

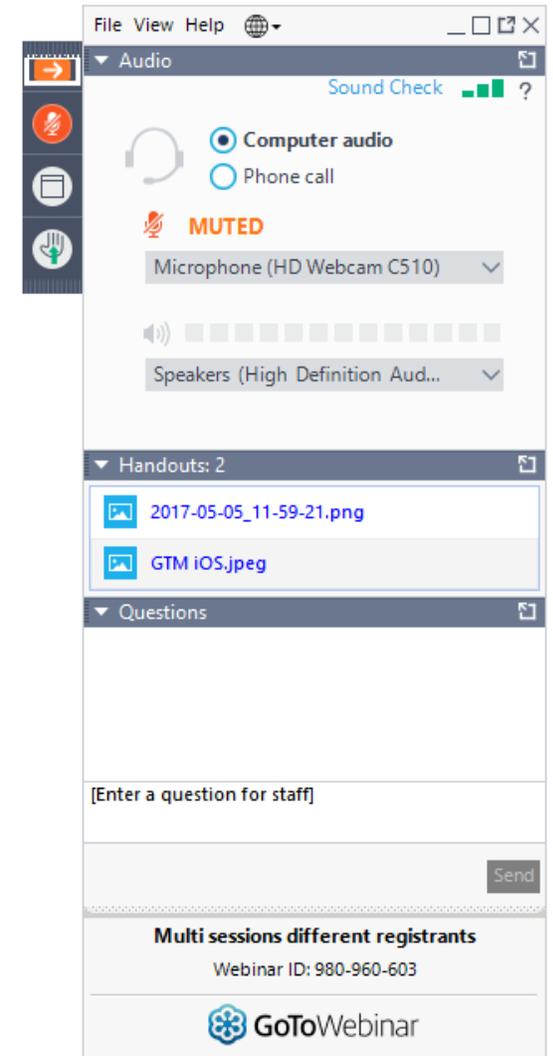
DMS 2.0 UNIVERSAL TA CALL

JANUARY 28, 2021



Logistics

- ▶ All attendees will be muted for the majority of this webinar.
 - At times, you may be prompted to “raise your hand” if you would like to ask a question. You will be unmuted and re-muted by an organizer.
- ▶ To submit questions for speakers, enter your question in the “Questions” dropdown in your control panel.



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Updates by MSIP Director



Gregg Corr

Director

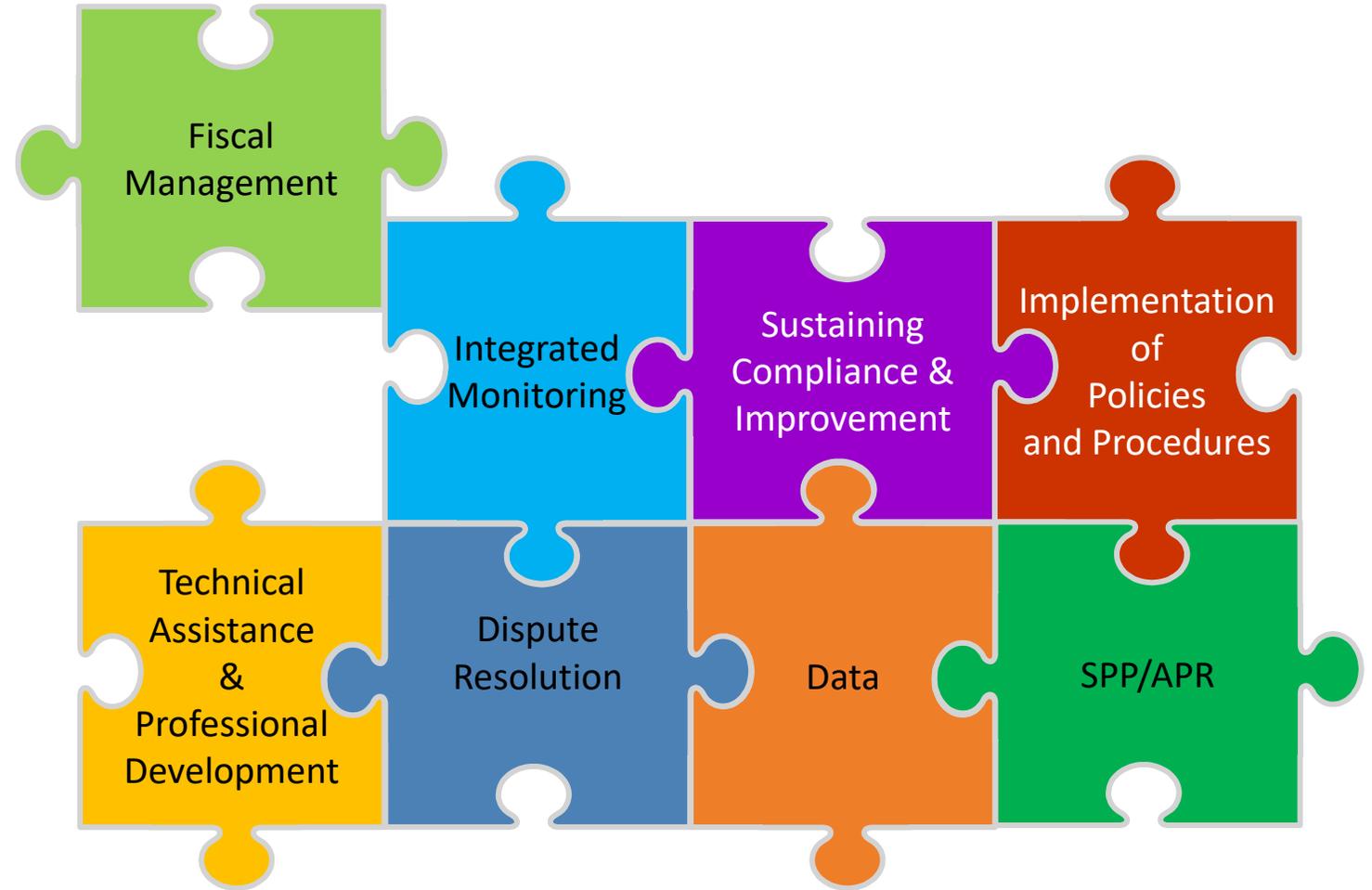
*Monitoring and State Improvement Planning
Division (MSIP)*

Office of Special Education Programs (OSEP)

Agenda

- ▶ Key Component Review
- ▶ DMS 2.0 Framework with Intended Outcomes
- ▶ More on Document Requests
- ▶ Transition to new DMS Component
- ▶ Questions and Feedback
- ▶ OSEP Funded TA Center Highlight

8 Key Components



DMS 2.0 Framework

- ▶ This Framework outlines a State system that is:
 - 100% focused on improved outcomes and results for infants, toddlers, children and youth with disabilities and their families,
 - Comprised of defined components,
 - Integrated across components, and
 - Nimble enough to address emerging issues.
- ▶ The Framework outlines how all programs will be monitored on their general supervision systems during Phase 1 of DMS.
 - Improving educational results and functional outcomes for all infants, toddlers, children, and youth with disabilities; and
 - Ensuring that public agencies meet the program requirements under Part B and C of IDEA, with a particular emphasis on those requirements that are most closely related to improving educational results for infants, toddlers, children, and youth with disabilities.

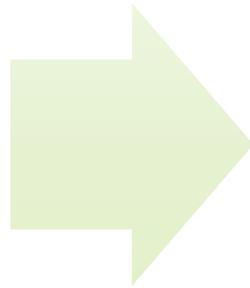
DMS 2.0 Framework Document

- ▶ On the Framework you will find for each of the 8 components of a general supervisions system: 100% focused on improved outcomes and results for infants, toddlers, children and youth with disabilities and their families,
 1. A definition;
 2. A series of “if/then” statements which outlines the elements OSEP thinks is necessary to achieve the intended results; and
 3. A list of examples of the types of evidence that we have found helpful in understanding a State’s system within the specific component. This list is neither exhaustive nor does it mean that a State is out of compliance if it does not have a specific item.

DMS 2.0 Framework: Fiscal

► Fiscal | October-November

IF a State has an effective fiscal management system

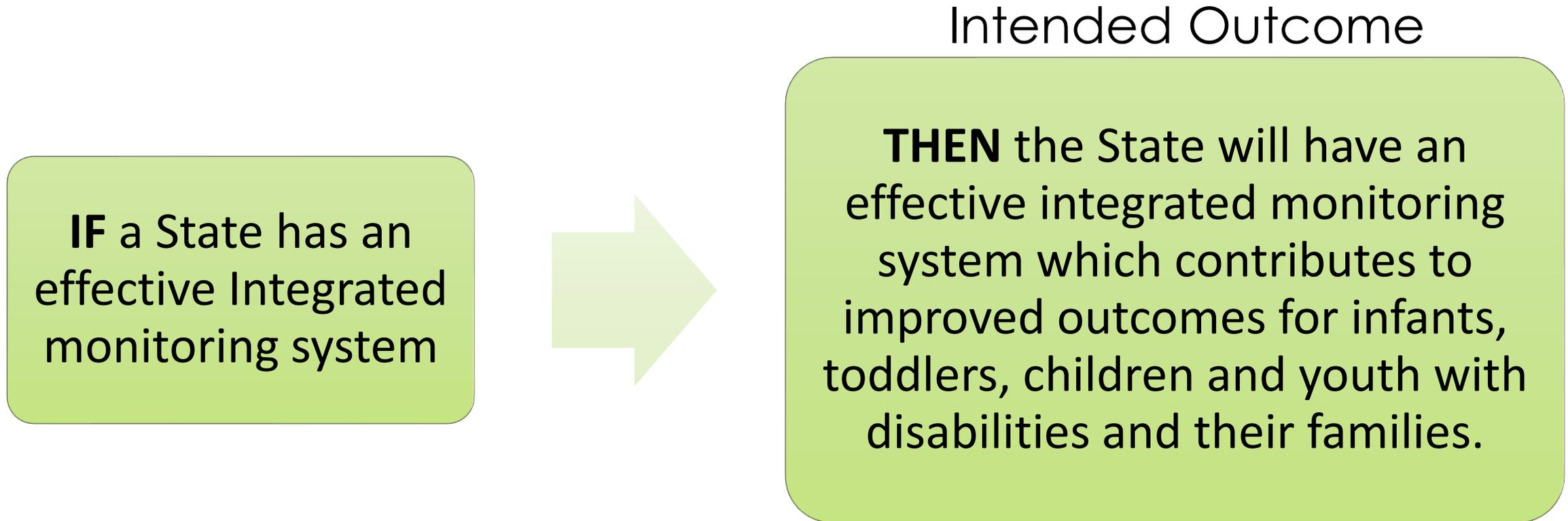


Intended Outcome

THEN the State will have an effective fiscal management system which contributes to improved outcomes for infants, toddlers, children and youth with disabilities and their families.

DMS 2.0 Framework: Integrated Monitoring

▶ Integrated Monitoring | February-March



DMS 2.0 Framework: Sustaining Compliance & Improvement

► Sustaining Compliance & Improvement | February-March

Intended Outcome

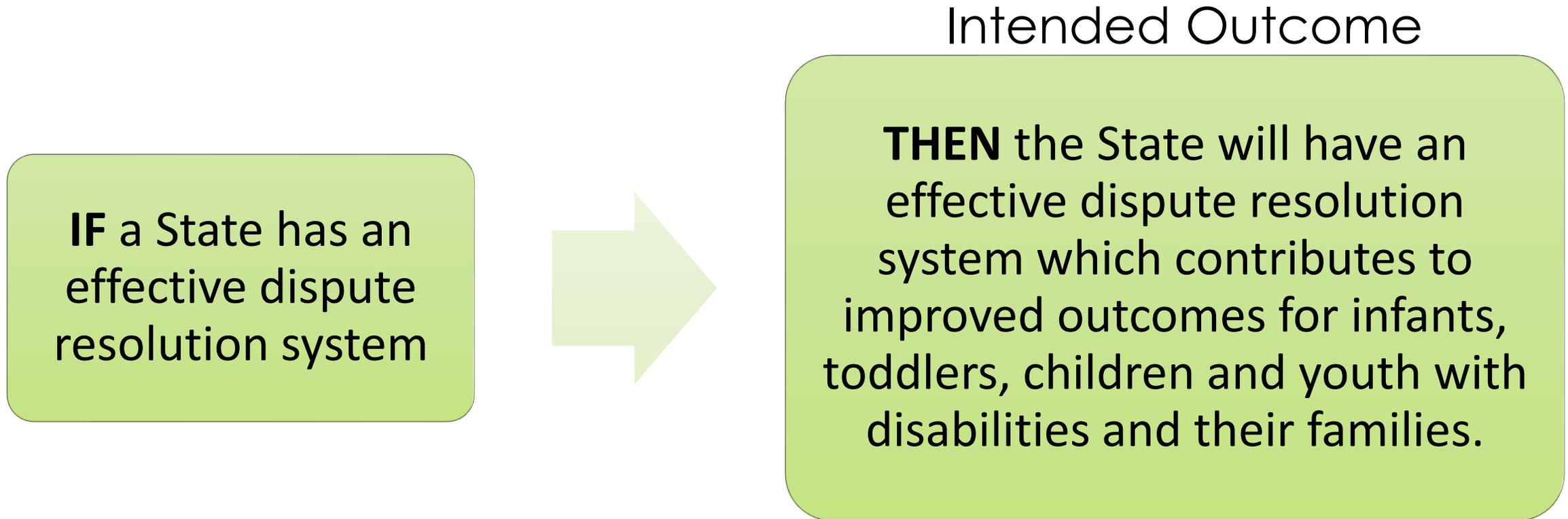
IF a State has a system designed to Sustain Compliance and Improvement



THEN the State will have a system designed to sustain compliance and improvement which contributes to improved outcomes for infants, toddlers, children and youth with disabilities and their families.

DMS 2.0 Framework: Dispute Resolution

► Dispute Resolution | May-June

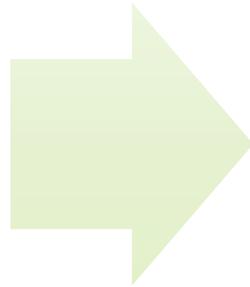


DMS 2.0 Framework: TA & PD

▶ TA& PD | May-June

Intended Outcome

IF a State has an effective system for targeted technical assistance and professional development



THEN the State will have an effective system for targeted technical assistance and professional development which contributes to improved outcomes for infants, toddlers, children and youth with disabilities and their families.

DMS 2.0 Framework: Data & SPP/APR

► Data & SPP/APR | July-August

Intended Outcome

IF a State has an effective system to collect and report timely and accurate data



THEN the State will have an effective system to collect and report timely and accurate data which contributes to improved outcomes for infants, toddlers, children and youth with disabilities and their families.

More on Document Requests

- ▶ Reminder that Phase 1 focuses on policies and procedures
- ▶ Documents we are requesting are also just policies and procedures
- ▶ We are working to limit the volume of document requests to control the burden
- ▶ For Phase 1, OSEP does not expect any documents with personally identifiable information (PII)
- ▶ In limited circumstances, we may request PII during Phase 2

Transition to new DMS Components

- ▶ When we have completed the Phase 1 monitoring activities for a component (e.g. fiscal management), the State lead will send an email
- ▶ In the email, OSEP will:
 - Thank the State for providing information through interviews and documents
 - Signal that we will transition to next DMS component
 - Reserve the right to revisit if additional questions emerge
 - Notify the State that if we have any concerns, we will notify you under separate cover

Upcoming National TA Call

- ▶ Next DMS 2.0 Universal TA Call scheduled for 2/25, 4PM
- ▶ OSEP Funded TA Centers will spotlight relevant TA resources
- ▶ Moving forward, look for more presentations from our TA providers on DMS topics for both Part B and Part C.

Questions, Feedback, TA Highlight

- ▶ Any Questions or Feedback
- ▶ OSEP Funded Technical Assistance Center Highlight
 - [NCSI](#)—Susan Hayes, Nicole Garcia, Heather Reynolds
 - [IDC](#)—Nancy O'Hara





NCSI Support for DMS Activities

January 28, 2021

Supports for State's Planning for or Preparing for DMS

- NCSI TA Facilitators available to support states throughout the DMS life cycle (preparation, monitoring, post-monitoring, etc.)
- NCSI and IDC are collaborating to host Shared Interest Groups (SIGs) for states in Cohort 1 and Cohort 2.

NCSI RBAS "Fast Fives" Focused on General Supervision

NCSI's Results-Based Accountability and Support (RBAS) team works with states to design, implement, and evaluate general supervision systems that improve outcomes for students with disabilities while maintaining compliance with IDEA.

RBAS “Fast Fives” Resources

“Fast Fives” are friendly, short briefs focused on key components of general supervision systems.

<https://ncsi-library.wested.org/collections/166>



”Fast Fives” in Support of States’ DMS Work

The “Fast Fives” resources can be used to:

- Build shared staff understanding about requirements (e.g., LEA determinations, risk assessments)
- Deepen staff capacity around the characteristics of a results-driven general supervision system
- Identify key components of general supervision systems to share with OSEP as part of DMS monitoring

RBAS “Fast Fives”

Five Things to Know About State and LEA Determinations

Five Questions Answered About Including Results in LEA Determinations

Five Questions Answered About Risk Assessments

RBAS “Fast Fives” (continued)

Five Considerations When Planning to Include Results Data in General Supervision Systems* (NCSI in collaboration with IDC)

Five Ways to Center Results Data in State General Supervision Systems* (NCSI in collaboration with IDC)

Five Recommendations for Engaging Stakeholders in the Development, Implementation and Evaluation of Results-Based Accountability and Support Systems

Five Lessons Learned from States in Designing and Implementing Results-Based Accountability and Support Systems

Five Things to Know About State and LEA Determinations

1. *Background on State determinations*
2. *Background on LEA determinations*
3. *Data included in LEA determinations*
4. *Levels of determination and enforcement*
5. *Publicly reporting LEA determinations*

Five Questions Answered About Including Results in LEA Determinations

1. *Why do some states include results data in calculating LEA determinations?*
2. *What specific results data are states using in calculating LEA determinations?*
3. *How do states score LEA determinations, particularly when including results data?*
4. *How do states use LEA determinations?*
5. *What do states that currently include results data in their LEA determinations calculations recommend for other states?*

Five Questions Answered About Risk Assessments

1. *What is a risk assessment?*
2. *Is an SEA required to use a risk assessment as part of monitoring LEAs under IDEA?*
3. *How might an SEA use a risk assessment to guide their IDEA monitoring of LEAs?*
4. *How are risk assessments organized?*
5. *What data points do SEAs include in their LEA risk assessments for IDEA?*

Gratitude...

A big thanks to the states willing to share their experiences and insights with us for these next four briefs:

- Colorado
- Indiana
- Nebraska
- Oklahoma
- Vermont

Five Considerations When Planning to Include Results Data in General Supervision Systems (NCSI/IDC)

1. *Plan for clear and intentional stakeholder partnership and communication.*
2. *Select data points that will inform both state- and local-level improvement efforts and decision-making.*
3. *Support districts to understand and use their own data to drive improvement.*
4. *Consider how including results might impact other aspects of your general supervision system.*
5. *Expect to make changes to your original design.*

Five Ways to Center Results Data in State General Supervision Systems (NCSI/IDC)

1. *Use results data to differentiate monitoring and support to LEAs.*
2. *Incorporate results data into LEA-monitoring questions and processes.*
3. *Use results data to support evaluation of SEA and LEA efforts.*
4. *Include results data beyond special education to improve alignment.*
5. *Initiate conversations at the state and local levels around results data.*

Five Recommendations for Engaging Stakeholders in the Development, Implementation and Evaluation of Results-Based Accountability and Support Systems

1. *Plan for the initial and ongoing role of stakeholders.*
2. *Involve stakeholders in designing not only a results-based accountability system but also supports and assistance for districts.*
3. *Collect and incorporate feedback received from districts along the way.*
4. *Consider district needs and priorities.*
5. *Embrace the iterative nature of the systems redesign process.*

Five Lessons Learned from States in Designing and Implementing Results-Based Accountability and Support Systems

1. *Clearly message that the goal of the system is to improve student outcomes.*
2. *Engage stakeholders internal and external to the state agency to ensure a strong system design and increase buy-in.*
3. *Differentiate LEA accountability/monitoring and support activities.*
4. *Intentionally deepen capacity at the state level to engage in results-based work.*
5. *Be flexible and adjust as needed...and expect this type of culture and practice change to take time.*

We'd Like to Hear From You!

- What topics or questions would you like future "Fast Fives" to explore?
- What future "Fast Fives" would be most helpful to you and your state team in your DMS work?



**IDEA DATA
CENTER**

Collect, Report, Analyze, and
Use High-Quality Part B Data

IDC Support for DMS Activities

January 28, 2021

Nancy O'Hara

Supports for State's Planning for or Preparing for DMS

- IDC State Liaison
 - Keeping liaisons informed and up to date to provide support for states
 - During meeting with OSEP
 - Preparing for DMS meetings with OSEP
 - More than willing to work with states in planning and setting up timelines
 - Or in collaboration with other TA centers

Supports for States

- IDC and NCSI are collaborating to provide “Shared Interest Groups” or SIGs for states in cohort 1 and cohort 2.
 - Regular meetings
 - Development of resources as needs are identified
 - Common workspace to share information

What IDC Resources are Useful for DMS Planning or Preparation?

IDEA Data Processes Toolkits

The IDEA Data Processes Toolkits are collections of protocols states can use to document all state-level IDEA data collection and reporting procedures and activities. Using these toolkits to document all IDEA 616 and 618 data collections and other related procedures and activities will help states establish well-managed processes for data collection, analysis, and reporting.



SEA Data Processes Toolkit

[Learn More →](#)



LEA Data Processes Toolkit

[Learn More →](#)

<https://ideadata.org/idea-data-processes-toolkits>

SEA Data Process Toolkit

- The Data Processes Toolkit is a collection of templates to document all state-level IDEA data collection and reporting processes.
- States can use the toolkit to establish and support consistent practices that produce valid and reliable data, build the capacity of data stewards, and create and maintain a culture of high-quality data.
- The toolkit contains customizable data collection protocols in Word and a calendar for data stewards that provide a map for documenting data processes for the state.

What is in the SEA Data Process Toolkit?

- Protocols for
 - All 618 Part B data collections
 - All Part B SPP/APR indicators
 - Annual LEA Determinations
 - Significant Disproportionality
 - State Landscape
 - Business Rules

SEA Data Process Protocol

- Essential Elements

- Indicator or collection description
- Measurement
- Targets setting
- Data Stewards
- Reporting information
- Data source description
- State collection and submission schedule

- Processes

- Collection
- Data validation
- Data analysis
- Response to OSEP required actions or clarifications
- Internal approval process
- Data governance
- Public reporting



Data Meeting Toolkit

IDEA DATA CENTER | Collect, Report, Analyze, and Use High-Quality Part B Data

Technical Assistance Resources Events Videos Newsletters About Login Search...



Data Meeting Toolkit

[View the Toolkit Components](#)

<https://www.ideadata.org/data-meeting-toolkit>

How Can the Data Meeting Toolkit Support DMS?

- Organizers can use the toolkit's protocol as a stand-alone resource or with other parts of the toolkit for a comprehensive approach to planning and conducting data meetings. They can use the toolkit to
 - Better understand and value data
 - Support more sophisticated data analysis
 - Synthesize data from multiple sources
 - Determine root causes of identified concerns
 - Prepare data presentations to meet information needs of multiple audiences
 - Support federal, state, and local reporting needs

What are the Components of the Toolkit?

Before the meeting, the protocol lead plans the meeting with input from other members of the meeting team.

1. Determine objective
2. Identify data
3. Identify participants and key responsibilities
4. Organize data to present
5. Prepare and distribute agenda

Before the Meeting

During the meeting, a designated facilitator guides the data discussion during the meeting.

1. Do introductions and review key messages
2. Present the data
3. Discuss observations of the data
4. Discuss interpretations of the data
5. Discuss implications of the data
6. Determine next steps for the group
7. Reflect on the meeting's effectiveness

During the Meeting

After the meeting, the protocol lead recaps the meeting and next steps.

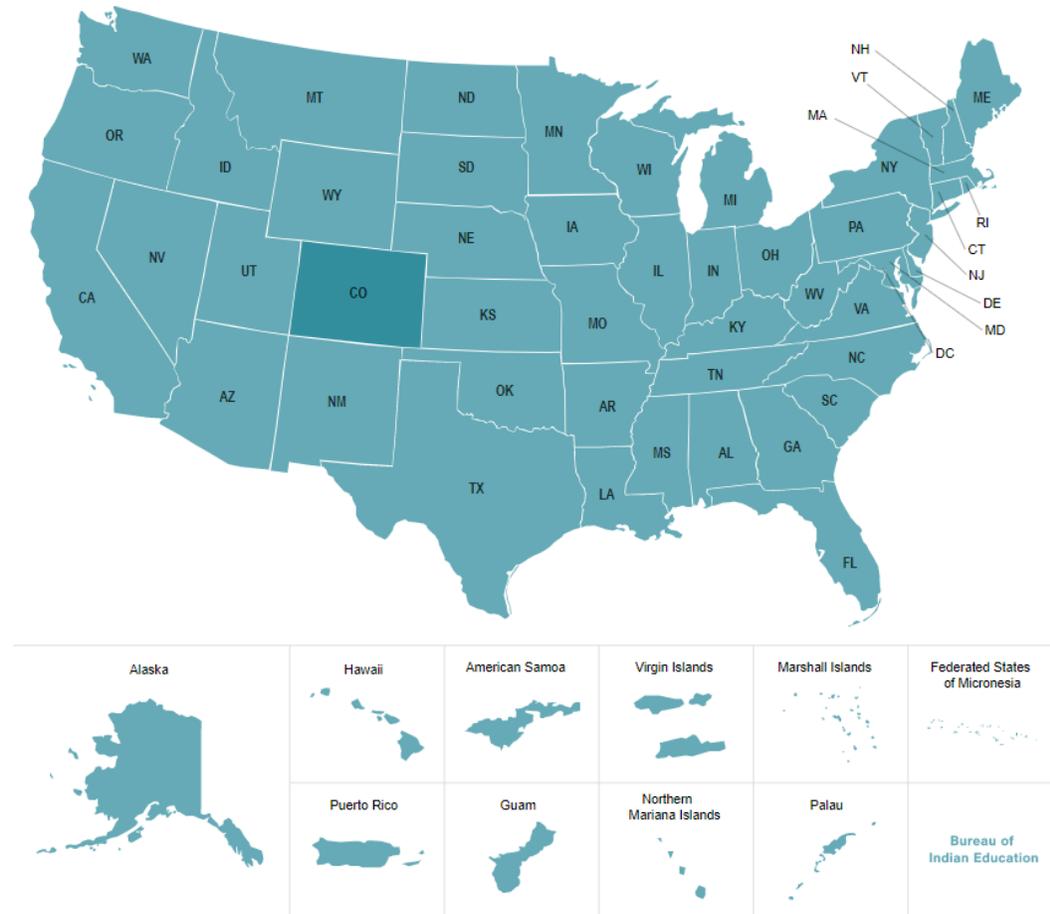
1. Distribute notes from protocol process
2. Confirm next steps and timeline for additional actions

After the Meeting

Contact Us- Find Your State Liaison

- Reach out for resources or support

Click on your state/territory below or select it from the menu to the right.



For More Information



Visit the IDC website

<http://ideadata.org/>



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