

**EC Division Weekly Update**  
**February 24, 2021**

<b>Updates to the EC Division Padlet</b>
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- **No new Information this week**

<b>Items of Interest</b>
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**2021 EC Director Webinars**

All EC Director webinars will be held from 10:00-11:00 am. **Pre-registration is required for each individual webinar.** Click the individual links below, Choose Register for Event Status, enter the registration password below (specific for each meeting), click submit and enter your Name, Email, and LEA/Charter School name. (NCDPI for DPI staff)

**April 20<sup>th</sup> EC Directors Webinar Link:**

<https://ncgov.webex.com/ncgov/onstage/g.php?MTID=e1f999210fa157a2941d822270a7009d8>

Registration Password:      BXfQT9EJY26

**June 8<sup>th</sup> EC Directors Webinar Link:**

<https://ncgov.webex.com/ncgov/onstage/g.php?MTID=e89dbd5c208e0f30e4b2996e5f8a0fe10>

Registration Password:      BXfQT9EJY26

**August 3<sup>rd</sup> EC Directors Webinar Link:**

<https://ncgov.webex.com/ncgov/onstage/g.php?MTID=e4273998e2b630844bb013ea4a2afad21>

Registration Password:      BXfQT9EJY26

**October 12<sup>th</sup> EC Directors Webinar Link:**

<https://ncgov.webex.com/ncgov/onstage/g.php?MTID=e16795cef6affeee7e5e27616999860ac>

Registration Password:      BXfQT9EJY26

**December 7<sup>th</sup> EC Directors Webinar Link:**

<https://ncgov.webex.com/ncgov/onstage/g.php?MTID=e51724476daa5a74f59fc58a51e7a371d>

Registration Password:      BXfQT9EJY26

**Technical Assistance Document: Services Students with Disabilities in Local Jails**

This document is intended to support PSUs in fulfilling its responsibility to provide FAPE to students with disabilities in local jails. A special EC Office Hours on this topic, hosted by Leigh Mobley (Dispute Resolution Consultant) and Glendora Hagins (Regional Monitoring Consultant), will be held on Monday, March 8, 2021, between 9:00am-10:00am. The intent of this opportunity is to respond to general questions regarding this topic not student-specific scenarios. The format will be freestyle/open forum. No registration is required. Participants may join the Webex meeting directly using this [link](#) at the scheduled time. **(ATTACHED)**

**New CANVAS Course- EC Process and ECATS Course 8: Monitoring Progress on IEP Goals, Benchmarks and Short-Term Objectives** (NCEES Course # 18608)

This course will guide you on monitoring the progress resulting from the implementation of the IEP. The learner will understand writing annual goals with measurement in mind, data collection methods, and aligning criterion to successfully monitor student progress. The course will familiarize the learner with the ECATS basic

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progress monitoring set-up, the advanced set-up to monitor multiple skills, benchmarks, and short-term objectives. It demonstrates the steps to create groups for monitoring and provides examples of measurable goals aligned with data collection measurements and criterion. This course is scheduled to go live in NCEES on Monday, March 1, 2021, at 7:00am. The following resources have been provided to assist with access EC Process Courses in NCEES.

- TIP SHEET - NCEES Access **(ATTACHED)**
- TIP SHEET - NCEES Transcript and Certificates **(ATTACHED)**
- EC Process Courses List for NCEES **(ATTACHED)**

**REMINDERS: Statewide Corrective Action**

- EC Office Hours will be held on Friday, February 26, 2021, between 9:30am and 10:30am. Participants can join directly by clicking this [link](#) at the scheduled time.
- We have received automated google access requests for sharing documents in the TA folders stored in the Google drive. Please remember, LEA personnel already have access to these documents. However, the items will need to be downloaded to a device to enable editing.
- In response to requests from the additional EC Office Hours held in February, another FAQ document will be created; however, it will not be released until after the EC Office Hours on February 26th is held.
- A few LEAs have asked how to monitor the completion of the local viewing of the required videos when using the NCEES/CANVAS course. Each LEA should have a NCEES contact person that can generate this information at the local level.

**Technical Assistance Document: *Serving Students with Disabilities in Private Facilities***

The document has been developed to support LEAs in the monitoring of services provided to students with disabilities that have been placed in private schools or facilities, community-based facilities, and/or state agency placements in facilities located in LEAs. Possible funding sources for supporting private placement made by the LEA are also included. A special EC Office Hours on this topic, hosted by Glendora Hagins (Regional Monitoring Consultant) and Elizabeth Millen (IDEA Fiscal Consultant), will be held on Monday, March 15, 2021, between 1:00pm-2:00pm. The intent of this opportunity is to respond to general questions regarding this topic not student-specific scenarios. The format will be freestyle/open forum. No registration is required. Participants may join the Webex meeting directly using this [link](#) at the scheduled time. **(ATTACHED)**

**IDEA Maintenance of Effort (MOE)**

IDEA Maintenance of Effort (MOE) is a requirement for all PSUs and must be completed and met annually. IDEA Maintenance of Effort expenditures were due on November 15, 2020. The grant was reopened for MOE submission on January 15, 2021 for all PSUs who did not submit by the November 15, 2020 deadline. All remaining IDEA Maintenance of Effort expenditures must be submitted in the NCCCIP platform by the close of business on March 10, 2021. Failure to do so could result in delay of access to future federal funding.

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**Secondary Transition Tip Week 8**

**Tip for the week:**

Topic:	Tip:	Resource:
Week 8: Transition Services (community experiences)	Understand the definition of community experiences as it relates to transition services*	<a href="#">Transition Services</a>
<p><b>*Definition of community experiences as it relates to transition services:</b></p> <ul style="list-style-type: none"><li>● <b>Community experiences</b> are a variety of experiences/activities that are provided outside of the school building; see full definition and examples of <b>community experiences</b>: <a href="#">Transition Services: Definitions &amp; Examples</a></li><li>● See examples of transition services in <a href="#">Transition Webinar Notes</a></li></ul> <p><b>Review Transition Tip Week 3:</b> Transition Services are a coordinated set of activities for a child with a disability that are:</p> <ul style="list-style-type: none"><li>● designed to be within a results-oriented process, that is</li><li>● focused on improving the academic and functional achievement of the child with a disability to</li><li>● facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation;</li><li>● based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and Includes<ul style="list-style-type: none"><li>○ instruction,</li><li>○ related services,</li><li>○ <b>community experiences, (see link above to access the definition)</b></li><li>○ the development of employment and other post-school adult living objectives, and,</li><li>○ if appropriate, acquisition of daily living skills and functional vocational evaluation.</li></ul></li></ul> <p>[34 CFR 300.43 (a)] [20 U.S.C. 1401(34)]</p>		
<p>Remember: The purposes of <i>IDEA</i> include ensuring that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.</p> <p>[34 CFR 300.1(a)] [20 U.S.C. 1400(d)(1)(A)]</p>		
<p>Review Secondary Transition purpose and requirements here: <a href="#">Secondary Transition Purpose and Requirements</a></p>		

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**Occupational Course of Study (OCS) Work Hours Tip of the Week 2020-2021**

OCS LiveBinder:

<http://www.livebinders.com/play/play?id=1996892>

Tip for the week:

Topic:	Tip:	Resource:
Week 13:	Provide opportunities for students to explore career options	<a href="#">CareersOutThere</a>

**Activity:**

- Consider utilizing the **Careers Out There** website (see link located in resource box above) to help students explore careers:
  - Student will select and view several career videos
  - Student will complete a summary for each viewed career video answering the questions listed below

**Artifacts:**

- Consider allowing student to respond to the questions below and to develop additional questions for each viewed career video:
  - (1) What specific jobs, specialty options, and/or related careers were mentioned in the career video?
  - (2) What specific skills and education were mentioned in the career video?
  - (3) What specific benefits of the career area were mentioned in the career video?
  - (4) What questions do you have that were not answered in the career video?
  - (5) What did you learn about a specific job in the career video that makes you **want** to do that specific job?
  - (6) What did you learn about a specific job in the career video that makes you **not want** to do that specific job?
  - (7) What else would you like to know or explore about this career/specific job?
    - Maintain a copy of the Journal/Self-Reflection for each lesson as an additional artifact
    - Feel free to customize questions (reword and add additional questions)

**Remember: The virtual activities and documentation tools referenced in the OCS LiveBinder apply to School-Based, Community Based, and Paid Employment hours for School Year 2020-2021.**

**Review documentation of work hours guidance: [Tips for Using the Documentation Tools](#)**

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**Framework for Literacy Webinar Series**

The EC Division is excited to offer the Framework for Literacy Webinar Series for professionals who work with students on the extended content standards. Below is a chart indicating all requirements necessary to participate in the course. This course is worth .8 CEUs for 8 contact hours. You must complete all sessions and partial credit cannot be awarded.

Attend Webinar 1 on March 10, 2021, from 4:00-5:00 pm	
Watch Recorded Video #1: ECS ELA and Learning Progressions	
Meet with assigned group to complete homework	
Attend Live Webinar 2 on March 24, 2021, from 4:00 -5:00 pm	
Watch Recorded Video #2: Guiding Rubric	
Watch DLM video: Anchor Read Apply	
Meet with assigned group to complete homework	
Attend Final Live Webinar 3 on April 14, 2020, from 4:00-5:00 pm	

Please complete the form below if you are interested and can attend all sessions. Registration closes March 3, 2021. <https://forms.gle/hCsMFt3oDVRH8NWF6>

Address questions to either Nancy Childress at [nancy.childress@dpi.nc.gov](mailto:nancy.childress@dpi.nc.gov) or Matthew Martinez at [matthew.martinez@dpi.nc.gov](mailto:matthew.martinez@dpi.nc.gov)

<b>PK EC Items of Interest</b>
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**\*No new information this week**

<b>COVID-19 RELATED INFORMATION</b>
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**\*No new information this week**