Conference Program

Sunday, July 22, 2018

3:00 p.m.–7:00 p.m.	**Registration/Pick Up Conference Materials**	*Arlington Ballroom Foyer*

Monday, July 23, 2018

7:00 a.m.–8:45 a.m.	**Registration / Pick Up Conference Materials**	*Arlington Ballroom Foyer*	
8:15 a.m.–8:45 a.m.	**First Time Attendees Meeting** **Presenter: Dawn Ellis,** Office of Special Education Programs (OSEP), U.S. Department of Education	*Salon A*	
9:00 a.m.–9:20 a.m.	**Welcome and Opening Remarks** **Presenters:** **Larry Wexler**, Director, Research to Practice Division, Office of Special Education Programs (OSEP), U.S. Department of Education **Johnny Collett**, Assistant Secretary, Office of Special Education and Rehabilitative Services (OSERS), U.S. Department of Education	*Arlington Ballroom*	*All*
9:20 a.m.–10:10 a.m.	**Keynote Presentation: Using Data and Analytics to Eliminate Achievement Gaps** **Introduction: Tracie Dickson,** OSEP **Presenter: Timothy Renick,** Senior Vice President for Student Success, Georgia State University	*Arlington Ballroom*	*All*
10:15 a.m.–10:30 a.m.	**Architects and Builders** **Introduction: Johnny Collett,** OSERS **Presenter: Lee Ann Jung,** Founder, Lead Inclusion/Clinical Professor, San Diego State University		
10:30 a.m.–10:45 a.m.	**Break**		

10:45 a.m.– 12:15 p.m.	**Large Group Panels**

Equipping and Empowering Families for Leadership

Salon 1-2   *All*

Moderator: Laura Weber, Exceptional Children's Assistance Center

Panelists: **Stephanie Moss,** Parent to Parent of Georgia; **Teresa Peña,** Exceptional Children's Assistance Center; **Courtney Salzer,** Wisconsin Family Assistance Center for Education, Training, and Support, Inc.

Session Description: This session will emphasize the importance of providing opportunities where families can have a strong voice in policy and practice in our educational system; and of identifying and building the knowledge and skills needed by parents and families to step into their roles as advocates and leaders. The panelists bring a range of perspectives, and will share resources for and exemplars of training and empowering families to become involved in the many levels that impact their children's education. They will address empowering all families for leadership, including families with unique and underserved needs, and emphasize the benefits to empowering families from the very start of children's educational journeys.

Giving Them a Strong Start: Strategies and Resources for Supporting Early Career Special Educators

Salon A-B   *All*

Moderator: Rob O'Neill, University of Utah

Panelists: **Meg Kamman,** University of Florida; **Kerry Haag,** Kansas Department of Education; **Donna Wilder,** Prince William County Public Schools, Virginia

Session Description: All educators need high-quality support and resources to succeed. This panel will examine how State policy makers, institutions of higher education, school districts, and educators are working together to implement evidence-based practices for developing a talented and effective educator workforce, reducing turnover of educators, and improving student achievement. In addition to examining strategies for funding programs and the essential elements of induction, mentoring, and professional development programs, this panel will consider the characteristics of high-quality, effective practices using performance feedback, data, and technology applications to support early career educators – special and general education teachers, early intervention personnel, and related-services providers – to succeed in their professional practice.

Babies, Behavior, and Building Resilience to Trauma

Salon C-D-E   *All*

Moderator: Leslie Fox, OSEP

Panelists: **Jessica Dym Bartlett,** Child Trends; **Neal Horen,** Georgetown University Center for Child and Human Development; **Brenda Jones-Harden,** University of Maryland, College Park; **Marcy Safyer,** Adelphi University Institute for Parenting

Session Description: What does it mean to provide trauma-informed care? How do you promote resilience to

traumatic/adverse experiences for young children served in home and early learning environments? This session will introduce attendees to trauma-informed practices that are supportive and responsive to the social and emotional needs of infants, toddlers, and preschoolers and their caregivers.

Supporting Students with Disabilities to Enter STEM Fields: Pathways to Success

Salon F-G-H All

Moderator: Terry Jackson, OSEP

Panelists: **Lisa Dieker,** University of Central Florida; **Russell Gersten,** Instructional Research Group; **Lisa Wadors Verne**, Benetech Labs

Session Description: More than ever before**,** students with disabilities need to prepare for success in STEM fields. To prepare for STEM studies, students need to be able to access relevant mathematics and science courses at an early age. This session will focus on best practices to ensure that students with disabilities have the opportunities for a career in STEM through the provision of equal access to science, engineering, and mathematics content during their elementary and secondary education years.

Keeping Students in School: Minimizing Exclusionary Discipline and Increasing Attendance

Salon J-K All

Moderator: George Sugai, University of Connecticut

Panelists: **Rob Horner,** University of Oregon**; Steve Goodman,** Michigan's Integrated Behavior and Learning Support Initiative**; Bill Bixby,** Prince William County Public Schools (PWCS), Virginia**; Sheila Huckstein;** PWCS

Session Description: This session will look at systems of support to maximize students' time in instruction. Many States and districts are looking at attendance as one of the measures of school achievement and success. In addition, most States and districts are examining the use of exclusionary practices such as suspension and expulsion. This session will highlight best practice and state of the evidence. State and district personnel will share their strategies and challenges experienced with focused efforts on these issues.

12:15 p.m.–1:30 p.m.	**Break for Lunch (*On Your Own*)**	
1:30 p.m.–2:30 p.m.	**Poster Sessions**	
	General Poster Session	*Salon 3-6 All*
	Scholars Poster Session	*Sky View All*
2:30 p.m.–3:00 p.m.	**Informal Project Officer Meetings/Networking**	

Session Description: In response to feedback asking for more informal networking time, please use this time to meet with your project officer and other colleagues. See the Informal Project

Officer Meetings List for your project officer's meeting room assignment.

3:00 p.m.– 5:00 p.m.   **Program Area Meetings**

PAM #1: Parent Technical Assistance Centers   *Salon 1-2*

Session Description: See Program Area Meeting Agenda

PAM #2: Personnel Development Program   *Salon 5-6*

Session Description: See Program Area Meeting Agenda

PAM #3: Technical Assistance & Dissemination   *Salon A-B*

Session Description: See Program Area Meeting Agenda

PAM #4: SPDG   *Salon C-D-E*

Session Description: See Program Area Meeting Agenda

PAM #5: PROMISE   *Salon H*

Session Description: See Program Area Meeting Agenda

PAM #6: Educational Technology, Media, and Materials (ETechM2)   *Salon K*

Session Description: See Program Area Meeting Agenda

5:00 p.m.– 8:00 p.m.   **Adjourn/Evening Sessions (by invitation)**

Please visit the registration desk for a list of additional evening sessions.

2018 OSEP
Project Directors'
Conference

July 23-25, 2018
Crystal Gateway Marriott
Arlington, VA

Tuesday, July 24, 2018

8:30 a.m.–9:25 a.m.	**OSEP and OSERS Remarks** **Ruth Ryder,** Acting Director, OSEP **Johnny Collett**, Assistant Secretary, OSERS**; Kim Richey,** Deputy Assistant Secretary, OSERS	*Arlington Ballroom*	*All*
9:25 a.m.–10:00 a.m.	**Keynote Presentation: Forty-Five Years in Special Education: Mentors, Defining Moments, and Life Lessons** **Introduction: Tina Diamond,** OSEP **Presenter: Marshall Peter,** Retired Director, Center for Appropriate Dispute Resolution in Special Education (CADRE)	*Arlington Ballroom*	*All*
10:00 a.m.–10:30 a.m.	**Break**		
10:30 a.m.–12:00 p.m.	**Large Group Panel Sessions**		
	Technology: To Infinity and Beyond **Moderators: Jose Blackorby,** UDL/CAST**; Lisa Dieker,** University of Central Florida **Panelists**: **Dave Edyburn,** University of Central Florida**; Margo Izzo,** Ohio State University**; Karen Erickson,** University of North Carolina (UNC) at Chapel Hill **Session Description:** What do technologists, teachers, administrators, and researchers have in common? The panel will answer that question and others. Panelists will share what they know about teaching and learning with technology, yesterday, today, and beyond infinity. They will talk about technology programs, resources, and products, and show attendees how they are used in educational settings. Participants will get a turn to share, ask questions, and be a part of a lively discussion. All should leave with new ideas, new information and knowledge, and some new colleagues.	*Salon 1-2*	*All*
	Form vs. Function: What We're Learning About Coaching **Moderator: Jennifer Coffey,** OSEP **Panelists**: **Jennifer Pierce,** American Institutes for Research (AIR)**; Kimberly St. Martin,** Michigan's Integrated Behavior Learning Support Initiative (MIBLSI)/MIBLSI Promoting Adolescent Reading Success**; Rob Horner,** University of Oregon **Session Description:** Coaching is a critical variable in getting practices used in real environments. Coaching can increase educators' implementation of effective practices, and lead to	*Salon 3-4*	*All*

improved student outcomes, but the devil is in the details. What *functions* of coaching are more likely to change adult behaviors and lead to improved outcomes? What can we do to ensure these functions are present? How do we embed coaching in different settings using existing resources? What systems are necessary for selecting and supporting coaches? Our panelists will present strategies and resources for (a) operationalizing coaching, (b) setting up systems that support coaching, and (c) considering how coaches can be most effective in different types of environments.

Multi-Tiered System of Supports (MTSS) Framework: Ensuring the "Each" in "All"

Salon 5-6   *All*

Moderator: Saskia Brown, New Jersey (NJ) Department of Education

Panelists: **George Sugai,** University of Connecticut**; Peggy McDonald,** NJ Department of Education**; Paul Barbato,** Dumont Public Schools, NJ**; Monique Dujue Wilson,** NJ Statewide Parent Advocacy Network

Session Description: The session will focus on developing a shared understanding of the needs of all in the MTSS framework, address challenges that have emerged with implementation, and highlight the roles and responsibilities of professionals, families, and other actors in the system for ensuring each child's needs are met using the framework.

Bringing Teacher Education Preparation Into Focus with High-Leverage Practices

Salon A-B   *All*

Moderator: Bonnie Jones, OSEP

Panelists: **Mary Brownell,** University of Florida/ Collaboration for Effective Educator Development, Accountability, and Reform Center (CEEDAR) Center**; Michael Kennedy,** University of Virginia**; Paula Lancaster,** Grand Valley State University**; Deborah Ziegler,** Council for Exceptional Children

Session Description: In this session, presenters will describe the role that high-leverage practices can play in national and State efforts to improve teacher preparation. They will describe what high-leverage practices are and why they are important to improving practice in teacher education. They will showcase videos being developed by a national collaborative of technical assistance centers and professional organizations to illustrate these practices in authentic settings with teachers and students. Finally, this panel will discuss national and statewide efforts involving partnerships between educator preparation programs and local districts to ensure that these practices become a more integral part of teacher preparation.

What Is Early Childhood MTSS? Defining a Systems Framework for Young Children

Salon C-D-E   *All*

Moderator: Jennifer Tschantz, OSEP

Panelists: **Judith Carta,** University of Kansas**; Lise Fox,** University of South Florida**; Kate Rogers,** Vermont Agency of Education**; Lillian Durán,** University of Oregon

Session Description: This session will conceptualize best approaches and the capacity necessary for programs, personnel, and families to successfully identify, recognize, and respond to the needs and support for young children with disabilities in early learning environments.

Collaborative Partnerships That Work in Supporting Student Transitions to Adulthood

Salon J-K *All*

Moderators: Thomas Golden, Cornell University**; David Johnson,** University of Minnesota

Panelists: **Deanne Unruh,** National Technical Assistance Center on Transition**; Adene Karhan,** Cornell University**; Danielle Howell,** Maryland PROMISE**; Suzanne Kucharczyk ,** University of Arkansas

Session Description: Collaboration and partnerships are a vital hallmark of the transition taxonomy. Increasingly, the domestic special education, disability, and workforce development policy framework has attempted to reinforce and incent collaborative partnerships that foster the skills and capacity building of youth with disabilities and improved postsecondary education and employment outcomes for all—including traditionally marginalized populations such as those with economic need, juvenile justice history, racial and ethnic minorities, and targeted populations such as autism. This panel will showcase promising collaborative partnership research and practices that support movement from secondary transition to adulthood.

12:00 p.m. –1:15 p.m.	**Break for Lunch (*On Your Own*)**

1:15 p.m.– 2:15 p.m.	**Breakout Sessions**

Preparing Culturally Responsive Early Childhood Special Education (ECSE) Teachers

Salon 1 *PDP, Early Childhood*

Presenters: Sara Woolf, Queens College, City University of New York; **Peishi Wang,** Queens College, City University of New York; **Cathy Kea**, North Carolina A&T State University

Session Description: Project I-CARE prepared 44 scholars to meet the needs of families and young children from diverse backgrounds in high-need urban communities. This session highlights practices that advanced scholars' assimilation, transfer, and application of course- and field-based learning into their practices, and presents lessons learned to advance ECSE personnel preparation.

Inclusion: Where Have We Been? And Where Are We Going?

Salon 2 *TA&D, Deaf-Blind/LI*

Presenters: Sheryl Lazarus, TIES Center/National Center on Educational Outcomes (NCEO); **Terri Vandercook,** TIES Center/NCEO; **Diane Ryndak**, TIES Center/University of North Carolina (UNC) Greensboro

Session Description: It is a frustrating reality that students with significant cognitive disabilities continue to be educated in separate placements and settings where exposure to the general education

classroom, peers, and core curriculum is limited, despite advances in identifying effective and practical inclusion tools and strategies for serving students with disabilities. There are many complex factors that contribute to the barriers to sustainable progress. The TIES Center, a newly funded national TA center on inclusive practices and policies, will provide updates on what it has learned during its first year about how to build sustainable strategies that address policy and implementation challenges in meaningfully including students with significant cognitive disabilities in more inclusive settings.

Grantee Reporting Requirements Using the Personnel Development Program Data Collection System (PDPDCS)	*Salon 3-4*	*PDP, Evaluation, Data*

Presenters: Bonnie Jones, OSEP; **Aaron Petrillo,** PDPDCS/AnLar; **Amy Bitterman,** Westat

Session Description: The PDPDCS has improved data collection efficiency for grantees, scholars, and employers. The PDPDCS collects scholar data from point of entry through completion of service obligation. During this session, presenters will summarize scholar data from the past five years, highlighting rates of completion, scholar funding, and areas of employment. This session will provide an overview of reporting requirements, including Personnel Development Program Pre-Scholarship Agreements and Exit Certifications, and strategies that grantees are using to ensure that their scholars are advised of their service obligation requirements.

Don't Water Down Preparation—Grow the Field!	*Salon 5*	*PDP*

Presenters: Joseph Morgan, University of Nevada, Las Vegas; **Kim Paulsen,** Vanderbilt University; **Mary Little,** University of Central Florida; **Teri Marx,** AIR

Session Description: Do you ever feel like your preparation efforts are disconnected from what is happening in the schools where your candidates end up teaching? How can you ensure quality preparation in light of the barriers in real school settings? Come learn from three universities and the National Center on Intensive Intervention (NCII) about innovative preparation approaches to ensure candidates are well equipped to deliver intensive interventions to students with and at risk for disabilities.

Infant/Toddler Social-Emotional Assessment and Evidence-Based Practice	*Salon 6*	*TA&D, Early Childhood*

Presenters: Taletha Derrington, AIR; **Angela McGuire,** WestEd

Session Description: Developing appropriate social-emotional assessment systems for infants and toddlers and using evidence-based practice to improve social-emotional outcomes pose several challenges to State Part C Early Intervention (EI) programs and local administrators and service providers. This session will present a suite of tools developed by the National Center on Systemic Improvement (NCSI) to address these challenges. These tools provide resources and strategies that EI professionals can use to identify high-quality social-emotional assessments appropriate for infants and toddlers, as well as evidence-based interventions to improve positive social, emotional, and behavioral outcomes.

Competencies of Coaching: Research and Resources

Salon A-B *SPDG, TA&D*

Presenters: Dale Cusumano, National Implementation Research Network (NIRN); **Jennifer Pierce,** AIR; **Caryn Ward**, NIRN

Session Description: Education systems are responsible for student learning regardless of the resources, context, or skills present in their setting. High-quality training and, most importantly, coaching are critical to supporting new ways of work that facilitate learning within our classrooms. This session offers a research-based model of coaching, including related resources, that focuses on the behaviors that make up effective coaching that generalizes across recipients, settings, and conditions.

Developing Systems to Support Initial and Sustained Implementation of Evidence-Based Practices

Salon C *SPDG*

Presenters: Steve Goodman, Michigan's Integrated Behavior and Learning Support Initiative; **Rob Horner,** University of Oregon

Session Description: Research has identified effective practices to promote social, emotional, and behavioral outcomes. This session will describe organizational systems that enhance educators' competency to implement and sustain these practices.

Expanding MTSS/PBIS to Preschool Through a State Personnel Development Grant (SPDG)

Salon D-E *SPDG, Early Childhood*

Presenters: Lise Fox, National Center for Pyramid Model Innovations; **Ruth Littlefield,** New Hampshire Department of Education; **Maribel Saimre**, Virginia Department of Education

Session Description: The expansion of MTSS/PBIS to preschool classrooms provides promotion, prevention, and intervention supports to young children to promote social, emotional, and behavioral development and address challenging behaviors. These supports, when delivered with fidelity, can greatly influence children's future academic and behavioral success. Join this session to learn how New Hampshire and Virginia are implementing the Pyramid Model within preschool programs through an SPDG. Presenters will discuss how this approach is applied within preschool and State efforts for training and implementation.

Using Microcredentials: Personalizing Professional Learning for Educators

Salon F-G *ETMM, TA&D, SPDG, PDP*

Moderator: Sam Morgan, National Center on Deaf-Blindness
Presenters: Jose Blackorby, UDL/CAST; **Jenny Demonte,** CEEDAR Center/Center on Great Teachers and Leaders (GTL); **Dia Jackson**, CEEDAR/GTL

Session Description: Microcredential systems recognize discrete professional competencies gained through personalized training and experience. This session will explore microcredentialing implementation from the perspective of developers, issuers, and recognizers, discussing how they can be used to drive professional development for educators.

Accessibility Means Access for All: How Five OSEP Projects Are Making a Difference	*Salon H*	*ETMM, TA&D, SPDG*

Presenters: Daniel McNulty, Indiana Promoting Achievement through Technology and Instruction for all Students (PATINS) Project; **Cynthia Curry,** Accesible Educational Materials (AEM) Center; **Fred Slone,** Benetech Unlocks Individualized Learning Delivery (BUILD) Center; **Jose Blackorby**, Center on Inclusive Software for Learning (CISL); **Sue Ann Ma**, DIAGRAM+; **Nicole Gaines**, National Instructional Materials Access Center (NIMAC)

Session Description: Come hear a State share the challenges of ensuring that all students have high-quality educational materials and resources to fully engage with the general education curriculum. While print textbooks and related core materials continue to require transformation to accessible formats, the shift to digital educational materials and resources, both commercial and open, raises new barriers for students with disabilities. See how five of our projects offer solutions that help States tackle print and digital barriers for students who need accessible materials for learning.

If You Build It, Will They Come? Implementing User-Informed Universal TA	*Salon J-K*	*Parent Center, TA&D*

Presenters: Debra Jennings, CIPR/SPAN; **Jessica Wilson,** CIPR/SPAN; **Jim Frasier**, Public Education Evaluation and Research

Session Description: Effective dissemination of high-quality, relevant, and useful resources begins with their development. At this session, learn the strategies employed by the Center for Parent Information and Resources (CPIR) that TA Centers can use to engage their diverse users to inform the creation of TA activities, resources, and formative evaluation for continuous improvement.

Building Capacity: Strategic Planning, Technical Soundness, and Results	*Alexandria*	*PROMISE, TA&D*

Presenters: Paula Kohler, NTACT/University of Central Florida; **June Gothberg,** NTACT/Western Michigan University

Session Description: The National Technical Assistance Center on Transition (NTACT) applies a strategic planning model to build State capacity and foster local program improvement to implement evidence-based and promising transition practices. This online planning system includes more than 1,400 State and local plans dating back to 2012. Analysis of these plans showed a significant correlation between technically sound plans and goal attainment. This session will present these findings and discuss the characteristics of technically sound plans that are associated with achieving intended goals.

Building Capacity to Overcome Barriers to Using Qualitative Data	*Jackson*	*TA&D, Data*

Presenters: Tom Fiore, IDC; **Hadley Moore,** IDC; **Jennifer Schaaf**, IDC; **Gretta Hylton,** Kentucky Department of Education

Session Description: Qualitative data can provide information that would be difficult to obtain with quantitative methods alone, and can promote full understanding of important quantitative data. Yet many people avoid collecting qualitative data, or fail to use existing qualitative data effectively, because of perceptions about the difficulties of working with such data. In this session, the IDEA Data Center (IDC) and a State presenter will provide specific strategies they have used to overcome barriers that stand in the way of using qualitative data effectively, and to build capacity among programs to embrace qualitative data.

Effective TA Center Collaboration: Providing "Just-in-Time" Supports	*Jefferson*	*TA&D*

Presenters: Bill Huennekens, AEM Corporation/Center for Integration of IDEA Data; **Julie Bollmer,** Westat/IDC; **Michele Rovins**, WestEd/NCSI; **Cecelia Dodge**, WestEd

Session Description: Big challenges require collaborative efforts. Project directors from four OSEP-funded Centers will share their approach to working together to provide timely TA to a State with many complex challenges. Presenters will engage participants in a discussion about how to work collaboratively, and how these collaborative efforts can inform TA work with States.

Best Practices: Accessible, Personalized Digital Teaching and Learning	*Lee*	*ETMM*

Presenters: Alise Crossland, AIR

Session Description: The 2017 National Education Technology Plan calls upon educators to transform teaching and learning with technology. But we cannot transform education with inaccessible technology that leaves some students behind. Learn how universally designed and accessible technologies can help ensure more inclusive, personalized digital leaps in teaching and learning.

Supporting Reading Development in Older ELs: The Challenge of LTELs	*Madison*	*TA&D, SPDG*

Presenters: Vanessa Goodwin, California State University, Northridge; **Sally Spencer,** California State University, Northridge; **Sue Sears**, California State University, Northridge

Session Description: This presentation will review the results of an OSEP Model Demonstration Grant designed to improve reading outcomes for high school students with disabilities, with a focus on English Learners (ELs). Presenters will share components of the intervention that align with the needs of ELs, including culturally responsive, evidence-based, age-appropriate activities for building oral language, vocabulary, word study, written expression, and comprehension, as well as strategies to increase academic success in general education. This session will describe results of pre- and post-assessments, which show significant improvement in reading comprehension, and discuss the instructional practices that made the project effective.

Data and Dialog as the Foundation for Systems Change	*McLean*	*PROMISE, Deaf-*

Presenters: Stephanie Cawthon, NDC; **Carrie Lou Garberoglio,** NDC

Blind/LI, TA&D

Session Descriptipn: This session describes how the National Deaf Center on Postsecondary Outcomes (NDC) approaches systems change as an OSEP-funded TA center with the aim of improving postsecondary educational and employment outcomes for a diverse deaf population. To facilitate systems change, NDC focuses on two key areas: (a) data- and evidence-based practices, and (b) structured dialog and collaboration with stakeholders across different levels of the system. Specific strategies that apply to all populations will be shared.

Measuring Infrastructure Progress: Implementation Science in Action

Rosslyn *TA&D*

Presenters: Cesar D'Agord, NCSI; **Silvia DeRuvo,** NCSI

Session Description: The National Implementation Research Network's (NIRN's) Implementation Drivers reflect the core components needed to develop, improve, and sustain a system change process over time—a direct corollary to SSIP implementation. This session features NCSI's SSIP Infrastructure Development Rubric and SSIP Infrastructure Development Planning Tool, which support State agencies and their stakeholders to successfully implement the SSIP. Reflecting on the infrastructure work accomplished related to each of the Implementation Drivers, as well as each Implementation Stage, participants will learn how this tool can help them determine how they know where they are now in the SSIP implementation process.

2:15 p.m.–2:30 p.m.	**Break**	
2:30 p.m.–3:30 p.m.	**Breakout Sessions**	

Moving the Needle Through Adaptive Leadership

Salon 1 *TA&D, Parent Center*

Presenters: Joanne Cashman, NCSI Project; **Diana Autin,** NCSI; **Cesar D'Agord**, WestEd

Session Description: When faced with a challenge or opportunity, potential partners bring their beliefs and biases into the work. Such assumptions often remain unexpressed, yet play a role in advancing or constraining progress toward desired outcomes. The purpose of this session is to introduce stakeholder-developed tools that are helping OSEP grantees surface beliefs and biases, create a space for dialogue, address differences, find commonality, and take collective action to achieve targeted results.

Recognizing and Working Through Implementation Dips

Salon 2 *SPDG, Early Childhood*

Presenters: Virginia Reynolds, NCSI/WestEd; **Dona Meinders,** NCSI/WestEd; **Ardith Ferguson**, NCSI/WestEd

Session Description: Project directors and the staff working on projects providing direct TA to Part C and B State programs will learn about the concept of the "implementation dip," its common

causes, and strategies to get through it or lessen its effects. Participants will have opportunities to share, through interactive discussion, the challenges they have experienced and resources they have found helpful.

Dynamic and Interactive Storytelling: Enhancing Your Project's Reach

Salon 3-4 — *TA&D, Data, Parent Center*

Presenters: Kay Gallagher, IDC/Westat; **Lee Anne Sulzberger,** IDC/Westat; **Laura Taylor**, IDC/Westat

Session Description: The IDEA Data Center's (IDC) mission is to help states collect, report, analyze, and use high-quality IDEA data. IDC has developed an array of user-friendly materials that address the needs and challenges of states, school districts, and early intervention programs related to IDEA data quality. In this session, participants will learn how IDC uses multiple formats such as animated videos, documentary style videos, static and interactive infographics, toolkit webpages, and a highly interactive website to engage stakeholders and demystify often complex information.

National Collaborative on Inclusive Principal Leadership

Salon 5 — *PDP, TA&D*

Presenters: Kaylan Connally, CCSSO; **Sheryl Cowart Moss,** Georgia State University; **Marc Shelton**, George Fox University

Session Description: The Council of Chief State School Officers' (CCSSO's) National Collaborative on Inclusive Principal Leadership (NCIPL) will help States set policies and implement programs that support professional learning of effective, inclusive practice for principals—particularly in our nation's most challenged schools. Grounded in the Professional Standards for Educational Leaders (PSEL) 2015 and Promoting Principal Leadership for the Success of Students With Disabilities guidance document jointly released by CCSSO and the CEEDAR Center, the NCIPL will support States' efforts in cultivating effective, inclusive practice across the principal's career continuum—from initial preparation to ongoing practice. This session will highlight the NCIPL and the work of two university-based educational leadership programs to integrate inclusive principal leadership into coursework and practical experiences.

Fostering Collaborations and Partnerships Through OSEP Grants

Salon 6 — *PDP*

Presenters: Amy Parker, Portland State University; **Katina Lambros,** San Diego State University; **Carol Robinson Zanartu**, San Diego State University; **Robert Wall Emerson,** Western Michigan University

Session Description: Presenters from three universities will discuss how OSEP grant projects have fostered interdisciplinary collaborations and school/community partnerships. This session will discuss the powerful lessons that have emerged from those collaborations, which have involved related services personnel in schools (e.g., school psychology, school counseling, special education, speech and language pathology, and school social work), as well as community partners (e.g., transportation specialists, urban designers, and geographers).

The Early Childhood Personnel TA Center (ECPC): TA for Early Childhood Workforce Development	*Salon A-B*	*TA&D, Early Childhood*

Presenters: Mary Beth Bruder, ECPC; **Vicki Stayton,** ECPC; **Toby Long**, Georgetown University; **Darla Gundler,** ECPC

Session Description: ECPC is facilitating the development, implementation, and evaluation of six components of a statewide, comprehensive, and integrated system of personnel development (CSPD). This session will provide an overview of the types of TA provided by ECPC, as illustrated in State and national activities.

Measuring Project Performance: Tips and Tools to Showcase Your Results	*Salon C*	*SPDG, PDP, Evaluation*

Presenters: Victoria Schaefer, Westat; **Shauna Harps,** Westat

Session Description: This interactive session will present strategies to help OSEP grantees develop high-quality project performance measures that can be used to showcase project progress and results. The session will include a brief presentation of key concepts, identification of strategies and tools, and participant activities to apply the strategies to measure development.

Realizing the Promise of Learning Communities: Getting to Real Results	*Salon D-E*	*TA&D, SPDG, Early Childhood*

Presenters: Rorie Fitzpatrick, NCSI/WestEd; **Meg Kamman,** CEEDAR Center; **Megan Vinh**, ECTA Center/DaSy Center

Session Description: Learning communities are a go-to approach for many TA endeavors at the national, State, and local levels. But what does it really take for a learning community to launch, grow, and thrive? The research to support this work, as well as concrete strategies for doing so, will be provided, along with evaluation data to support the ideas that are showcased.

One Rubric, Two Centers, and the Evaluation of TA	*Salon F-G*	*TA&D, PDP, Evaluation*

Presenters: Sarah Heinemeier, Compass Evaluation and Research, Inc.; **Judy Lee,** Evergreen Evaluation and Consulting, Inc.

Session Description: This session will explore the approach two Centers have used in the evaluation of their intensive TA efforts. The presentation will provide the rationale for developing a rating rubric, including expected goals and intended benefits for evaluators, Center leaders, and service delivery staff. Two evaluators will explain how they adapted the rubric to assess the quality of each Center's service model; how the rubric and results have been implemented at both Centers to drive project improvement; and how considerations of validity (i.e., the extent to which ratings match other sources and impressions of TA quality) inform continued development of the rubric.

This IRIS Is Growing: The IRIS Center's Latest Resources and Website	*Salon H*	*TA&D, PDP*

Presenters: Kim Skow, The IRIS Center/Peabody College/Vanderbilt University; **Amy Harris,** The IRIS Center/Peabody College/Vanderbilt University; **Sarah Allen**, OSEP

Join this session for a fun and enlightening look at the new IRIS Center, including its latest online modules, newest product lines, and a revamped and reorganized website! NOTE: Those taking part should bring their phones, tablets, or other online-enabled devices.

Resource Leveraging and Scaling Effective Education Practices	*Salon J-K*	*SPDG, TA&D*

Presenters: Caryn Ward, UNC Chapel Hill; **Rob Horner,** University of Oregon

Session Description: This session will provide an overview of resource leveraging, a process by which initial investment in personnel, materials, and events to achieve a targeted goal results in additional investment toward that goal. An operationalization of resource leveraging will be shared, illustrations of resource leveraging for various effective education practices will be highlighted, and planning considerations for resource leveraging in implementation and scaling planning will be reviewed. Participants will acquire not just knowledge of leveraging but also resources to assist them with their large-scale implementation plans.

Implementation Considerations for Math Instruction Within MTSS	*Alexandria*	*SPDG, TA&D*

Presenters: Kat Pfannenstiel, AIR; **Jenna Richard,** AIR; **John Mouanoutoua**, University of Minnesota, Twin Cities; **Leila Jones,** University of Minnesota, Twin Cities

Session Description: This session will present a discussion of the MTSS framework within mathematics, highlighting evidence-based practices and the research-to-practice gaps that currently exist. Implementation will be discussed within the context of one large urban setting transitioning to an MTSS framework. This session will also present how one eastern State is leveraging support from across investments to ensure students with and at risk for mathematics disabilities are taught by educators with the knowledge and skills to implement evidence-based practices in math.

Simple Tools for Supporting Sustained Implementation From the Get-Go	*Jackson*	*SPDG, TA&D*

Presenters: Jennifer Pierce, AIR

Session Description: Implementation is a notoriously complicated endeavor. This session provides an overview of two practical tools used to identify common implementation barriers and to pinpoint specific strategies leaders can use to offset these barriers. TA providers from the OSEP-funded National Center for Systemic Improvement will walk through the tools and highlight how they have been used by local educational agencies (e.g., district staff) and State educational agencies (e.g., State leaders) during different phases of implementation to scale up and sustain the use of evidence-based practices.

AEM for Secondary to Postsecondary Transition Planning	*Jefferson*	*PROMISE, TA&D*

Presenters: Cynthia Curry, AEM Center

Session Description: Unpack the challenges faced by students who use accesible educational materials (AEM) as they exit high school

and enter postsecondary settings. Working backward from the first year in higher education, this session will highlight critical strategies for preparing students to articulate their need for AEM, self-advocate, and be independent users as they progress from kindergarten through high school.

Project Core: Teaching Symbolic Communication in the Classroom **Presenters: Karen Erickson,** UNC Chapel Hill; **Claire Greer,** UNC Chapel Hill **Session Description:** This session will describe the components of an implementation model built to support teachers in their efforts to facilitate symbolic communication development among students with significant cognitive disabilities who are not yet using speech, sign language, or symbols to communicate. Descriptive data from 50 classrooms implementing the approach (with nearly 200 students) will be presented.	*Lee*	*ETMM, Deaf-Blind/LI, PDP*
Tools for TA: Developing and Using Products That Meet Identified Needs **Presenters: Linda McDowell,** National Center on Deaf-Blindness **Session Description:** This presentation will describe products and tools used in TA activities provided by the National Center on Deaf-Blindness in key initiative areas: Early Identification, Referral, and Intervention; Family Engagement; Qualified Personnel; Literacy; Transition; and National Child Count. It will demonstrate how tools support the delivery of TA to achieve outcomes that are the goals of all TA projects, not just those related to deaf-blindness.	*Madison*	*TA&D, Deaf-Blind/LI, Parent Center*
Do We Know Who Students with Significant Cognitive Disabilities Are? **Presenters: Martha Thurlow,** NCEO/University of Minnesota; **Sheryl Lazarus,** NCEO/University of Minnesota **Session Description:** The National Center on Educational Outcomes (NCEO) has been documenting States' assessment participation guidelines for many years. The importance of States' guidelines and definitions of students with the most significant cognitive disabilities increased in 2016, following ESSA requirements that States develop these guidelines and definitions, and that they form an essential component of States meeting the 1% cap on alternate assessment participation. This session will generate discussion on whether we really know how to identify students with significant cognitive disabilities.	*McLean*	*TA&D, Deaf-Blind/LI, Parent Center*
Implementation Science in Action: Lessons Learned from NTACT Intensive Technical Assistance **Presenters: Deanne Unruh,** NTACT; **David Test,** NTACT; **Christy Stuart**, Maryland State Department of Education; **Marcella Franczkowski**, Maryland State Department of Education **Session Description:** The National Technical Assistance Center on Transition (NTACT) will provide an overview of its Intensive Technical Assistance process, aligned with tenets of implementation	*Rosslyn*	*TA&D, PROMISE*

science. An SEA representative will provide examples of how transition programming has changed in their State as a result of this TA.

3:30 p.m.–3:45 p.m.	**Break**		

3:45 p.m.–4:45 p.m.	**Breakout Sessions**		

Putting Practices Into Practice: The Power of High-Leverage Practices and Evidence-Based Practices Through MTSS

Salon 1   *TA&D, PDP*

Presenters: Erica McCray, CEEDAR Center; **Meg Kamman,** CEEDAR Center; **Teri Marx**, AIR

Session Description: Presenters from the CEEDAR Center and the National Center on Intensive Intervention (NCII) will describe the commonalities and differences between high-leverage practices and evidence-based practices and the power of pairing them together. Examples will be provided for educator preparation providers to integrate these practices into coursework and field experiences, and for school-based implementation through an MTSS framework.

Learning from Our Systemic Change Journey

Salon 2   *TA&D, SPDG*

Presenters: Caryn Ward, UNC Chapel Hill; **Dale Cusumano,** UNC Chapel Hill

Session Description: This session will present an overview of the SISEP Center's use of an evidence-based methodology grounded in implementation and improvement sciences to function as a learning organization, as well as the lessons learned from engaging in systemic change work with SEAs. Participants will gain an understanding of (a) how to use the methodology, (b) the State Capacity Development Plan for systemic change, (c) data used to evaluate the plan, and (d) the catalysts and challenges identified for SEA systemic change.

Using Intensive Intervention to Improve Special Education Services

Salon 3-4   *PDP, SPDG, TA&D*

Moderator: Rebecca Zumeta Edmonds, AIR/NCII
Presenters: Louis Danielson, AIR/NCII; **Douglas Fuchs,** Vanderbilt University/NCII; **Lynn Fuchs**, Vanderbilt University/NCII

Session Description: In this session, panelists will discuss how intensive intervention provides a critical and necessary opportunity to improve the quality of special education services that many students with disabilities currently receive. Specifically, they will address how components of the intensive intervention process can help teachers to identify present levels of performance, set ambitious goals, monitor progress, and individualize instruction. Panelists will also discuss common misperceptions about special education that often serve as barriers to this type of high-quality service delivery, and suggest alternatives.

Deciphering Sustainability: Strategies from Five Years of Scaling Up	*Salon 5*	*ETMM, SPDG, TA&D*

Presenters: Margo Izzo, The Ohio State University; **Alexa Murray,** The Ohio State University; **Andrew Buck**, The Ohio State University

Session Description: Figuring out how to sustain an intervention can be challenging. Since projects and contextual factors vary, there is no universal blueprint for achieving sustainability. However, there can be guideposts. In this session, presenters will share lessons learned from an OSEP-funded, five-year scaling-up technology project that may help unravel the enigma of sustainability.

Bridging the Gap: Interdisciplinary Preparation and Interprofessional Practice	*Salon 6*	*PDP*

Presenters: Sandra Schefkind, American Occupational Therapy Association (AOTA); **Stacy Skalski,** National Association of School Psychologists (NASP); **Lisa Rai Mabry-Price**, American Speech-Language Hearing Association (ASHA); **Joanne Cashman,** National Association of State Directors of Special Education (NASDSE)

Session Description: Interprofessional practice has emerged as a major focus among related service personnel serving students with disabilities under IDEA. In this session, national organizations will engage OSEP grantees in a dialogue around the strategies to move interdisciplinary preparation into practice.

Evidence-Based Systems for Drug-Exposed Infants and Their Families	*Salon A-B*	*Early Childhood, TA&D, Parent Center*

Presenters: Taletha Derrington, AIR; **Debra Bercuvitz,** Massachusetts Department of Public Health; **Jennifer Loeffler-Cobia**, AIR

Session Description: Application of evidence-based practices and evidence-based system improvement strategies could facilitate effective State cross-system-building efforts to address the growing U.S. opioid crisis, including the increasing numbers of prenatally drug-exposed infants (DEIs) who are at risk for developmental delay or disability. This presentation will provide findings from a study that identified a positive association between (1) the strength of relationships and communication between birth hospitals and local Part C Early Intervention (EI) programs, and (2) higher service access and engagement rates among DEIs in Massachusetts. Participants will learn about strategies a Massachusetts Department of Public Health initiative is using to improve access and engagement through strengthening communication and relationships between local EI providers and hospital staff responsible for EI referral.

Critical Incidents in the Implementation of a Multi-Tiered System of Supports	*Salon C*	*SPDG, TA&D, Evaluation*

Presenters: Scott Ross, Colorado Department of Education

Session Description: This presentation will describe a study used to identify the specific events, resources, and supports that help or hinder the work of scaling up an integrated MTSS, from the perspective of leaders in SEAs. It will also present how Colorado is implementing a model approach to integrating academics and behavior that effectively employs implementation science and evidence-based adult learning principles. Results will be shared and participants will consider the structures currently in place within their States that support implementation to improve the outcomes of all students, including those with disabilities.

Supporting Dual Language Learners and Their Families in Early Childhood	*Salon F-G*	*Parent Center, Early Childhood*

Presenters: Lauren Artzi, AIR; **Diana Autin,** Statewide Parent Advocacy Network; **Lorraine Cooke**, Egenolf Early Childhood Development Center

Session Description: Research shows that maintaining children's first (or home) language, while promoting their development of English, has multiple benefits. To that end, early care and education programs have an important role in supporting school readiness among the increasing number of children under the age of five who are dual language learners (DLLs), including children receiving early childhood intervention and special education services. Staff and partners of the NCSI will (1) review research on DLL development and effective practices for promoting their academic and social-emotional development, including DLLs with disabilities; (2) spotlight strategies used by an early childhood development center to support DLLs' bilingual language development and parent/family engagement; and (3) describe an OSEP-funded Parent Training and Information Center's leadership development and support initiatives for families with home languages other than English.

State Leadership for the Scale-Up of Evidence-Based Practices in Early Childhood Education	*Salon H*	*Early Childhood, SPDG*

Presenters: Lise Fox, National Center for Pyramid Model Innovations; **Lisa Backer,** Minnesota Department of Education; **Hope Beissel**, Minnesota Department of Education

Session Description: This session will describe how Minnesota is building capacity within local leadership, providing PD, and promoting data-based decision making to guide the statewide implementation of the Pyramid Model (an early childhood PBIS framework). Discussion in the session will focus on the use of implementation science, measurement of practitioner fidelity, the use of data for decision making at State and program levels, support of local implementation teams, and provision of coaching to classrooms.

Using Practice Profiles to Support Continuous Improvement: The North Carolina State Improvement Project (NC SIP) and the Missouri Model District Initiative (an SPDG)	*Salon J-K*	*SPDG, Evaluation*

Presenters: Arlene Russell, Missouri SPDG Project; **Sarah Marten,** Missouri SPDG Project; **Rick Powers**, NC SIP; **Bridget Bilbro,** NC SIP

Session Description: NC SIP has recently developed a practice profile that identifies the core areas of the project and operationalizes the key activities that are associated with each level of implementation (i.e., full, initial, exploration/installation). Missouri Model District Initiative staff have an online Self-Assessment Practice Profile administered at the district team level. Presenters will highlight each of these tools and related resources and reports that can be used iteratively to guide continuous improvement of their project at different levels, through reflection upon current implementation, thoughtful discussion, action planning for improvement, and addressing challenges to implementation of practices.

From Me to You: Engaging Transition-Age Youth and Their Families

Alexandria   *PROMISE*

Presenters: Carol Ruddell, Achieving Success by Promoting Readiness for Education and Employment (ASPIRE), a PROMISE Initiative; **Jade Gingerich,** Maryland PROMISE; **Joyce Montgomery**, California PROMISE

Session Description: Employment and post-secondary education are essential ingredients for transition-age youth, but engagement is an ongoing challenge faced by anyone working in human services. This session provides an overview of the engagement strategies used and lessons learned in the PROMISE program.

Child-Specific TA: A National Model and State Implementation Examples

Jackson   *TA&D, Deaf-Blind/LI*

Presenters: Sam Morgan, National Center on Deaf-Blindness; **Tracy Luiselli,** New England Consortium of Deaf-Blind TA and Training; **Donna Snyder**, Kentucky Deaf-Blind Project

Session Description: The Deaf-Blind Technical Assistance Network is directed by OSEP to provide child-specific TA. To meet this need, the National Center on Deaf-Blindness, with support from the State deaf-blind projects, has produced a guide for child-specific TA that supports the implementation of high-quality TA practices. This session will present this national work, as well as examples of State systems for delivering child-specific TA.

Expanding the State of the Art in Book Accessibility

Jefferson   *ETMM, TA&D*

Presenters: Lisa Wadors Verne, Benetech; **Christine Jones,** Benetech

Session Description: Ebooks and online materials, with their interactivity, graphical content, and portability, are becoming increasingly popular with educators and are revolutionizing the learning environment. However, students who experience barriers in reading or math often cannot enjoy and consume these materials as easily or effectively as their peers. Come and learn what's new about two OSEP-funded Benetech initiatives: Bookshare and DIAGRAM+. These initiatives are tapping into innovative technologies and a dynamic community of professionals to help ensure that accessible educational materials are available for children with all types of disabilities and learning styles.

High-Quality IDEA Fiscal Data: A Foundation for Program Improvement

Lee — *TA&D, Fiscal*

Presenters: Dave Phillips, CIFR at WestEd; **Cecelia Dodge,** CIFR at WestEd; **Jenifer Harr-Robins**, CIFR at WestEd

Session Description: By supporting the collection and reporting of high-quality special education fiscal data, the Center for IDEA Fiscal Reporting (CIFR) provides SEAs with a necessary foundation for systemic program improvement efforts. This session presents an overview of the special education fiscal requirements that CIFR supports, and examples of how CIFR has helped States—through increased staff knowledge and State capacity—understand the opportunities and limitations of Federal funding for special education.

Making the Most of Parent Involvement Data: Improving Quality and Enhancing Understanding

Madison — *TA&D, Data, Parent Center*

Presenters: Amy Bitterman, IDC/Westat; **Hadley Moore,** IDC/Westat; **Jill Lammert**, IDC/Westat

Session Description: The IDEA Data Center (IDC) will present an overview of the Parent Involvement Data Toolkit, which it developed to help improve the quality of States' parent involvement data. During this session, participants will learn about the content and structure of the toolkit and hear specific strategies for engaging stakeholders to improve the quality of parent involvement data. IDC will explore some of the common data quality issues States encounter in the collection, analysis, and use of parent involvement data and strategies found in the toolkit for addressing these issues.

A System Perspective on Examining the Effectiveness of Professional Development (PD)

McLean — *Early Childhood, TA&D, SPDG*

Presenters: Kathleen Hebbeler, SRI International; **Megan Vinh,** Frank Porter Graham Child Development Institute

Session Description: A State's ability to evaluate and improve the effectiveness of its PD is key to improving practices. In this session, presenters will describe the kinds of evaluation questions that are appropriate for examining the effectiveness of PD at different levels (e.g., State, district/program, classroom/caseload) within a State system. Drawing on examples from early intervention and early childhood special education, presenters will also illustrate the various types of data and analyses needed to answer these questions across levels of the system.

Collaborative Personnel Prep to Improve Transition in Rural Schools

Rosslyn — *PDP, Parent Center*

Presenters: Kelly Kelley, Western Carolina University; **David Westling,** Western Carolina University; **Gretchen Reece**, Western Carolina University

Session Description: There are various challenges to successful secondary transition in rural school districts. This session will discuss these challenges, as well as some of the facilitating activities that have occurred, as discovered through focus groups with

professionals, family members, and students. Presenters will discuss how a collaborative personnel preparation project by a regional university is helping to address the challenges and achieve more successes.

5:00 p.m. – 8:00 p.m.   **Adjourn/Evening Sessions (by invitation)**

Please visit the registration desk for a list of evening sessions.

Wednesday, July 25, 2018

8:30 a.m.–10:00 a.m.	**Large Group Panels**

Improving Students with Disabilities' Access to Evidence-Based Literacy Instruction

Salon 1-2 *All*

Moderator: Kristen Rhoads, OSEP

Panelists: **Sarah Sayko,** National Center on Improving Literacy; **Karen Erickson,** UNC Chapel Hill; **Kimberly St. Martin,** Michigan's Integrated Behavior Learning Support Initiative (MIBLSI)/MIBLSI Promoting Adolescent Reading Success

Session Description: Since the National Reading Panel report was issued nearly 20 years ago, research in literacy, including studies of phonological awareness, phonics, vocabulary, oral reading fluency, and reading comprehension, have confirmed the generalizability of the original panel's findings. Moreover, hundreds of studies have verified the importance of teaching these dimensions of literacy to an expanded range of students, including students with disabilities and second language learners. The panel discussion will describe current thinking about these evidence-based literacy practices and how best to implement them for students with disabilities, including those with significant cognitive disabilities.

What's Coming Down the Pike? A Policy, Funding, and Futures Discussion

Salon 3-4 *All*

Moderator: Renee Bradley, OSEP

Panelists: Melissa Turner, National Center for Learning Disabilities**; Sara Hart Weir,** National Down Syndrome Society**; Jane West,** Educational Policy Consultant**; Deborah Ziegler,** Council for Exceptional Children

Session Description: This session will feature knowledgeable experts on special education policy. The panelists will share their organizations' perspectives about the current policy decisions being debated and made on Capitol Hill that affect children with disabilities.

Designing Effective School-Wide and Early Childhood Inclusive Programs

Salon 5-6 *All*

Moderator: Susan Weigert, OSEP

Panelists: **Diane Ryndak,** UNC Greensboro; **Carol Quirk,** Maryland Coalition for Inclusive Education; **Jennifer Eklund-Smith**, Oregon Department of Education; **Pam Winton,** UNC Chapel Hill

Session Description: This session will highlight the critical practices needed to shift the focus from improved least restrictive environments (LRE) to improved results for students with disabilities in inclusive settings. In this session, expert panelists will discuss the transformation to inclusive settings: How to think about State policy around inclusion, building support for general education teachers in providing instruction to students with disabilities, teacher preparation needs, and meeting ongoing capacity needs in schools. The session will update the audience on the national picture of inclusion in school systems and early childhood settings across the U.S., highlighting the essential evidence-based

practices needed for scaling up and sustaining inclusive classroom practices to realize improved outcomes.

Evaluating Implementation and Improvement: Getting Better Together
Salon A-B   *All*

Moderator: Leslie Fox, OSEP

Panelists: **Wendy Sawtell,** Colorado Department of Education; **Bill Huennekens,** AEM Corporation/Center for Integration of IDEA Data; **David Merves,** Evergreen Evaluation & Consulting, Inc.

Session Description: Measuring fidelity in professional development (PD) and technical assistance (TA) allows the PD/TA provider to make needed improvements that lead to better services and positive impact on those they serve, including SEA/LEA members, educators, and ultimately, children and students. Participants will hear from State and national PD/TA providers about how they have improved their services and the data collection, analysis, and decision-making that helped them to do so. An evaluator will then share exemplar tools that have helped to measure fidelity to TA and to improve partnerships that increase effectiveness. Participants will engage in discussion with the panel members and each other.

10:00 a.m.–10:15 a.m.   **Break**

10:15 a.m.–11:15 a.m.   **OSEP Research to Practice Directors' Remarks**
Salon 1-4   *All*

Presenter: Larry Wexler, Director, Research to Practice Division, OSEP

11:15 a.m.–12:00 p.m.   **IDEA Part D Impact Panel**
Salon 1-4   *All*

Moderator: Larry Wexler, Director, Research to Practice Division, OSEP
Presenters: Lynn Fuchs, Vanderbilt University; **Cathy Kea**, North Carolina Agricultural and Technical State University; **David Test**, University of North Carolina at Charlotte; **Jim Stovall**, Narrative Television Network

Session Description: This panel will provide a retrospective and futuristic look at the OSEP Part D investments.

12:00 p.m.   **Adjourn**

Please visit the registration desk for a list of post-conference sessions.