

2016 Virtual Leadership Conference

February 1, 2016

11:30 a.m. – 12:15 p.m. EST

OSEP Leadership Update on Policy and Initiatives

OSEP leadership will offer any updates that have occurred since the foundational pre-work was posted and answer questions on Federal policy updates, including those submitted via this topic's foundational pre-work message board inside the virtual conference platform the week of January 25–29 and from participants of the live session.

The pre-work session features videos of Michael Yudin, Ruth Ryder, Gregg Corr, and Larry Wexler, who provide updates related to IDEA programs on the national level. Topics include OSEP Director position; Free and Appropriate Publication Education/Individual Education Program Dear Colleague Letter; data updates; and Part D resources.

Pre-Work Videos:

[OSEP Leadership Updates - Ruth Ryder](#)

[OSEP Leadership Updates - Larry Wexler](#)

[OSEP Leadership Updates - Michael Yudin](#)

Live Session Video:

[OSEP Leadership Update](#)

12:45 p.m. – 1:30 p.m. EST

Monitoring and State Improvement Planning (MSIP)'s Differentiated Monitoring Rollout

This session provides information on the release of the Correctional Education self-assessment and updates on Results-Driven Accountability.

Selected presenters from each video will answer questions submitted via this topic's foundational pre-work message board inside the virtual conference platform during the week of January 25–29 and from participants of the live session.

Pre-Work Videos:

[Gregg Corr on the MSIP Overview](#)

[Gregg Corr on Correctional Education](#)

[Becca Wallawender on the Engagment Decision Tree](#)

[Matthew Schneer on Organizational Assessment of Risk Factors](#)

[Christine Pilgrim on the Engagement Decision Tree](#)

Live Session Video:

[MSIP's Differentiated Monitoring Rollout](#)

February 2, 2016

11:30 a.m. – 12:15 p.m. EST

Early Childhood

Selected presenters from each video will answer questions submitted via this topic's foundational pre-work message board inside the virtual conference platform during the week of January 25–29 and from participants of the live session.

This topic includes four foundational videos describing strategies or tools that have been used for improving instruction and programming for young children with disabilities. The four videos focus on (1) high-quality inclusion for young children with disabilities; (2) the importance of family engagement from a parent and Federal perspective; (3) strategies for reducing suspension and expulsion of young children, including how to use data for this end; and (4) Division for Early Childhood (DEC) Performance Checklists and Practice Guides and how they can support program improvement efforts, including the State Systemic Improvement Plans (SSIP).

Pre-Work Videos:

[Strategies on Reducing Suspension and Expulsion in Early Childhood](#)

[Ruth Ryder and Michelle Lewis, on Family Engagement and Policy Statement](#)

[Early Childhood Perspectives on High Quality Inclusion](#)

[ECTA Center - DEC Recommended Practices](#)

Live Session Video:

[Building Systems of Support in Early Childhood Education](#)

12:45 p.m. – 1:30 p.m. EST

Creating Systems of Effective Personnel Development

This session explores what it means to have a high-quality personnel development system and highlights practices that are being used to improve the use of evidence-based practices for students with disabilities in Part B and Part C contexts. The early childhood perspective discusses how States can build a high-quality personnel system to support implementation of evidence-based practices, and provides examples of how State leadership teams, master cadres, and local implementation sites have made progress toward implementing and scaling up the Division of Early Childhood (DEC) Recommended Practices.

Content from a Part B perspective provides examples of how State educational agencies, districts, and colleges of education are collaborating with OSEP-funded TA centers to ensure that new teachers and leaders have the knowledge and skills to implement evidence-based practices in inclusive schools. The two Part B and three Part C TA Centers highlighted are the Center on Great Teachers and Leaders (GTL) and the Center for Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR), the Early Childhood Personnel Center (ECPC), the Early Childhood Technical Assistance Center (ECTA), and the Center for IDEA Early Childhood Data Systems (DaSy).

Pre-Work Videos:

[Early Childhood Personnel Center - The Key of Student Outcomes](#)

[Support Implementation of Evidence-Based Practices](#)

[Implementing and Scaling Up Evidence Based Practices](#)

[Support on Implementation of Evidence Based Practices](#)

Live Session Video:

[Creating Systems of Effective Personnel Development](#)

February 3, 2016

11:30 a.m. – 12:15 p.m. EST

Cross-State Learning Opportunities

The videos for this session describe the cross-State learning opportunities that four centers funded by the Office of Special Education Programs (OSEP) offer as part of their technical assistance (TA) to States. The National Center for Systemic Improvement (NCSI), the IDEA Data Center (IDC), the Early Childhood Technical Assistance Center (ECTA), and the Center for IDEA Early Childhood Data Systems (DaSy) describe a range of cross-State learning opportunities that address a variety of TA topics and how to get more information about these opportunities.

Pre-Work Videos:

[Cross State Learning and Good Data \(DaSy\)](#)

[ECTA Cross State Learning Opportunities](#)

[NCSI Cross-State Learning](#)

[IDC Learning Communities](#)

Live Session Video:

[States' Experiences with Cross-State Learning Opportunities](#)

12:45 p.m. – 1:30 p.m. EST

Internal Controls and Risk Assessment under Uniform Guidance

This session explores the new prominence of internal controls and risk assessment, given the recent Uniform Guidance, and applying them to the administration of Individuals with Disabilities Education Act (IDEA) programs. The new emphasis on internal controls makes it essential that program staff be aware of the requirements and work with fiscal staff in their agencies to ensure that appropriate control activities are applied to States' specific financial management systems in the administration of IDEA. For the first time, the Uniform Guidance requires grantees to conduct a risk assessment of their subgrantees, and this has a crucial impact on monitoring activities for Part B. Although the term risk assessment is not used in the Uniform Guidance for oversight activities over contractors, grantees are required to determine whether each potential contractor has the ability to perform successfully under the terms and conditions of a proposed procurement. As a result, the concept of a risk assessment is also applicable to Part C. Presenters include U.S. Department of Education staff discussing the new requirements and their impact on Part B and Part C programs.

Pre-Work Videos:

[Ellen Safranek - Internal Controls Toolkit](#)

[Charlie Kinseley - Internal Controls in the OMB Uniform Guidance](#)

[Susan Murray - Risk Assessment and Monitoring](#)

Live Session Video:

[Internal Controls and Risk Assessment in Uniform Guidance](#)