

**Kansas Department of Education  
Special Education Services Team  
Technical Assistance System Request for Proposals**

**FY 2011 Application Packet  
(July 1, 2010 – June 30, 2015)**

**Introduction**

The Special Education Services (SES) Team of the Kansas Department of Education (KSDE) is pleased to announce a request for proposals (RFP) to identify providers for the redesigned SES system of technical assistance. A bidders' teleconference will be held on October 13, 2009. Letters of intent to submit a proposal(s) are due to Colleen Riley, State Director of Special Education Services Team, on or by close of business, October 23, 2009. Faxed or electronic applications will not be accepted. Application deadline is 5:00 p.m., December 30, 2009. Year one project performance period is July 1, 2010 - June 30, 2011. The project cycle is five years, contingent upon successful submission of a performance continuation report each year.

The Elementary and Secondary Education Act (ESEA), the Individuals with Disabilities for Education Improvement Act (IDEA, 2007), the State Performance Plan (SPP) and Annual Performance Reporting (APR), the Kansas Integrated Accountability System (KIAS), the American Recovery and Reinvestment Act and the Kansas State Board of Education's (KSBE) Kansas Quality Performance Accreditation have established a vision and mission of high expectations for students with and without disabilities. Although local school districts face the challenge of the increased accountability that accompanies these high expectations, the mission to improve results for all students can be achieved via school reform that emphasizes having highly qualified teachers and the implementation of evidence-based instructional strategies and interventions for all students. Through KSDE, Learning Services Division, SES Team's focus on capacity building and sustainability grounded in the implementation framework and research of Fixsen, et al. (2005). The above mentioned expectations will drive forward district, building, and teacher improvement strategies that result in improved outcomes for students with and without disabilities, as well as demonstrate increased achievement of post secondary outcomes.

**Background and Purpose**

June 30, 2010, marks the end of the Kansas Statewide Technical Assistance Resource System (KSTARS) and the beginning of a new approach for supporting Kansas school districts. As local districts face the challenge of more rigorous and changing expectations and accountability requirements, the KSDE SES recognizes that supports provided to assist districts must also change to specifically target areas of need across the state. The SES Technical Assistance System Network (SES TASN) has been redefined and is being installed in order to further build the capacity of local school districts (to be referred to from this point on in this document as LEAs) to implement scientific and evidenced-based research practices and create self-sustaining efforts that

will result in improved student outcomes. In order to achieve its overarching goals, the SES TASN will be a system that (a) creates an accountable delivery system of TA; (b) utilizes data to identify LEA need for support at differing levels of intensity, and (c) provides sufficiently intense support so that LEAs can effectively implement evidence-based interventions. The overarching goals of the Kansas SES TASN are to (1) improve state data as a whole, and (2) have fewer districts in need of higher intensity supports. Ultimately, the beneficiaries of meeting these system goals will be Kansas students whose improved outcomes will be reflected in the improvement of both LEA and state level data.

As plans for redefining the TA delivery system were carried out, the following value and beliefs were established and will guide the installation and implementation of the SES TASN:

Core Value of the TA System:

The TA system will support LEAs to produce sustainable, positive developmental, academic, and behavioral outcomes for all students that will result in attainment of the skills necessary for successful adulthood.

Beliefs that guide adherence to this value:

1. Communication and collaboration at multiple levels is valued.
2. Effective intervention implemented well takes time, effort and resources, but will result in long term behavior change.
3. Support to LEAs will be differentiated based on intensity of need as determined by data.
4. The system's approach will be responsive and flexible, based on needs determined by data, and will focus on capacity building.
5. The use of evidence-based interventions and tools as well as a systemic approach to using them is advocated.
6. The TA system's approach to support LEAs' interventions for improvement will encourage districts to view the child/student in the context of the family, community and the learning environment and to respect that the student is an active participant in decision making.

As indicated above, one of the key elements that distinguishes' the SES TASN from the previous system (i.e. KSTARS) is that, primarily, technical assistance will be differentiated based on intensity of LEA needs as determined by data. Another element in the redefined SES TASN is the increased emphasis of focusing system supports on the improvement of data related to SPP/APR Indicator Clusters. For more information visit the Integrated Accountability & State Performance Plan webpage <http://www.ksde.org/Default.aspx?tabid=2037> Three levels of support are articulated as part of the redefined system. (See attachment A for more information.) In summary, Level I supports will be available to all LEAs with the expectation that LEAs with few or only modest needs for improvement will be able utilize the resources available without active, ongoing, or extensive assistance from the system's TA providers. At Level II, supports will be available to LEAs with greater needs which will be met through group interventions provided by TA providers. Finally, at Level III, supports will be more individualized and intensive and will be reserved for districts with the most needs. The

SES TASN will also contain some supports that are not tied to specific LEA performance data related to SPP/APR indicators. These supports will focus on scaling up activities that will be expressly designed to continue building infrastructure that will increase the state's capacity to provide support to LEAs.

The SES TASN is defined by existing as well as new collaborative partnerships at multiple levels: (a) KSDE and SES staff members; (b) national technical assistance providers; (c) contractual partners; (d) continued grant projects in the areas of data management, educational employment board, early childhood, instructional resources for the blind, assistive/instructional technology; and (e) the six priority areas included in this RFP that focus on leveraging support for SPP/APR Cluster areas and scaling up evidence based practices.

<b>2010-2015 Priority Areas</b>	<b>Number of Awards</b>	<b>Funding Not To Exceed:</b>
SPP/APR Cluster 1: Graduation/Dropout, Suspension/Expulsion, Transition Services, and Post Secondary Outcomes	2	\$266,250 per award
SPP/APR Cluster 2: Reading and Math Proficiency, and Least Restrictive Environment	2	\$266,250 per award
Scaling-Up Teacher Quality	1	\$180,000
Scaling-Up Effective Statewide Support for Teachers of Students with Autism Spectrum Disorders	1	\$475,000
Scaling-Up a Sustainable State Training System for Multi-Tier System of Supports (MTSS)	1	\$1,245,000
Scaling-Up Technical Assistance System Coordination and Evaluation	1	\$360,000

### **Standard Principles of Operation**

In addition to the core value and the beliefs stated above, the 2011-2015 SES Technical Assistance System Network (SES TASN) is guided by the following 12 standard principles of operation. Proposals must contain evidence as to how each of the principles will be addressed throughout the life of the project. To aid reviewers,

applicants must indicate the location of these items using a format described in the Application Submission Procedures section of this document.

The SES Technical Assistance System Network adheres to the following standard operating principles:

1. Activities of the SES TASN will impact and collaborate with KSDE's and SES Team initiatives including, but not limited to, the following; SPP/APP, MTSS, QPA, the KIAS, and the State Professional Development Grant (SPDG).
2. All SES TASN providers must demonstrate involvement of families and will engage the IDEA Kansas Parent and Training Information, Families Together Inc. and/or the Kansas Parent Information Resource Center (KPIRC) as a resource.
3. The capacity to support district-wide systems change must be exhibited by incorporating activities that will assist districts to effectively support students with all types of disabilities (i.e. students with mild to significant disabilities regardless of categorical label).
4. The operation of the SES TASN will be supported by utilizing an implementation framework that coordinates with fellow TA providers, focuses on capacity-building, and uses data to drive decision making. This represents an intentional departure from TA provided at the school or teacher level to a system that is designed to focus specifically on developing LEA capacity to implement effective evidence-based practices. Visit the Scaling-Up state implementation website for more information at [www.scalingup.org](http://www.scalingup.org)
5. Activities, including evaluation of TASN effectiveness, are to be designed and conducted in such a manner that includes geographic participation from all four quadrants of the State of Kansas (i.e. Southeast, Southwest, Northeast, and Northwest).
6. Technical assistance providers within TASN will provide data for the SPP/APR Report system on a quarterly basis or more frequently as requested by KSDE SES.
7. The LEAs as identified in the SES TASN for Level II or III support are to receive priority consideration for technical assistance.
8. Requests for TA outside the supports provided through Levels I, II, and III for Cluster Indicators 1 and 2, or through the infrastructure currently provided in the Scaling Up priority areas will be directed to SES TASN Coordination staff members for consideration.
9. Resources for Levels I, II, and III will be housed online via a central repository that is currently under construction. All TASN providers are expected to contribute and assist with the maintenance and update of resource materials.
10. The KSDE and SES TASN developed guidance documents and/or training materials are to be used in the provision of TA and training when available and appropriate.
11. All websites that are developed must be maintained regularly and meet industry recognized standards for accessibility.
12. Adherence to the National Staff Development Councils standards of results based staff development and aligned KSDE professional development policies

is expected in the design and delivery of professional development that will be provided to districts.

### **RFP Priority Areas**

Each of the 6 priority areas below consists of a goal statement and a list of outcomes. Proposals are expected to describe how the outcomes will be accomplished.

#### **Priority 1:**

SPP/APR Cluster 1: Graduation/Dropout, Suspension/Expulsion, Transition Services, and Post Secondary Outcomes

#### **Goal:**

Provide implementation focused supports for districts to improve outcomes for students with disabilities in the areas of graduation/dropout, suspension/expulsion, transition services, and post secondary outcomes.

#### **Outcomes:**

Statewide technical assistance will be provided to districts identified through the criteria utilized in the SES TASN.

Level I and Level II technical assistance will be provided as described in Attachment A in this document.

A partnership with the KSDE SES assigned lead for each of the indicators in this priority area will be established and collaboration will occur to create and support improvement activities for Cluster 1.

Technical assistance activities will be approached from the perspective of building district capacity to implement evidence-based practices that result in positive outcomes for students. In addition, activities will be defensible in terms of how activities reflect the principles of the implementation research.

Activities will be designed to support students with all types of disabilities (i.e. must support students with mild to significant disabilities regardless of their categorical label).

Transition related activities are to include existing SES team initiatives, such as the Transition Outcomes Project (TOPS) Mentor Network.

Frequent collaboration with SES TASN Coordination staff members will occur to design and carry out evaluation of the priority area work at multiple levels (i.e. evaluation of TA activities provided, evaluation of State SPP/APR data, and evaluation of the entire SES TASN).

Approaches and activities to support behavior, and careers will be aligned with those promoted through the Scaling-Up for MTSS priority to ensure consistency of message.

**Priority 2:**

SPP/APR Cluster 2: Assessment in Reading and Math, Reading and Math Proficiency, and Least Restrictive Environment (LRE)

**Goal:**

Provide implementation focused supports for districts to improve outcomes for students with disabilities in the areas of reading and math achievement and providing services to students in the least restrictive environment.

**Outcomes:**

Statewide TA will be provided to districts identified through the criteria utilized in the SES TASN.

Level I and Level II technical assistance as described in Attachment A will be provided.

A partnership with the KSDE SES assigned lead for each of the indicators in this priority area will be established and collaboration will occur to create and support improvement activities for Cluster 2.

Technical assistance activities will be approached from the perspective of building district capacity to implement evidence-based practices that result in positive outcomes for students. In addition, activities will be defensible in terms of how activities reflect the principles of the implementation research.

Activities will be designed to support students with all types of disabilities (i.e. must support students with mild to significant disabilities regardless of the categorical label).

Frequent collaboration with SES TASN Coordination staff members will occur to design and carry out evaluation of priority area work at multiple levels (i.e. evaluation of TA activities provided, evaluation of State SPP/APR data, and evaluation of the entire SES TASN).

Approaches and activities to support reading and math will be aligned with those promoted through the Scaling-Up for MTSS priority to ensure consistency of message.

**Priority 3:**

Scaling-Up Teacher Quality and Retention

**Goal:**

Increase the capacity of local special education administrators to effectively retain their special education professionals and related service providers, and to increase the supply of special educators and related service providers by establishing partnerships with Kansas Institutes of Higher Education (IHEs).

**Outcomes:**

Technical assistance will support LEAs to develop and implement: induction programs; early career mentoring programs; and “grow your own” programs for special educators.

Partnerships between local district special education administrators and Kansas IHE faculty who may be interested in pursuing an alternative delivery systems for special education teacher preparation programs will be facilitated.

Scaling-up activities will be defensible in terms of how activities reflect the principles of the implementation research.

A collaborative working relationship with KSDE Teacher Education and Licensing Team staff members, SES team staff members, State Personnel Development Grant <http://www.spdgtkansas.org/newapr.pdf> and the Kansas Education Employment Board (KEEB) [www.kansasteachingjobs.com](http://www.kansasteachingjobs.com) to guide project accomplishments will be established and sustained.

Frequent collaboration with SES TASN Coordination staff members will occur to design and carry out evaluation of the priority area work at multiple levels (i.e. evaluation of TA activities provided, evaluation of State SPP/APR data, and evaluation of the entire SES TASN).

**Priority 4:**

Scaling-Up Effective Statewide Support for Teachers of Students with Autism Spectrum Disorders (ASD)

**Goal:**

Continue to build the infrastructure of statewide support for teachers who instruct students with ASD to ensure sustainability.

**Outcomes:**

Scaling-up current educational programs for students with ASD will be continued (i.e. all current state structures, resources, and materials must continue to be utilized) to ensure sustainability.

Assure continued scaling-up of current state structures, resources, materials, and supports for students who have ASD, such as the Regional Autism Consultants (RAC), Autism Specialist Professional Development, specifically the Autism trans-disciplinary team training initiative (see <http://www.kansasasd.com/KSASD/Home.html>).

Scaling-up activities will be defensible in terms of how activities reflect the principles of the implementation research.

Frequent collaboration with SES TASN Coordination staff members will occur to design and carry out evaluation of the priority area work at multiple levels (i.e. evaluation of TA

activities provided, evaluation of State SPP/APR data, and evaluation of the entire SES TASN).

**Priority 5:**

Scaling-Up Sustainable State Training System for Multiple Tier System of Support (MTSS)

**Goal:**

Continue to build the infrastructure for the MTSS training system that will ensure sustainability.

**Outcomes:**

Scaling-up current efforts to support MTSS will be continued (i.e. all current state structures, resources, and materials must continue to be utilized) to ensure sustainability.

Scaling-up efforts will result in a sustainable MTSS training system designed to assist LEAs in the implementation of MTSS for students in grades ECH-12 in the areas of assessment and proficiency in reading, math, and behavior.

Scaling-up activities will be defensible in terms of how activities reflect the principles of the implementation research.

Collaborate and participate in the ongoing evaluation of MTSS (currently in the planning stages) and make adjustments based on the results of the evaluation data.

Frequent collaboration with SES TASN Coordination staff members will occur to design and carry out evaluation of the priority area work at multiple levels (i.e. evaluation of TA activities provided, evaluation of State SPP/APR data, and evaluation of the entire SES TASN).

**Priority 6:**

Scaling-Up Technical Assistance System Coordination and Evaluation

**Goal:**

Scaling-up the stages of implementation and implementation drivers to build system capacity that support the districts' use of evidence-based practices with fidelity in collaboration with SES TASN.

**Outcomes:**

Management and coordination among and between all SES TASN providers (i.e. inter- and intra-agency, new and existing) will be provided to ensure changes in the SES TASN provision are consistent with the implementation research.

SES TASN providers will be given support for planning, implementation, and evaluation of priority area activities.

A plan to identify and develop Level III providers and the protocol of support to be provided will be created and implemented to assure that Level III technical assistance as described in Attachment A becomes available within the TA System.

Scaling-up activities will be defensible in terms of how activities reflect the principles of the implementation research.

As a result of frequent collaboration with the KSDE State Director of Special Education, a comprehensive evaluation plan for the SES TASN will be developed and implemented.

### **Application Procedures for SES TA System Projects FY2011**

**Proposals must contain all criteria as described in the Required Selection Components below. If an application is missing any one or more of these components, the application will not be considered. Please follow the instructions carefully.**

The total length of an application is not to exceed the equivalent of 35 double-spaced pages, excluding forms and appendices. Use a 12 point Arial font with 1" margins on all sides, and stapled in upper left corner. (Do not use Arial font smaller than 12 points). Applications must be received in the KSDE office by 5:00 p.m., December 30, 2009. Electronic and faxed submissions will not be accepted.

#### **Required Selection Components**

1. Cover Page

The cover page must list a contact person and/or project director who can be contacted throughout the entire budget period (i.e. 12 months). The Kansas State Department of Education, Special Education Services Team must be able to contact an individual, who is knowledgeable about the grant agreement as project activities are expected to occur continuously over the course of a calendar year. (See Attachment B.)

2. Executive Summary (0 points)

The proposal executive summary or abstract, is limited to one page and is to be single-spaced. It should concisely describe the priority addressed, the overall project goals, summarize the key methods to execute the planned activities, and the targeted recipients of project implementation.

3. Plan of Operation (40 points)

The plan of operation details what will happen over the course of the project. Year I activities need to be specific. Years II-V can be less detailed and include a best estimated projection. Proposals must include goals (i.e. observable and measureable) to be achieved; planned outcomes; evidence-based interventions; strategies, and/or activities; agencies and/or persons responsible; and timelines for implementation. The plan of operation must contain strategies to achieve and uphold standard operating principles and procedures; achieve the core outcomes of the applicable priority area and the evaluation section. The goals, outcomes, interventions, and activities should be designed to systemically address the identified area within a five year timeline.

4. Evaluation Plan (25 points)

The evaluation plan is an integral and necessary component of a successful application and should include adequate, multiple measures tied to building LEA capacity, and include monitoring progress toward outcomes of the priority area as addressed in the plan of operation. The proposed evaluation methods must take into account the standard operating principles, align with the outcomes of the priority area addressed in the proposal, and should be directly linked to the proposed interventions, strategies, and/or activities. The evaluation plan describes the methods used to assess how project activities fulfill the outcomes of the priority area. Both quantitative and qualitative measures need to be included in the evaluation plan.

5. Quality of Key Personnel and Adequacy of Resources (20 points)

Describe the staff members necessary to carry out the activities proposed. For each staff member, describe the extent of knowledge, understanding, training, and experience in supporting educational systems in the priority area. Explain time commitments for staff members, and identify and/or define each staff member's responsibilities for implementing activities as specified in the RFP. Identification of staff members to fill these roles is strongly encouraged. In the event a staff member is unable to be identified for a position prior to submission, include a job description.

An award is typically made to one fiscal agent but contractual partnerships are encouraged. Proposals containing collaborative agreements which result in contractual partnerships with other agencies are to include a partnership agreement letter which describes the anticipated nature and extent of the partnership, and the respective roles of each member. Briefly identify and describe the facilities and other resources intended for the daily operations of the proposal. Describe the level

of administrative commitment and support. Describe the relationship between the sponsoring agency and/or fiscal agent and proposed staff.

6. Budget and Budget Justification (15 points)

The budget form contained in this application may be recreated but the same format must be used and no other substitutions will be accepted. (See Attachment C.) Additionally, a narrative of the budget justification needs to be separate from the budget form. A budget period is 12 months. Provide a budget estimate for all five budget periods using the format and form provided. The per year total may not exceed the amount allocated for each award in the priority area (see page 3).

All costs must be justified as necessary and reasonable. Expenses should include travel for a minimum of four SES TASN coordination meetings in year 1, and three SES TASN coordination meetings during the subsequent years. Budgets also should provide for attending an annual, in state 2-day leadership conference.

Local and other sources of funding are to be detailed. For example, if registration fees to attend project activities are going to be charged, these fees should be reflected in the budget calculation for that activity. If the fees are not built into the budget, then fees should not be charged. Registration fees and service charges are to be kept to a minimum and should be calculated based on cost recovery. Any excess revenue that is generated must be deposited back into the professional development activities of the same project and reported to KSDE, SES Leadership Team at the end of the fiscal year on the Annual Fiscal Report.

The proposed budget is to be accompanied by a budget narrative that describes: (a) detailed projected expenses for years one through five; (b) a description of how items are related to implementation of project activities; (c) a description of how each line item was calculated; and (d) an explanation of the following direct cost categories. These direct costs categories are:

1. **Personnel Salaries.** Include a narrative which explains the salaries to be charged. Identify each person by name (if known) and their proposed job title. Detail the amount of FTE, salary, number of days on contract and when days will be worked per person and per position.
2. **Personnel Benefits.** Include a narrative, which explains the rates and per person amounts of benefits to be charged.
3. **Travel.** All local and out-of-town travel must be fully justified. Include how the reimbursement rate is calculated, the amount per mile, and the total number of miles.
4. **Equipment.** List equipment items using the following format: item, number of units, estimated cost per unit, and total estimated costs.
5. **Supplies.** List amounts for supply items and materials, such as meeting materials, software, duplication, communication, and office and educational supplies to be charged.

6. **Contractual.** Include sub-grants, outside consultants and/or speaker fees, or contracted services. For consultant expenses, estimate the total number of consultants who will be contracted and their costs per event (e.g., fees, per diem, and travel).
7. **Indirect Costs.** Indirect costs cannot exceed 8% of total of direct costs. Project administration and/or supervision, including salary, is to be included within this line item. This line item also includes general operating costs and is to be calculated as one line item.

7. Appendices

Appendices may be included if they are appropriate to support the activities as outlined in the proposal. If included, appendices may provide any relevant documentation, examples, tools, partnership agreement letters, letters of support, abbreviated resumes of key personnel, and other pertinent information that would assist the reviewers understanding of the activities. Extensive appendices are strongly discouraged.

**Application Submission Procedures:**

Follow the instructions carefully. The application deadline is 5:00 p.m., **DECEMBER 30, 2009**. Proposals must contain all criteria as described in the Required Selection Components section. If an application is missing any components listed, it will not be considered.

\_\_\_\_\_1. Please visit the Special Education Services Announcement and New Items page at [www.ksde.org](http://www.ksde.org) for a pdf of the RFP, updates on the competition, teleconference handouts, letter of intent template, and requirements template.

\_\_\_\_\_2. An opportunity to participate in a bidders teleconference is being made available to prospective applicants and will be held twice on **October 13th** from 8:30 AM -10:00 AM and repeated again on the same day at 1:00 PM - 2:30 PM CST.

Prospective applicants and others may participate in the teleconference by calling toll free: 866-620-7326 and providing the conference code: 7852913097. Participants are asked to visit the above webpage prior to the calls and download pertinent handouts.

\_\_\_\_\_3. Letters of intent to submit a proposal are due to Colleen Riley, Director, Special Education Services Team, on or by **October 23, 2009**. Please go to the Special Education Services Announcement and New Items page [www.ksde.org](http://www.ksde.org) to download a template for the letter of intent.

\_\_\_\_\_4. The total length of an application is not to exceed the equivalent of 35 double-spaced pages, excluding forms and appendices. Use a 12 point Arial font (do not use Arial font smaller than 12 points) with 1" margins on all sides, and stapled or bound in upper left corner. Do not use bindings, notebooks, or plastic covers.

\_\_\_\_\_5. Organize written sections of the proposal in the following sequence for submission:

- A. Cover Page with appropriate signature;
- B. Standard Principles of Operation table
- C. Budget Form
- D. Budget Narrative
- E. Executive Summary
- F. Plan of Operation, Evaluation Plan, and Quality of Key Personnel / Adequacy of Resources and;
- G. Appendices

\_\_\_\_\_6. Number of copies to submit and deadlines: One signed unbound original and 4 hard copies, plus one CD rom. Electronic or faxed submissions will not be accepted. Applications must be received in the KSDE office by 5:00 p.m. on December 30, 2009.

\_\_\_\_\_7. Mailing Instructions: Packages may be mailed, hand delivered, or shipped by courier. The Special Education Services Team is located on the second floor of the KSDE. Hand delivered applications are to be left at the desk of Karen Maddox.

**All applications need to be addressed to: Colleen Riley, Director of Special Education Services Team, Kansas State Department of Education, 120 Southeast 10th Avenue, Topeka, KS 66612-1182**

\_\_\_\_\_8. Questions: Regarding preparation of application content are to be addressed to Colleen Riley, Director, Special Education Services Team, [criley@ksde.org](mailto:criley@ksde.org) or 785-291-3097.

Questions: Regarding application submission procedures are to be addressed to Karen Maddox, Senior Administrative Assistant, [kmaddox@ksde.org](mailto:kmaddox@ksde.org) or 785-291-3098.

## **Attachment A**

### **Summary of the Support to be Provided by the SES TASN**

The following information is intended to provide insight into the vision of the kinds of supports to be provided by the SES TASN in relation to supporting State Performance Plan/Annual Performance Report (SPP/APR) indicators and clusters. Priority areas 1 and 2 of this Request for Funding Proposal (RFP) relate specifically to the indicators and clusters.

The information that follows provides an extensive, but not exhaustive, list of the technical assistance that is to be provided by the technical assistance system as it moves toward full implementation in support of improving state data reported in the SPP/APR, which will result in improved outcomes for students. The SES TASN supports to be provided that are most closely linked to meeting the needs in Cluster 1 and Cluster 2 (i.e. those described under Priority areas 1 and 2 of this RFP) State Performance Plan Indicators as described in the RFP have been highlighted in bold text.

For the purposes of responding to the RFP, interested parties are to consider how the activities contained in a proposal would help to carry out the vision of the SES TASN for Level I and Level II support highlighted in this attachment.

## LEVEL 1

### **PURPOSE**

Provide access to organized and useful knowledge-level information and guidance.

### **DISTRICTS SERVED**

This level of technical assistance is available to all LEAs.

<b><u>FOCUS OF SUPPORT</u></b>	<b><u>DESCRIPTION OF SUPPORTS PROVIDED</u></b>
<p style="text-align: center;">Compliance Indicators</p>	<ul style="list-style-type: none"> <li>• <b>Provide access to a single entry point (i.e. a central repository) for resource information by indicator and ensure that maintenance of the content contained occurs at least biannually.</b></li> <li>• <b>Provide access to information about the implementation framework, core implementation components, stages of implementation, etc., through a variety of methods (e.g. workshops, webinars or other technology methods, print materials, etc.).</b></li> <li>• <b>Provide knowledge level training about priority indicators, if no other existing means can be utilized.</b></li> <li>• Provide guidance, processes and tools to support data collection and submission.</li> <li>• <b>Provide tools to support districts' use of data.</b></li> <li>• Provide guidance about compliance processes and implications with regard to corrective actions and levels of determination.</li> <li>• Provide format and guidance for data verification, data analysis and corrective action plans.</li> <li>• Provide tools for review of policies, procedures and practices.</li> <li>• Provide support for compliance issues (legal questions, dispute resolution processes, etc.).</li> </ul>
<p style="text-align: center;">Results Indicators</p>	<ul style="list-style-type: none"> <li>• <b>Provide access to a single entry point (i.e. a central repository) for resource information by indicator and insure that maintenance of the content contained occurs.</b></li> <li>• <b>Provide access to information about the implementation framework, core implementation components, stages of implementation, etc., through a variety of methods (e.g. workshops, webinars or other technology methods, print materials, etc.).</b></li> <li>• <b>Provide knowledge level training about priority indicators, if no other existing means can be utilized.</b></li> <li>• Provide guidance, processes and tools to support data collection and submission.</li> <li>• Provide tools to support districts' use of data.</li> <li>• Provide tools for review of policies, procedures and practices.</li> </ul>

Attachment A

**LEVEL 2**

**PURPOSE**

Provide access to targeted group assistance that results in LEAs developing implementation focused improvement plans.

**DISTRICTS SERVED**

Available to districts identified for technical assistance by the Special Education Services team based on data relating to compliance indicators and priority area results indicators.

**FOCUS OF SUPPORT**

**DESCRIPTION OF SUPPORTS PROVIDED**

Compliance Indicators

- Provide support for conducting reviews of policies, procedures and practices.
- Provide support for data analysis and corrective action planning.
- Provide support as defined in enforcement\* of Levels of Determination:
  - Needs Assistance
  - Year one:
    - Assigned TA provider must review previously developed Corrective Action Plan
    - Assigned TA provider may provide indicator specific assistance
  - Year two but for different indicator:
    - Assigned TA provider must review previously developed Corrective Action Plan
    - Assigned TA provider may provide indicator specific assistance

Results Indicators

- Notification of performance includes links/options for resources to support improvement (cluster area, indicators).
- Provide support for conducting reviews of policies, procedures and practices.
- **Provide regional workshops to engage districts in conducting data analysis, review of evidence-based practices, intervention selection and in writing effective implementation plans.**

Attachment A

<b>LEVEL 3</b>	
<b><u>PURPOSE</u></b> Provide access to intensive implementation focused support. (This level of support will not be available for results indicators during Year 1 of the new system.)	
<b><u>DISTRICTS SERVED</u></b> Available to districts identified for assistance by the Special Education Services team based on data relating to compliance indicators and priority area results indicators.	
<b><u>FOCUS OF SUPPORT</u></b>	<b><u>DESCRIPTION OF SUPPORTS PROVIDED</u></b>
Compliance Indicators	<ul style="list-style-type: none"> <li>• Provide support as defined in enforcement of Levels of Determination:               <ul style="list-style-type: none"> <li><u>Needs Assistance</u> Year two for same indicator                   <ul style="list-style-type: none"> <li>• Assigned TA provider will collaborate with the LEA to review and integrate specific technical assistance into the Corrective Action Plan(s) to include timelines, benchmarks, professional development, progress monitoring, and district person responsible.</li> <li>• Upon evidence of lack of LEA progress, assigned TA provider will work with KSDE SES to conduct a targeted onsite to obtain additional data.</li> </ul> </li> <li><u>Needs Intervention</u> Year one:                   <ul style="list-style-type: none"> <li>• Assigned TA provider will collaborate with the LEA to review and integrate specific technical assistance into the Corrective Action Plan(s) to include timelines, benchmarks, professional development, progress monitoring, and district person responsible.</li> <li>• Upon evidence of lack of LEA progress, assigned TA provider will work with KSDE SES to conduct a targeted onsite to obtain additional data.</li> </ul> </li> <li>Year two:                   <ul style="list-style-type: none"> <li>• Assigned TA provider will revise the Corrective Action Plan(s) to include specific technical assistance that will be accessed, timelines, benchmarks, professional development, progress monitoring, and district person responsible. In addition, the CAP will specify activities to be included in the LEA's TIP application.</li> <li>• Upon evidence of lack of LEA progress, assigned TA provider will work with KSDE SES to conduct a targeted onsite to obtain additional data.</li> </ul> </li> </ul> </li> </ul>

	<p style="text-align: center;">Attachment A</p> <p>Year three:</p> <ul style="list-style-type: none"> <li>• Assigned TA provider will work with KSDE SES to conduct a comprehensive onsite to obtain additional data.</li> <li>• Assigned TA provider will revise the Corrective Action Plan(s) to include specific technical assistance that will be accessed, timelines, benchmarks, professional development, progress monitoring, and district person responsible. In addition, the CAP will specify activities to be included in the LEA's TIP application.</li> </ul>
<p style="text-align: center;">Results Indicators</p>	<ul style="list-style-type: none"> <li>• Provide effective implementation focused support utilizing a consistent set of tools and protocols to insure attention to all core implementation components.</li> </ul> <p>All Level 3 activities to support practices related to priority results indicators are implementation focused and provide individualized support to districts in activities such as:</p> <ul style="list-style-type: none"> <li>• Analyzing data to determine issues/root causes;</li> <li>• Selection and implementation of peer-reviewed interventions;</li> <li>• Implementation planning, including monitoring for progress;</li> <li>• Attending to the core implementation components;</li> <li>• Establishing criteria for staff selection, especially purveyors, coaches, evaluators;</li> <li>• Utilizing fidelity measures to measure progress and make adjustments to interventions based on the data;</li> <li>• Training and coaching for local purveyors/coaches and evaluating outcomes along the way;</li> <li>• Establishing and supporting networking/Communities of Practice among district purveyors;</li> <li>• Providing support for implementation, with special attention to monitoring for behavior change;</li> <li>• Providing training for and mentoring facilitative leadership from purveyors/coaches/administrators;</li> <li>• Adjusting support based on Stage of Implementation;</li> <li>• Facilitating, as needed, regular, on-going discussion, planning, and learning opportunities within the district;</li> <li>• Locating &amp; securing quality trainings and trainers.</li> </ul>