



**UNITED STATES DEPARTMENT OF EDUCATION**

State Directors - Joint Summer Meeting  
 Mayflower Hotel - 1127 Connecticut Avenue NW  
 Washington, D.C.

Thursday, July 24, 2014 & Friday, July 25, 2014

**Thursday, July 24, 2014**

<b>TIME/LOCATION</b>	<b>TOPIC</b>	<b>PRESENTER</b>
8:30am – 9:00am <i>Grand Ballroom</i>	Welcome and Overview of Day	<ul style="list-style-type: none"> <li>Monique Chism, Ph.D. Director, Student Achievement and School Accountability, U.S. Department of Education</li> </ul>
9:00am – 9:30am <i>Grand Ballroom</i>	Equity and Opportunity	<ul style="list-style-type: none"> <li>Roberto J. Rodriguez, Special Assistant to President Obama Education Policy</li> </ul>
9:30am – 9:50am <i>Grand Ballroom</i>	Office of Civil Rights Data Collection  A review of the Civil Rights Data Collection to highlight specific data related to equity and opportunity.	<ul style="list-style-type: none"> <li>Robert Kim, Deputy Assistant Secretary for Strategic Operations and Outreach, Office of Civil Rights, U.S. Department of Education</li> </ul>
9:50am – 10:30am <i>Grand Ballroom</i>	OESE and OSERS Collaboration Continuum  Where is your State on the Collaboration Continuum? A discussion on how the U.S. Department of Education (ED) is ensuring equity and opportunity through collaboration across programs.	<ul style="list-style-type: none"> <li>Monique Chism, Ph.D.</li> <li>Ruth Ryder Deputy Director, Office of Special Education Programs, U.S. Department of Education</li> </ul>
10:30 am – 10:45am	<b>BREAK</b>	
10:45 am – 12:00pm <i>Grand Ballroom</i>	<b>Increasing State Capacity to Improve Student Outcomes</b>  How can State education agencies increase capacity to support school improvement? This panel discussion will explore some of the tenants of the article published by the Center for Reinventing Public Education’s “The Capacity Challenge: What It Takes for State Education Agencies to Support School Improvement.” The panel will examine the intersection of will, authority, and resources as critical elements	<ul style="list-style-type: none"> <li>Deborah Delisle, Assistant Secretary, Office of Elementary and Secondary Education, U.S. Department of Education</li> <li>Michael Yudin, Acting Assistant Secretary, Office of Special Education and Rehabilitative Services, U.S. Department of Education</li> </ul>

	necessary to increase an SEA’s capacity to support improved student outcomes.	<ul style="list-style-type: none"> <li>• Tryna Luton, Director of Federal Systems (Oregon)</li> <li>• Shannon Malone, Title I Director (South Dakota)</li> <li>• Richard Henderson, Director of Special Education Division (Idaho)</li> </ul>
12:00pm – 1:00pm	<b>LUNCH</b>	
1:00pm – 2:30pm <i>Grand Ballroom</i>	<p><b>Your Theory of Action: a Foundation for Sustainable Reform</b></p> <p>To produce transformative and sustainable reforms in student achievement, States and districts will have to focus on and commit to improving student outcomes in a way that goes beyond any particular program or funding stream. This requires the collaborative efforts of multiple program offices at the Federal, State, and local levels, with a clear theory of action as a guide. A clear theory of action, which describes your approach to the work and how that connects to your intended outcomes, is the foundation of a sustainable reform. During this session, State participants will learn about the components of strong theories of action, assess their own current theories of action, and reflect on how they might be strengthened.</p>	<ul style="list-style-type: none"> <li>• Jamila Smith, Management &amp; Program Analyst, Implementation and Support Unit, U.S. Department of Education</li> <li>• Danielle Smith, Management &amp; Program Analyst, Implementation and Support Unit, U.S. Department of Education</li> <li>• Nick Rodriguez, Principal Expert, Reform Support Network</li> <li>• Corey Sullivan, Manager, Reform Support Network</li> </ul>
Repeated at 2:45pm-4:15pm <i>Grand Ballroom</i>		
1:15pm – 2:30pm <i>New York Room</i>	<p><b>Social and Emotional Learning and Supporting School Improvement</b></p> <p>This session will help participants understand the research and science behind social and emotional learning and its connection to improving student achievement, develop strategies to enhance social and emotional learning in districts and schools, and use data on social and emotional learning to support school improvement.</p>	<ul style="list-style-type: none"> <li>• Michael Lamb, Director of District Engagement, Turnaround for Children</li> <li>• Linda Dusenbury, Research Consultant, Collaborative for Academic, Social, and Emotional Learning (CASEL)</li> <li>• Elizabeth Hanselman, Assistant Superintendent, Illinois State Board of Education</li> </ul>
Repeated at 2:45pm – 4:00pm <i>New York Room</i>		

<p>1:15pm – 2:30pm</p> <p><i>North Carolina Room</i></p>	<p><b>What Does the SSIP Mean to You? Making the Connection Between the SSIP and Your Students</b></p> <p>A State’s State Systemic Improvement Plan (SSIP) focuses on improving results for students with disabilities, but it can also teach us more about supporting local education agencies and responding to the needs of all students. Developing an SSIP helps States work with stakeholder groups and shift the balance from a system focused primarily on compliance to one that puts more emphasis on results and outcomes, which is especially important as States implement college- and career-ready standards.</p>	<ul style="list-style-type: none"> <li>• Gregg Corr, Ed.D., Director of Monitoring &amp; State Improvement Planning Division, Office of Special Education Programs</li> <li>• David Guardino, Ph.D., Education Program Specialist, Office of Special Education Programs, Research to Practice Division, U.S. Department of Education</li> </ul>
<p>Repeated at 2:45pm – 4:00pm</p> <p><i>North Carolina Room</i></p>	<p>In this session, presenters will provide an overview of an SSIP and describe how States and offices across ED are working together to analyze data, tackle challenges and build capacity. Hear from a panel of State leaders who plan on using the SSIP to partner with stakeholders to improve outcomes for all students. Finally, take some time to discuss how the SSIP implementation process could support the work you do in your State.</p>	<ul style="list-style-type: none"> <li>• Barbara Guy, Ph.D., Iowa Department of Education, Bureau of Learner Strategies &amp; Supports</li> <li>• Monica Verra-Tirado, Ed.D., Florida Department of Education, Exceptional Education and Student Services</li> </ul>
<p>1:15pm – 2:30pm</p> <p><i>Pennsylvania Room</i></p>	<p><b>College and Career Readiness and English Learners</b></p> <p>The session examines issues, strategies, and best practices related to preparation and readiness for postsecondary education and careers for English Learners. This includes examples of current programs and policies that provide services to successfully transition students to college and career.</p>	<ul style="list-style-type: none"> <li>• Kenji Hakuta, Ph.D., Stanford Working Group</li> <li>• Diane August, Ph.D. American Institute for Research</li> </ul>
<p>Repeated at 2:45pm – 4:00pm</p> <p><i>Pennsylvania Room</i></p>	<p></p>	<p></p>
<p>1:15pm – 2:30pm</p> <p><i>Rhode Island Room</i></p>	<p><b>Building School Staff and Parent Capacity to Work Together to Improve Student Outcomes</b></p> <p>Creating effective and engaging schools and classrooms requires that school staff work with increasingly diverse parents and communities to identify strengths, problem solve obstacles, and</p>	<ul style="list-style-type: none"> <li>• Jonathan Brice, Ed.D., Deputy Assistant Secretary for Policy, Office of Elementary and Secondary Education, U.S. Department of Education</li> </ul>

<p>Repeated at 2:45pm – 4:00pm</p> <p><i>Rhode Island Room</i></p>	<p>develop common strategies that lead to successful students. The Dual Capacity framework will support the growth of staff and parents to create school communities that are building bridges of communication, understanding, and outreach. Participants will leave this session with a plan to build capacity for staff and parents.</p>	
<p>1:15pm – 2:30pm</p> <p><i>Georgia Room</i></p>	<p><b>Supporting High School Graduation by Measuring Risk: Using existing data management systems to support early warning systems in local education agencies</b></p> <p>Early warning systems are being implemented throughout the country to address the nation's school dropout issue. These systems are designed to identify indicators of risk that determine the level of intervention necessary to support graduation for specific students. Although these interventions are proving to be effective in decreasing school dropout rates, significant consideration must be taken for the organization and streamlining of State and local data required for successful implementation. This session will provide participants with strategies on how to streamline data across districts, on how to use existing data across systems, and how to effectively implement practices to address the dropping out of students. Presenters will provide State and local examples, implementation tools and an opportunity for discussion of issues and successes.</p>	<ul style="list-style-type: none"> <li>• Loujeania Williams Bost, Ph.D., Director, National Dropout Prevention Center for Students with Disabilities</li> <li>• Susan Bowles Therriault, Ed.D., Principal Researcher, American Institutes for Research</li> </ul>
<p>Repeated at 2:45pm – 4:00pm</p> <p><i>Georgia Room</i></p>	<p>Early warning systems are being implemented throughout the country to address the nation's school dropout issue. These systems are designed to identify indicators of risk that determine the level of intervention necessary to support graduation for specific students. Although these interventions are proving to be effective in decreasing school dropout rates, significant consideration must be taken for the organization and streamlining of State and local data required for successful implementation. This session will provide participants with strategies on how to streamline data across districts, on how to use existing data across systems, and how to effectively implement practices to address the dropping out of students. Presenters will provide State and local examples, implementation tools and an opportunity for discussion of issues and successes.</p>	
<p>1:15pm – 2:30 pm</p> <p><i>Virginia Room</i></p>	<p><b>A Process for Examining and Addressing Systemic Inequities within State Education Agencies</b></p> <p>This session will discuss the importance of State education agencies engaging in cross-</p>	<ul style="list-style-type: none"> <li>• Seena M. Skelton, Ph.D., Director, Great Lakes Equity Center at IUPUI</li> <li>• Kathleen King Thorius, Ph.D., Principal Investigator &amp; Assistant</li> </ul>

<p>Repeated at 2:45pm – 4:00pm</p> <p><i>Virginia Room</i></p>	<p>departmental dialogue to explore the extent to which existing patterns of beliefs and practices, as well as established policies, procedures and structures are contributing to the marginalization of specific groups of students and their families, thus limiting students opportunities to access quality learning experiences and outcomes. This breakout session will outline elements of an equity-focused process of practice, policy review, and strategic planning designed to redress systemic inequities and advance culturally responsive educational systems.</p>	<p>Professor of Urban Special Education in Indiana University’s School of Education at IUPUI</p>
<p>4:15pm – 5:00pm</p> <p><i>Grand Ballroom</i></p>	<p><b>Call to Action Panel Discussion with Program Directors</b></p> <ul style="list-style-type: none"> <li>• Monique Chism, Ph.D.</li> <li>• Ruth Ryder</li> <li>• Scott Sargrad, Deputy Assistant Secretary for Policy and Strategic Initiatives, Office of Elementary and Secondary Education</li> </ul>	

**Friday, July 25, 2014**

<b>TIME/LOCATION</b>	<b>TOPIC</b>	<b>PRESENTER</b>
8:30am – 9:30am <i>Grand Ballroom</i>	<ul style="list-style-type: none"> <li>• SASA &amp; Technical Assistance Updates</li> <li>• ESEA flexibility State Reports - Briefing</li> <li>• Allocations Process Updates</li> </ul>	<ul style="list-style-type: none"> <li>• Monique Chism, Ph.D.</li> <li>• Todd Stephenson, Program and Management Analyst, Student Achievement and School Accountability, U. S. Department of Education</li> </ul>
9:30am – 10:00am <i>Grand Ballroom</i>	<p>Recent Federal Efforts to Support Homeless and Agency-Involved Students</p> <p>This presentation will highlight the connections between Title I and the recent initiatives, guidance, technical assistance, and related commitments for support made by ED and the inter-agency coordinating councils for homeless students.</p>	<ul style="list-style-type: none"> <li>• John McLaughlin, Ed.D., Student Achievement and Accountability</li> </ul>
10:00 – 10:15	<b>Break</b>	
10:15am – 11:15am <i>Grand Ballroom</i>	State Support Initiative	<ul style="list-style-type: none"> <li>• Monique Chism, Ph.D.</li> </ul>
11:15am – 11:50am <i>Grand Ballroom</i>	<ul style="list-style-type: none"> <li>• State time to meet with ED State Leads</li> </ul>	<ul style="list-style-type: none"> <li>• ED Staff</li> </ul>
11:50am – 12:00pm <i>Grand Ballroom</i>	<ul style="list-style-type: none"> <li>• Wrap-Up</li> </ul>	<ul style="list-style-type: none"> <li>• Monique Chism, Ph.D.</li> </ul>