

2015 VIRTUAL PROJECT DIRECTORS' CONFERENCE

INFORMATIONAL SESSION DESCRIPTIONS

Please note that all times listed below are in Eastern time, and all Informational Sessions will be repeated Monday and Tuesday, with sessions occurring at different times with sessions occurring at different times, so that participants will be able to participate in most sessions. You can see the schedule overview and add sessions to your calendar on the OSEP Meetings website [here](#).

All Informational Sessions will be accessed in the virtual conference Session Lobby. For more information on the format and layout of the virtual platform and guidance on how to attend the virtual conference, see Resources tab on the [conference webpage](#).

INFORMATIONAL SESSIONS A

MONDAY, APRIL 27, 11:30 AM – 12:15 PM, AND TUESDAY, APRIL 28, 2:00 PM – 2:45 PM

RESULTS-DRIVEN ACCOUNTABILITY (RDA): WHAT IS IT AND HOW DO I PUT IT INTO PRACTICE?

Presenters: **Gregg Corr**, Office of Special Education Programs (OSEP), Division of Monitoring and State Improvement Planning (MSIP); **Angela Denning**, Arizona Department of Education; **Stephanie Moss**, Parent to Parent of Georgia; **Melody Musgrove**, OSEP

Session Description: To improve the educational outcomes of America's 6.5 million children and youth with disabilities, the U.S. Department of Education has made a major shift in the way it oversees the effectiveness of States' special education programs. Rather than focusing on procedural compliance only, under the new framework, known as Results-Driven Accountability (RDA), the Department will also include educational results and outcomes for students with disabilities in making each State's annual RDA determination under the Individuals with Disabilities Education Act (IDEA). Participants will hear how Arizona and Georgia are using collaborative efforts to align RDA with personnel development curricula and continuing professional education training and technical assistance efforts across their State, using technology to support implementation, and actively involving parents in their efforts to improve results for children with disabilities.

Anticipated Outcomes:

- Understand the history, rationale, and vision behind OSEP's RDA process;
- Identify the core principles and practices underlying RDA and how it will help improve results for children with disabilities;

- Recognize the way in which RDA is being implemented in two States (Arizona and Georgia), and the important role that OSEP-funded grantees play in that work; and
- Understand the implications of RDA for all OSEP-funded programs, and encourage projects to contribute to the success of RDA in their States to improve results for children with disabilities.

INTERAGENCY COLLABORATION: EARLY CHILDHOOD, SCHOOL CLIMATE, AND PERSONNEL DEVELOPMENT

Presenters: **Jennifer Simpson**, OSEP; **Tammy Proctor**, U.S. Department of Education, Office of Early Learning (OEL); **Christy Kuvlic**, OSEP; **Shantel Meek**, Administration for Children and Families, U.S. Department of Health and Human Services (HHS); **Renee Bradley**, OSEP; **Dave Esquith**, U.S. Department of Education, Office of Safe and Healthy Students; **Lynn Holdheide**, American Institutes for Research (AIR); **Dia Jackson**, AIR

Session Description: Collaboration is defined as a "mutually beneficial and well-defined relationship entered into by two or more organizations to maximize efficiency in achieving common goals" (Mattesich, 2005, p. 4). Many Federally funded programs and projects engage in interagency and intra-agency collaborations on a daily basis. These efforts are particularly evident in the areas of Early Childhood, School Climate, Personnel Development, Transition, and College- and Career-Readiness. Join staff from the U.S. Department of Education and other Federal agencies in this session as they share how they have collaborated with Federal partners, policymakers, nonprofits, and other organizations to plan and implement initiatives to improve the outcomes of children and youth with disabilities.

Anticipated Outcomes: In the areas of Early Childhood, School Climate, and Personnel Development, attendees will come away with increased:

- Awareness of ongoing collaborative efforts;
- Knowledge of how tools and strategies used for effective collaboration are established and maintained;
- Understanding of the benefits and impacts of the collaborative efforts; and
- Comprehension of how other Federally funded projects help to expand, enhance, and promote established collaborations.

INFORMATIONAL SESSIONS B

MONDAY, APRIL 27, 12:45 PM – 1:30 PM, AND TUESDAY, APRIL 28, 11:30 AM – 12:15 PM

MORE GAIN, LESS PAIN: GRANTEE COMPLIANCE WITH FEDERAL REQUIREMENTS

Presenter: David Downey, U.S. Department of Education, Office of the Deputy Secretary

Session Description: This fast-paced, engaging presentation will cover key information to ensure grantee compliance with Federal requirements and improved reporting on progress in meeting grant objectives. Topics include the new uniform guidance and implications for grantees, accessibility requirements, data systems for personnel development projects, and tips for improving the quality of annual reports.

Anticipated Outcomes:

- Increased awareness of the Federal uniform guidance and its implications for grants;
- Increased knowledge of Federal requirements for grant management and the products and services the projects produce; and
- Increased knowledge of how to produce high-quality annual reports.

DISPROPORTIONALITY AS AN EQUITY ISSUE

Confirmed Speakers: Elizabeth Kozleski, University of Kansas; Russ Skiba, Indiana University; Beth Harry, University of Miami

Description: This session will address the growing issues of equity in educating all learners, especially those with disabilities, from diverse backgrounds. Information will be presented on factors to consider in using data on disproportionality as the first step in beginning a conversation on broader issues of equity. In addition, presenters will discuss how the core principles of equity relate to the future of the special education field and the implications for teacher preparation and development, with a focus on research and practice.

Anticipated Outcomes:

- Understand how socio-historical contexts must be considered to effectively address disparate treatment of students with disabilities including those from diverse backgrounds;
- Identify a range of factors that contribute to disparate treatment of students with disabilities and those from diverse backgrounds; and
- Consider how to integrate culturally responsive principles into school practices, policies, and procedures in order to promote equity in schools.

INFORMATIONAL SESSIONS C

MONDAY, APRIL 27, 2:00 PM – 2:45 PM, AND TUESDAY, APRIL 28, 12:45 PM – 1:30 PM

WHAT'S COMING DOWN THE PIKE: A POLICY, FUNDING, AND FUTURES DISCUSSION

Speakers: **Nancy Reder**, National Association for State Directors of Special Education (NASDSE); **Sharon Walsh**, IDEA Infant and Toddler Coordinators Association (ICTA); **Jane West**, American Association of Colleges for Teacher Education (AACTE); **Deborah Ziegler**, Council for Exceptional Children (CEC)

Session Description: This session features five experts on special education policy. The panelists will share their organizations' and their own perspectives about the current policy decisions being debated and made on Capitol Hill that affect children with disabilities. They will also share their insights into future funding and reauthorization issues.

Anticipated Outcome: This session's participants will gain an understanding of current policy and funding issues impacting children with disabilities.

INTERAGENCY COLLABORATION: TRANSITION AND COLLEGE- AND CAREER-READINESS

Presenters: **Ruth Ryder**, OSEP; **Monique Chism**, U.S. Department of Education, Student Achievement and School Accountability Programs (SASA); **Corinne Weidenthal**, OSEP; **Molly Costanza**, Social Security Administration (SSA)

Session Description: Collaboration is a "mutually beneficial and well-defined relationship entered into by two or more organizations to maximize efficiency in achieving common goals" (Mattesich, 2005, p. 4). Many Federally funded programs and projects engage in inter-agency and intra-agency collaborations on a daily basis. These efforts are particularly evident in the areas of Early Childhood, School Climate, Personnel Development, Transition, and College- and Career- Readiness. Join staff from the U.S. Department of Education and other Federal agencies in this session, as they share how they collaborated with Federal partners, policymakers, nonprofits, and other organizations to plan and implement initiatives to improve the outcomes of children and youth with disabilities.

Anticipated Outcomes: In the areas of Transition and College- and Career-Readiness, attendees will have increased:

- Awareness of ongoing collaborative efforts;

- Knowledge of how tools and strategies used for effective collaboration are established and maintained;
- Understanding of the benefits and impacts of the collaborative efforts; and
- Comprehension of how other Federally funded projects help to expand, enhance, and promote established collaborations.