Director's Webinar
April 18, 2023

Office of Exceptional Children
Leadership Team and Staff

Agenda

- Welcome

- Micro-PD: IDEA Grant Requirements (New)

- 2023 PSU State Performance Plan/Annual Performance Report

- 2023-2024 OEC Planning: Targeted Technical Assistance and Support

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Micro-PD: IDEA Grant

Elizabeth Millen, IDEA Fiscal Consultant

Michelle Hamm, Regional Coordinator

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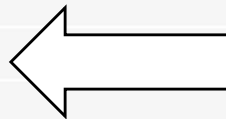
New Information Required

- OSEP is requiring all applicants to respond the questions from Section 427 of the General Education Provisions Act (GEPA)

- The purpose is to address equity for students, educators and other program beneficiaries for the activities outlined in the IDEA Grant Use of Funds

How to Access the Form

The document is on the Required Components tab of the IDEA grant

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How to Access the Form

- Once on the page, scroll to the bottom
- Click the link to download the form

5.	National Instructional Materials Access Center (NIMAC) ASSURANCE (300.210) - The North Carolina Department of Public Instruction/SEA coordinates with the National Instructional Materials Access Center (NIMAC) to provide Accessible Educational Materials (AEM) to eligible students who require them in a timely manner. Coordination within the PSUs must ensure that all reasonable steps are taken to ensure AEM are available to all eligible students who require them in a timely manner based on their unique needs in accordance with their IEPs. Timely Manner is described in the IDEA as at the same time other students receive their materials.	* ○ Yes ○ No

Check Spelling

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Documents		
Type	**Document Template**	**Document/Link**
Equity for Students, Educators, and Other Program Beneficiaries [Upload at least 1 document(s)]	Equity for Students, Educators, and Other Program Beneficiaries	Upload New

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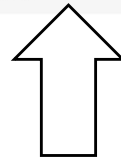
Questions

- Describe how your Public School Unit's existing **mission, policies, or commitments** to ensure equitable access to, and equitable participation in, the proposed IDEA Grant activities?

- Reviewer Look for:

  1. At least 1 mission statement, policy or commitment
  2. Description of how it ensures equitable access to IDEA Use of Funds activities.

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Questions

- Based on your proposed IDEA Grant activities, what **barriers** may impede equitable access and participation of students, educations, or other beneficiaries?

- Reviewer Look for:
    1. At least 1 barrier
    2. Description of how it may impede equitable access to the group identified.

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Questions

- Based on the barriers identified, what **steps** will you take to address such barriers to equitable access and participation in the proposed IDEA Grant activities?

- Reviewer Look for:
    1. Connection to barriers is clear
    2. At least 2 steps to implement

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Questions

- What is your **timeline**, including targeted milestones, for addressing these identified barriers?

- Reviewer Look for:
  - 1. Clear timeline set with milestones including dates

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Completed Document

- Use the Upload New link to upload the signed, completed document to the Required Components page

Documents	
Document Template	**Document/Link**
Equity for Students, Educators, and Other Program Beneficiaries	Upload New

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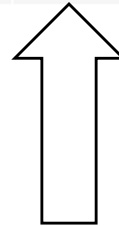
2023 PSU SPP/APR

Performance on Indicator Targets

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Notifications

- Statewide Memorandum
- *Report annually on the performance of each LEA located in the State on the targets in the State's performance plan as soon as practicable but no later than 120 days following the State's submission of its annual performance report. 300.602(b)(1)(i)(A)*
- Publicly Posted
  - OEC > ECATS > LEA Annual Performance Reports > 2021-22 LEA APR > Reporting Aggregated by District or Charter School

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Indicators 1-14 Number of PSUs that did not Meet State Target

Indicator		Met State Target?		School Year	Count of PSU Code	
Indicator 1	Graduation	No		2021-22	14	■
Indicator 2	Dropout	No		2021-22	11	■
Indicator 3a	Assessment	No	Participation Rate	2021-22	40	■
Indicator 3b	Assessment	No	Proficiency - Grade Level Standards	2021-22	160	■
Indicator 3c	Assessment	No	Proficiency - Alternate Asessments	2021-22	85	■
Indicator 3d	Assessment	No	Gap in Proficiency Rates	2021-22	98	■
Indicator 4a	Suspension/Expulsion	No	Significant Discrepancy	2021-22	1	■
Indicator 5a	Educational Environments	No	Regular	2021-22	6	■
Indicator 5b	Educational Environments	No	Resource	2021-22	25	■
Indicator 5c	Educational Environments	No	Separate Schools, Residential, HH	2021-22	5	■
Indicator 6a	Preschool Environments	No	Regular Early Childhood Program	2021-22	8	■
Indicator 6b	Preschool Environments	No	Separate Class/School, Residential	2021-22	6	■
Indicator 6c	Preschool Environments	No	Home	2021-22	4	■
Indicator 7a (SS1)	PK Outcomes	No	+ Social/Emotional Skills	2021-22	5	■
Indicator 7a (SS2)	PK Outcomes	No	+ Social/Emotional Skills	2021-22	8	■
Indicator 7b (SS1)	PK Outcomes	No	Acquisition/Use of Knowledge/Skills	2021-22	8	■
Indicator 7b (SS2)	PK Outcomes	No	Acquisition/Use of Knowledge/Skills	2021-22	12	■
Indicator 7c (SS1)	PK Outcomes	No	Use of Appropriate Behavior	2021-22	7	■
Indicator 7c (SS2)	PK Outcomes	No	Use of Appropriate Behavior	2021-22	7	■
Indicator 8	Parent Involvement	No		2021-22	6	■
Indicator 10	Disproportionate Representation	No	R/E Groups in Specific Disability Categories	2021-22	9	■
Indicator 11	Child Find	No	90-day Timeline	2021-22	37	■
Indicator 12	Early Childhood Transition	No	Part B with IEP implemented by 3rd Birthday	2021-22	8	■
Indicator 13	Secondary Transition	No		2021-22	3	■
Indicator 14a	Post-School Outcomes	No	Enrolled in Higher Education	2021-22	5	■
Indicator 14b	Post-School Outcomes	No	Enrolled in HE or Competively Employed	2021-22	5	■
Indicator 14c	Post-School Outcomes	No	A or B within one year of exit	2021-22	5	■

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Statewide Indicators

- Dispute Resolution
    - Indicator 15: Resolution Sessions
    - Indicator 16: Mediation
    - Anecdotal: State Complaints – 182
        - Implementation, Child Find, PWN, Evaluation

- State Systemic Improvement Plan
    - Indicator 17: SiMR

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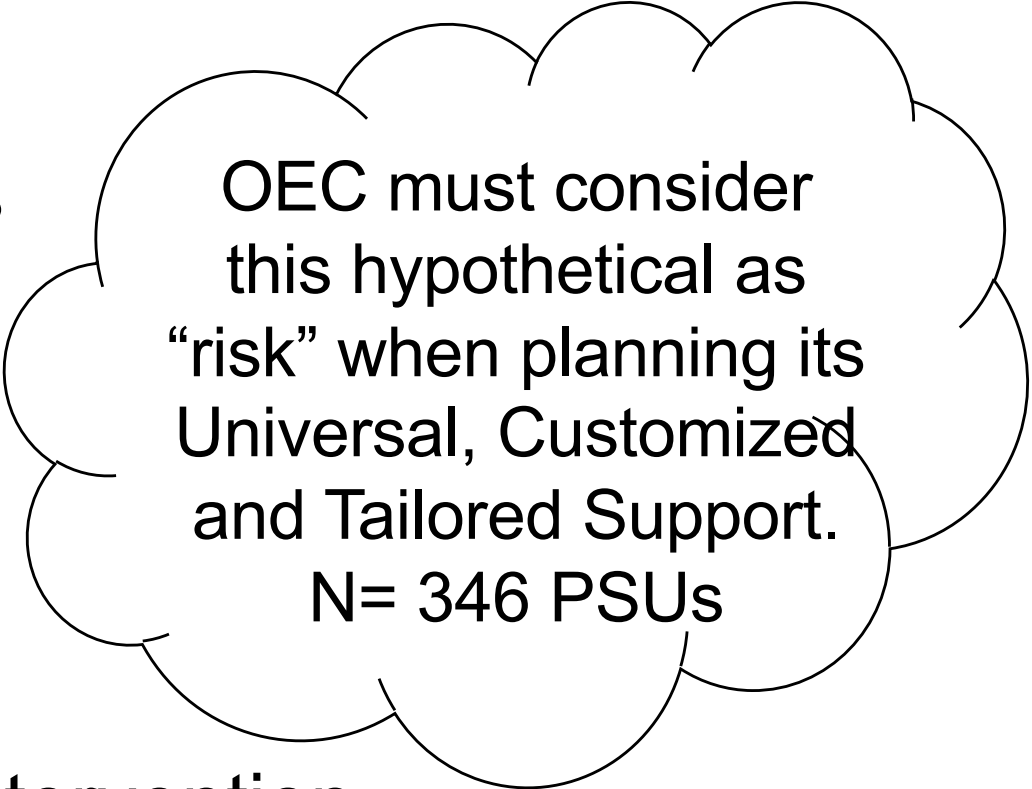
Hypothetical: SPP/APR Determinations

Based upon NOT MEETING Indicator Targets for:

- Indicator 4b: Number of PSUs with significant discrepancy by race

- Indicator 9: Disproportionate Representation (R/E groups due to inappropriate identification)

- Indicator 10: Disproportionate Representation (R/E in specific eligibility categories)

- Indicator 11: Child Find (90-day timeline)

- Indicator 12: Early Childhood Transition

- Indicator 13: Postsecondary Transition

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Hypothetical: Determination Categories

- Meets Requirements
  - PSUs = 174

- Needs Assistance
  - PSUs = 159

- Needs Intervention
  - PSUs = 13

- Needs Substantial Intervention
  - PSUs = 0

OEC must consider this hypothetical as "risk" when planning its Universal, Customized and Tailored Support. N= 346 PSUs

Actions Already Taken ....examples

- Substantial Technical Assistance for Indicator 11 (EC Office Hours, Customized TA…)
- Indicator 13 Targeted Monitoring of PSUs still not achieving targets post-Program Compliance Review
- Review of Policies, Practices, and Procedures for Indicators 4/9/10
- Statewide Targeted Monitoring for SLD/AU/Alternate Assessment
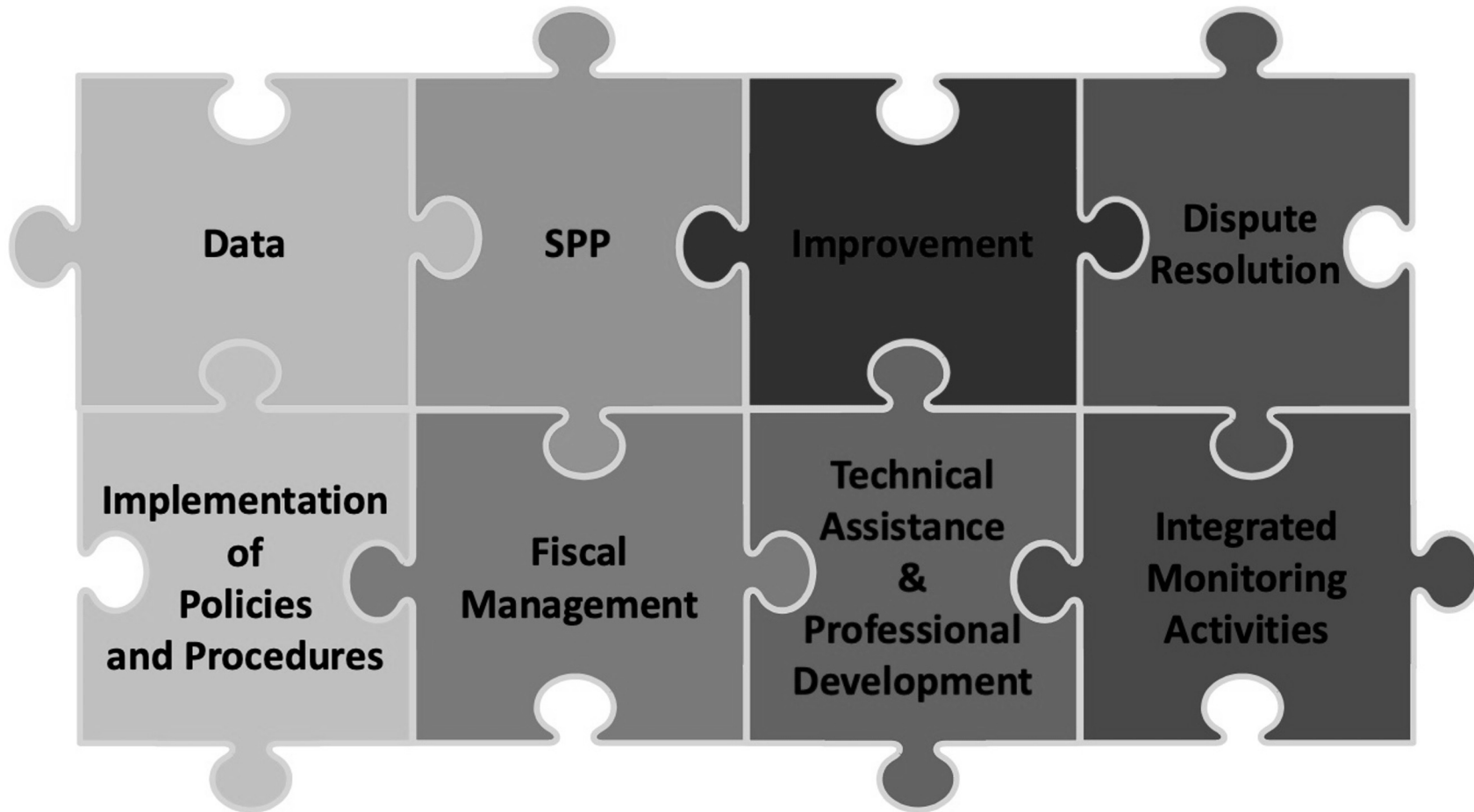- Mandatory CCEIS

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2023-2024 OEC Planning

Targeted Technical Assistance and Support

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General Supervision

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Work in 2023-2024

OEC understands:

- PSUs must have actionable data and implementation time to make improvement

- Our opportunities for engagement must be meaningful with objectives communicated in advance

OEC will make an honest effort to:

- Coordinate the activities we must with the fewest interruptions

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Work in 2023-2024

Critical Input:

- What went well in 2022-2023?
- What work needs to be prioritized differently?

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Work in 2023-2024

April 2023

• OEC Internal Reflection/Planning

May 2023

• OEC External Reflection/ Planning (DAC/Directors)

June 2023/July 2023

• Communicate OEC Engagement for 2023-2024 SY

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