

# Rethinking TA: Impact of a Field-Initiated and Partnership Process

Dr. Tessie Bailey, PROGRESS Center | June DeLeon, Guam CEDDERS |  
Sara Evans, PROGRESS Center | Donna Flores, CNMI Special Education Director



**2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE**



# Session Objectives

- Explain how the technical assistance (TA) model for PROGRESS Center, a federally funded center for promoting progress for students, evolved to more effectively and efficiently meet the needs of local educators.
- Share resources and an effective TA model for assisting local educators in building capacity to design and deliver high-quality educational programming.
- Share reflections and impacts of a PROGRESS Center partnership in the Pacific Islands.



# Session Agenda

- Welcome and Introductions
- Rethinking PROGRESS Center's Approach to TA: Field Initiated and Partnership Process
- Panel: Reflections, Lessons, and Impacts of a Partnership in the Pacific
- Questions and Reflections
- Closing and Resources



# Welcome and Introductions



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# Welcome to the PROGRESS Center!

The PROGRESS Center provides information, resources, tools, and technical assistance services to support local educators in developing and implementing high-quality educational programs that enable children with disabilities to make progress and meet challenging goals.



## HOW WILL WE HELP IMPROVE OUTCOMES FOR STUDENTS WITH DISABILITIES?



Share current research, policies, guidance, success stories, and experiences from students, parents, educators, and other stakeholders.



Partner with selected local educators to develop and implement high-quality educational programs.



Provide tools, resources, and training materials for ALL educators, leaders, and families.

Visit us at [www.promotingPROGRESS.org](http://www.promotingPROGRESS.org) to learn more!

# PROGRESS Center's Approach to TA

- **Universal TA** – These include common forms of TA accessible to the general target audience: webinars, national training events, and training modules.
- **Intensive TA/Partnership Sites** – PROGRESS Center called for LEAs interested in engaging with the center to receive intensive TA across a broad range of topics.

# Why are we here?

*Andrew F. v. Douglas County School District RE-1 (2017)*

- “To meet its substantive obligation under the IDEA, a school must offer an IEP **reasonably calculated** to enable a child to **make progress** appropriate **in light of the child’s circumstances.**” (emphasis added)





**Development of  
high-quality  
educational  
programming**



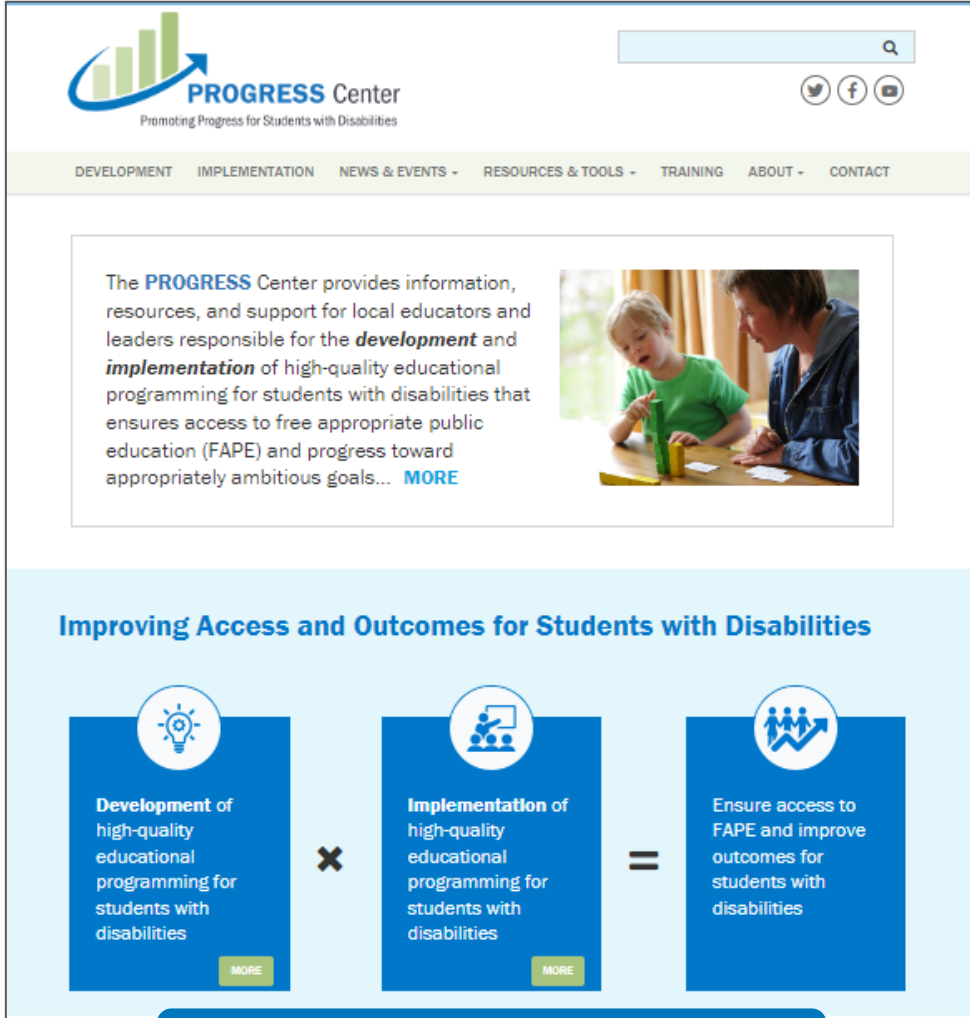
**Implementation  
of high-quality  
educational  
programming**



**Improved access  
and outcomes,  
free appropriate  
public education  
(FAPE)**



# PROGRESS Center Resources



The PROGRESS Center provides information, resources, and support for local educators and leaders responsible for the **development** and **implementation** of high-quality educational programming for students with disabilities that ensures access to free appropriate public education (FAPE) and progress toward appropriately ambitious goals... [MORE](#)

**Improving Access and Outcomes for Students with Disabilities**

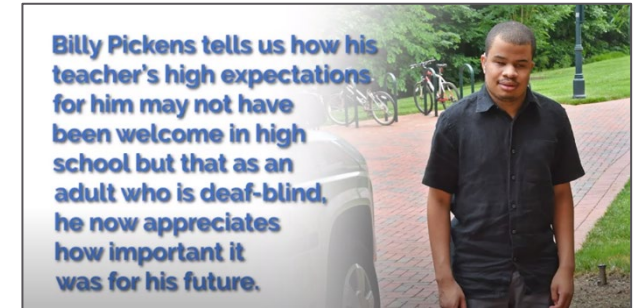
Development of high-quality educational programming for students with disabilities  $\times$  Implementation of high-quality educational programming for students with disabilities  $=$  Ensure access to FAPE and improve outcomes for students with disabilities

[MORE](#) [MORE](#) [MORE](#)

<https://promotingprogress.org/>



- IEP Tip Sheet: Measurable Annual Goals
- IEP Tip Sheet: Measuring Progress Toward Annual Goals
- IEP Tip Sheet: An Overview of the IEP
- IEP Tip Sheet for Parents: The IEP Team
- IEP Tip Sheet: Present Levels of Academic Achievement and Functional Performance (PLAAFPs)
- IEP Tip Sheet: Cognitive and Metacognitive
- IEP Tip Sheet: Teaching Social Behaviors
- IEP Tip Sheet: Delivering Instruction



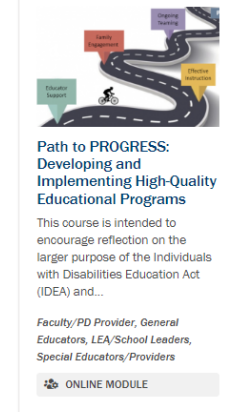
**Billy Pickens tells us how his teacher's high expectations for him may not have been welcome in high school but that as an adult who is deaf-blind, he now appreciates how important it was for his future.**



**The What and Why of Measurable Annual Goals**

This course is intended to explain the Individuals with Disabilities Education Act (IDEA) requirements for measurable annual goals and the...

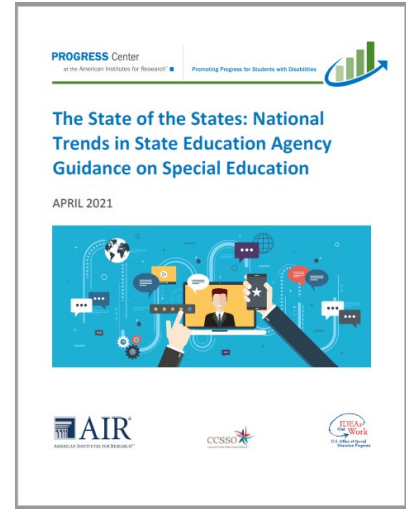
[ONLINE MODULE](#)



**Path to PROGRESS: Developing and Implementing High-Quality Educational Programs**

This course is intended to encourage reflection on the larger purpose of the Individuals with Disabilities Education Act (IDEA) and...


[ONLINE MODULE](#)



**PROGRESS Center**  
at the American Institutes for Research® Promoting Progress for Students with Disabilities

**The State of the States: National Trends in State Education Agency Guidance on Special Education**

APRIL 2021



**AIR**  
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INTERNATIONAL EDUCATION ASSOCIATION



# Rethinking PROGRESS Center's Approach to TA



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# PROGRESS Center's Refined Approach to TA

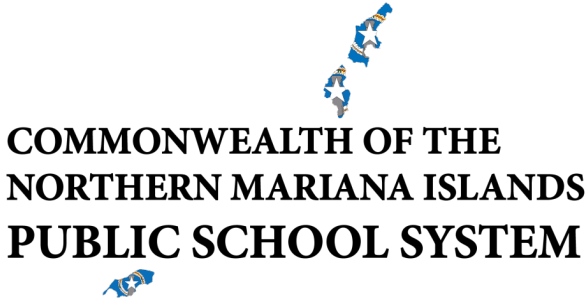


- **Field Initiated Requests** - SEAs, LEAs, individual schools, or other entities (e.g., associations, vendors, service centers) request TA that leverages our universal TA resources related to the development and implementation of high-quality IEPs. In some cases, new resources may be developed if they advance the mission and align with the scope of the center.

# Partnership

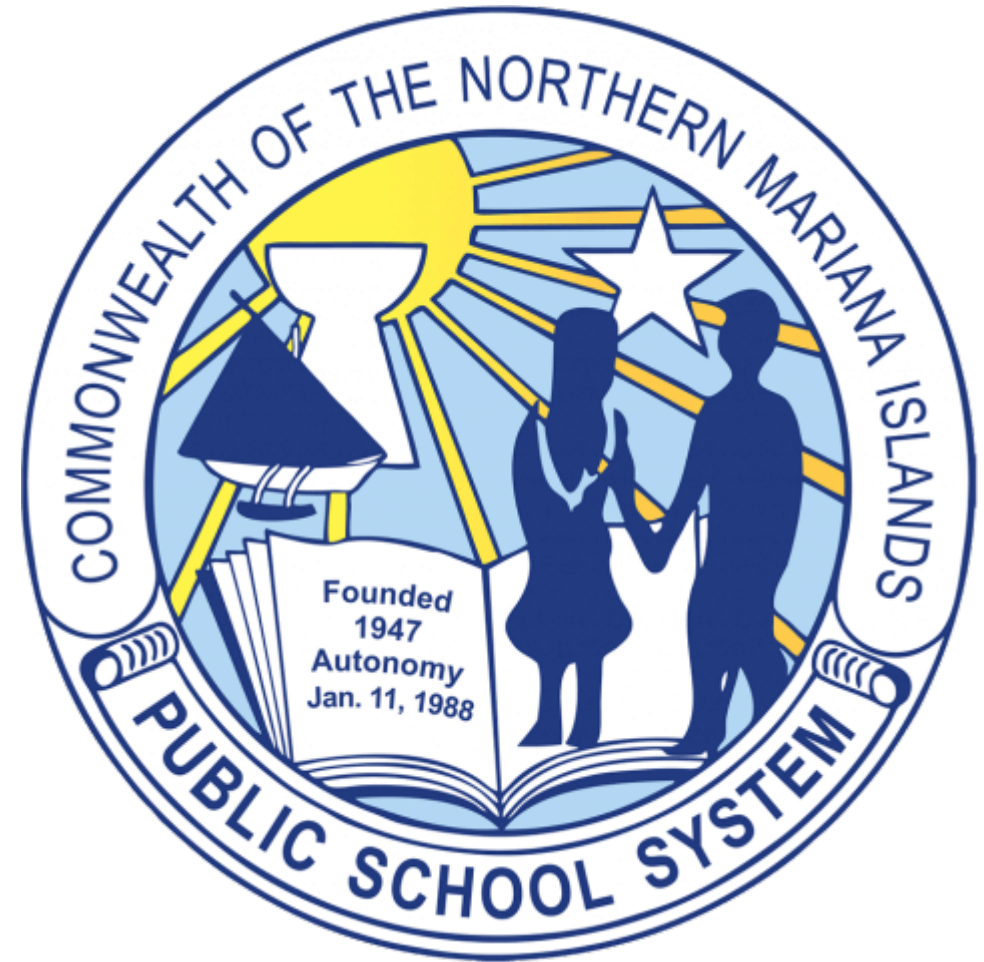


**CNMI  
PSS**



# How it Started

Request from the Commonwealth of the Northern Mariana Islands to train their school staff on **specially designed instruction (SDI)**



# The Initial Response: Development of a Three-Part Learning Virtual Series for Special Education Staff

## Overview of Promoting PROGRESS

- MODULE: [IDEA and the IEP: From Compliance to PROGRESS](#) (30 minutes)
- PRACTICE SESSION 1: Path to PROGRESS and Role of the PLAAFPs

## PLAAFP Statements

- MODULE: [The What and Why of Present Levels of Academic Achievement and Functional Performance \(PLAAFP\)](#) (30 Minutes)
- HANDOUT: [IEP TIP SHEET: PLAAFPs](#)
- PRACTICE SESSION 2: The What and Why of Present Levels of Academic Achievement and Functional Performance (PLAAFP)

## Measurable Annual Goals

- MODULE: [The What and Why of Measurable Annual Goals](#) (30 minutes)
- HANDOUT: [IEP TIP SHEET: Measurable Annual Goals](#)
- PRACTICE SESSION 3: Using the PLAAFPs to Develop Annual IEP Goals

# Panel: Reflections, Lessons, and Impacts of a Partnership in the Pacific



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# Questions and Comments



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# Closing Reflections



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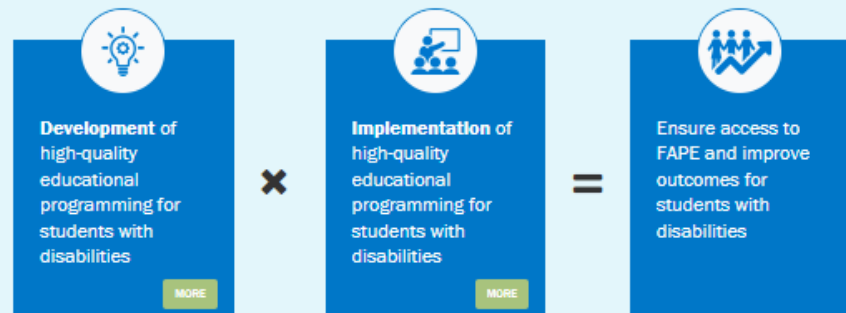
# Reflection

- Staff need space and time to reflect, so go slow to go fast!
- One size TA approach does not fit all but having a clearly defined TA scope and sequence can lead to more effective and timely support.
- Providing TA in collaboration with entity leads can simultaneously build state/entity capacity while facilitating more immediate practice changes at the local level.
- Engaging relevant stakeholders, including families and general education staff, in the planning and implementation of TA, increases the impact of the implementation and the likelihood for sustainability.

# Visit PROGRESS Center

The **PROGRESS** Center provides information, resources, and support for local educators and leaders responsible for the **development** and **implementation** of high-quality educational programming for students with disabilities that ensures access to free appropriate public education (FAPE) and progress toward appropriately ambitious goals... [MORE](#)

## Improving Access and Outcomes for Students with Disabilities



<https://promotingprogress.org/>

**The What and Why of Measurable Annual Goals**

This course is intended to explain the Individuals with Disabilities Education Act (IDEA) requirements for measurable annual goals and the...

[ONLINE MODULE](#)

**Path to PROGRESS: Developing and Implementing High-Quality Educational Programs**

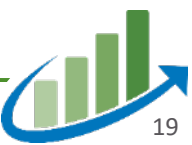
This course is intended to encourage reflection on the larger purpose of the Individuals with Disabilities Education Act (IDEA) and...

[ONLINE MODULE](#)

**IDEA and the IEP: From Compliance to PROGRESS**

This course provides an overview of the seven required components of the individualized education program (IEP) as outlined in the...

[ONLINE MODULE](#)



Tessie Bailey

PROGRESSCenter@air.org

1400 Crystal Drive, 10th Floor

Arlington, VA 22202-3289

202.403.5000

progresscenter@air.org

promotingprogress.org | www.air.org



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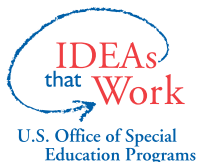


## PROGRESS Center

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