

EC Division Weekly Message
April 28, 2021

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

Stakeholder Engagement in Selecting SPP/APR New Targets and Improvement Strategies

NC will be starting a [new 5-year cycle of our State Performance Plan](#) in February, 2022. We want to partner with stakeholders--especially parents of students with disabilities--to set the new indicator targets and write our new plan. Please share [this invitation](#) with your LEA's parents of students with disabilities, staff, community partners (including communities of faith), PTAs, and any other organizations with specific interest in the outcomes of students with disabilities. Questions can be directed to Lauren Holahan, SSIP Coordinator, at Lauren.Holahan@dpi.nc.gov.

Report: Autism Team

The Exceptional Children Division (ECD) allocates federal funds through PRC 118 for Autism funding to assist educators with building capacity in improving services to students with autism spectrum disorder (ASD). These funds support professional learning and ongoing support. Public School Units (PSUs) that received these funds on the Team Support level for 2020-2021 are required to submit the Autism Support Team EOY Report, regarding progress on the plan that was outlined in their Request for Funding. *Note: This report is only for PSUs

The ECD understands that the circumstances of this school year were unique. The intent of this report is for the NCDPI Autism Team to gather information to better understand how Autism Support Teams supported educators in serving students with ASD through the 2020-2021 school year. This report is different from the Combined Expenditure Report (CER). Information regarding the CER will be communicated by the NCDPI EC Division at a future date. **The Autism Support Team EOY Report should only be completed by those PSUs that received Autism PRC 118 funds on the Team Support level.**

This report is required and is due on or before **June 1, 2021**. [CLICK HERE](#) to access the report. Please be sure to download your completed copy of the report when prompted before exiting.

Autism PRC 118 Funding for 2020-2021

Further information regarding the Request for Funding for fiscal year 2021-2022 will be released in a future communication. Any questions can be emailed to asdteam@dpi.nc.gov

NC Governor's School -Summer Positions

The North Carolina Governor's School has several vacant positions for instructors and support staff for the upcoming summer session, which is anticipated to be in-person with robust safety measures at its two campuses (*Governor's School East* at Meredith College in Raleigh; *Governor's School West* at High Point University in High Point). This is a unique opportunity to instruct and interact with some of North Carolina's brightest and most talented high school students in an enriching learning community, free from the pressures of tests and grades. All employees receive a modest salary and the option for full room and board on campus.

EC Division Weekly Message

April 28, 2021

Please share details with teachers and support staff in your school/school system.

Visit <https://www.dpi.nc.gov/students-families/enhanced-opportunities/governors-school-north-carolina/employment> for specific vacancies and the employment application. Vacancies will be filled on a rolling basis as applications are received; interested individuals should not delay applying. Contact Tom Winton, Coordinator, for more information.

Appropriate Documentation of Assistive Technology in the IEP Using ECATS

Recently, Assistive Technology was added to ECATS as an option within special education or related services. As a result, EC Division consultants have received a number of requests for technical assistance; therefore, the following information is being provided and will be repeated in next week's ECATS Monday Message.

Assistive Technology (AT) devices and/or services means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device [NC 1500-2.2 and 2.3]. These services may be documented in the IEP in a variety of ways. The recent addition of assistive technology as a special education and related service in ECATS provides another possible option to individualize services within the IEP and ensures that all IEP Team members have a clear understanding of how the unique needs requiring AT will be addressed.

Listing AT as a special education or related service may be an appropriate option if there is an assistive technology specialist or special educator providing a direct service commensurate with the policy definition of AT Services noted above. In addition to a special education or related service, AT can be documented in special factors, within annual goals, and accommodations. For more detailed information regarding evaluating the need for AT support and addressing those needs in the IEP, please refer to the technical assistance material titled "Assistive Technology and the IEP: Connecting the EC Student with Critical Supports" attached to this communication. (ATTACHED)

IDEA Grant

The Allotment Section has loaded FY22 Federal Planning allotments for PRC: 049, 060, and 070 into the BAAS System. They are based on last year's allotment amounts. You will utilize that information to complete and submit both grants and budgets (**as communicated in the grant training sessions**). Final allotment amounts will be communicated when received. If received after the grant closes on **May 31, 2021** an amendment **may be done** to update grants (if content in Use of Funds change) and budgets at that time. This should not cause a delay in meeting the grant closing deadline of **May 31, 2021**. Grants will be processed and reviewed as they are received to expedite the process. Please work to adhere to the grant closure deadline to avoid delay in the processing of the applications which further delays all funding allocations.

****To avoid delay in access to 611 and 619 grant applications, all prior year monitoring corrective action, Maintenance of Effort (MOE) and submission of the NC Preschool Data Collections Survey requirements must be satisfied.**

Note: As part of the System Modernization project, budgets and amendments will be processed in CCIP beginning on May 1, 2021. However, this will have little to no impact on the grant process for EC Directors/Coordinators.

EC Division Weekly Message

April 28, 2021

For Technical Support for the grant system: Please use the following link:

https://ncdpi.az1.qualtrics.com/jfe/form/SV_8ANW2Pc6WpOCm0Z

IDEA Grant Training

Now available on the Exceptional Children Website. The Brief Overview and the In-Depth Sessions are available for your convenience. The PowerPoint is available as well. The recordings for the Disproportionality and the 619 Presentations are embedded in the PowerPoint.

Please use this password for the Brief Overview Recording: **RrypQ9kZ**

Please use this password for the In-Depth Session Recording: **Hw5kUbQh**

[Individuals with Disabilities Education Act \(IDEA, Part B\) — Exceptional Children \(ncpublicschools.gov\)](https://ncpublicschools.gov)

Special Grants Deadline

The deadline for submitting Special Grants is COB, May 17, 2021

COVID Funding

Reminder/Clarification:

- **EC Division only manages funds that are related to EC students allocated through PRCs 132 and 167.**
- PRC 167 - If your grant and budget was approved and you have not received funds, connect with your finance officer and have them check the Allotment System. It should provide the information.
- To update or amend a grant/request and/or budget due to recovery services, missed services, compensatory services and etc. – If your original grant and budget was approved, you would proceed as you would with any other amendment.
- Data to use to justify the amendment, you should utilize the data collected through your regular (during Non-COVID times) procedures the district uses to progress monitor and document services (ex. To determine IEP goal progress, track missed services due to teacher shortage, inform instruction, etc.) regardless of whether it is missed services, future services etc.
- For **American Rescue Plan (see p. 62 in COVID Allotment Policy Manual)** and other COVID related funds not managed through the EC Division. You should address these questions to your finance officers and superintendents for the ARP funds. As well as, any other COVID funds that were allocated directly to the PSUs to be part of the planning and ensure EC students are represented in the plans for the use of funds.
- Please see link for COVID funding information: [Financial and Business Services | NC DPI](#)

Educational Interpreter

The Exceptional Children Division (ECD) will be bringing a proposal for discussion to the State Board of Education (SBE) in May that will request:

- an increase in the minimum score requirement for educational interpreters;
 - 3.3 EIPA score as an entry level requirement with three years to reach the new minimum of 3.5 on the EIPA

EC Division Weekly Message

April 28, 2021

- an increase in the required annual professional development hours from 15 to 20;
- an update to the class specifications for educational interpreters;
 - all class specifications will require a minimum of an AA degree in interpreting or a related field;
 - increase in the salary grades
 - add an Educational Interpreter III classification
- optional use of an evaluation tool for PSUs to use that will support the evaluation of performance for educational interpreters and cued language transliterators.

The ECD is developing a long-term coaching plan to support existing educational interpreters to reach the proposed entry level requirement, if they are currently below a 3.3. Those interpreters will have an additional three years to meet the new minimum requirement of a 3.5. This coaching plan will also support educational interpreters who have a 3.3 or 3.4 on the EIPA to reach the new minimum requirement.

The SBE will take action on the proposal at the June meeting. Should the proposal pass, it will be effective July 1, 2021. To hear the fine details about the proposal, please tune in to the May SBE meeting on May 12-13, 2021.

PK EC Items of Interest

Child Outcomes Summary Knowledge Check (COS-KC) Field Test

The Center for IDEA Early Childhood Data Systems (DaSy) and the Early Childhood Technical Assistance Center (ECTA) are pleased to announce the launch of the Child Outcomes Summary Knowledge Check (COS-KC) Field Test!

The COS-KC is an online assessment being developed as a way for states and local programs to assess basic knowledge essential to participating effectively in the COS process. Your participation in the field test will help us to finalize the assessment items and scoring for the COS-KC, which will be made available nationally at no charge. As a thank you for participating in the field test, the first 300 participants will receive a \$20 eGift card sent to the email address you used to sign up. Access the field test here: <https://coskcfieldtest.dasyonline.org>

COVID-19 RELATED INFORMATION