OSEP National Technical Assistance Call

Differentiated Monitoring and Support (DMS) 2.0

August 26, 2020
Objectives of DMS Rethink

✓ Ensure OSEP is fulfilling its responsibilities to monitor grantees by monitoring States in a comprehensive manner.

✓ Align results and compliance in OSEP monitoring.

✓ Present transparent and comprehensible information to the public.

✓ Provide differentiated and meaningful support and technical assistance to States that is responsive to their needs.
RESULTS

DMS 2.0 is:

✩ Focused on improved outcomes and results for infants, toddlers, children and youth with disabilities and their families in conjunction with compliance.

✩ Comprised of defined components.

✩ Integrated across components.

✩ Designed to address States’ emerging needs and issues.
Background

In 2016, OSEP instituted a risk-based monitoring system Differentiated Monitoring and Supports (DMS) where States were identified for monitoring primarily in four areas: results, compliance, fiscal, and SSIP.

OSEP learned the risk-based approach provided for in-depth monitoring on a limited number of States.

OSEP sought new ways to expand the breadth of our monitoring practices.

As result, OSEP is moving towards a cyclical monitoring system in order to ensure we fulfill our monitoring responsibilities.
Every state receives a monitoring visit in each 5-year cycle.

Reserve resources off-cycle to monitor States based on emerging issues.

Year 1: Pre-site and Preparation
Year 2: Monitoring
Year 3: Post-visit Correction and Technical Assistance

Focus monitoring on systems of general supervision, aligning results and compliance.

Based on analysis of all available information
OSEP believes our monitoring cycle should be no more than 5 years.

This ensures all programs receive timely attention.

In developing the 5-year cycle, OSEP is planning to visit States’ Part B/C programs together and prioritizing States that we have not recently monitored.
Monitoring Cycle Five Years in Three Phases

Year 1
Cohort 1 - Phase 1

Year 5
- Cohort 3 - Phase 3
- Cohort 4 - Phase 2
- Cohort 5 - Phase 1

Year 2
- Cohort 1 - Phase 2
- Cohort 2 - Phase 1

Year 4
- Cohort 2 - Phase 3
- Cohort 3 - Phase 2
- Cohort 4 - Phase 1

Year 3
- Cohort 1 - Phase 3
- Cohort 2 - Phase 2
- Cohort 3 - Phase 1
THREE PHASES OF MONITORING

Year 1: Pre-site and Preparation

Year 2: Monitoring

Year 3: Post-monitoring Correction and Technical Assistance
Three Phases of Monitoring – Year 1

Year 1: Preparation

In the year prior to the scheduled monitoring activities, the State Lead, in consultation with team members, will begin working with the State to prepare for the monitoring activities. This includes:

- Universal TA such as OSEP’s monitoring protocols and OSEP & TA Center guidance.
- Requests for documents related to OSEP’s protocols.
- Review of publicly available information by the State Lead
- Targeted interviews with State staff
Year 2: Monitoring

Based on information developed through the pre-site work, MSIP will develop an agenda for the monitoring activities focusing on the issues that require further exploration (e.g. implementation at a local level) or additional discussions.
Three Phases of Monitoring – Year 3

Year 3: Correction and Technical Assistance

In the year following the monitoring activities, the State Lead will work with the State to ensure correction of any outstanding findings of noncompliance and discuss progress in improving identified results areas.
Phase 1: Provides opportunities for OSEP to conduct pre-site monitoring and to prepare for visits. Offers States benefit of technical assistance and opportunity to “self-correct”.

Phase 2: Based on what OSEP identifies in Phase 1, it provides an opportunity to delve deeper into a topic.

Phase 3: Provides time for OSEP to sufficiently follow-up to ensure correction and technical assistance in improving results.
Improving Educational Results and Functional Outcomes for All Children with Disabilities

8 Key Components

- Data
- SPP
- Implementation of Policies and Procedures
- Fiscal Management
- Improvement
- Technical Assistance & Professional Development
- Integrated Monitoring Activities
- Dispute Resolution
### TA and Professional Development

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<tr>
<th>Then</th>
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<th>Then</th>
<th>Intended Result</th>
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<tbody>
<tr>
<td>Use all available data/information to determine which areas need improvement</td>
<td>The State identifies technical assistance and professional development offerings that are aligned to those areas in need of improvement</td>
<td>The State prioritizes the delivery of the technical assistance and professional development in those areas that have the highest level of need</td>
<td>The State evaluates the fidelity of implementation of the delivery of the technical assistance and professional development</td>
<td>Improved outcomes for infants, toddlers, children and youth and their families</td>
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IF a State has an effective system of targeted technical assistance and professional development...

**Definition:** A system designed to respond to data-informed root cause analysis of areas in need of improvement or activities that the State wants to continually support (sustainability).

<table>
<thead>
<tr>
<th>THEN: Use all available data/information to determine which areas are in need of improvement</th>
<th>THEN: The State identifies technical assistance and professional development offerings that are aligned to those areas in need of improvement</th>
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<tbody>
<tr>
<td><strong>Evidence:</strong></td>
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<tr>
<td>• Tools/mechanisms to collect data that would inform targeted TA or identified area(s) for improvement</td>
<td>• Examples of dissemination/communication of available TA/PD</td>
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<td>• Data used to identify potential TA/PD activities/needs</td>
<td>• Stakeholders involvement in identifying needs and activities</td>
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<td>• Frequency of analysis</td>
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<td>• Stakeholder engagement</td>
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**TA and Professional Development**

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| **Evidence:**  
- Examples of Statewide practices  
- Probing the use of different delivery methods  
- SPP/APR intro on TA received and action taken as a result of the TA  
- Alignment with other programs/initiatives (e.g. SPDG)  
- Stakeholder engagement | **Evidence:**  
- Examples of quality PD used with fidelity  
- Link to SSIP or the narrative in their SPP Introduction or relative to an indicator  
- Evaluation of the effectiveness of the TA/PD that was delivered/provided |

**Intended Result:** Improved outcomes for infants, toddlers, children and youth and their families
Putting the Pieces Together
Phase 1 Activity Schedule

October - November
- Fiscal Management
- Integrated Monitoring Activities
- Improvement

December - January
- Data
- SPP

March - April
- Implementation of Policies and Procedures
- Technical Assistance & Professional Development

June - July
- Dispute Resolution

August - September
- Prepare to transition into phase II
Questions?