacy Roles</p> <p>Presenters: Sarah Sayko, The National Center on Improving Literacy; Sally Baker, Family Connection of South Carolina; Kathleen Gibson, Parent Educational Advocacy Training Center (PEATC); Lisa Hickman, Ohio Coalition for the Education of Children with Disabilities; Stacie Rulison, Michigan Alliance for Families; Kristin Kane, National Center on Improving Literacy (NCIL)</p> <p>Session Description: The NCIL collaborated with several Parent Centers to pilot facilitator’s guides for NCIL tutorials based on four key roles directly to families. This session will describe the key literacy roles families can play in and out of school, provide an overview of the free evidence-based resources available to Parent Center staff to build their capacity to better serve families in these key roles, and hear from Parent Center staff on how they have used these resources with families and what we have learned.</p>	<i>Salon J–K</i>	<i>Parent Center</i>
	<p>Reinventing Digital Access: Three Initiatives to Learn, Share, and Grow</p> <p>Presenters: Mary Lightfoot, Laurent Clerc National Deaf Education Center, Gallaudet University; Wendy Sapp, Bridge Multimedia; Matthew Kaplowitz, Bridge Multimedia</p> <p>Session Description: Do you work with deaf, hard of hearing, or blind children or their families? The Laurent Clerc National Deaf Education Center and Bridge Multimedia present three initiatives that provide cutting-edge approaches to access for deaf and blind children, their families, and professionals who work with them. Whether your focus is on seeking community to access resources, or accessing educational materials through audio description, captions, or ASL, join us for a lively discussion and demonstration.</p>	<i>Alexandria</i>	<i>Educational Technology, Media, and Materials; Part B</i>
3:15 p.m.–3:45 p.m.	Solos, Micro-Solos, and Break		

Time	Session	Location	Audience
	<i>Micro-Solos</i>		
3:15 p.m.–3:30 p.m.	<p>Strategic Incremental Rehearsal: A Quick, Intensive Intervention</p> <p>Presenter: Christina Novelli, University of Georgia</p> <p>Session Description: This session will report data from three single-case-design studies conducted in school settings in the 2022–2023 school year. All three studies examined the effectiveness and feasibility of a specific flashcard intervention procedure, strategic incremental rehearsal (SIR), to teach foundational skills to students in PK–grade 2 in a quick (5-minute), intensive setting. The intervention (SIR) in each study was delivered by a different agent (researcher, teacher, peer), the results thus have contextual validity implications for SIR.</p>	Alexandria	Data
3:30 p.m.–3:45 p.m.	<p>Engaging Families in Data Discussions</p> <p>Presenters: Michelle Lewis, DaSy; Susan Barlow, CPIR; Grace Kelly, DaSy</p> <p>Session Description: This 10-minute presentation will discuss the how and why of engaging families in data as well as highlight the Family Data Leader pilot project as a strategy for States and Parent Centers to work together toward systems improvement.</p>	Alexandria	Part C/619
3:15 p.m.–3:45 p.m.	Solos		
	<p>Improving Outcomes Through Innovative Interdisciplinary Preparation</p> <p>Presenter: Anne Thomas, University of Nebraska–Lincoln</p> <p>Session Description: Audience members will learn about two personnel preparation projects that provide innovative interprofessional training to graduate students in the Department of Special Education and Communication Disorders at the University of Nebraska–Lincoln. Preliminary data on the project’s impact on improving outcomes of students who are deaf/hard of hearing (DHH) will also be shared.</p>	Jackson	Personnel Development Program
	<p>Resilient Early Intervention Leadership: A Collaborative Approach</p> <p>Presenters: Carol Johnson, North Dakota Part C; Kristen Votava, North Dakota Part C; Jackie Adusumilli, North Dakota Part C</p>	Jefferson	Personnel Development Program

Time	Session	Location	Audience
	<p>Session Description: Review the impact of participants involved in the Resilient Early Intervention Leadership project through data and success stories. This project brought together early childhood partners in learning about resilient leadership and early intervention through a collaborative, embracing leadership as more than a position to empower all stakeholders, including parents. Marketing, recruitment, professional development, and collaboration processes will be discussed. Cohort 1 data will be reviewed along with stakeholder impact and project highlights.</p>		
	<p>Glam Good Deals: Educator Preparation Programs (EPPs) Roles and Supports During the Induction Years</p> <p>Presenters: Cathy Kea, North Carolina A&T State University; Fanica Young, University of Central Florida</p>	<i>Madison</i>	<i>Personnel Development Program</i>
	<p>Session Description: With ongoing educational disparities and an increasingly diverse special education student population, the need to retain special education teachers of color (SETOC) has never been greater. Unfortunately, SETOC continue to face unique challenges, contributing to the attrition crisis in the field of special education. This presentation will discuss two initiatives led by an educator preparation program at a historically Black university and the outcomes that emerged to retain Black teachers in the teacher workforce.</p>		
	<p>Coordinate, Collaborate and Integrate: Elementary and Secondary Education Act (ESEA) and IDEA Cooperation</p> <p>Presenters: Erin Hanley, National Association of ESEA State Program Administrators (NAESPA); Tania May, Washington OSPI; Jason Miller, Washington OSPI; Leah Voorhies, Utah State Board of Education (USBE); Tracy Vandeventer, USBE</p>	<i>McLean</i>	<i>Part B</i>
	<p>Session Description: NASDSE and NAESPA have collaborated to bring leaders from two States to share their experiences and challenges with coordinating ESEA and IDEA programs. Please join us as State directors of special education from Utah and Washington are joined by their ESEA counterparts to provide examples of coordination that are already occurring, discuss the impact that collaboration has on increasing efficiencies and capacity at the State level, and discuss how it can improve overall student</p>		

Time	Session	Location	Audience
	<p>outcomes through the alignment of support and oversight to local education agencies (LEAs). The session will culminate in an opportunity for audience questions and highlight how professional organizations like NAESPA and NASDSE can create future opportunities for their members to explore opportunities for coordination in their own States.</p> <p>Understanding Adverse Childhood Experiences: Building a Healing Education System</p> <p>Presenters: Robert Anda, ACE Interface LLC; Heather Olson, OSEP; Laura Porter, ACE Interface LLC</p> <p>Session Description: Understanding and application of scientific discoveries about the cumulative developmental impact of adverse childhood experiences (ACEs) is vital for improving educational and developmental outcomes. When applied in school settings, ACE and related discoveries in the fields of neurodevelopment, epigenetics, and resilient-communities research have demonstrated reductions in suspensions and expulsions, increases in graduation rates, and reductions in youth entry into the justice system. This session will review the basic concepts needed to understand how ACEs exert their effect, provide an overview of the biology involved, and give examples of how this science has been applied in community-wide practice and in educational settings to improve learning, health, and optimal development of youth.</p>	Mt. Vernon	Personnel Development Program
3:45 p.m.–4:45 p.m.	<p>Impact Panel (Plenary)</p> <p>Introductory Remarks: David Cantrell, Deputy Director, OSEP</p> <p>Moderator: Johan Mora Valverde, SPAN (New Jersey Parent Training and Information [PTI])</p> <p>Panelists: Julio Vega, HUNE (Philadelphia Community Parent Resource Centers); Dylan Campbell, Maine Parent Federation (Maine PTI); Emily Ball, Connecticut Parent Advocacy Center (Connecticut PTI); Nathan Markley, Rhode Island Parent Information Network (Rhode Island PTI)</p> <p>Session Description: The impact panel is comprised of young adults associated with the Region A Youth Leadership Council (YLC).</p>	Arlington Ballroom	All

Time	Session	Location	Audience
	<p>Panelists will discuss the impact that the YLC has had on them individually in developing them as leaders, as well as discuss how the YLC was formed, how it works, its impact, and how it can serve as a model for engaging youth with disabilities.</p> <p>The YLC brings together 20 young adults with disabilities who are associated with OSEP-funded Parent Centers in Region A as staff and advisors to enhance work reaching and serving diverse youth/young adults with disabilities. The YLD meets monthly for leadership development and to discuss systemic issues, resources, and events, and provide input to and feedback on the Region A Parent TA Center’s work building capacity around transition and work with youth and young adults.</p>		
4:45 p.m.–5:15 p.m.	Solos and Break		
	<p>Research–Practice Partnership to Support Novice Special Educators</p> <p>Presenters: Jenny Root, Florida State University; Addie McConomy, Florida State University</p> <p>Session Description: This session will share how a research–practice partnership between university faculty and a local public school district was used as a mechanism to support novice special education teachers and doctoral students in special education. Presenters will describe and provide examples of how the research–practice partnership was mutually beneficial and tailored to the evolving needs of both researchers and practitioners.</p>	Jackson	Personnel Development Program
	<p>Building Capacity for and Sustaining MTSS for Early Reading</p> <p>Presenters: Gina Mazzariello, Rutgers University; Todd Glover, Rutgers University</p> <p>Session Description: To sustain an MTSS for early reading over time, it is important to focus on building the capacity of local leaders to continually lead systems change utilizing specific research-based practices. This session will present an organizing framework, capacity-building resources, and case examples for promoting MTSS implementation sustainability in schools.</p>	Jefferson	State Personnel Development Grant

Time	Session	Location	Audience
	<p>Bringing the Family Voice to the SPP/APR process: A Collaboration</p> <p>Presenters: Pam Nourse, Federation for Children with Special Needs; Jamie Camacho, Massachusetts Department of Elementary and Secondary Education</p> <p>Session Description: Massachusetts' Part B and Parent Center have collaborated to gather feedback from families on the SPP/APR indicators, including target setting. We will share our experiences, including successes, challenges, and suggestions for moving forward.</p>	<i>Madison</i>	<i>Part B</i>
	<p>Improving Transition Plans With Person-Centered Planning</p> <p>Presenter: Jenn Miller, PTI Nebraska</p> <p>Session Description: Participants will learn about how Charting the LifeCourse, a valuable person-centered planning tool, can enhance a student's transition plan in school and help improve postsecondary outcomes through increased knowledge, advocacy, communication, and focus on what supports and services a student needs to reach their life goals after high school.</p>	<i>McLean</i>	<i>Part B</i>
	<p>Infusing Self-Determination in Math Instruction for Students With Intellectual Disability (ID)</p> <p>Presenter: Deidre Gilley, Florida State University</p> <p>Session Description: The presentation will feature three research studies that embedded various self-determination component skills (e.g., self-monitoring, self-graphing, goal setting, choice making, decision making) within mathematics instruction for students with ID. Each study aimed to teach secondary and postsecondary students with ID to solve word problems using modified schema-based instruction (MSBI). Recent research on MSBI has intentionally infused self-determination component skills to address multiple instructional priorities simultaneously while also increasing student independence, self-regulation, goal setting and attainment, and decision making.</p>	<i>Mt. Vernon</i>	<i>Data</i>
5:15 p.m.–6:15 p.m.	<p>Workshops and Meetups</p> <p><i>Workshops</i></p>		

Time	Session	Location	Audience
	<p>Survey Says! Or Does It? Analyzing Nonresponse Bias in Survey Results</p> <p>Presenter: Tamara Nimkoff, IDC/Westat</p> <p>Session Description: Even the most well-designed studies rarely receive responses from everyone in their target populations, yet to confidently generalize results, we also must consider those who didn't respond. Sound impossible? Don't worry. There's a resource for that. Join the developers of IDC's NRBA app, an interactive application for conducting nonresponse bias analysis. Learn more about how States can use this powerful tool to examine their data for nonresponse bias and employ different types of statistical analysis to reduce that bias. In this session, presenters will use example survey data to demonstrate this program's functionality and main features as well as introduce participants to the potential of using this new tool for their SPPs/APRs.</p>	<i>Salon 1–2</i>	<i>Data</i>
	<p>Touching Base With Tactile Learning</p> <p>Presenters: Rebecca Sheffield, OSEP; Eric Caruso, OSEP, Research to Practice Division</p> <p>Session Description: What do school leaders and teachers need to know to support learners with visual impairments? This workshop will provide opportunities for hands-on exploration of both tried-and-true accommodations (e.g., braille and cane techniques) and innovative low-tech materials and high-tech devices, which are leveling the playing field for students with visual impairments, including blindness.</p>	<i>Salon 3–4</i>	<i>Educational Technology, Media, and Materials</i>
	<p>How to Take a Dynamic Approach to Sustainability</p> <p>Presenters: Caryn Ward, State Implementation & Scaling-Up of Evidence-based Practices Center (SISEP); Sophia Farmer, SISEP</p> <p>Session Description: Participants in this workshop will engage in the use of implementation and street data to support making improvements and planning for sustainability and scale. An introduction to the Dynamic Sustainability Framework and key implications for planning will be discussed.</p>	<i>Salon 5–6</i>	<i>State Personnel Development Grant</i>
	<p>Lessons Learned: How States Successfully Implement Coaching</p> <p>Presenters: Jennifer Pierce, AIR and the National Center for Systemic Improvement;</p>	<i>Salon A–B</i>	<i>Part B</i>

Time	Session	Location	Audience
	<p>Deanna Clemens, Texas Education Agency; Amy Rhuaak, Hawaii Department of Education</p> <p>Session Description: In this session, participants will learn how two States, Texas and Hawaii, are strategically implementing coaching by applying strategies for reducing implementation challenges. Data will also be shared to illustrate the impact of State efforts. The audience will be able to adapt the session’s information to their own specific contexts so coaching can become a go-to strategy for improving teaching that improves results for all students, including students with disabilities.</p>		
	<p>Creating Safe and Supportive Schools for ALL Students</p> <p>Presenter: Karen Harrison, TNSTEP</p> <p>Session Description: This training will provide participants with important tools and information that can help students be supported safely throughout their school day.</p> <p>Attendees will learn:</p> <ul style="list-style-type: none"> • How effective communication and sharing knowledge can lead to a safer school environment, especially in high-stress or crisis situations • How to minimize the impact of ACEs and trauma through building a strong and responsive school support system • How school resource officers (SROs) can be a vital and positive resource for children with disabilities • The importance of developing individual student safety plans • How “one-page profiles” can provide a snapshot of a student’s strengths and needs, along with specific instructions on how to ensure a student is happy and safe at school. 	<i>Salon J–K</i>	<i>Parent Center</i>
	<p>Meetups</p> <p>Navigating Diversity, Equity, and Inclusion</p> <p>Presenters: TBD</p> <p>Session Description: The current emphasis on diversity, equity, and inclusion (DEI) in education and beyond has created confusion around DEI-related terms and their use as well as unintended roadblocks to implementing appropriate and effective special education and early intervention practices and policies. During this meetup, the group will discuss effective</p>	<i>Salon C–D–E</i>	<i>All</i>

Time	Session	Location	Audience
	<p>strategies for navigating multiple education-related contexts and climates to maximize the success of DEI-focused practices and policies and improve outcomes for children with disabilities.</p>		
	<p>Partnering for Prevention: Collaborative Approaches to Reducing Exclusionary Discipline</p>	<i>Salon F–G–H</i>	<i>Part B</i>
	<p>Presenter: Jennifer Coffey, OSEP</p> <p>Session Description: Join us for a discussion to exchange ideas, insights, and examples that support the reduction of exclusionary discipline. The discipline rates of children with disabilities, particularly children with disabilities of color, are disproportionately higher than their peers—a trend that starts as early as preschool and extends throughout high school. During this meetup, SEAs and early childhood lead agencies can have an open and honest conversation to discuss approaches to address this critical issue. Does the State provide an LEA with high discipline rates with evidence-based practices that can be used to support prevention of exclusionary discipline? Does the State wait until the LEA is identified as having significant disproportionality or a significant discrepancy to provide any technical assistance or support? Does the State have any State-wide efforts/initiatives that prioritize addressing the behavioral needs/supports of a child? How do States ensure that behavior is an area that is assessed and addressed in a child's IEP, as necessary? How do States support the professional development of paraprofessionals in supporting the behavioral needs of a child with disabilities? How do States support the professional development of principals and assistant principals in understanding IDEA's discipline- and behavior-related provisions? How do States support the professional development of local superintendents in understanding IDEA's discipline- and behavior-related provisions? How do States help LEAs build the infrastructure (e.g., personnel, professional development, access to evidence-based practices—including positive behavioral interventions and supports) needed to proactively and preventatively address behavioral needs of children with disabilities?</p>		
	<p>Addressing the Personnel Crisis in Special Education and Early Intervention</p>	<i>Alexandria</i>	<i>All</i>
	<p>Presenter: Sarah Allen, OSEP</p> <p>Session Description: According to the ED's Condition of Education 2023, released in May, 40</p>		

Time	Session	Location	Audience
	<p>percent of public schools hiring for open teaching positions in special education in 2020–21 reported having difficulties filling the opening, compared with 17 percent nearly a decade ago. In addition, the number of people enrolled in traditional teacher preparation programs decreased by 30 percent between 2012–13 and 2019–20, and the number of people completing such programs decreased by 28 percent between 2012–13 and 2019–20. During this meetup, the group will discuss effective strategies for attracting, preparing, retaining, and supporting educators and service providers for children with disabilities.</p>		
	<p>HBCUs Hidden Gems: Grant Procurement and Culturally Responsive Educator Preparation</p>	<p><i>Mt. Vernon</i></p>	<p><i>Personnel Development Program</i></p>
	<p>Presenter: Cathy Kea, North Carolina A&T State University</p>		
	<p>Session Description: Although historically Black colleges and universities (HBCUs) represent only 4 percent of all colleges and universities, they produce nearly half of all Black teachers in the U.S. HBCUs with educator preparation programs play an outsized role in supplying the nation’s Black education workforce, and should be considered hidden gems in academia for those who research the experiences and preparation of preservice teachers. With limited resources, these institutions utilize innovative recruitment strategies and make extraordinary contributions to the American education community. Given the disproportionate number of Black children in K–12 special education programs and the role of Black teachers as influencers, attracting and adequately preparing Black special education teachers needs to be placed at the forefront. Educators and researchers have cited an urgent need to attract a more diverse special education workforce to improve outcomes for Black children, particularly within high-poverty schools. Historically, HBCUs have proven to be national role models of equal opportunity and inclusion, specifically in their commitment to producing each new generation of culturally responsive educators. In addition, HBCUs affirm one’s culture, provide strong academic curriculums, offer nurturing social environments, and cultivate future education activists. OSEP funding provides access for scholars from marginalized backgrounds to obtain special education degrees (at the undergraduate, master’s, and doctoral levels). A decade ago, 60</p>		

Time	Session	Location	Audience
	<p>percent of special education professionals from culturally diverse backgrounds were supported by OSEP funding. Scholars from marginalized backgrounds are more likely to teach and remain in urban school settings. OSEP-funded programs provide exposure to evidence-based practices, allow scholars to implement high-leverage practices, and increase student learning outcomes via a rigorous program of study coupled with intentional and intense professional development. OSEP funding of HBCUs contributes to creating diverse personnel who serve students and families with special needs. However, the number of grants awarded to HBCUs has been limited. Teacher candidates at HBCUs have the most significant financial needs. HBCUs are hidden gems that are often absent from conversations about the preparation of culturally responsive special educators. OSEP-funded programs at HBCUs can provide models for replication (e.g., research and development and culturally responsive training centers). Unfortunately, efforts to attract, prepare, support, and retain special education teachers of color are fraught challenges at the Federal, State, and local levels. This presentation will examine the four critical domains of diversifying the teacher workforce in grant procurement, developing culturally responsive educator preparation programs, and strategies to attract and retain special education teachers of color.</p>		
	<p>Targeted Recruitment Efforts</p> <p>Presenter: Ashley Voggt, Federation for Children with Special Needs</p> <p>Session Description: This meetup will provide a space for open discussion of intentional targeted recruitment strategies. As a small Hispanic-Serving Institution (HSI), we are targeting local districts specifically to generate interest in our program at large, then filtering eligible applicants to Project FLICS, an interdisciplinary effort to prepare special education diagnosticians and school counselors to lead interdisciplinary programs that employ individualized interventions in collaborative efforts centered on MTSS, evidence-based practices, technology-based supports, and data-based decision making. We are implementing several strategies that we would like to share, and we would like to learn from others as well.</p>	<p><i>Jackson</i></p>	<p><i>Personnel Development Program</i></p>

Time	Session	Location	Audience
	<p>Identifying and Supporting Students With Dyslexia: Challenges and Opportunities</p> <p>Presenters: Laura Rhinehart, University of California, Los Angeles; Rebecca Gotlieb, University of California, Los Angeles</p> <p>Session Description: This meetup session aims to spark a conversation between stakeholders across different States focused on progress and challenges related to identifying and providing services to children with dyslexia in public schools.</p>	<i>Jefferson</i>	<i>Part B</i>
	<p>CIFR Fiscal Meetup: Support and Networking</p> <p>Presenter: Steve Smith, CIFR</p> <p>Session Description: Join your colleagues from other States to network and meet CIFR staff. Don't miss the opportunity to bring your Part C or Part B fiscal questions and make the most of your participation in the OSEP Leadership and Program Director Conference!</p>	<i>Madison</i>	<i>Fiscal</i>
	<p>DaSy IDEA Part C and B Data Manager's Meetup: Networking and Cracker Barrel</p> <p>Presenters: Deborah A. Ziegler, DaSY; Lisa Backer, DaSy</p> <p>Session Description: The DaSy IDEA Part C and B Data Manager's Meetup will provide opportunities for data managers to enhance their collegial relationships with job-alikes from other U.S. States, territories, and commonwealths. Cracker barrel discussions on early childhood topics relevant to Part C and B data managers will be offered.</p>	<i>McLean</i>	<i>Data; Part C/619</i>

6:30 p.m.–8:30 p.m. **Adjourn/Evening Sessions (by invitation)**

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

Wednesday, July 26, 2023

Time	Session	Location	Audience
8:30 a.m.–9:30 a.m.	Talks		
	<p>Going Deep on UDL: Creating Community Across SEAs to Support Equity</p> <p>Presenters: Zach Smith, WestEd; Milcah Hawk, Colorado Department of Education;</p>	<i>Salon 1–2</i>	<i>Technical Assistance and Dissemination</i>

Time	Session	Location	Audience
	<p>Amy Krukonis, Massachusetts Department of Education; Paige Davis, REACH MS & Mississippi Department of Education</p> <p>Session Description: Worried about how to support learner success as we continue to evolve from pandemic impacts while trying to accelerate learning and support equitable learning conditions and outcomes? Join us to hear how a group of States have partnered together with TA support from the National Center for Systemic Improvement (NCSI) to work as a community to understand and move forward UDL in their State-supported structures. Come learn about these States' stories and be ready to come away with key insights and ideas for your own work.</p>		
	<p>Extending the Table: Inviting Critical Perspectives to the Conversation</p> <p>Presenters: Sophia Farmer, SISEP; Melissa Kahn, Wisconsin Department of Public Instruction; Scott Brown, Wisconsin DP through CESA 5</p> <p>Session Description: Participants in this session will be able to describe why involving critical perspectives is crucial for effective decision making in a new era of education. Moving beyond “why,” participants will be walked through guidance for identifying and authentically engaging other voices in implementation. Wisconsin’s story for using the process will also be shared.</p>	<i>Salon 3–4</i>	<i>State Personnel Development Grant</i>
	<p>Using Data to Screen for Dyslexia</p> <p>Presenters: Jill Pentimonti, University of Notre Dame; Yaacov Petscher, Florida State University; Cory Stai, AIR</p> <p>Session Description: In this session, panelists will discuss decision-making processes in screening for dyslexia. Specifically, they will overview best practices in dyslexia screening practices ranging from tool selection to screening procedures to support students who show risk factors for dyslexia. Panelists will also provide an overview of resources that can support educators in the dyslexia screening process.</p>	<i>Salon 5–6</i>	<i>Technical Assistance and Dissemination</i>

Time	Session	Location	Audience
	<p>School Mental Health: Lessons Learned from Three Model Demo Projects</p> <p>Presenters: James Sinclair, University of Oregon; Kelly Perales, Midwest PBIS Network; Heather Peshak George, University of South Florida; Joni Splett, University of Florida</p> <p>Session Description: Sites funded to improve the coordinated delivery of a tiered continuum of evidence-based social, emotional, and behavioral supports in middle and high schools will share initial lessons learned in preparing implementation, addressing organizational issues, and recruiting partners.</p>	<i>Salon A–B</i>	<i>State Personnel Development Grant</i>
	<p>Alternate Assessment Disproportionality Calculator: A Tool for SEAs</p> <p>Presenters: Andrew Hinkle, National Center on Educational Outcomes; Sheryl Lazarus, National Center on Educational Outcomes; Ma'Taya Hammond, Ohio Department of Education; Lynn Vasquez, New Mexico Public Education Department</p> <p>Session Description: The 2015 reauthorization of the Elementary and Secondary Education Act, known as the Every Student Succeeds Act (ESSA), includes a 1.0-percent cap on State-level participation rates in the alternate assessment aligned to alternate academic achievement standards (AA-AAAS). Included in the requirements for States that apply for a waiver to the 1.0-percent cap is that they verify and address disproportionality in the identification of students with the most significant cognitive disabilities who take the AA-AAAS. This session will present a tool developed at the National Center on Educational Outcomes for calculating disproportionality in alternate assessment participation and share how SEAs have used the tool when working with their LEAs.</p>	<i>Salon C–D–E</i>	<i>Technical Assistance and Dissemination</i>
	<p>An Alabama Interdisciplinary Model for Developing Transition Personnel</p> <p>Presenters: Kagendo Mutua, The University of Alabama; Hannah Merrill, The University of Alabama; Amy Williamson, The University of Alabama;</p>	<i>Salon F–G–H</i>	<i>Personnel Development Program</i>

Time	Session	Location	Audience
	<p>George Mugoya, The University of Alabama</p> <p>Session Description: The purpose of this session is to present the strategies, lessons, and challenges of implementing a personnel development model targeting special educators and rehabilitation counselors. In the session, we will discuss how we systematically integrate evidence-based strategies in shared interdisciplinary coursework and sequenced field experiences to develop scholar competencies for working with transition-age students with severe disabilities. We will engage the audience in a discussion of the challenges and complexities of interdisciplinary personnel development in disciplines that are sometimes guided by competing beliefs, despite both being focused on improving outcomes for youth in transition.</p>		
	<p>IDEA 618 Data Collected During the Time of the COVID-19 Pandemic</p> <p>Presenters: Amy Bae, OSEP; Meredith Miceli, OSEP</p> <p>Session Description: The RTP Data Team will provide an overview of the IDEA 618 Part B and Part C Data collected on children with disabilities in the time of the COVID-19 pandemic—what the data do and do not say. Annually, OSEP releases IDEA Section 618 State-level data files on ED’s Open Data Platform. Additionally, IDEA Section 618 data are displayed and published in a number of other user-friendly forms, including OSEP Fast Facts, which is an ongoing effort to display data from these data collections in graphic, visual representations that present 618 data quickly and clearly. Staff will discuss trends in the 618 data as displayed in the latest Fast Facts, which highlights data collected during the 2020–21 and 2021–22 school years.</p>	<p><i>Salon J–K</i></p>	<p><i>Data</i></p>

Time	Session	Location	Audience
	<p>Building and Sustaining an Early Intervention Workforce: Steps One State Took to Decide Where to Target Its Resources and Efforts</p> <p>Presenters: Constance Young, Indiana First Steps Early Intervention Program; Christina Commons, Indiana First Steps Early Intervention Program</p> <p>Session Description: Session attendees will learn about one State’s efforts to address workforce issues related to recruitment and retention. The presenters will share a brief background and description of their State’s personnel landscape, steps they have taken, and lessons learned in hopes that attendees will walk away with ideas they may be able to implement in their own State Part C program.</p>	<i>Alexandria</i>	<i>Part C/619</i>
	<p>Making Assistive Technology an Integral Part of the Early-Childhood-to-12 System</p> <p>Presenters: Audrey Busch, Association of Assistive Technology Act Programs; Allyson Robinson, ABLE Tech, Oklahoma State Assistive Technology Act Program; Todd Loftin, Oklahoma State Department of Education</p> <p>Session Description: This session will discuss the purpose and importance of Assistive Technology Act Programs and the services and supports the programs can provide to SEAs regarding trainings and assistance related to assistive technology.</p>	<i>Mt. Vernon</i>	<i>Technical Assistance and Dissemination</i>
9:30 a.m.–9:45 a.m.	Micro-Solos and Break		
	<p>Grab a Cup of TA at the AEM Café</p> <p>Presenters: Luis Pérez, National Center on Accessible Educational Materials at CAST; Kelli Suding, National Center on Accessible Educational Materials at CAST</p> <p>Session Description: Join CAST’s Technical Assistance Specialists from the National Center on Accessible Educational Materials (AEM) to learn about the AEM Café, which is held on the first Thursday of the month. Session hosts discuss topics on accessibility in the learning environment. You can join educators from all over the world to get new ideas, share challenges and successes, and grow your professional learning network.</p>	<i>Jackson</i>	<i>Technical Assistance and Dissemination</i>

Time	Session	Location	Audience
	<p>Teacher Preparation for Dispute Resolution: Supportive Steps to Take</p> <p>Presenters: Elizabeth Zagata, University of Connecticut; Tracy Sinclair, University of Connecticut</p> <p>Session Description: Due process hearings are part of the special education dispute resolution process, and special education teachers are often required to testify. We will share research findings from a survey of special educators who have participated in a due process hearing to better understand the professional and personal impacts of those experiences. Attendees will learn how to better prepare and support staff before, during, and after due process.</p>	<i>Madison</i>	<i>Personnel Development Program</i>
9:45 a.m.–10:45 a.m.	Talks		
	<p>Technology: A Strong Building Block to Support Special Education Professional Learning and Program Outcomes</p> <p>Presenters: Tessie Bailey, AIR; César Gracia, INTELUTIONS; Nicole Bucka, WestBay Collaborative; Irving Feliciano, Puerto Rico Department of Education</p> <p>Session Description: How are States using technology solutions to support monitoring and special education professional learning? This session will highlight findings from a survey of States conducted by the National Center for Systemic Improvement that focused on States' use of learning management systems (LMS). The session will share lessons learned, tips, and freely available e-learning content from PROGRESS Center, and the National Center on Intensive Intervention. The session will also share two examples: 1) Rhode Island's use of an LMS for professional learning, and 2) Puerto Rico's use of an information system as their main tool for compliance and improved program outcomes.</p>	<i>Salon 1–2</i>	<i>Part B, Data</i>
	<p>From the Top Down, From the Bottom Up, or Meet in the Middle?</p> <p>Presenters: Tonya Rutkowski, West Virginia Department of Education (WVDE); Nicole Hevener, Pendleton County Schools, West Virginia; Katherine Bradley-Black, WestEd</p>	<i>Salon 3–4</i>	<i>Part B</i>

Time	Session	Location	Audience
	<p>Session Description: Due to the pandemic, WVDE experienced disruptions in previous practices and significant implementation dips related to the State Systemic Improvement Plan (SSIP). As a result, WVDE re-examined the implementation of SSIP's coherent improvement strategies and stakeholder engagement to adjust to the post-pandemic environment. Please join WVDE's team as we share national, State, and local perspectives on implementation strategies for providing top-down, bottom-up and meet-in-the-middle activities focused on increasing stakeholder engagement to make necessary adjustments to activities to improve outcomes for students with disabilities.</p>		
	<p>Addressing Equitable Outcomes in Special Education: Two Graduate Program Models</p> <p>Presenters: Jacqueline Hawkins, University of Houston, College of Education, Department of Educational Leadership and Policy Studies; Frances Ihle, The College of Saint Rose; Liz Power, The College of Saint Rose; Monica Martens, University of Houston, College of Education, Department of Educational Leadership and Policy Studies; Kristi Santi, University of Houston, College of Education, Department of Educational Leadership and Policy Studies</p> <p>Session Description: Graduate students preparing for new leadership roles in education will face urgent problems of practice in need of immediate improvement. This requires the academy to reimagine applied implementation research and course experiences to support them. Two universities using cohort models address this challenge uniquely. At The College of Saint Rose in New York, Project THRIVE (Targeting Healthy Resiliency in Vested Educators) engages special education and school psychology scholars in shared coursework and projects to develop professionals who are highly skilled at working with students with disabilities, through the lens of cultural diversity and mental health. At the University of Houston, Project LEAD supports scholarly practitioners working in high-needs school districts to address equitable outcomes in special education by means of improvement science.</p>	Salon 5–6	Data

Time	Session	Location	Audience
	<p>Building Coaching Capacity Using a Tiered Approach: Lessons Learned</p> <p>Presenters: Carol Davis, University of Washington; Angel Fettig, University of Washington; Scott Spaulding, University of Washington</p> <p>Session Description: The Building Coaching Capacity project supports implementation and scale-up of an integrated tiered coaching model (iTCM) for diverse early childhood (EC) programs. Most current coaching models use a “one size fits all” approach consisting of resource-intensive, individualized coaching support (i.e., planning, observation, and feedback). The iTCM uses a data-driven approach to determine individual teacher preferences and needs and match coaching resources where and when they are needed. This presentation adds to the evidence base on effective coaching practices (e.g., practice-based coaching, peer coaching) by highlighting how a tiered approach can support efficient delivery systems using existing project resources.</p>	Salon A–B	Technical Assistance and Dissemination
	<p>Part C IDEA Section 618 Data Submissions Under EDFacts Modernization</p> <p>Presenters: Meredith Miceli, OSEP; Amy Bae, OSEP; Christine Pilgrim, OSEP; Liz Fening, National Center for Education Statistics</p> <p>Session Description: The purpose of this session is to provide an update on IDEA Section 618 Part C data submissions under EDFacts Modernization. Representatives from OSEP and EDFacts will present an overview of the 2022–23 Part C Child Count and Settings data submissions that occurred in the spring/summer of 2023, information on the other upcoming IDEA Section 618 Part C data submissions, and the impact of this new process on the IDEA Part C SPP/APR. The audience will have the opportunity to provide feedback and input on submitting the 2022–23 Part C Child Count and Settings data under EDFacts Modernization and offer considerations for the upcoming IDEA Section 618 Part C data submissions.</p>	Salon C–D–E	Data

Time	Session	Location	Audience
	<p>Colorado Multi-Tiered System of Supports Sparks a Regional Movement</p> <p>Presenters: Milcah Hawk, Colorado Department of Education; Caryn Ward, SISEP; Kristen Brown, Office of Learning Supports, Colorado Department of Education</p> <p>Session Description: This session is for educational leaders who are interested in how to implement an MTSS through a regional approach to increase equity and access in remote rural areas. This session tells the story about Colorado's Multi-Tiered System of Supports (COMTSS), which is focused on the most economically impacted, historically marginalized, and remote regions of the State.</p>	<p><i>Salon F–G–H</i></p>	<p><i>State Personnel Development Grant</i></p>
	<p>Highlight and Review of OSEP’s Guidance on State General Supervision Responsibilities Under Parts B and C of the IDEA: Monitoring, Technical Assistance, and Enforcement</p> <p>Presenter: Kate Moran, OSEP</p> <p>Session Description: This session will highlight the information included in the recently released OSEP guidance regarding State General Supervision Responsibilities under Parts B and C of the IDEA: Monitoring, Technical Assistance, and Enforcement. With this guidance, States will have the information necessary to exercise their general supervision responsibilities under IDEA and ensure appropriate monitoring, technical assistance, and enforcement regarding local programs. In addition, this guidance reaffirms the expectation that by monitoring the implementation of IDEA, infants, toddlers, children, and youth with disabilities and their families will achieve improved early intervention and educational results and functional outcomes.</p>	<p><i>Salon J–K</i></p>	<p><i>Part B; Part C</i></p>
	<p>Accessible Educational Materials in the IEP: Why, Where, and How</p> <p>Presenters: Michelle Soriano, National Center on Accessible Educational Materials at CAST; Cynthia Curry, National Center on Accessible Educational Materials at CAST; Kelli Suding, National Center on Accessible Educational Materials at CAST</p> <p>Session Description: Questions often arise about how accessible educational materials</p>	<p><i>Alexandria</i></p>	<p><i>Educational Technology, Media, and Materials; Parent Center</i></p>

Time	Session	Location	Audience
	<p>(AEM) might be included in IEPs. The two purposes of this session are to (1) help families and educators understand the importance of including AEM in the IEPs of students who require them, and (2) to discuss locations in the IEP where it may be appropriate to refer to a student’s need for and use of AEM.</p> <p>Academics for Students With Extensive Support Needs</p> <p>Presenters: Russell Swinburne Romine, ATLAS – The University of Kansas; Julie Durando, National Center for Deaf-Blindness; Meagan Karvonen, ATLAS – The University of Kansas</p> <p>Session Description: This session will describe recent work to better identify students with dual sensory loss and extensive support needs using two large data sets, and will describe an initiative to use learning maps to support development of technical assistance products and instructional materials to improve access to the general academic curriculum.</p>	<i>Mt. Vernon</i>	<i>Technical Assistance and Dissemination</i>
10:45 a.m.–11:15 a.m.	Solos and Break		
	<p>Supporting Teaching of Algebra Individual Readiness (STAIR): What We Learned, and What Next</p> <p>Presenters: Erica Lembke, University of Missouri; Sarah Powell, University of Texas at Austin; Leanne Ketterlin-Geller, Southern Methodist University</p> <p>Session Description: The goal of this presentation is to provide cumulative findings across four years of the model demonstration project implementation. Outcomes from core PD sessions, student assessments, and teacher assessments will be included. Findings from this exploratory research point to the promise of Project STAIR for improving teacher perceptions related to support of students experiencing mathematics learning difficulty as well as increasing specific DBI practices. Work and development that took place during Project STAIR have laid the groundwork for next steps to continue these efforts.</p>	<i>Jackson</i>	<i>Technical Assistance and Dissemination</i>

Time	Session	Location	Audience
	<p>Neurodiversity-Affirming Social Skills Intervention</p> <p>Presenter: Sarah DeAngelo, University of Illinois at Chicago</p> <p>Session Description: This talk will offer a brief introduction to the concept of neurodiversity-affirming social skills intervention. The concept will be defined and explored, along with an outline of common practices considered to be neurodiversity affirming. The presentation will also include information on why it is important that social skills intervention be neurodiversity affirming, and how these approaches can advance equity for individuals with autism and other developmental disabilities.</p>	<i>Jefferson</i>	<i>Part B</i>
	<p>A Three-Pronged Approach to Impact Change for Students and Systems</p> <p>Presenters: Alison Gauld, Tennessee Department of Education; Alexandra Da Fonte, Vanderbilt University</p> <p>Session Description: The Tennessee State personnel grant, Teaching All Students (TAS) initiative, uses training and two different types of coaching to create change for individual students and school systems simultaneously. The first two years have resulted in 100 percent of participating schools shifting to inclusionary practices. This session will focus on the establishment and use of a multifaceted coaching system combined with training.</p>	<i>Madison</i>	<i>State Personnel Development Grant</i>
	<p>A Behind-the-Scenes Look at the Accessible Learning Experience Podcast</p> <p>Presenter: Luis Perez, CAST</p> <p>Session Description: Want to set up a podcast for disseminating findings from your center or project's work? This session will cover everything you need to know to get started in the world of podcasting.</p>	<i>McLean</i>	<i>Technical Assistance and Dissemination</i>
11:15 a.m.–11:45 a.m.	OSEP Closing Remarks (Plenary)		
	Gregg Corr , MSIP, OSEP; Larry Wexler , Research to Practice Division (RTP), OSEP	<i>Arlington Ballroom</i>	<i>All</i>
11:45 a.m.–12:45 p.m.	Policy Panel (Plenary)		

Time	Session	Location	Audience
	<p>Moderator: Shannon O’Neill, MSIP, OSEP</p> <p>Panelists: Sharon Walsh, Division for Early Childhood of the CEC (DEC) and IDEA Infant and Toddler Coordinators Association (ITCA); Kuna Tavalin, Council for Exceptional Children (CEC); Diana Autin, SPAN Parent Advocacy Network</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>	<p>Arlington Ballroom</p>	<p><i>All</i></p>
<p>1:00 p.m.–5:00 p.m.</p>	<p>Adjourn/Post-Conference Sessions (by invitation)</p>		

Please visit the registration desk for a list of additional post-conference sessions.