



Leveraging funding to promote and sustain MTSS implementation efforts

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Description

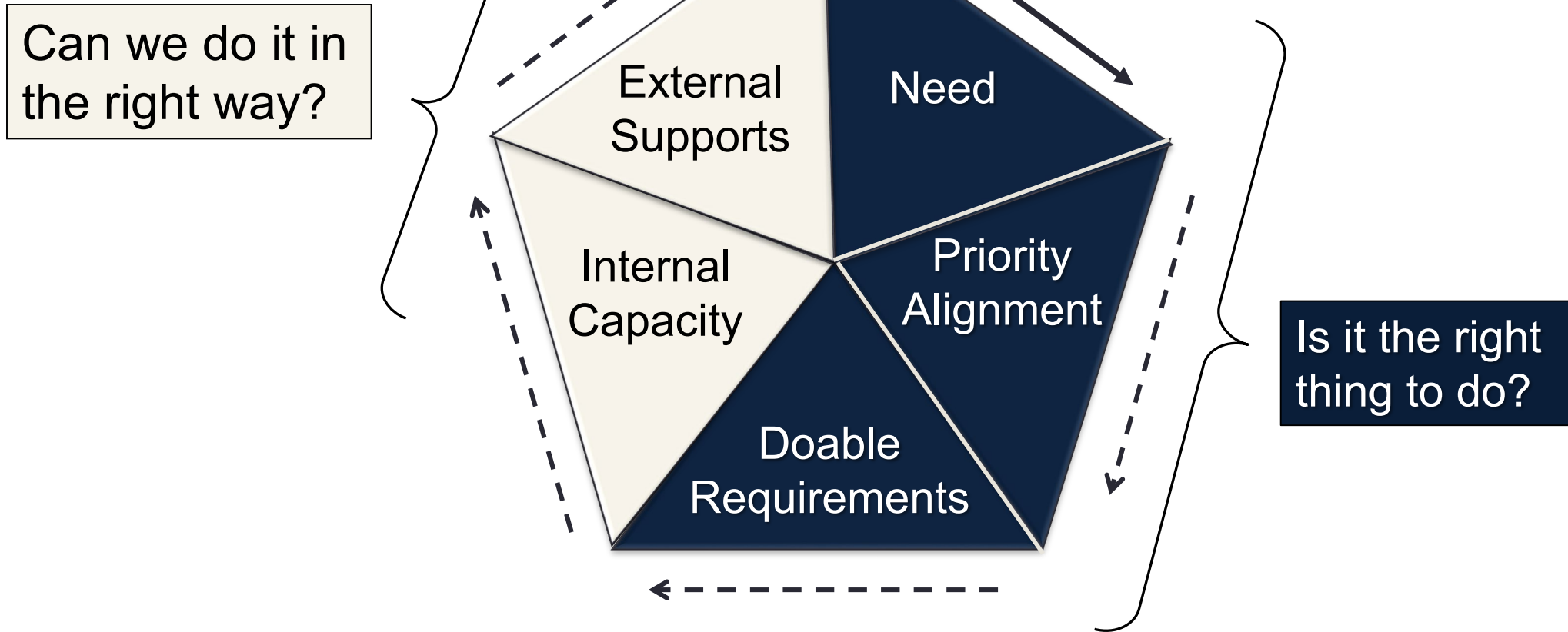
We can have the most brilliant educational plans for practices based on the best science, but without adequate resources we limit our ability to implement and achieve meaningful impact. This session will share ideas in the support for continuing and expanding current SPDG efforts.

Michigan's Multi-Tiered System of Support Technical Assistance Center

We are a technical assistance program for the implementation of an integrated reading and behavior multi-tier system of support model that focuses on research-based practices in reading, behavior and implementation science to ensure sustainability and scalability

Since 2000, we have secured over \$90,000,000 in federal and state funds for this work

Evaluating Funding Opportunities



Based on the Hexagon Tool (State Implementation and Scaling-up of Evidence-based Practices, 2013) <http://implementation.fpg.unc.edu/resources/hexagon-tool-exploring-context?o=sisep>

Decision Considerations for Funding

Is there an opportunity for improvement of service delivery system or practices If yes- provide the innovation or improvement activity, if no- ignore

Did the outcome improve with implementation?

If yes,

- Should we continue this innovation or improvement activity through current funding?
- Should we invest more into this innovation or activity?
- Should we change our current way of work
 - Reallocate funds
 - Stop doing other initiatives (to free up resources or cognitive load)
 - Expand allocation of resources
 - Pursue additional funding
 - Modify initiative/practice with learning from initial implementation
 - Expand reach by extending number of participants or receivers

Decision Considerations for Funding

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Topic	Description	Value Added
Third Grade Reading legislation (Public Act 306)	<p>Guidelines for developing a school-wide system of support necessary for preventing and remediating reading difficulties so students can be proficient readers by the end of third grade. The components of a school-wide system of support outlined in this legislation emphasize data, systems and practices that have evidence for improving reading outcomes.</p>	<p>One aspect of MIBLSI’s intensive technical assistance program is focused on the successful use of the MTSS components to improve student-reading outcomes. MIBLSI supports (technical assistance and professional learning materials) address the components of the school-wide system of support outlined in this legislation. The project provides support to school leadership teams (“reading leadership teams”) as they work to install the components of a school-wide reading system. The professional learning emphasizes the “five major reading components” and how to use universal screening, progress monitoring, and diagnostic reading data to adjust instructional decisions. MIBLSI resources are also designed for coaches that will be working with the school leadership teams so they better understanding the data, systems, and practices necessary to address student reading needs.</p>
<p>Seclusion and Restraint legislation (Public Acts 394, 395, 396, 397, 398, 399, 400, 401, 402)</p>	<p>Provides definitions of key terms such as “seclusion”, “restraint”, emergency seclusion”, “emergency restraint” among others.</p> <p>Requires MDE to develop a uniform policy on the use of seclusion and restraint in public schools.</p>	<p>One aspect of MIBLSI’s intensive technical assistance program is focused on the successful use of MTSS components to improve behavioral outcomes for students and to improve school climate. MIBLSI supports (technical assistance and professional learning materials) focus on the installation and implementation of school-wide</p>

Governor Whitmer Education Plan Components	Current MTSS Supportive Elements	Opportunity for further MTSS Supports
QUALITY EDUCATION FROM CRADLE TO CAREER		
<ul style="list-style-type: none"> Phase in quality, full-day universal preschool 	N/A	Develop aligned and seamless MTSS supports for pre-k through high school that focus on effective learning environments. Provide Technical Assistance and Dissemination for preschool settings for the implementation of MTSS
<ul style="list-style-type: none"> Raise Michigan's child care eligibility and reimbursement rates 	N/A	
<ul style="list-style-type: none"> Triple the number of literacy coaches in Michigan 	Develop system for coaching support that involves coaching networks, structures of leveraging coaching support from state, region, ISD, LEA, school and grade level. Developing skill set for coaching competency.	Leverage existing coaching supports through current ISD or LEA structures as well as state, regional or association structures (i.e., GELN). Also leverage MDE programs that fund literacy coaches and initiatives such as MI EXCEL
<ul style="list-style-type: none"> Give students the in-school support they need 	Integration of reading and behavior supports. Connection with other agency supports (e.g., mental health, community services, juvenile justice)	Pilot Interconnected Systems Framework (ISF) integrating, aligning and leveraging mental health with schoolwide PBIS Further align restorative practices, trauma informed care, social/emotional learning
<ul style="list-style-type: none"> Support schools as the center of our communities 	Connection with other agency supports (e.g., mental health, community services, juvenile justice)	Support family engagement with MTSS process Community understanding and involvement in creating competent and successful schools

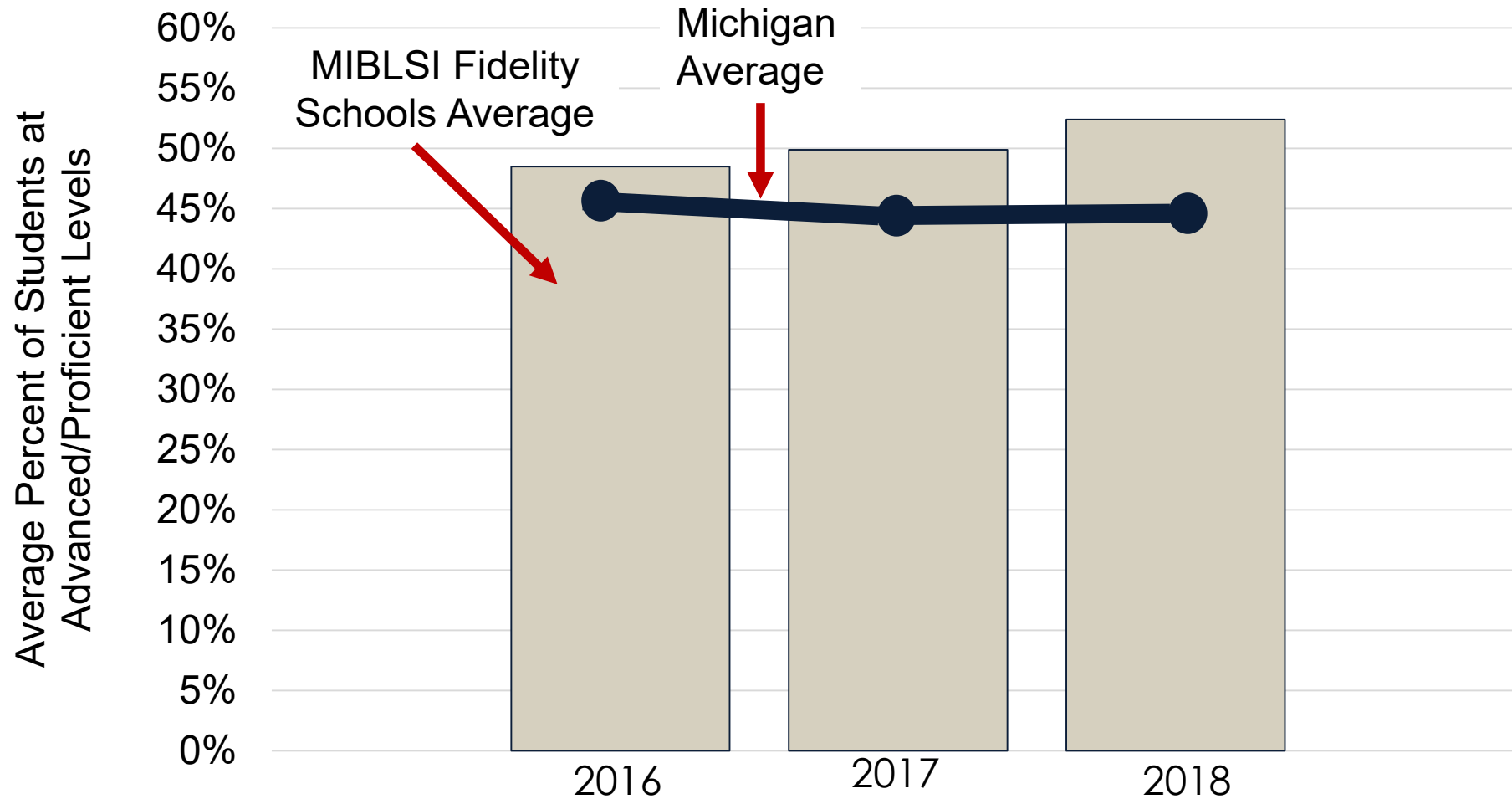
Crosswalk of Governor Whitmer's Education Plan and Michigan Department of Education-Implementation Supports for MTSS



Decision Considerations for Funding

Did the outcome improve with implementation?

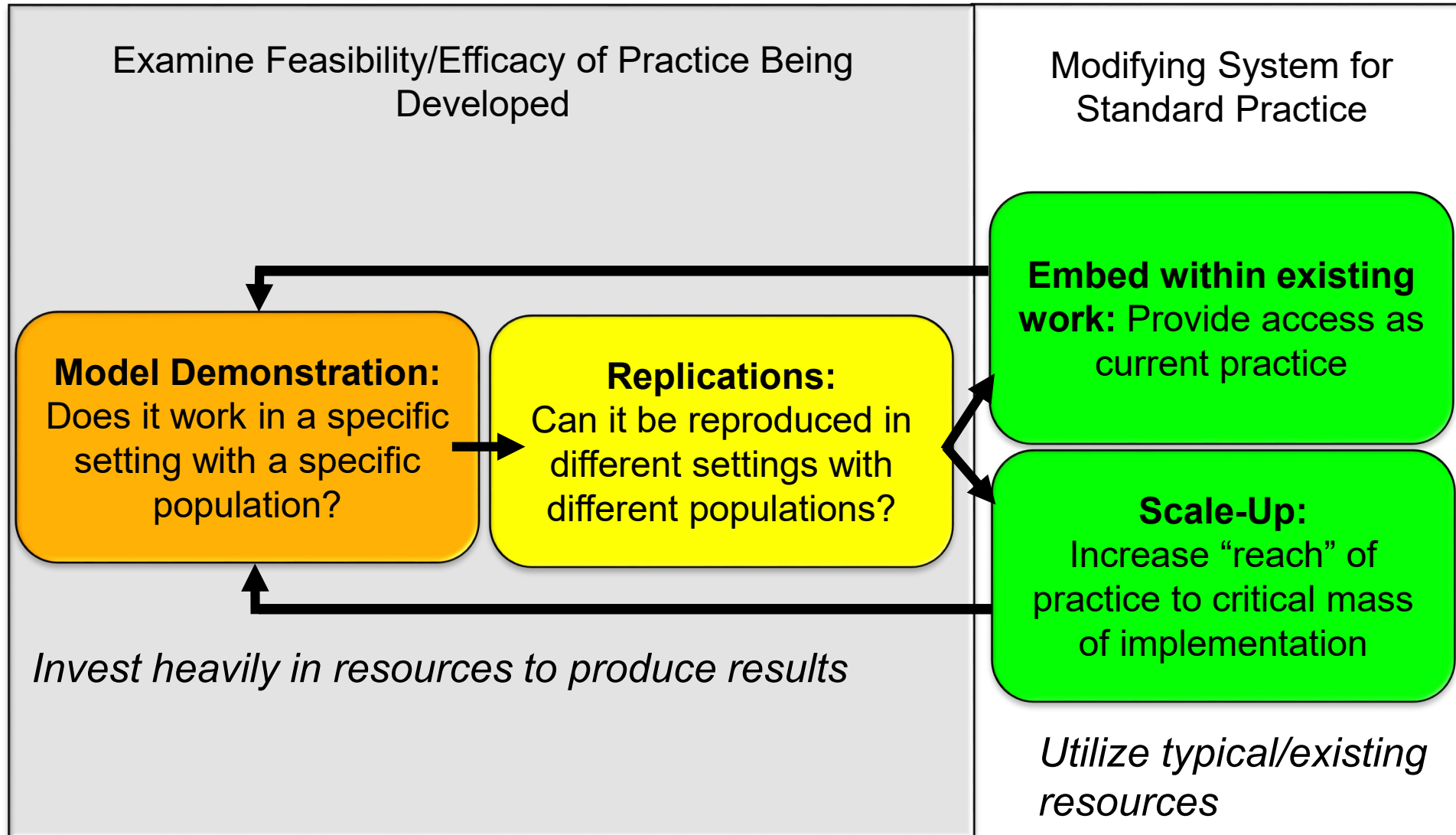
3rd Grade English Language Arts M-STEP for State and Project Schools that met Fidelity



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Moving from Model Demonstration to Standard Practice



Funding Category Based on Stage of Implementation

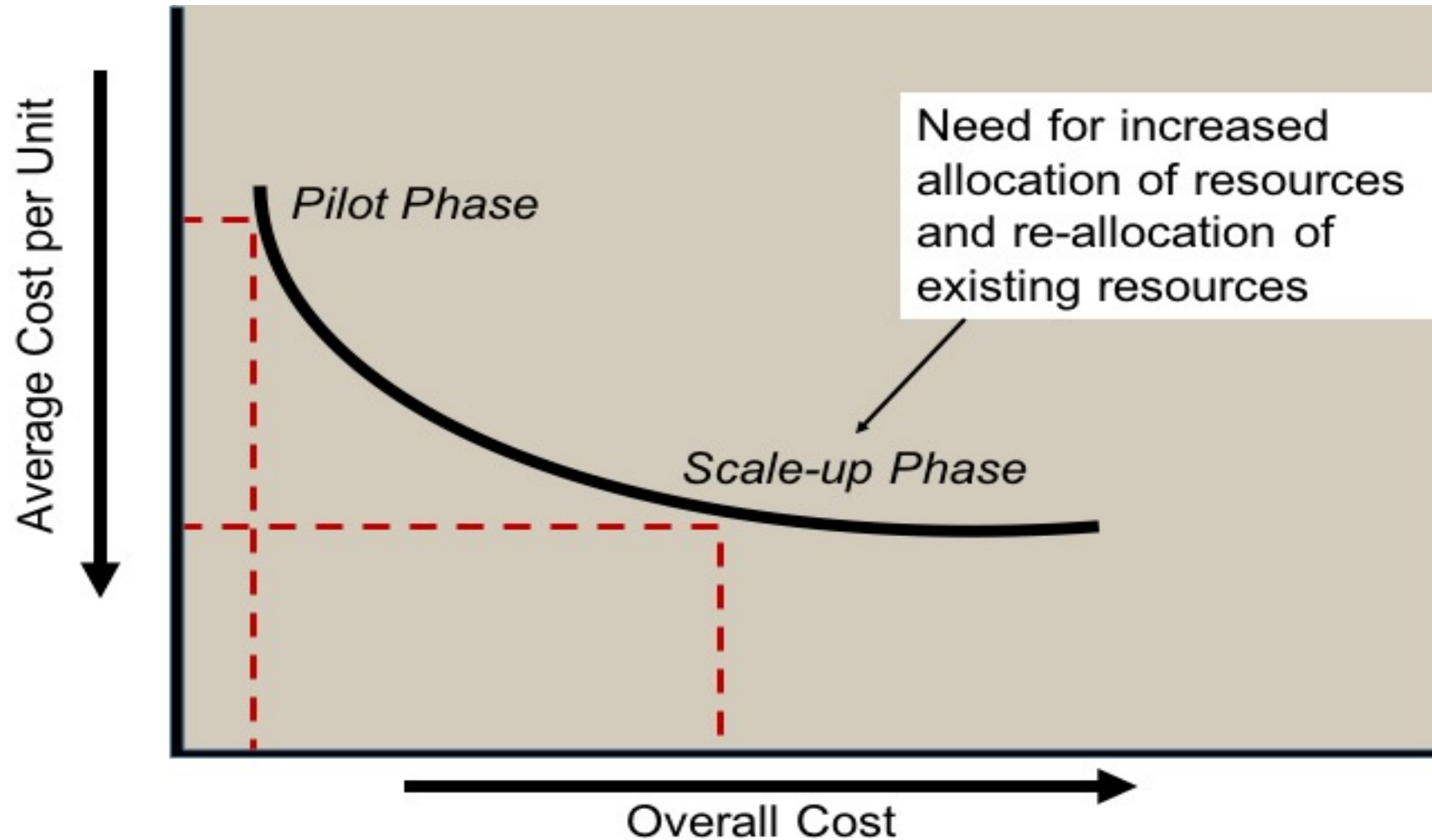
- May be different sources and purposes across the funding categories
- Complex initiatives may have multiple components that differ in stages of implementation

Funding Category	Purpose	Outcomes/Returns
Initial funding	Try it out, pilot, proof of concept	Is it feasible for further investments
Replications/scaling	Can we do it in other areas	Is it possible to do in other locations/areas, contexts, populations
Sustaining	Keep it going	Is the investment work paying off in outcomes, efficiency

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Implementation Costs for Pilot and Scale-up



Braiding or Coordinating Federal and State Funds to Support Specific Programs, Activities, and Initiatives

LEA Level Activities	Title I, Part A	School Improvement	Title I, Part C Migrant Ed	Title II, Part A	Title III	Title IV, Part A	LAP	IDEA, Part B	IDEA, CEIS
LEA MTSS Coordinator to coordinate the LEA program, review overall progress of schools, and lead the development of the LEA's MTSS implementation plan.						X			
Universal screener purchased for all schools in the LEA.						X			
Academic coaches to provide embedded professional development to teachers about MTSS implementation and to assist with student intervention plans and data analysis.	X	X		X	X	X	X		
Professional development, including job embedded supports, for interventionists or existing teachers for effective MTSS implementation (Tiers 2 and 3).	X	X	X	X	X	X	X		



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Question

How do we make decisions to pursue or utilize funds to support initiatives?

Curtailing “Project Mentality”

- A common tendency is for those involved in the transformation process to think about their work only as a temporary project.
- This mind set often leads to a general view that the work doesn't warrant serious engagement.
- Too many promising innovations disappear when project funding ends.

Adelman & Taylor, 2007

Question

How do we move away from a project mentality that contributes to initiatives disappearing when specific funding ends?