

The Kansas MTSS and Alignment targets district-level system change for the integration of the academic, social-emotional, and behavioral components, Pre-K through 12th grade, for the benefit of the whole child and family. The State Board of Education and KSDE achieve results from Kansas MTSS and Alignment project through the upmost consideration to continuing the very high-quality professional learning of participants in Kansas MTSS and Alignment activities, which increase awareness, knowledge, skills, and change attitudes while administrators/instructional leadership create conditions that support implementation. Supportive conditions enable participants to develop the skills to implement and sustain evidence-based practices with fidelity. As a result, children and youth with and without disabilities improve academic, behavioral, and social outcomes and schools sustain the ongoing implementation with fidelity.

Currently, the Kansas MTSS and Alignment team has staff to support structuring and implementation for approximately 28 school districts throughout a school year. The actual number varies from year to year, and participation by districts is voluntary. The table below identifies three strategies, that scaled up together, could expand the capacity of the state team to provide support to districts, and incentivize participation of more districts by enabling more districts to invest in the professional learning necessary to implement with fidelity, and transition through the funding challenges of moving to fluid staffing assignments and structures.

Aligned Leverage Points to Increase Districts Implementing Kansas MTSS and Alignment

EXPAND STATE TRAINING TEAM	SUPPORT PROFESSIONAL DEVELOPMENT	HOLD HARMLESS TRANSITION
<p>Increase the size and scope of the MTSS Alignment training team thereby increasing the number of districts that can be served in a yearly cohort. The training experience (number of events/days) varies for each district but the intensity and rigor remain constant. Increasing the number of recognized state training team members is feasible, but the number of districts per year will be contingent upon the number of and skills of new state team members that can be hired, inducted, trained, and coached.</p> <p>ESTIMATED COST: Additional \$20.5 million dollars over the course of 7 years to support all districts.</p> <p>RECOMMENDATION: Funding of \$1m in new state funds in year one, \$2m in year two, and \$3.5m in years 3 through 7. This timetable assumes qualified staff can be identified and hired in a timely manner. Historically this has been a challenge.</p>	<p>Incentivize district adoption by offsetting costs of professional learning. Kansas does not currently have state funds dedicated to professional development for Kansas MTSS Alignment. Districts must draw from existing local or general state aid to cover costs of substitutes, registrations, travel, extra-duty stipends, etc. so staff can be available for professional learning and collaboration.</p> <p>Providing new, KSDE-administered state aid for district staff participation in approved learning events and purchase of training materials, book studies, extra duty stipends for district team members, and other related expenses will help alleviate this barrier.</p> <p>ESTIMATED COST: Will vary based on size of district and actual demand.</p> <p>RECOMMENDATION: Pilot funding of \$500,000 per year in year 1, and reassess annually.</p>	<p>Facilitate district adoption by providing temporary hold harmless funding. State categorical aid for special education strictly limits who may benefit from the funding. As districts transition to data-driven, fluid staffing assignments and structures, the potential loss of state special education categorical aid looms large. New KSDE administered "hold-harmless" state aid for districts moving to a Kansas MTSS Aligned framework would help overcome this financial systems barrier, promote effective use of staff and resources, and increase teaching capacity to appropriately screen, identify and support struggling learners, including those with dyslexia.</p> <p>ESTIMATED COST: Will vary based on actual demand.</p> <p>RECOMMENDATION: Pilot funding of \$1 million each year, for 3 years, and reassess annually.</p>

Maintaining fidelity implementation of the Kansas MTSS and Alignment process, timeline, and evidence-based professional development can prevent and remediate against the systemic concerns expressed with dyslexia.