

OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE

Glenna Wright-Gallo

Assistant Secretary

Office of Special Education and Rehabilitative Services



Raise the Bar: Lead the World

ACHIEVE ACADEMIC EXCELLENCE

- Accelerate learning for every student
- Deliver a comprehensive and rigorous education for every student

BOLDLY IMPROVE LEARNING CONDITIONS

- Eliminate the educator shortage for every school
- Invest in every student's mental health and well being

CREATE PATHWAYS FOR GLOBAL ENGAGEMENT

- Ensure every student has a pathway to college and a career
- Provide every student with a pathway to multilingualism

OSERS Mission

IDEA

ESSA

WIOA

Section
504 of the
Rehab
Act

ADA

To **improve** early childhood, education, and employment **outcomes** and **raise expectations** for all people with disabilities, their families, their communities, and the nation



- 1. Demonstrate Instructional Leadership: Focus on Learning Through Effective Instruction, Intervention, Practices, and Supports**
- 2. Capitalize on Opportunities for Strategic Investments to Support Learning and Development**

Remedy Critical Staffing Shortages

Amplify Evidence-Based Instruction, Intervention, & Support

Expand Use of Inclusive Technology

Invest in Improved Outcomes

A Changing Landscape, Shifting Goals

- ▶ Tremendous progress made since enactment of PL 94-142 in 1975
 - U.S. schools educated only one in five children with disabilities (excluding more than 1.8 million children)
 - Many states had laws excluding certain students, including children who were deaf, blind, emotionally disturbed, or had an intellectual disability
- ▶ In 2020, over 7.5 million infants, toddlers, children, and youth with disabilities were served under the IDEA
 - The number of children with disabilities who are also English Learners (ELs) grew by almost 30% over the last 8 school years (11.78% in FY 2020)

Persistent Disparities & Inequities

- ▶ Evaluation/eligibility delays and outcomes
- ▶ More restrictive placements
- ▶ Increased use of restraint and seclusion
- ▶ Increased use of discipline
- ▶ Lack of diverse and prepared personnel in schools
- ▶ Lower expectations
- ▶ Lower graduation rates
- ▶ Lower post-school outcomes
- ▶ Less access to services, including mental health

Improve Outcomes & Raise Expectations

How
do our
current
actions
demonstrate

our commitment
and
sense of urgency
to
improve outcomes
and
raise expectations?

What Will it Take?

- ▶ Telling our story, along with sharing data that demonstrate impact
- ▶ True high expectations reflected in our actions (commitment and priority-focused)
- ▶ Instructional leadership focused on improving outcomes (instruction-driven and supported by strategic investments and compliance/accountability)
- ▶ Acknowledgement of the interconnecting supports that can be leveraged differently (increase, diversify, common mission)
- ▶ Engage parents and other partners, support expansion on who is considered “an expert” on students with disabilities, and expect contributions
- ▶ Shift from pursuing urgency over importance (i.e., Mere Urgency Effect)

“Do the best you can until you
know better.

Then when you know better, do
better.”

Maya Angelou

Katherine Neas

Deputy Assistant Secretary

Office of Special Education and Rehabilitative Services

2021 Accomplishments

- Listening Sessions with key stakeholders
- Resources for states for students with long COVID
- Letter to states that IDEA is not waived because of COVID
- Comprehensive Report on Student Mental Health
- Return to School Roadmap – Part B
- Return to School Roadmap – Part C

2022 Accomplishments

- Guidance on Students Placed in Private Schools by Their Parents
- Joint letter with HHS on COVID protections
- Webinar with Departments of Labor, HHS on early education workforce
- Discipline Guidance
- Head Start and IEP services letter
- Creation of Early Childhood Equity Personnel Center
- Creation of the Rhonda Weiss Center for Accessible IDEA Data
- Guidance on Highly Mobile Students
- Part C webinar and resources on child find

2022/3– Bipartisan Safer Communities Act

- ▶ \$280 million in grants across 264 projects to add 14,000 additional mental health professionals in schools
 - School Based Mental Health Services Grant program: increase the capacity of existing school-based staff --
 - Mental Health Services Professional Demonstration Grant program: increase the supply of school-based mental health services providers
- ▶ \$1 billion to state departments of education for Stronger Connections to help schools
 - Establish safer and healthier learning environments, and to prevent and respond to acts of bullying, violence, and hate that impact our school communities at individual and systemic levels

BSCA continued

- ▶ \$86 million to local communities through the Promise Neighborhood and the Full-Service Community Schools programs
- ▶ Services in School-Based Settings: A Comprehensive Guide to Medicaid Services and Administrative Claiming (Released May 18, 2023)
- ▶ Medicaid School Based Services Technical Assistance Center launched June 23, 2023
- ▶ schoolbasedservices@cms.hhs.gov
- ▶ Medicaid Unwinding– [InsureKidsNow.gov](https://www.insurekidsnow.gov)

Program Funding FY 2021-2023

Fiscal Year	Part B	619	Part C	Part D
2021	\$12.9 billion	\$396 million	\$481 million	\$230 million
2022	\$13.3 billion	\$409 million	\$496 million	\$238 million
2023	\$14.1 billion	\$420 million	\$540 million	\$263 million



Valerie C. Williams

Director

Office of Special Education Programs



Welcome!

- ▶ Thanks so much to OSEP staff and so many colleagues across the country for making our Leadership and Project Officers' a success
- ▶ Especially want to thank the following OSEP Staff:
 - Richelle Davis
 - Kristen Rhoads
 - Medo Soliman
 - Diana Yu
 - OSEP Staff Presenting
- ▶ Our colleagues at the American Institute for Research

Where Are We Going? What's the Path?

- ▶ How has the delivery of special education, related services and supplementary aids and services changed since 2017?
- ▶ For Example:
 - Are IEPs more “ambitious?”
 - Do IEP goals align to both challenging State academic content standards
- ▶ How would you know?



Why Do We Monitor and Have General Supervision Systems?

- ▶ Infants, toddlers, and children are in a safe and supportive environment where developmental milestones can be achieved
- ▶ Services are being provided
- ▶ Services provided are individualized and appropriate
- ▶ Program Requirements are met
- ▶ Funds are used wisely
- ▶ Parents are involved and engaged
- ▶ Youth are leaving high school ready to be a productive member of society

General Supervision: It's Always Been a Part of IDEA

- ▶ The State educational agency [must] be responsible for ensuring that all requirements of the Act are carried out, and that all education programs for handicapped children within the State, including all such programs administered by any other State or local agency, must meet State educational agency standards and be under the general supervision of persons responsible for education of handicapped children.
- ▶ The committee considers the establishment of single agency responsibility for assuring the right to education of all handicapped children of paramount importance. Without this requirement, there is an abdication of responsibility for the education of handicapped children.
 - Congressional Committee Reports for P.L. 94-142 (1975)

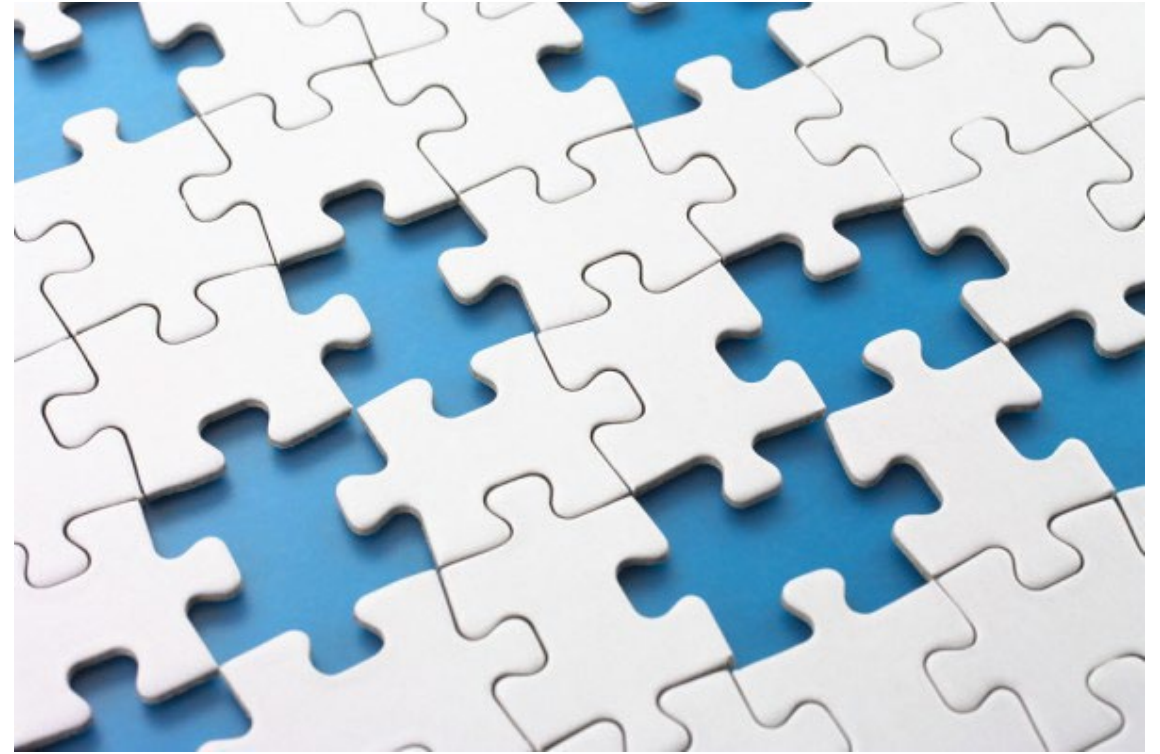
Key Updates To General Supervision

- ▶ States may not ignore credible allegations of noncompliance made outside its formal monitoring visit cycle.
- ▶ States must monitor each LEA or EIS program at least once within the six-year cycle of the State's SPP/APR.
- ▶ States must issue a finding of noncompliance generally within three months of the State's identification of the noncompliance.
- ▶ States, LEAs, and EIS programs or providers must provide verification of the correction of each individual case of noncompliance.

What Have We Found Through DMS 2.0

► State General Supervision Systems:

- Have narrowed their focus resulting in
- Missing effective oversight over key pieces of a State system
- Noncompliance is not always being identified or
- Identified noncompliance is not always fully corrected



Monitoring for Both Compliance and Results

IDEA Part B

- ▶ The primary focus of the State's monitoring activities must be on—
- ▶ Improving educational results and functional outcomes for all children with disabilities; and
- ▶ Ensuring that public agencies meet the program requirements under Part B of the Act, with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities.
- ▶ 34 C.F.R. 300.600(b)

IDEA Part C

- ▶ The primary focus of the State's monitoring activities must be on—
- ▶ Improving early intervention results and functional outcomes for all infants and toddlers with disabilities; and
- ▶ Ensuring that EIS programs meet the program requirements under part C of the Act, with a particular emphasis on those requirements that are most closely related to improving early intervention results for infants and toddlers with disabilities.
- ▶ 34 C.F.R. 303.700(b)

Compliance and Results Examples

- ▶ Transition (Part C and Part B)
- ▶ Ensuring EIS provides and LEAs have appropriate credentialed personnel
- ▶ Measurable outcomes and progress towards the outcomes for the infant/toddler
- ▶ Consideration and use of assistive technology devices and services for a child.
- ▶ Implementation of supplementary aids and services, program modifications, and support for school personnel

Meeting IDEA and State Personnel Requirements

- ▶ Bringing new and qualified EIS providers, special education teachers and related service providers is a complex process and a giant investment for everyone in the process
 - How do we ensure that our future leaders have more than just the requisite license and relevant degree?
- ▶ Here are some of the pathways North Carolina is taking to develop excellence in its teaching profession.

NC's Pathways for Future Educators

North Carolina Pathways to Excellence for Teaching Professionals

Every student deserves a great teacher, but North Carolina is facing a shortage of educators. If we update our complex teacher licensure process, we can expand the pool of qualified candidates, help them grow into great teachers and give them incentives to stay in our classrooms helping our students succeed.

Recruitment

Changes remove barriers to entry for new teachers, opening the door to a more diverse workforce.

Changes support the growth of new teachers & give them multiple ways to demonstrate skills.

Candidates can enter the profession with any entry license based on their eligibility.

Changes provide incentives for excellent teachers to stay in the classroom & grow into advanced teaching roles.

Entry-Level Certifications

Learning Permit is valid for up to two years while earning a bachelor's degree. Licenses 1-3 are valid for a combined total of five years.

Changes support the growth of new teachers & give them multiple ways to demonstrate skills.

Candidates can enter the profession with any entry license based on their eligibility.

LEARNING PERMIT:
Apprentice Teacher

Work under the supervision of a License 4 teacher

Must hold a transfer associate's degree

Co-teacher salary

LICENSE 1:
Teacher in Residency

Must hold a bachelor's degree or have industry certification and experience

Paired with an Advanced Teacher mentor
Starting salary and Professional Advancement Account

LICENSE 2:
Teacher in Residency-Skills development

Demonstrate mastery of content OR pedagogy by:

- passing required assessments, or
- completing state-approved micro-credentials, or
- completing other approved process

Paired with an Advanced Teacher mentor
Increased salary and Professional Advancement Account

LICENSE 3:
Teacher in Residency-Skills Advancement

Demonstrate mastery of content AND pedagogy by:

- passing required assessments, or
- completing state-approved micro-credentials, or
- completing other approved process

Paired with an Advanced Teacher mentor
Increased salary, Professional Advancement Account, and vested in retirement plan

LICENSE 4:
Expert Teacher

Must demonstrate effective teaching instruction for 3+ years out of 5

Competitive, professional salary

ADVANCED TEACHER:
Classroom Excellence

Must demonstrate highly effective teaching instruction for 3+ years out of 5
Allows teachers to serve students at increased capacity.

Significantly increased salary once employed at this level

ADVANCED TEACHER:
Adult Leadership

Must demonstrate:

- highly effective teaching instruction for 3+ years out of 5
- increased effectiveness of staff being coached
- competency in adult leadership via micro-credentials

Allows teachers to lead other instructional staff.

Significantly increased salary once employed at this level

As with the current state salary structure, districts have the option to supplement the state minimum salaries or give additional bonuses.
★ Successful EPP graduates who pass content and pedagogy requirements at the time of licensure can enter with License 3 at a higher salary.



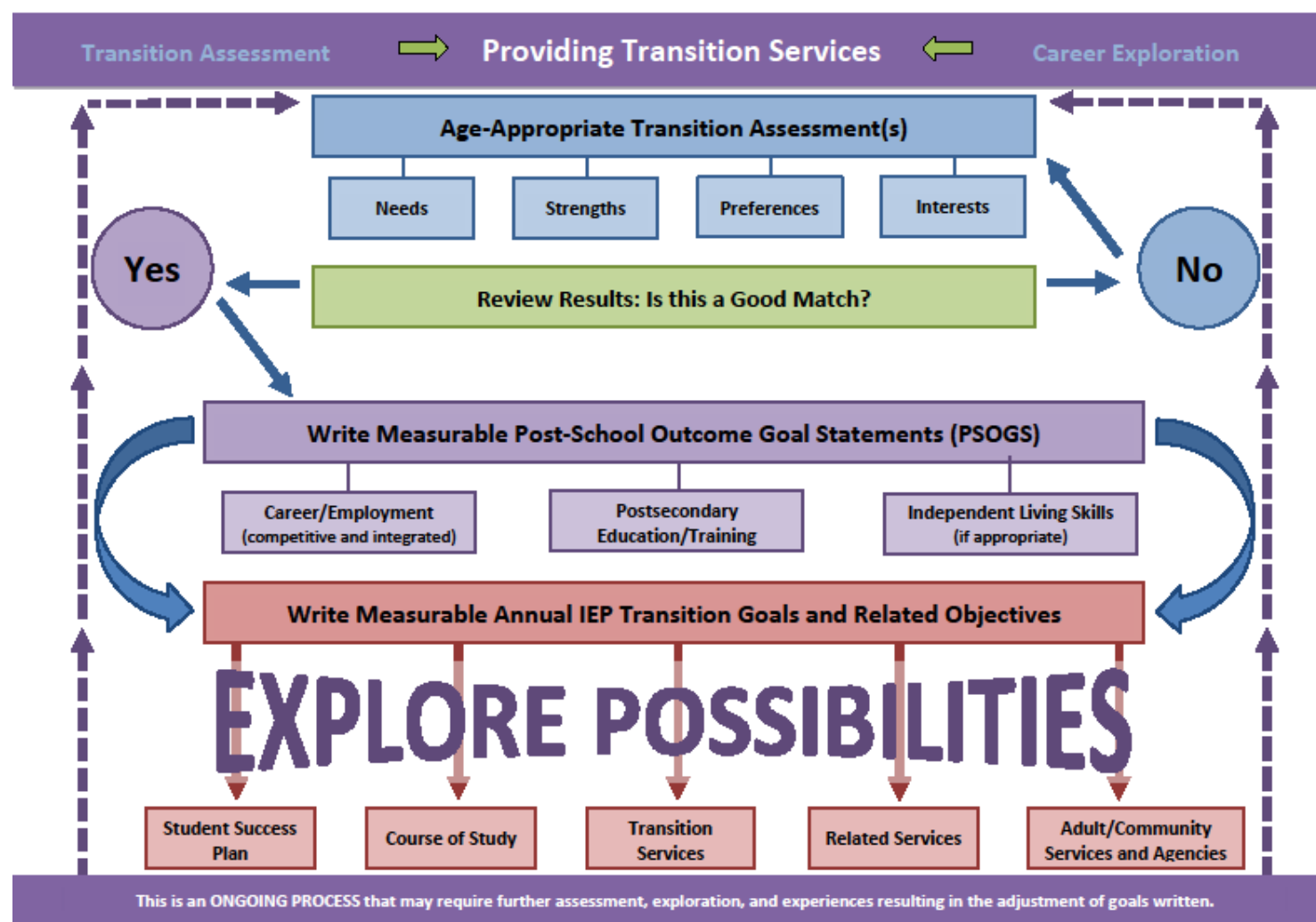
What is OSEP Doing to Diversify Educators

- ▶ Utilizing our personnel preparation program for HBCUs, MSIs and Tribal Colleges.
- ▶ Supporting the Departments of Education's and Labor's initiative to expand the use of registered apprenticeships
- ▶ Working with States to use IDEA State-Level funds and ESSER funds to expand the personnel pipeline

OSEP Priority Area: Transition

- ▶ This spring OSEP/RSA launched Expect, Engage, and Empower: Successful transitions for all!
- ▶ In order to fully meet IDEA's transition requirements the special education community needs to do so much more than develop "appropriate measurable postsecondary goals" within a child's IEP

CT's Representation of Transition Services



The Connecticut State Department of Education is an affirmative action/equal opportunity employer.

CSDE/SERC Transition Workgroup (Revised 2020)



Next Steps

- ▶ Enjoy the Conference
- ▶ Review our new General Supervision Guidance
- ▶ Ask questions
- ▶ Think about current existing Single Line of Responsibility and General Supervision Systems—do they meet both of IDEA’s requirements for improving results and meeting program requirements?
- ▶ How can our OSEP Funded TA Centers and Projects further support our work in improving outcomes and results?