

# Kansas IDEA Part D 84.323A State Personnel Development Grant Proposal

October 1, 2017 – September 30, 2022

## Executive Summary

On April 12, 2017 the KSDE submitted a grant proposal to the USDoe. KSDE has successfully implemented multiple priorities of SPDG since 1999. The 2017-2022 Kansas State Personnel Development Grant (SPDG) proposal addresses a singular **critical Kansas priority area for schools** by establishing a systematic, coordinated, tiered system of trauma-informed, school mental health (SMH) that will build the resilience of Kansas children and adolescents with disabilities and their peers. This project addresses an unmet need in Kansas by providing a systematic, coordinated, tiered system of trauma-informed school mental health (SMH). Multiple collaborative partnerships derived from the SPDG Conceptual Framework will be leveraged to achieve the ambitious overall goal. ***The overarching goal of the SPDG is to improve resilience and achievement of children and adolescents with disabilities and their peers through the sustained implementation of systematic tiered levels of evidence-based mental health interventions.***

**Objective 1:** Build capacity for cross-system school/community teams to implement a structured process for recognizing, assessing, identifying, and responding to students at risk or experiencing mental health difficulties and mental health emergencies.

**Objective 2:** Implement evidence-based, multi-tier, trauma-informed mental health interventions with fidelity

**Objective 3:** Data-based decision making for continuous improvement

**Objective 4:** All Kansas districts and communities will have access to evidence-based resources, protocols, processes, and professional learning shown to be effective in meeting the mental health needs of Kansas students

Impacts on students include: 1) Increased percentage of students who feel safe and engaged in school and perceive **hope for their future**; 2) **Decreased suspension, expulsion, and dropout rates**; 3) **Improved attendance and academic achievement**; and 4) **Decreased instances of bullying, suicide attempts, and substance use**. Additionally, parents/guardians of students will experience increased **school engagement** and become **full partners** in the mental health interventions for their children. This focus area aligns federally with policies set forth by ESEA, as amended by ESSA, the Workforce Innovation and Opportunity Act (WIOA), and the IDEA Part B and C State Performance Plans. The proposed Kansas SPDG will support the Kansas State Board of Education (KSBE) goals, operate from the Kansas Technical Assistance System Network (TASN) professional learning infrastructure, and refine approaches within the Kansas Multi-Tier System of Supports (MTSS) Integrated Framework.

The Kansas 2017-2022 SPDG will develop a **replicable system** for effective collaboration among school professionals, early childhood providers, community partners, and families to meet the mental health needs of children and youth from early childhood through high school. **High quality professional development activities, training and coaching** within five communities (approximately 15 districts) will implement the **Kansas School Mental Health Framework**.

The Kansas School Mental Health Framework includes trauma-informed policies and practices, universal screening, and evidence-based interventions through **collaboration among school and community providers**. Within the tiered system of trauma-informed SMH, children and adolescents will **receive needed interventions** both prior to and after identification for special education services. Tier 1 (universal, all students) supports will be **trauma sensitive practices**, promoting **access to academic learning** for all students by ensuring that school policies and practices promote resilience and do not cause secondary trauma. Evidence-based Tier 2 (supplemental, some students) interventions will be **matched to the needs of children and adolescents** who exhibit mental health risk factors as identified by universal screening and diagnostic assessments. Evidence-based Tier 3 (intensive, few students) interventions will be matched to the needs of children and adolescents who require **individualized support for mental health**. These interventions will be designed and implemented by teams of school and community partners in collaboration with families to **create wrap-around support**. Through this responsive **tiered SMH system**, fewer students are anticipated to require special education services as needs may be met through implementing tiered interventions, resulting in an **increased ability to achieve academically and maintain peer relationships**.

During the first three years of the SPDG, an **interconnected SMH system** will be enacted and refined across **five** representative Kansas **communities**. Two communities will be larger urban Kansas communities and three will be rural regions that encompass multiple districts, an estimated total of **15 districts**. These communities will be identified through a **readiness, commitment, and needs assessment process** to ensure that the resources support communities with high levels of need and have administrative support necessary to implement and sustain tiered mental health practices. Through a developmental process with utilization-focused evaluation and self-correcting feedback loops, these communities will **guide the refinement** of training, coaching, and technical assistance, resources, and the data collection/analysis necessary for continuous improvement. KSDE will augment the SPDG-efforts through collaborative partnerships, policy development, and awareness-level trainings throughout the state. The **five** SPDG-supported **Kansas** communities will become **SMH models** to assist with statewide implementation in Years 4-5 of the SPDG. Individuals in these communities, including administrators, teachers, school- and community-based mental health providers, and families will become **regional mentors** during the final two years of the SPDG, guiding other communities with similar demographics in the implementation the Kansas SMH Framework. Regionally, **10 systems-level coaches** will be trained to build district capacity to implement the SMH tiered system with fidelity. Additionally, during the final years of the SPDG, the **professional development training** will be refined into a **virtual learning platform**, increasing opportunity and providing **access for all districts** across Kansas.

**Evidenced-based practice** implementation and SPDG program success is measured using a **utilization-focused** evaluation framework. The evaluation team will use the project logic model to manage project **data** and generate **reports** for feedback loop discussions and data based decision-making. The team will provide **guidance** to project and district staff on using and collecting evaluation methodologies. The evaluation team will **document** outcomes attainment of **short-term** knowledge, **intermediate** skills & implementation, as well as **long-term** student outcomes and sustained implementation. Project activities are informed by a **national network** of State Personnel Development Grant directors, evaluators and USDoE project officers, known as [www.signetwork.org](http://www.signetwork.org).

**Partners** supporting the full and sustainable implementation of this proposal include: (1) Kansas school districts, education service centers, and community mental health centers; (2) Kansas IDEA Parent Training and Information Center, Families Together, Inc.; (3) Kansas Parent Information Resource Center; (4) Center for Research on Learning at the University of Kansas; (5) TASN Coordination at Pittsburg State University and Utah State University; (6) Kansas MTSS project; (7) TASN Autism and Tertiary Behavior Support project; (8) Kansas Department of Health and Environment - IDEA Part C; (9) Kansas Department of Children and Families – Rehabilitation Services; (10) State Interagency Coordinating Council; (11) Association of Community Mental Health Centers; (12) Lucille Eber, a national expert in school-based mental health; (13) Kelly McCauley, a national expert in community-based mental health; (14) the Governor’s Behavior Health Planning Council and (15) the Kansas Special Education Advisory Council (SEAC).