

EC Division Weekly Update
September 22, 2021

Updates to the EC Division Padlet
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<u>Items of Interest</u>

Local Determinations

The Exceptional Children Division acknowledges the challenges of meeting local determination targets due to the impact of COVID-19, particularly as it relates to indicators 11 and 12 (90-day timeline and pre-school transition). The Exceptional Children Division has been in close communication with the Office of Special Education Programs (OSEP), who also acknowledge the challenges, but maintain expectations and targets for federal reporting. The context for the local determinations will be shared in more detail at the Director's webinar on October 12th to facilitate discussion with local leadership.

Applications for Fall 2021 Tuition Reimbursement

Please see the attached memo regarding Fall 2021 Tuition reimbursement. **(ATTACHED)**

Federal Reporting

- **Exit Count**

September captures end-of-year reporting data on students exiting special education during the July 1, 2020 through June 30, 2021 fiscal year. The Exit Count opened on September 15, 2021 and is due by close of business September 30, 2021.

- **2020-2021 End of Year Data Submission for Indicator 11**

All Public-School Units are responsible for certifying Indicator 11 - Child Find in ECATS. The Indicator 11 count captures the percent of students for whom a referral was received, and placement determined within 90 days and is based on data from July 1, 2020 through June 30, 2021. The Indicator 11 Count opens October 1, 2021 and is due by close of business October 29, 2021. The training video, ECATS Webinar – Indicator 11 Reporting, along with additional reference handouts are posted in each district's ECATS instance on the main page under Resources > Federal Reporting. Please submit any questions or student level data corrections directly to ZenDesk to ensure that problems with data are corrected efficiently. **(ATTACHED)**

- **2020-2021 End of Year Data Submission for Indicator 12**

Indicator 12 captures data on students who received Part C services and were referred to Part B during the July 1, 2020 through June 30, 2021 fiscal year. All students must have an IEP developed within 90 days of the referral and receive services by their 3rd birthday. Indicator 12 will be submitted on spreadsheets by all PSUs and can be accessed by clicking this link: [Indicator 12 Spreadsheet](https://www.dpi.nc.gov/districts-schools/classroom-resources/exceptional-children/every-child-accountability-tracking-system-ecats/resources) or by going to the ECATS site under Resources (<https://www.dpi.nc.gov/districts-schools/classroom-resources/exceptional-children/every-child-accountability-tracking-system-ecats/resources>). The spreadsheet has a tab with helpful clarifications to assist PSUs on entering their data and can be submitted at any time prior to the due date of October 29, 2021. Charter Schools do not need to submit an Indicator 12 spreadsheet this year. Please email all Indicator 12 spreadsheets to ecindicators@dpi.nc.gov.

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- **Indicator 8 Reminder**

For the select districts who have been notified, please be sure to get the Indicator 8 surveys out to the parents.

- **Important Federal Reporting Reminder: Submission Timeliness**

If your district does not certify the data required for Indicators by the due date, your data may be certified by state staff. The integrity of the data is always at risk when the Department of Public Instruction must finalize the data for your district.

New EC Teacher Resources

[FINAL List of Resources EC New Teacher ECATS OnBoarding.pdf \(govdelivery.com\)](#)

Grant Information

- **Special Grants**

Grant applications opened on September 7, 2021. If you were unable to attend the Special Grants Trainings or if you need a refresher, the recording, along with the PowerPoint is now available on the EC Website [here](#) under the Special Grants section.

- **PRC 167 ESSERF**

Please ensure that budget and grant use of funds align to ensure timely approvals.

- **Maintenance of Effort (MOE) Training & Technical Assistance**

MOE training registration has been re-opened through Thursday, September 23rd. Please use the following link to register: https://ncdpi.az1.qualtrics.com/jfe/form/SV_bQpzTobuF4U1cUu

This is a mandatory training for all Districts and Charter Schools. If you have any questions, please contact Jamie Davis (Jamie.Davis@dpi.nc.gov) for the meeting links to Thursday's sessions. You only have to attend one. Times for Thursday: 9:00 a.m. – 11:30 a.m. and 1:00 p.m. – 3:30 p.m. Please encourage your financial officers to attend this training.

Note: We will be offering MOE technical assistance from 8-11:30 and 1-4:30 on October 5th and 19th. These sessions will be an opportunity for EC Directors to ask MOE questions and receive direct feedback from the Fiscal Monitors about the new MOE process. These sessions will take place [here](#).

Child Find

Child Find materials are being processed at this time and will be mailed out by the end of September. For any questions, please contact Jamie Davis at Jamie.Davis@dpi.nc.gov.

Additional Information from School Business Newsletter

[School Business Newsletter - 09.17.21](#)

ECATS MTSS Module Updates

Please click [here](#) for the IABS September ECATS MTSS Module Updates.

American Printing House for the Blind (APH) SMART Braille Update

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The following information has been received from APH. Please share the information you're your Teachers of the Visually Impaired. *"Due to a combination of continued overseas shipping interruptions/port congestion and a long-term supply/sourcing delay by the product vendor, back-orders for the [APH SMART Braille](#) could result in a 6-months-or-longer wait time to receive the product. We apologize for the inconvenience and delays."* The NC Ex-Officio Trustee for APH, Terri Terrell, may still back-order the APH SMART Braille, but we wanted you to be aware of potential delays. For questions, please email Terri at ncaph@dpi.nc.gov.

Language First Conference for Professionals Working with Students who are Deaf or Hard of Hearing

The Language First Conference being held virtually on October 21-23, 2021, is an opportunity for professionals who work in deaf education to gather and learn best practices for working with Deaf and hard of hearing children utilizing an ASL-English bilingual approach. Presentations will be a combination of both research and application. All professionals in deaf education are welcome--speech-language pathologists, teachers of the deaf, educational interpreters, audiologist, ASL specialists, and more! For more information see the [Language First website](#).

Expanded Core Curriculum High School Readiness Checklist for Students with Visual Impairment

Robbin Clark, MA, from the Utah School for the Deaf and Blind has developed an Expanded Core Curriculum High School Readiness Checklist. This checklist addresses different grade bands from preschool to eighth grade and can be used with students with visual impairments of all abilities. To obtain a copy of this free resource, please go to the [Utah School for the Deaf Expanded Core Curriculum website](#).

Professional Learning Opportunity from the National Family Association for Deaf-Blind (NAFDB) and Affiliate Partners

The NAFDB is sponsoring a webinar by Got Transition®, a federally funded national resource center on health care transition. The aim is to improve transition from pediatric to adult health care through the use of evidence driven strategies. The webinar will be held on Wednesday, October 20, 2021, from 7:00-8:30 pm (EST). Here is the Registration Link. Please share with families and staff.

Cohort for Teachers of the Visually Impaired (TVI)

If you have a newly licensed TVI (Beginning Teacher in years 1-3), a TVI who is new to North Carolina, a provisionally licensed TVI, or someone who would like to learn more about teaching students with Visual Impairments and you would like to get him/her involved in the TVI Cohort offered by the Consultants for Visual Impairment, please complete this brief [survey](#).

PK EC Items of Interest

NEW! Division of Early Childhood Position Statement - [Multitiered System of Support Framework in Early Childhood: Description and Implications](#)

Division of Early Childhood (DEC) is excited to announce that the Multi-tiered System of Support Framework in Early Childhood position statement is now available!

This position statement replaces the 2013 Frameworks for Response to Intervention in Early Childhood: Description and Implications.

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The purpose of the revised statement is to define an early childhood multitiered system of support (MTSS) framework and to promote a broader understanding and discussion of the implications for young children, their families, and those who serve them.

The guidelines provided in this position statement are useful to programs seeking to implement the broad principles and elements of an MTSS framework. Specifically, programs can ensure that young children are being universally screened, authentically assessed, and differentially supported in ways that are developmentally appropriate and address their unique needs across both curricular and developmental outcomes.

COVID-19 RELATED INFORMATION
