



Transforming State Systems
to Improve Outcomes for
Children with Disabilities

Network Mapping Pre-K through 12: Impact on Graduation Across Ages

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Session Objective



Explore network mapping as a method to identify potential points of influence in statewide professional development (PD) and technical assistance (TA) systems to increase graduation outcomes for students with disabilities.

Network Mapping



- An activity to assist in creating a more coherent and equitable system.
- Used to identify -
 - How statewide PD and TA systems interact with each other
 - Where there are points of leverage to impact improvement efforts



Steps to Mapping the System



1. Select a problem or area of focus
2. Identify the end users
3. Map the System
 - Who cares about this issue and why?
 - What PD and TA are already occurring across the system?
 - How can PD and TA bring parts of the system together?
 - How can connections across the system be strengthened?

State:

Example

Step 1: Problem or Area of Focus

What is the problem or the area of focus?

Step 3: Mapping System

Who cares about this issue and why?
What PD and TA are already occurring across the system?
How can PD and TA bring parts of the system together?
How can connections across the system be strengthened?

Step 2: End Users

Who will benefit from addressing the problem?

State:

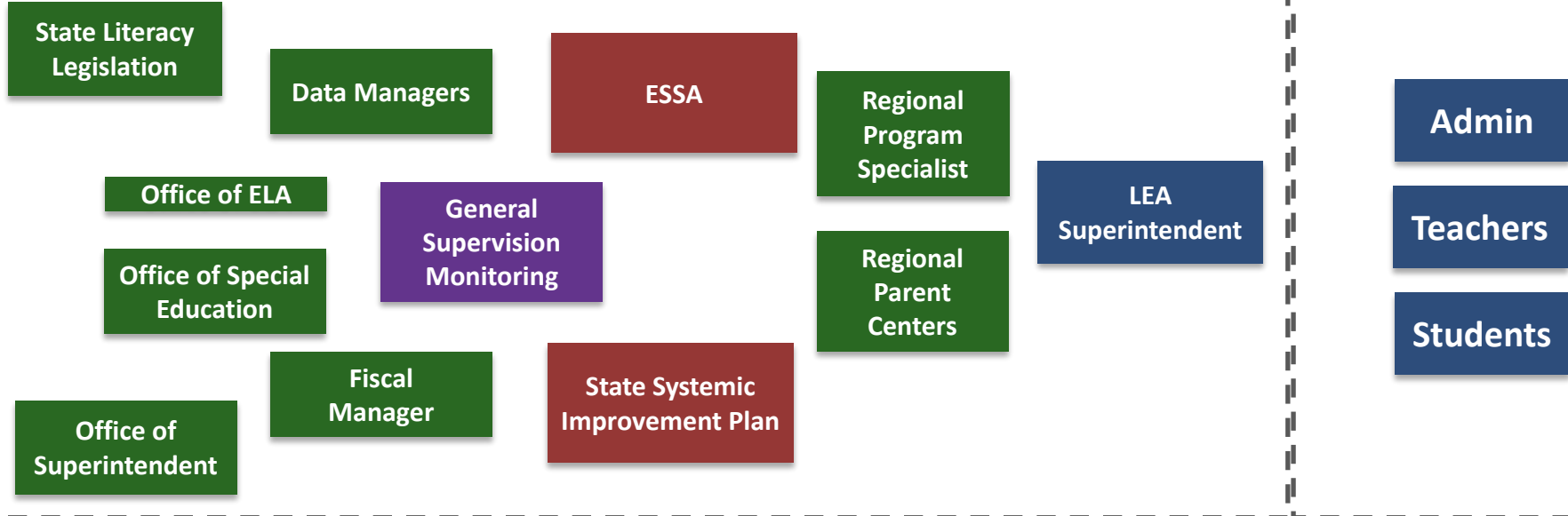
Example (2)

Step 1: Problem or Area of Focus

Evidence-Based Literacy Instruction
for Students with Disabilities


Step 3: Mapping System

Step 2: End Users



■ Offices/People ■ Processes ■ Plans/Initiatives ■ LEA

Steps to Mapping the System Continued



4. Reflect, Annotate, and Discuss

- What are the gaps in understanding the system?
- What are the problems in the current system?
- How can the information gained by mapping the system be used to address the problem or improve the area of focus?

EBP Cross-State Learning Collaborative: Shared Interest Group



Can we expand the network map to examine the PD and TA system from Pre-K through 12th grade to identify where we can make important connections to improve graduation rates for students with disabilities?

Miro Board



Example

NOTES

A lot of work in PA through ESSP, SPDC and other initiative to do work across areas
 Students struggling with behavior - emotional regulation as a result of the pandemic - impacting graduation
 Recommend providing solution-based approaches - explaining the 'why'

GETTING TO GRADUATION

1. Who cares about this and why?
2. What work is already underway separately?
3. What shared work could units do?
4. How can we deepen our connections?

Issues

Letters home about absences
 More support to meet the needs of individual parents & students

Resources

[VA Code](#)

Early Warning Systems

[USDOS Wisconsin Middle School Focus EWG](#)
[Patterson \(PATTAN\) North Carolina](#)

Notes and Diagrams:

- Notes:**
 - Student Engagement
 - Family Engagement
 - Emotional & Behavior Regulation
- Vertical List:**
 - 1 Basic Skills
 - 2
 - 3 ELA/Math
 - 4 Library
 - 5
 - 6
 - 7 Academic & Career Plan
 - 8
 - 9
 - 10
 - 11
 - 12
- Other Visuals:**
 - Road Map Visuals
 - W's Student Column
 - Resources: Transition Discrepancies (PA)
 - Slide from IDEA Data Center 12/15/22 Webinar: Using the SPHAR to Tell a Story

Thank you

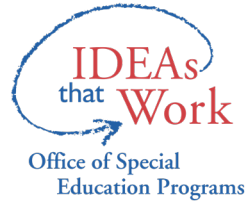
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Project Officer: Perry Williams (October 2019)

WestEd is the lead organization for NCSI.

For more information about the work of WestEd, NCSI, and their partners, please visit

www.ncsi.wested.org and www.wested.org



NCSI includes staff from the OSEP funded Parent Training and Information Center and Regional Parent TA Centers and the OESE funded Statewide Family Engagement Centers.

Please take a moment to submit your session
Quick Reaction

