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Section 1:

NKCES IDEA

Proposal for the

Kentucky Department of Education

Regional Special Educational Cooperatives

School Year 2019-2020

Document with Signature Pages

***Northern Kentucky Cooperative for Special Education
IDEA Proposal***

***Proposal for the Kentucky Department of Education
Regional Special Educational Cooperatives
School Year 2019-2020***

*Improving Educational Results and Outcomes for Students with Disabilities
Through Supporting Effective Teaching, Learning and Systems Improvement*

Kentucky Department of Education
Office of Special Education and Early Learning
300 Sower Boulevard, Fifth Floor
Frankfort, Kentucky 40601
(502) 564-4970/564-6721 (Fax)
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Introduction

The purpose of the Individuals with Disabilities Education Act (IDEA) is to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living (34 CFR §300.1(a)).

The Kentucky Department of Education (KDE) is responsible for exercising its general supervision responsibilities to ensure that the requirements of the IDEA are implemented. Toward that goal, the KDE may use a significant portion of its IDEA State Set-Aside allocation to fund *Regional Special Education Cooperatives*. The cooperatives were established to provide support, technical assistance and coaching to local school districts as directed and approved by the KDE's Office of Special Education and Early Learning (OSEEL). Their purpose is to assist in improving educational results and outcomes for students with disabilities and to aid districts with IDEA results and compliance under federal and state law, all under the direction and supervision of KDE.

The IDEA State-Share restricted funds set aside to establish and operate the *KDE Regional Special Education Cooperatives* under this proposal are intended to be used to support the provision of special education and related services for students with disabilities. These funds may not be used for any other purpose including, but not limited to, general education purposes. If a determination is made by OSEEL that these funds have been used for any purpose other than to support the provision of special education and related services, the ability to use these funds will be removed and the cooperative will be required to reimburse the KDE for inappropriate use of IDEA federal dollars.

Directors of the *KDE Regional Special Education Cooperatives* must possess the Director of Special Education professional certification to serve in this capacity. The Associate Commissioner of OSEEL or his or her designee will be involved in the selection of new directors for the special education cooperative including, but not limited to, consulting with the fiscal agent, establishing and approving job descriptions, reviewing applications and resumes, and participating on interview committees. The Associate Commissioner of OSEEL, or his or her designee may also review applications and resumes of all candidates prior to an offer of employment within the *KDE Regional Special Education Cooperative*. The assignment of job duties and performance evaluations of the Director of the *KDE Regional Special Education Cooperative* will be conducted in consultation with the Associate Commissioner of OSEEL. The assignment of job duties as well as performance evaluations of special education cooperative staff will be conducted by the Director of the *KDE Regional Special Education Cooperative* along with input from the Associate Commissioner of OSEEL, or his or her designee.

Instructions for Submitting the Proposal

The Proposal for State Set-Share Restricted Funds under Part B of the Individuals with Disabilities Education Act must be provided to the KDE electronically by June 1, 2019. In addition, a hard copy with original signatures must be provided to OSEEL.

Compliance with general and specific program assurances is the responsibility of the *KDE Regional Special Education Cooperative*. The Assurance Certification is required to be signed by the Director of the *KDE Regional Special Educational Cooperative* as well as a representative of the fiscal agent, with

appropriate authority agreeing to abide by all assurances and to conduct the program in support of the Kentucky Board of Education (KBE) and KDE priorities as communicated by OSEEL.

This *Assurance Certification* statement certifies all legal and programmatic requirements will be met in accordance with federal and state laws and regulations which define specific program activities and expenditures of funds described in this *Proposal* as well as all expectations and requirements of OSEEL. In addition, OSEEL, or its authorized representatives may audit the programmatic and fiscal implementation of this proposal at any time. If the OSEEL determines assurances have not been fulfilled or that IDEA funds were used for any purpose other than supporting the provision of special education and related services, the OSEEL may discontinue the provision of funds to the fiscal agent and will require the fiscal agent to reimburse OSEEL for the unapproved and inappropriate use of IDEA funds.

General Functions of the KDE Regional Special Education Cooperatives

The *KDE Regional Special Education Cooperative* shall fulfill the mission by:

- Participating in ongoing professional learning experiences to build special education cooperative staff capacity to facilitate improved educational results and outcomes for students with disabilities;
- Designing and delivering professional learning opportunities for local district special education staff that are aligned to Kentucky's comprehensive system of professional learning as well as OSEEL's priorities and expectations;
- Disseminating information from the KDE and other agencies relative to the IDEA to local directors of special education and other district administrators who oversee special education programs;
- Cooperating and collaborating with other groups (e.g., Kentucky Special Parent Involvement Network, Parent Resource Centers) and agencies (e.g., Office of Vocational Rehabilitation, Cabinet for Health and Family Services) to facilitate improved outcomes for students with disabilities and their families;
- Applying implementation science principals to plan, implement and sustain practices that include training, coaching and follow-up technical assistance and support tailored to the needs of special education staff and general education staff who are responsible for the implementation of Individual Education Programs (IEPs) for students with disabilities ;
- Building member district capacity to achieve the KDE expected outcomes, including the IDEA State Performance Plan (SPP) / Annual Performance Report (APR);
- Assisting districts with achieving state targets specified in the IDEA SPP/APR;
- Assisting OSEEL and local districts with the implementation of the State Systemic Improvement Plan (SSIP);
- Assisting local districts with special education data analysis and data-driven decision-making while focusing on the continuous improvement process;
- Assisting member districts in selecting, implementing, and evaluating evidence-based practices that are specifically designed to improve results for students with disabilities;
- Assisting districts with the development and implementation of IDEA Corrective Action Plans (CAPs) required by the KDE's OSEEL;
- Providing IDEA-specific training, coaching, and support to local district administrators, teachers, and school personnel; and

- Assisting member districts in meeting the State and Federal regulatory requirements for special education programs.

Goals and Deliverables of the KDE Regional Special Education Cooperative

As part of this proposal for consideration of funds, the *KDE Regional Special Education Cooperative* must provide OSEEL with a scope of work and accompanying itemized budget that explicitly details the following requirements.

- The budget must include line item amounts set aside for each activity.
- A strategic plan that includes the needs of the region and how member districts will be supported including but not limited to the level of support to be provided to each district based on data from the district (e.g., TSI or CSI status, SPP / APR data, IDEA CAPs, student performance, turnover of special education staff, IDEA fiscal and programmatic oversight)
- The plan must include specific deliverables that explicitly state how the *KDE Regional Special Education Cooperative* will:
 - Build capacity of the *KDE Regional Special Education Cooperative* staff while balancing the needs of local districts
 - Design and deliver special education professional development for administrators, teachers and other school personnel responsible for the delivery of special education and related services
 - Collaborate with other groups serving students with disabilities
 - Work collaboratively with the OSEEL
 - Collaborate with districts to implement the State Systemic Improvement Plan (SSIP)
 - Assists local districts with meeting state targets identified in the SPP/APR
 - Support the Outreach Consultants from the Kentucky School for the Blind (KSB) and Kentucky School for the Deaf (KSD)
 - Support the Peer Support and Network Project described in Senate Joint Resolution 52 from 2018
 - Support KDE sponsored initiatives (e.g., SEAGIC, NASDSE / CASE conference)
 - Disseminate IDEA-relevant information from the KDE and U.S. Education Department's (USED) Office of Special Education Programs (OSEP) including memos, policy and Dear Colleague letters
 - Analyze regional data from the state's SPP/APR and share how the cooperative will use these data to make improvements within the region
 - Analyze Section 618 data (e.g., child count, discipline, assessment, exiting, etc.) from the region and how the cooperative will use these data to make improvements within the region
 - Analyze significant disproportionality data and the implementation of comprehensive coordinated early intervening services (CCEIS) within districts across the region where applicable
 - Evaluate the regions effort to implement requirements and purposes of the IDEA and describe how the region will improve its implementation

- Develop and monitor activities for the region designed to improve compliance with IDEA requirements as well as Kentucky Administrative Regulations (KARs) for Special Populations
- Improve student academic and behavioral outcomes including K-PREP and discipline results for students with disabilities
- Evaluate the effectiveness of the *KDE Regional Special Education Cooperative* including results from, but not limited to, student academic and behavioral data and feedback from training and coaching sessions
- Balance the time and effort for all staff to accomplish all expected activities
- Monthly written direct reports from the Regional Directors to the Associate Commissioner of OSEEL with quarterly face-to-face direct reports with the Associate Commissioner, or designee

Examples of IDEA-activities that should be considered within the proposed scope of work include a description for how the *KDE Regional Special Education Cooperative* will:

- Strengthen Child Find activities within districts
- Provide supports to Admission and Release Committee (ARCs) members
- Assist districts with understanding and creating a continuum of educational settings for students with disabilities
- Provide training and coaching covering the development and implementation of IEPs, including monitoring student progress on a regular basis and making informed decisions using the data
- Assist districts and families in knowing and understanding the IDEA dispute resolution rights
- Assist member districts and families with the appropriate behavioral supports and discipline of students with disabilities including but not limited to: behavior interventions and supports; functional behavior assessments; behavior intervention plans; disciplinary removals, including in-school suspensions out-of-school suspensions, expulsions, and removals to an interim alternative educational setting (IAES); ARC determination; notice to parents; removal for 10 or fewer school days; removal for more than 10 consecutive days; and determining when a pattern of removals exists
- Assist member districts with conducting manifestation determination meetings and understanding when behavior is and is not a manifestation of a disability and what actions the district should or should not take
- Advise districts about eligibility requirements for each disability area
- Assist member districts with the evaluation and referral services
- Increase understanding of districts in all areas of the IDEA and KARs
- Assist districts with the triangulating and understanding the “big picture” through the use of data including: attendance, academic, discipline, demographic, etc.

Attachment Providing Job Descriptions: There must be a separate attachment provided with the proposal which gives detailed job descriptions of all employees paid from these funds. Time and effort must be provided to OSEEL for all employees of the *KDE Regional Special Education Cooperative* who are paid from multiple fund sources when one of those funds sources are IDEA funds supporting this proposal.

Attachment Advisory Board: There must be an accompanying attachment provided with the proposal which names the members of the newly formed the *KDE Regional Special Education Cooperative Advisory Board*. This advisory board must be comprised of member districts' directors of special education and special education staff including teachers. The Advisory Board Chair must be an active local director of special education in the region. If the Advisory Board does not exist at the time the Proposal is submitted, a plan describing how and when the Advisory Board will be established should be submitted.

Reporting Required to Determine the Success of Goals / Deliverables

Each quarter, the Special Education Cooperative must provide to OSEEL:

- Progress toward the deliverables included in the Scope of Work
- Quarterly financial report that includes a detailed description of expenditures
- Implementation and effectiveness data for the Scope of Work that includes participant feedback and student / district / school data
- Time and effort of all special education cooperative staff, including the amount of time spent receiving and providing professional development as well as the amount of time spent coaching and amount of time spent on office duties

The *KDE Regional Special Education Cooperative* must provide OSEEL with an annual report outlining the progress toward the strategic plan by March 1, 2020.

Components From Which Funding is Based

Funding for the *Regional Special Education Cooperatives* is provided through the KDE's state-share restricted funds and must be used for the support of special education and related services. Submission of this proposal is not a guarantee of funds. Funding for the *Regional Special Education Cooperatives* is optional based on the discretion of the KDE.

If the proposal is approved by OSEEL, the distribution of funds will occur through a formula utilizing a base amount per cooperative, an amount for each local education agency that is a member of the cooperative, and an amount based on the December 1, 2018 IDEA Child Count ages 3 -21 of each member district.

Indirect Costs: Each fiscal agent may take up to 8% in Indirect (Facilities and Administrative) Costs. This 8% allowance for Overhead expenses are taken as follows: (i.e. Multiply Direct Allowable Costs by 8% and this is the amount of the cooperative's Indirect Cost Allowance). **Indirect Costs are not additional funds but represent the percentage of the funds available as described above that the fiscal agent may charge to the budget for providing administrative support.**

Eligibility Criteria to Apply

The fiscal agent must provide evidence for each of the following requirements. The evidence must be included as a separate attachment accompanying the proposal. The fiscal agent must:

- Operate as a nonprofit agency which may operate under an inter-local agreement;
- Hold and disburse the IDEA Part B funds supporting this proposal in accordance with state and federal law related to the IDEA; with said Federal laws governing the use of these funds found in the

2004 IDEA Reauthorization at 20 USC §1400, et seq., and its implementing regulations (34 CFR Part 300); in the Education Department General Administrative Regulations (EDGAR) at 34 CFR, Parts 74-86; with relevant state law at 707 KAR Chapter 1 et seq.; and

- Adopt policies and procedures related to organizational structure and function, operation, administration and supervision, use of funds, reporting, and annual program evaluation.
- Provide detailed justification with an annual report which shows that all expenditures from the previous operating year were solely to support the provision of special education and related services within member districts and within the parameters of the approved budget.
- Submit itemized quarterly reports to OSEEL which specifically reflect expenditures as planned in budget submitted with the original proposal.

Program Assurances

The *KDE Special Education Regional Cooperative*, if funded through submission of this proposal, shall:

1. Administer *IDEA-B Other Set-Aside Funds* in accordance with all applicable statutes, regulations, policies and procedures, and the Cooperative's approved *Proposal*;
2. Expend *IDEA-B Other Set-Aside Funds* exclusively for the benefit of children who meet the definitions and eligibility criteria for IDEA programs.
3. Provide all services in a manner consistent with policies and procedures required by the IDEA Part B. These policies and procedures address: free appropriate public education, child identification, due process, evaluation, eligibility, individualized education programs, placement in least restrictive environment, delivery of services, confidentiality, non-public schools, comprehensive system of personnel development, and the use of IDEA-B funds.
4. Provide effective leadership and specialized services to assist member districts with meeting the goal of providing a full educational opportunity for all children with disabilities, aged three (3) to twenty-one (21).
5. Fulfill the goals and deliverables in the scope of work as specified in the budget.
6. Ensure that any misuse of funds be immediately reported to Gretta Hylton, Associate Commissioner of OSEEL.

Legal Assurances

The *KDE Special Education Regional Educational Cooperative* and fiscal agent shall:

1. Comply with the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act, prohibiting discrimination on the basis of race, color, national origin, gender, disability, or age.
2. Provide equitable access to and equitable participation in the project by addressing the special needs of students, teachers and other project beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, or age.
3. Comply with the *Single Audit Act*.
4. Control funds received from the IDEA Part B (IDEA-B) and hold title to property acquired with the funds. Administer the funds and property as required by IDEA-B and for the purpose for which they are granted and retain control in the event of contractual arrangements made with other parties.

5. Use fiscal control and fund accounting procedures that ensure proper disbursement of and accounting for IDEA-B funds paid to the Cooperative.
6. Assure that an indirect cost of no more than 8.0% may be charged as funds are expended (and not as a lump sum when funds are received) on day-to-day administrative, non-direct needs and other activities at the discretion of the fiscal agent.
7. Treat indirect funds as local funds to pay non-direct costs associated with the program, such as accumulated leave balances of employees who are retiring or otherwise leaving employment with the Regional Special Education Cooperative, and assure a written agreement is in the place with the fiscal agent that ensures the fiscal agent will be responsible for paying departing employees accumulated leave balances and severance pay without charging the Regional Special Education Cooperative's budget.
8. Ensure that no federal appropriated funds have been paid, or are paid by or on behalf of the *Regional Special Education Cooperative* to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress, in connection with making any federal modification of any federal grant or agreement.
9. Complete and submit Standard Form-LLL, *Disclosure Form to Report Lobbying*, in accordance with its instructions if any funds other than federal appropriated funds have been paid or are paid to any person for influencing or attempting to influence an officer or employee of any agency in connection with the federal grant. The director shall be responsible for filing the form. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.
10. Require that the language of this certification be included in the award documents for all sub-awards at all tiers (including sub-grants, contracts under grants and agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.
11. Require that federal funds received will not be used to acquire equipment (including computer software) when such acquisition results in a direct financial benefit to an organization not representing the interests of the Regional Special Education Cooperative or its employees or any affiliate of such organization.
12. Maintain procedures to minimize the time elapsing between the transfer of federal grant funds and their disbursement.
13. Comply with the *Kentucky Open Records Act*.
14. Comply with the certifications regarding *Lobbying, Debarment, Suspension, and other Responsibility matters and Drug-Free Workplace* requirements.
15. Comply with the *Americans with Disabilities Act (ADA)*.
16. Comply with the *Family Educational Rights and Privacy Act (FERPA)*.
17. Expend IDEA-B funds for services and goods exclusively for the benefit of children who meet the definition and eligibility criteria for a "Child with a disability," as found in Kentucky Administrative Regulation, 707 KAR Chapter 1.
18. Comply with OMB A-122 Cost Principles for Non-Profit Organization.

Assurance Certification

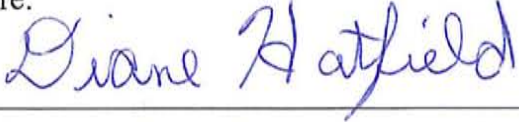
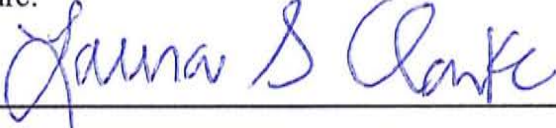
I declare that information contained in this Proposal is correct and complete and that the agency named in this Proposal is in compliance with all of the assurances listed in the Assurances sections. All pertinent information related to these assurances is available for review at the offices of the Cooperative.

It is understood that this Proposal constitutes an offer, and if accepted by the KDE or negotiated to acceptance, will form a binding agreement including all conditions contained herein. I further acknowledge this Proposal is developed for a one-year period and approval is for one year, contingent upon the budgetary allocation of Part B funds from IDEA.

I understand and agree that the Kentucky Department of Education has the right to withhold or cease funding for non-performance, or breach, during the life of the agreement. I further understand and agree that both parties has the right to cancel this agreement without cause upon 30 days written notice to the parties.

Submission of a proposal does not ensure approval or awarding of funds and is not approved until agreed-upon and signed by all parties.

KDE Regional Special Education Cooperatives will be notified by email of the status of their proposal prior to July 1, 2019.

Printed/Typed Name of Special Education Director of the <i>KDE Special Education Regional Cooperative</i>	
Diane Hatfield – Co Interim Director	
Signature: 	Date: 5/22/19
Printed/Typed Name of Special Education Director of the <i>KDE Special Education Regional Cooperative</i>	
Laura Clarke – Co Interim Director	
Signature: 	Date: 5/22/19

Printed/Typed Name of Chair, KDE Regional Special Education Cooperative Advisory Board	
The Advisory chair will be selected by the Regional DoSE at their August 19 meeting.	
Signature:	Date:

Printed/Typed Name of Associate Commissioner of the Office of Special Education and Early Learning	
Gretta Hylton, Associate Commissioner Office of Special Education and Early Learning Kentucky Department of Education	
Signature:	Date:

Printed/Typed Name of the Executive Director of the Fiscal Agent or other Person with authority to certify and obligate the responsibility of the Fiscal Agent

Amy Razor

Signature:



Date:

5-22-19

Printed/Typed Name of the Chair Person on Executive Board of the Fiscal Agent or other Person with authority to certify and obligate the responsibility of the Fiscal Agent

Alvin Garrison

Signature:



Date:

5/23/19

MEMBER DISTRICTS of the REGIONAL EDUCATIONAL COOPERATIVE

Beechwood Independent	Bellevue Independent
Boone County	Bracken County
Campbell County	Covington Independent
Dayton Independent	Erlanger-Elsmere Independent
Ft. Thomas Independent	Kenton County
Ludlow Independent	Newport Independent
Pendleton County	Southgate Independent
Walton-Verona Independent	Williamstown Independent



Section 2:

NKCES Criteria to Receive Funding Data Analysis and Goals and Deliverables for 2019-2020

*Improving Educational Results and Outcomes for Students with Disabilities through
Supporting Effective Teaching, Learning, and Systems Improvement*

Criteria to Receive Funding and Goals and Deliverables for 2019-2020

Regional Educational Cooperative Northern Kentucky Cooperative for Educational Services	Address of Cooperative 5516 East Alexandria Pike Cold Spring, KY 41076
Telephone 859-442-8600	FAX 859-442-7038
Executive Director Amy Razor	Email amy.razor@nkces.org
Interim Regional Directors of Special Education Dr. Laura Clarke Diane Hatfield	Email laura.clarke@nkces.org diane.hatfield@nkces.org

Criteria to Receive Funding - NKCES Data for 2016-2017 year:

Indicator 1 - Graduation Rate:

Of the 17 districts in the NKCES region, 10 districts did not have reportable populations (due to having fewer than 10 students). Those districts were: Beechwood Independent, Bellevue Independent, Dayton Independent, Erlanger-Elsmere Independent, Ft. Thomas Independent, Ludlow Independent, Silver Grove Independent, Southgate Independent, Walton-Verona Independent, and Williamstown Independent.

Of the 7 districts with large enough populations, **five districts met the 2016-2017 state rate of 74.4% and state target of 79.6% or above:**

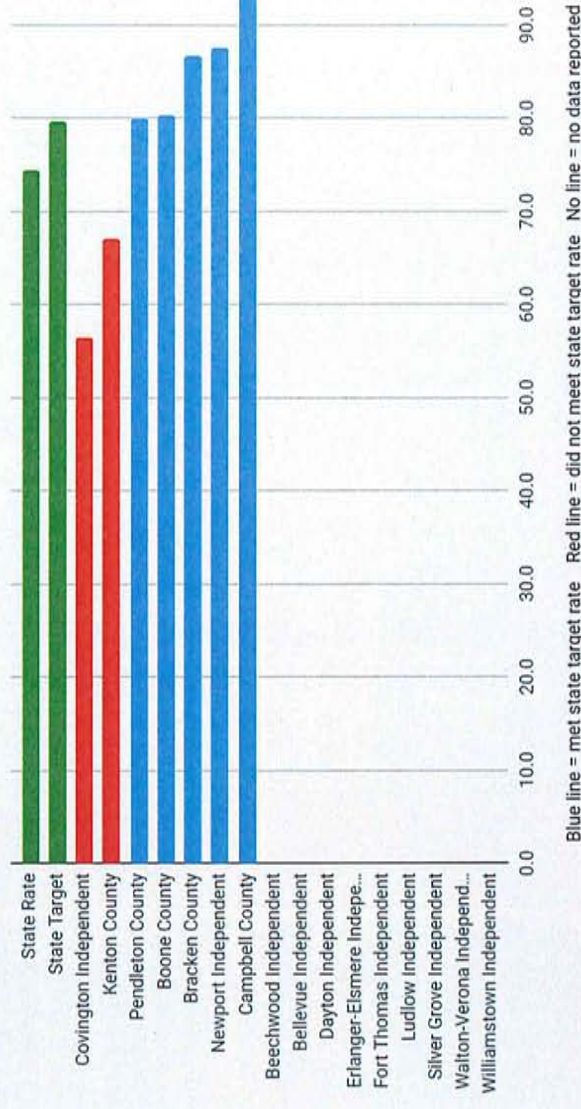
- Campbell County - 94.4% (met criteria for improving over prior year's data)
- Newport Independent - 87.5% (did not meet criteria for improving; decreased from 90.9% in prior year)
- Bracken County - 86.7% (did not have enough students in prior year to look at improvement over time)
- Boone County - 80.4% (met criteria for improving over prior year's data)
- Pendleton County - 80% (did not meet criteria for improving; decreased from 94.7% in prior year)

Two districts did not meet the state rate or state target:

- Kenton County - 67%
- Covington Independent: 56.5%

Note: Southgate did not have reportable data.

Indicator 1: % of youth with IEPs graduating from HS with regular diploma 2016-2017 data



Indicator 2: Drop Out Rate:

Of the 16 districts in the NKCES region (note: Southgate was not included in the state-reported data for this indicator), 14 districts met the state target of 1.91% or below:

- Williamstown Independent - 1.54%
- Kenton County - 1.44%
- Ft. Thomas Independent - 1.09%
- Campbell County - 0.85%
- Bracken County - 0.53%
- Beechwood Independent - 0%
- Boone County - 0%
- Covington Independent - 0%
- Dayton Independent - 0%
- Erlanger-Elsmere Independent - 0%
- Newport Independent - 0%
- Pendleton County - 0%
- Silver Grove - 0%
- Walton-Verona Independent - 0%

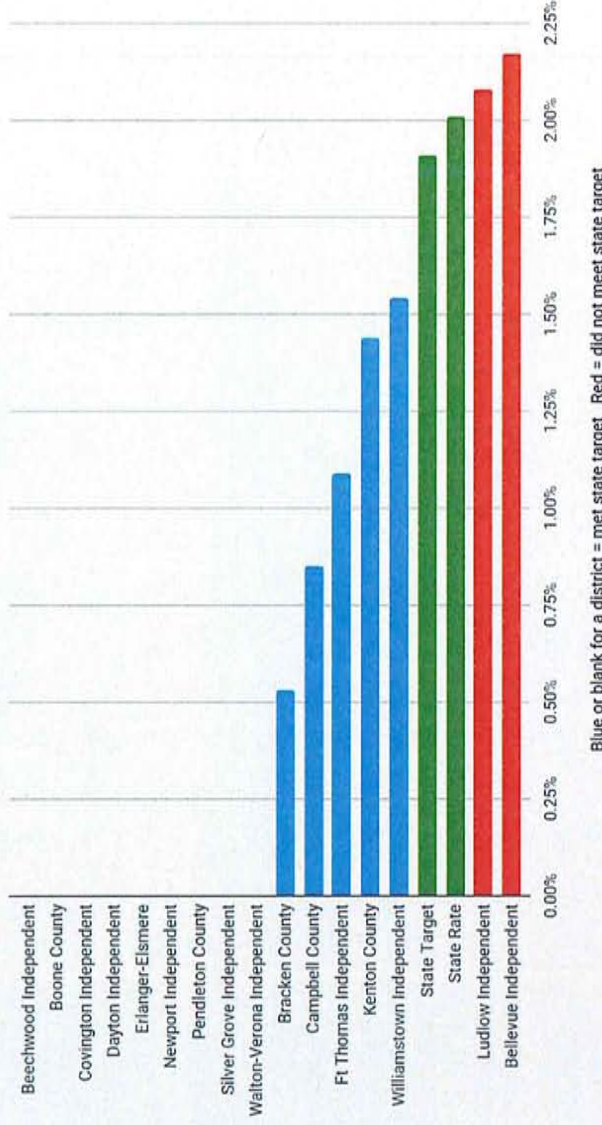
Two districts did not meet state target:

- Bellevue Independent - 2.17%
- Ludlow Independent - 2.08%

Looking at improvement data, 9 districts met the “improving” category:

- Beechwood Independent - 3.33% in 15/16, 0% in 16/17
- Boone County - 1.55% in 15/16, 0% in 16/17
- Bracken County - 2% in 15/16, 0.53% in 16/17
- Erlanger-Elsmere Independent - 1.23% in 15/16, 0% in 16/17
- Ft. Thomas Independent - 1.85% in 15/16, 1.09% in 16/17
- Kenton County - 1.46% in 15/16, 1.44% in 16/17
- Newport Independent - 1.28% in 15/16, 0% in 16/17
- Walton-Verona Independent - 2.50% in 15/16, 0% in 16/17
- Williamstown Independent - 6.90% in 15/16, 1.54% in 16/17

Indicator 2: Drop Out Rate



Six districts did not meet the improving category (meaning their 2016-2017 data was higher or did not improve over than their 2015-2016 data):

- Bellevue Independent - 0% in 15/16, 2.17% in 16/17
- Campbell County - .45% in 15/16, .85% in 16/17
- Covington Independent - 0% in 15/16, 0% in 16/17
- Dayton Independent - 0% in 15/16, 0% in 16/17
- Ludlow Independent - 0% in 15/16, 2.08% in 16/17
- Pendleton County- 0% in 15/16, 0% in 16/17
- Silver Grove Independent - 0% in 15/16, 0% in 16/17

Indicator 3C - Proficiency in Reading and Math on Statewide Assessments

Indicator 3C - Math

Of the 17 districts in the NKCES region, no district met the state target (60% for elementary, 57.6% for middle, and 55.6% for high school) for math proficiency for students with IEPs in grade level and alternate assessment standards.

ELEMENTARY -

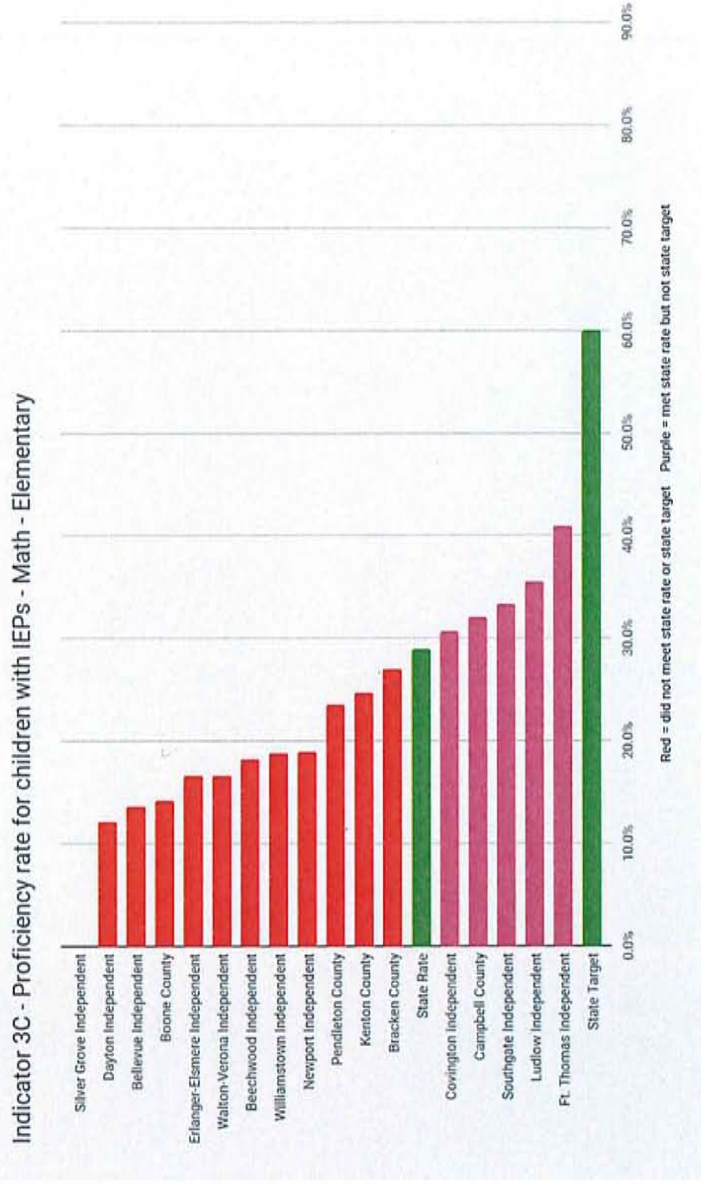
17 of 17 districts had data reported.

Five districts met the state rate of 28.9% or above for elementary:

- Ft. Thomas Independent - 40.9%
- Ludlow Independent - 35.5%
- Southgate Independent - 33.3%
- Campbell County - 32.1%
- Covington Independent - 30.7%

In addition, three districts were within 5% of the state rate:

- Bracken County - 27%



- Kenton County - 24.7%
- Pendleton County - 23.6%

Nine districts were below the state rate:

- Newport Independent - 19%
- Williamstown Independent - 18.8%
- Beechwood Independent - 18.2%
- Erlanger-Elsmere Independent - 16.7%
- Walton-Verona Independent - 16.7%
- Boone County - 14.2%
- Bellevue Independent - 13.6%
- Dayton Independent - 12.2%
- Silver Grove Independent - 0%

MIDDLE SCHOOL -

17 of 17 districts had data reported.

One district met the state rate of 19.9% or above:

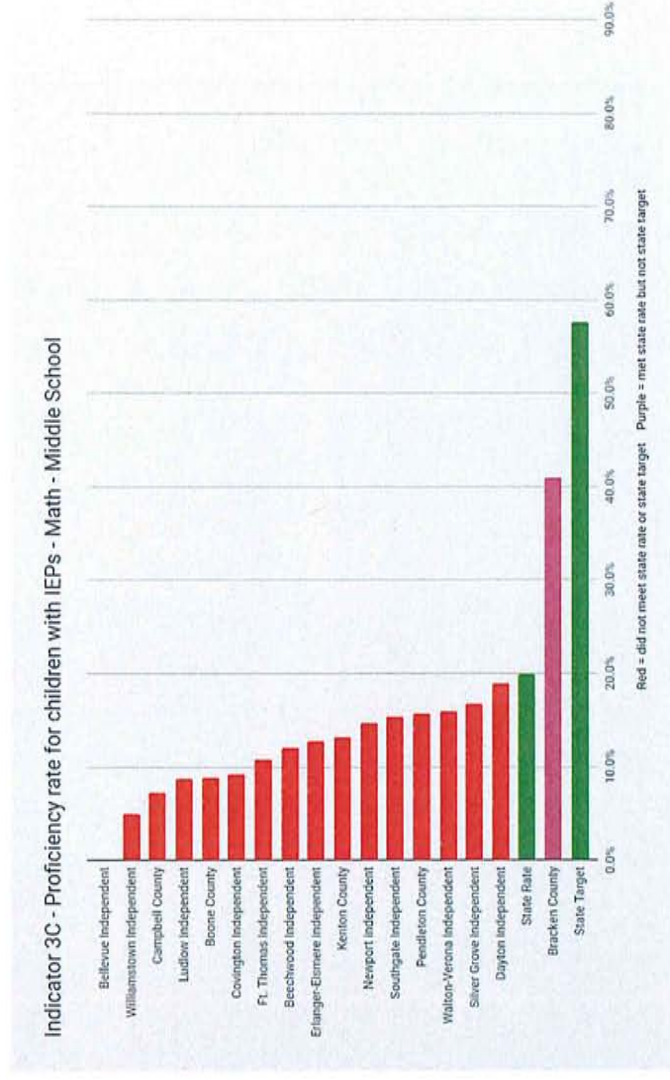
- Bracken County - 40.9%

Five districts were within 5% of the state rate:

- Dayton Independent - 18.9%
- Silver Grove Independent - 16.7%
- Walton-Verona Independent - 16%
- Pendleton County - 15.7%
- Southgate Independent - 15.4%

Eleven districts were below the state rate:

- Newport Independent - 14.7%
- Kenton County - 13.2%
- Erlanger-Elsmere Independent - 12.7%
- Beechwood Independent - 12.1%
- Ft. Thomas Independent - 10.8%
- Covington Independent - 9.2%



- Boone County - 8.9%
- Ludlow Independent - 8.7%
- Campbell County - 7.3%
- Williamstown Independent - 5%
- Bellevue Independent - 0%

HIGH SCHOOL -

15 of 17 districts had data reported.

Three districts met the state rate of 12.7% or above for high school:

- Newport Independent - 50%
- Walton-Verona Independent - 25%
- Dayton Independent - 13.3%

Five districts were within 5% of the state rate:

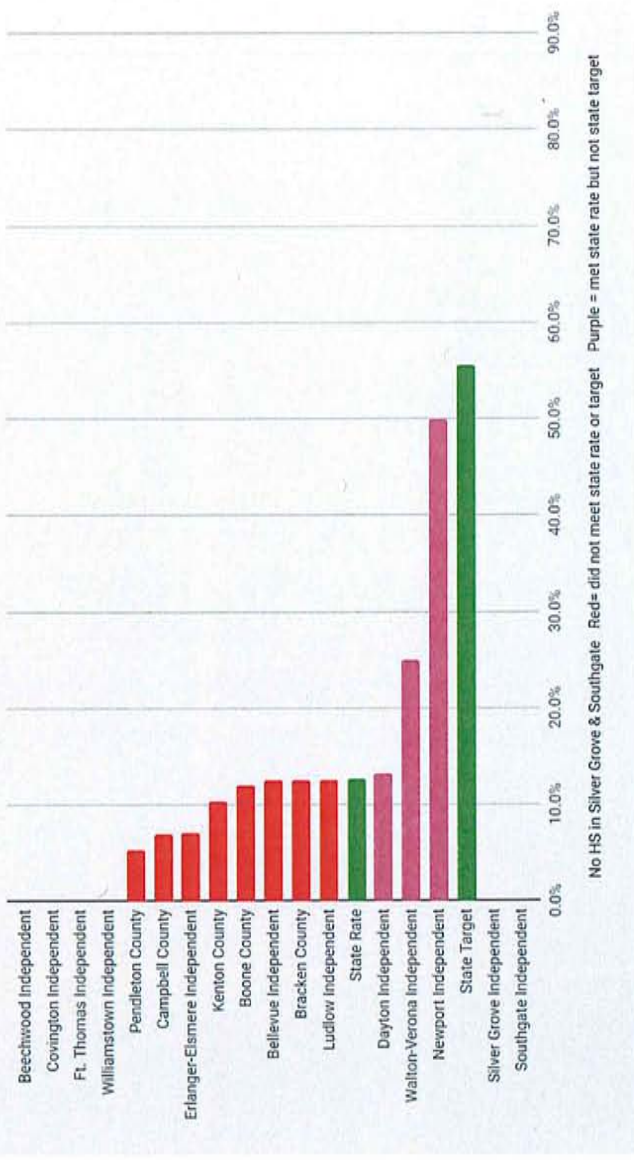
- Bellevue Independent - 12.5%
- Bracken County - 12.5%
- Ludlow Independent - 12.5%
- Boone County - 12%
- Kenton County - 10.3%

Seven districts reported data below the state rate:

- Erlanger-Elsmere Independent - 7.1%
- Campbell County - 7%
- Pendleton County - 5.3%
- Beechwood Independent - 0%
- Covington Independent - 0%
- Ft. Thomas Independent - 0%
- Williamstown Independent - 0%

(note: Silver Grove and Southgate did not have data in this category)

Indicator 3C - Proficiency Rate for Children with IEPs - Math - High School



Indicator 3C - Reading

Of the 17 districts in the NKCES region, no elementary or middle school met the state target rate of 63.4% for elementary or 58.5% for middle school for reading proficiency for students with IEPs in grade level and alternate assessment standards. One district, Newport Independent, met the high school target rate of 55.7% with a 100% rate. Looking at the state achievement rate, the following data were noted:

ELEMENTARY -

Of the 17 eligible districts, **3 districts met the state rate of 35.7% for elementary:**

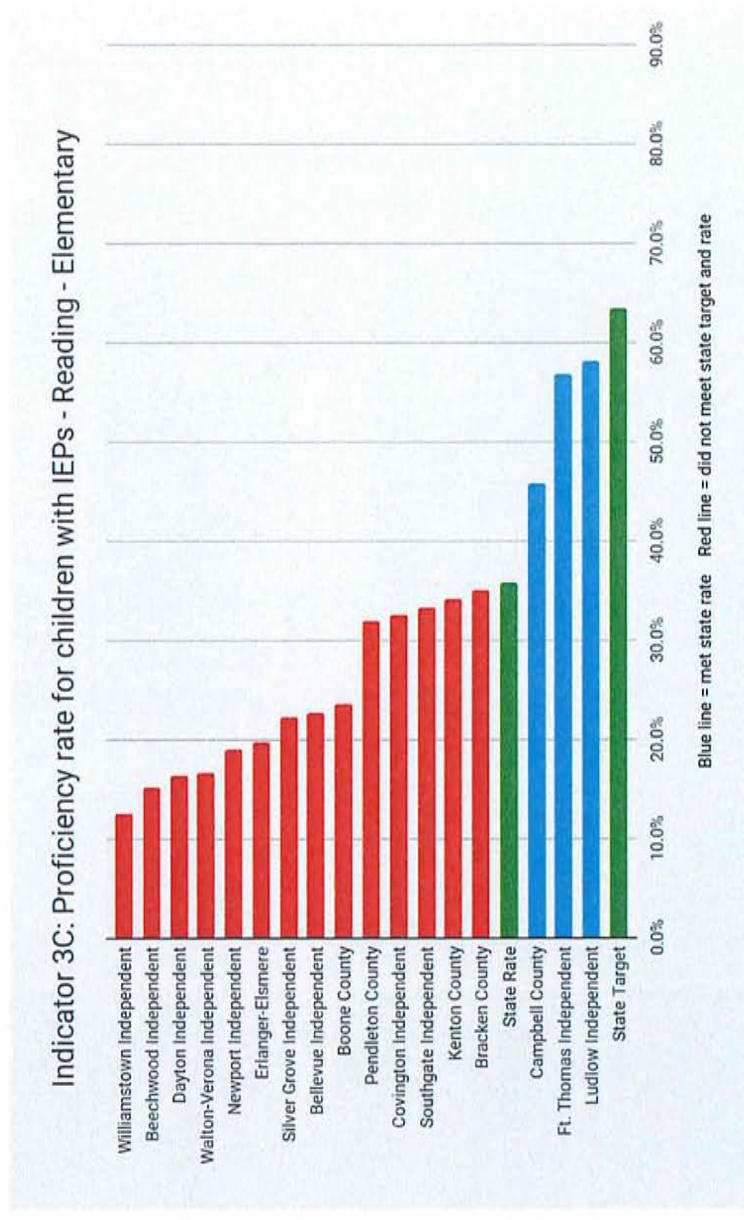
- Ludlow Independent - 58.1%
- Ft. Thomas Independent - 56.8%
- Campbell County - 45.8%

In addition, **5 districts were within 5% of the state rate:**

- Bracken County - 35.1%
- Kenton County - 34.1%
- Southgate Independent - 33.3%
- Covington Independent - 32.5%
- Pendleton County - 31.9%

Nine districts were below the state rate:

- Boone County - 23.6%
- Bellevue Independent - 22.7%
- Silver Grove Independent - 22.2%
- Erlanger-Elsmere Independent - 19.7%
- Newport Independent - 19%
- Walton-Verona Independent - 16.7%
- Dayton Independent - 16.3%
- Beechwood Independent - 15.2%
- Williamstown Independent - 12.5%



MIDDLE SCHOOL -

Of the 17 eligible districts, **4 districts met the state rate of 26.5%:**

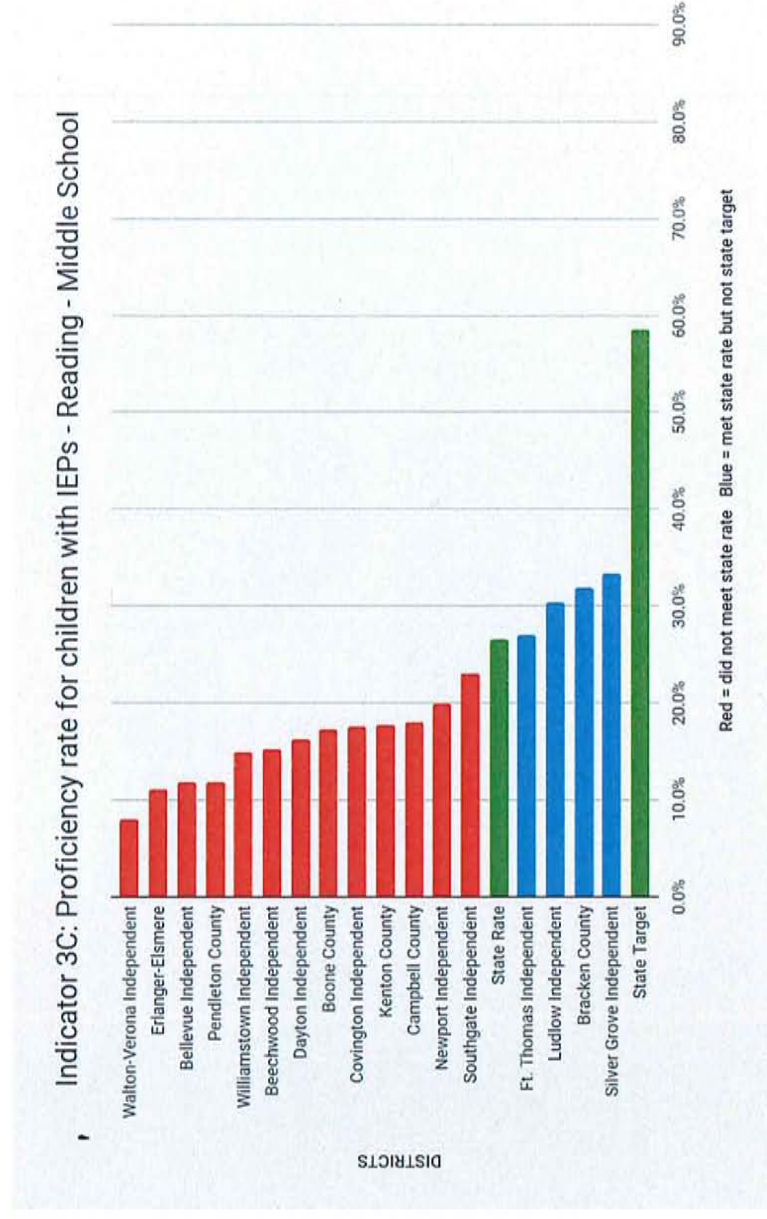
- Silver Grove Independent - 33.3%
- Bracken County - 31.8%
- Ludlow Independent - 30.4%
- Ft. Thomas Independent - 27%

In addition, **1 district was within 5% of the state rate:**

- Southgate Independent - 23.1%

10 districts were below the state rate:

- Newport Independent - 20%
- Campbell County - 18%
- Kenton County - 17.7%
- Covington Independent - 17.6%
- Boone County - 17.3%
- Dayton Independent - 16.2%
- Beechwood Independent - 15.2%
- Williamstown Independent - 15%
- Bellevue Independent - 11.8%
- Pendleton County - 11.8%
- Erlanger-Elsmere Independent - 11.1%
- Walton-Verona Independent - 8%



HIGH SCHOOL -

16 of 17 districts had data reported (note: Southgate had no data reported). Of the 16 eligible districts, **10 districts met the state rate of 16.5%:**

- Newport Independent - 100%
- Silver Grove Independent - 50%
- Bellevue Independent - 40%

- Ludlow Independent - 33.3%
 - Williamstown Independent - 33.3%
 - Dayton Independent - 28.6%
 - Kenton County - 20.6%
 - Walton-Verona Independent - 20%
 - Campbell County - 18.8%
 - Beechwood Independent - 16.7%
- Six districts did not meet the state rate:**
- Boone County - 12.5%
 - Pendleton County - 11.1%
 - Ft. Thomas Independent - 7.1%
 - Covington Independent - 6.5%
 - Bracken County - 0%
 - Erlanger-Elsmere Independent - 0%

Indicator 4A & 4B Suspension Rate:

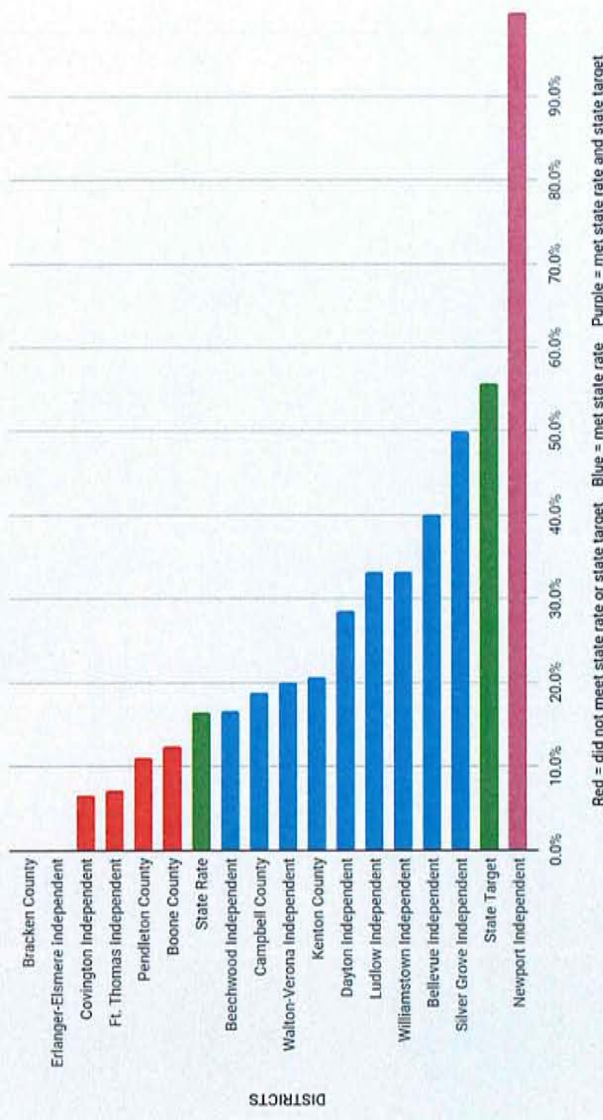
Indicator 4A:

Of the 17 districts in the NKCES region, all districts met the state target rate of 0% suspensions and expulsions of children with disabilities for greater than 10 days in the school year. The state rate was 3.43%.

Indicator 4B:

16 of the 17 districts met the state target of 0% significant discrepancy for suspensions and expulsions of greater than 10 days in a school year for students with IEPs. Boone County was noted to have a significant discrepancy in the area of Hispanic ethnicity. The state rate was 3.43.

Indicator 3C: Proficiency rate for children with IEPs - Reading - High School



Indicator 5 – Placement in LRE for elementary through secondary

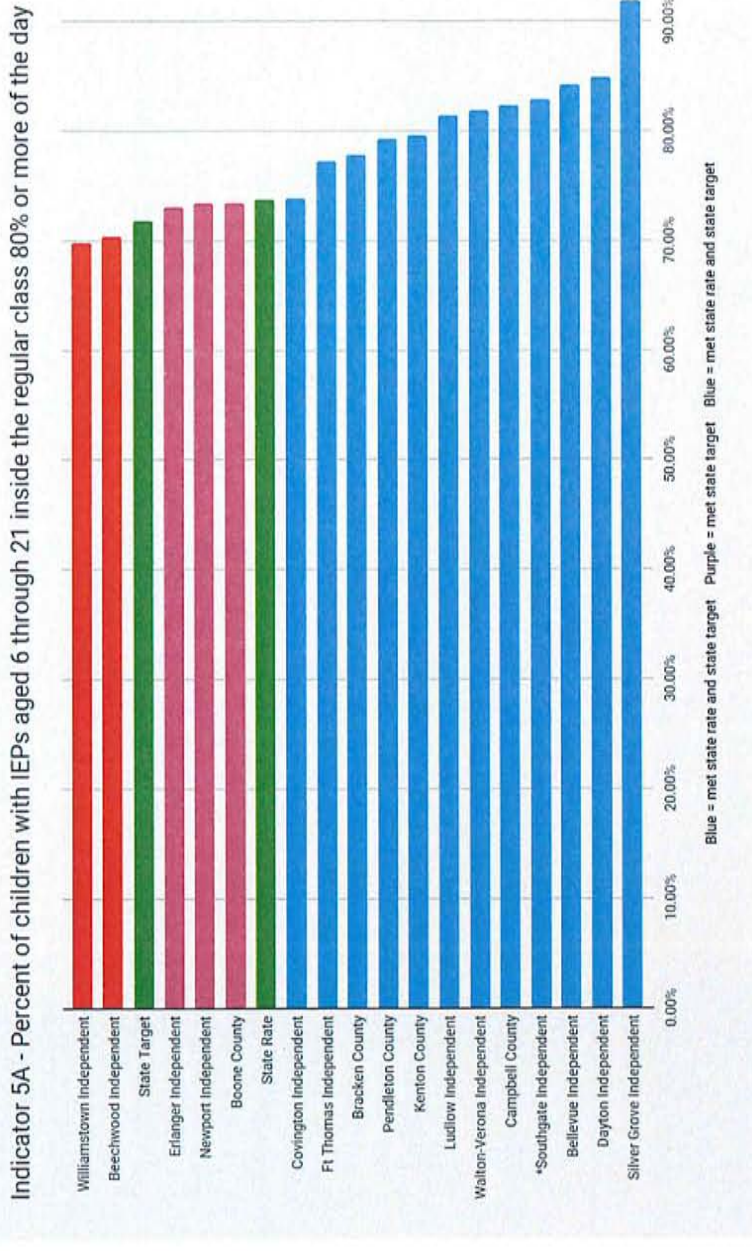
Indicator 5A: Percent of children with IEPs aged 6 - 21 inside the regular class 80% or more of the day:

15 of 17 districts met the state target of 71.8%:

Silver Grove Independent - 91.89%
 Dayton Independent - 84.93%
 Bellevue Independent - 84.27%
 Southgate Independent - 82.86%
 Campbell County - 82.33%
 Walton-Verona Independent - 81.82%
 Ludlow Independent - 81.36%
 Kenton County - 79.57%
 Pendleton County - 79.22%
 Bracken County - 77.78%
 Ft. Thomas Independent - 77.22%
 Covington Independent - 73.89%
 Boone County - 73.44%
 Newport Independent - 73.40%
 Erlanger-Elsmere Independent - 73.10%

Two districts did not meet the state target:

- Beechwood Independent - 70.3%
- Williamstown Independent - 69.7%



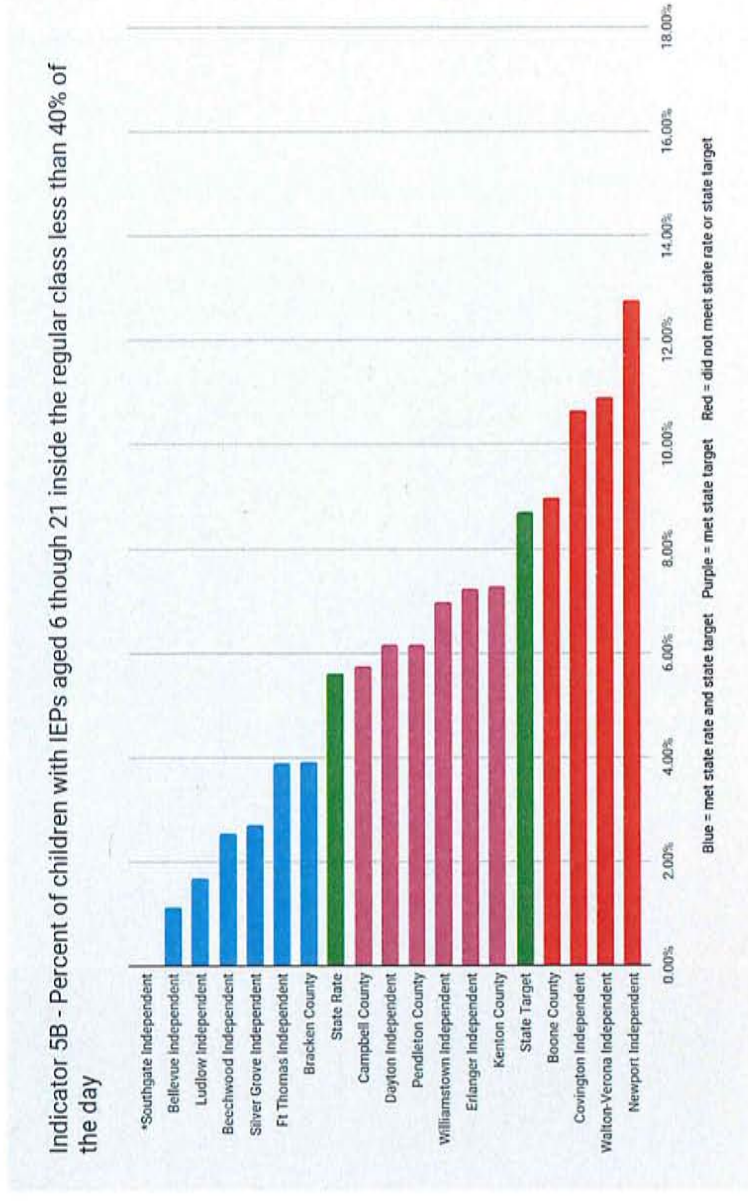
Indicator 5B: Percent of children with IEPs aged 6 - 21 inside the regular class less than 40% of day:

13 of 17 districts met the state target of 8.70%:

- Kenton County - 7.28%
- Erlanger-Elsmere Independent - 7.24%
- Williamstown Independent - 6.89%
- Pendleton County - 6.17%
- Dayton Independent - 6.16%
- Campbell County - 5.75%
- Bracken County - 3.92%
- Ft. Thomas Independent - 3.89%
- Silver Grove Independent - 2.70%
- Beechwood Independent - 2.54%
- Ludlow Independent - 1.69%
- Bellevue Independent - 1.12%
- Southgate Independent - 0%

Four districts did not meet the state target:

- Newport Independent - 12.77%
- Walton-Verona Independent - 10.91%
- Covington Independent - 10.66%
- Boone County - 8.97%



Indicator 5C: Percent of children with IEPs aged 6 - 21 in separate schools, residential facilities, or homebound/hospital placements:

11 of 17 districts met the state target of 1.9% or below:

- Campbell County - 1.72%
- Dayton Independent - 1.37%
- Bracken County - 1.31%

Williamstown Independent - 1.16%
 Pendleton County - .97%
 Ludlow Independent - .85%
 Walton-Verona Independent - .61%
 Ft. Thomas Independent - .56%
 Boone County - .38%
 Kenton County - .18%
 Silver Grove Independent - 0%

Six districts did not meet the state target:

- Beechwood Independent - 16.95%
- Newport Independent - 5.32%
- Erlanger-Elsmere Independent - 3.45%
- Bellevue Independent - 3.37%
- Southgate Independent - 2.86%
- Covington Independent - 2.66%

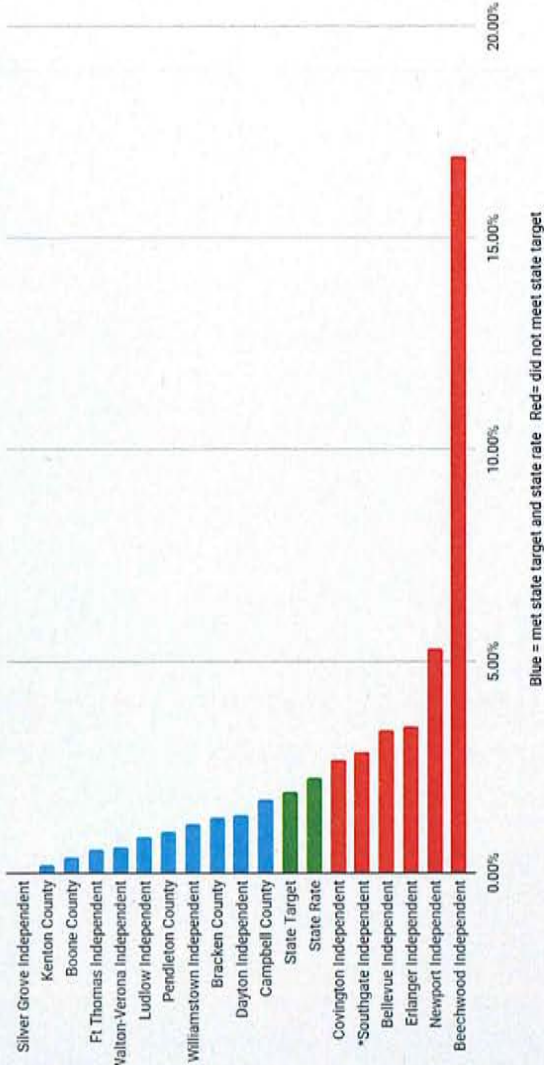
Indicator 6: Placement in LRE for Preschool -

Indicator 6A: Percent of children aged 3-5 with IEPs attending regular early childhood programs and receiving majority of special education in early childhood program

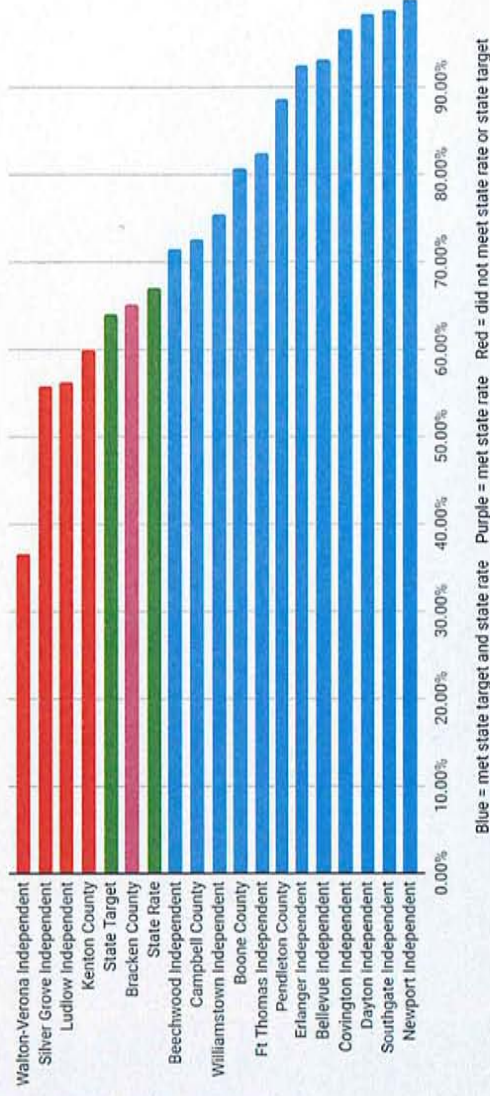
14 of 17 districts met the state target of 64% or above:

- Newport Independent - 100%
- Southgate Independent - 98.72%
- Dayton Independent - 98.31%
- Covington Independent - 96.64%
- Bellevue Independent - 93.10%
- Erlanger-Elsmere Independent - 92.45%

Indicator 5C - Percent of children with IEPs aged 6-12 in separate schools, residential facilities, or homebound/ hospital placements



Indicator 6A - Percent of children ages -5 with IEPs in regular EC programs



- Pendleton County - 88.57%
- Ft. Thomas Independent - 82.50%
- Boone County - 80.65%
- Williamstown Independent - 75.47%
- Beechwood Independent - 71.43%
- Campbell County - 72.66%
- Bracken County - 65.15%

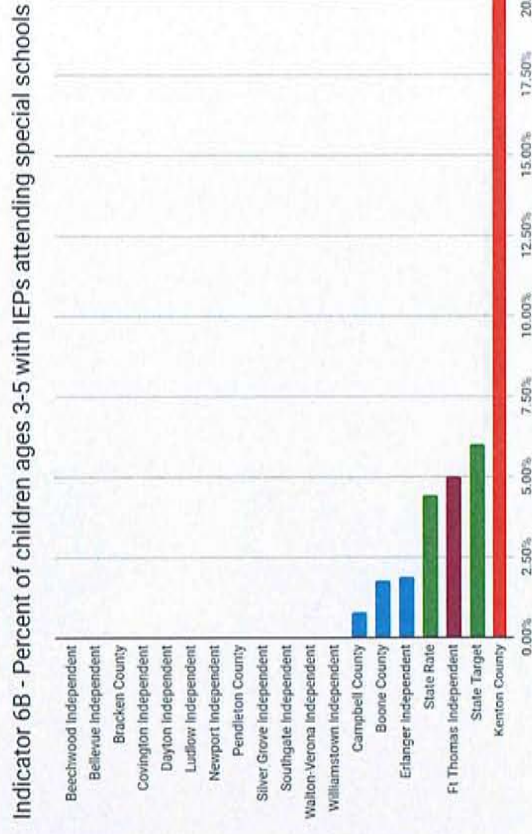
Four districts did not meet the state target:

- Kenton County - 59.87%
- Ludlow Independent - 56.25%
- Silver Grove Independent - 55.75%
- Walton-Verona Independent - 36.55%

Indicator 6B: Percent of children aged 3-5 with IEPs attending separate special education classes, schools, or residential facilities

16 of 17 districts met the state target of 6% or below:

- Ft. Thomas Independent - 5%**
- Erlanger Independent - 1.89%
- Boone County - 1.76%
- Campbell County - 0.78%
- Beechwood Independent - 0%
- Bellevue Independent - 0%
- Bracken County - 0%
- Covington Independent - 0%
- Dayton Independent - 0%
- Ludlow Independent - 0%
- Newport Independent - 0%
- Pendleton County - 0%
- Silver Grove Independent - 0%
- Southgate Independent - 0%
- Walton-Verona Independent - 0%



- Williamstown Independent - 0%

** note: Ft. Thomas Independent met the state target but not the state rate of 4.44%

One district did not meet the state target:

- Kenton County - 23.82%

Indicator 7: Preschool Outcomes

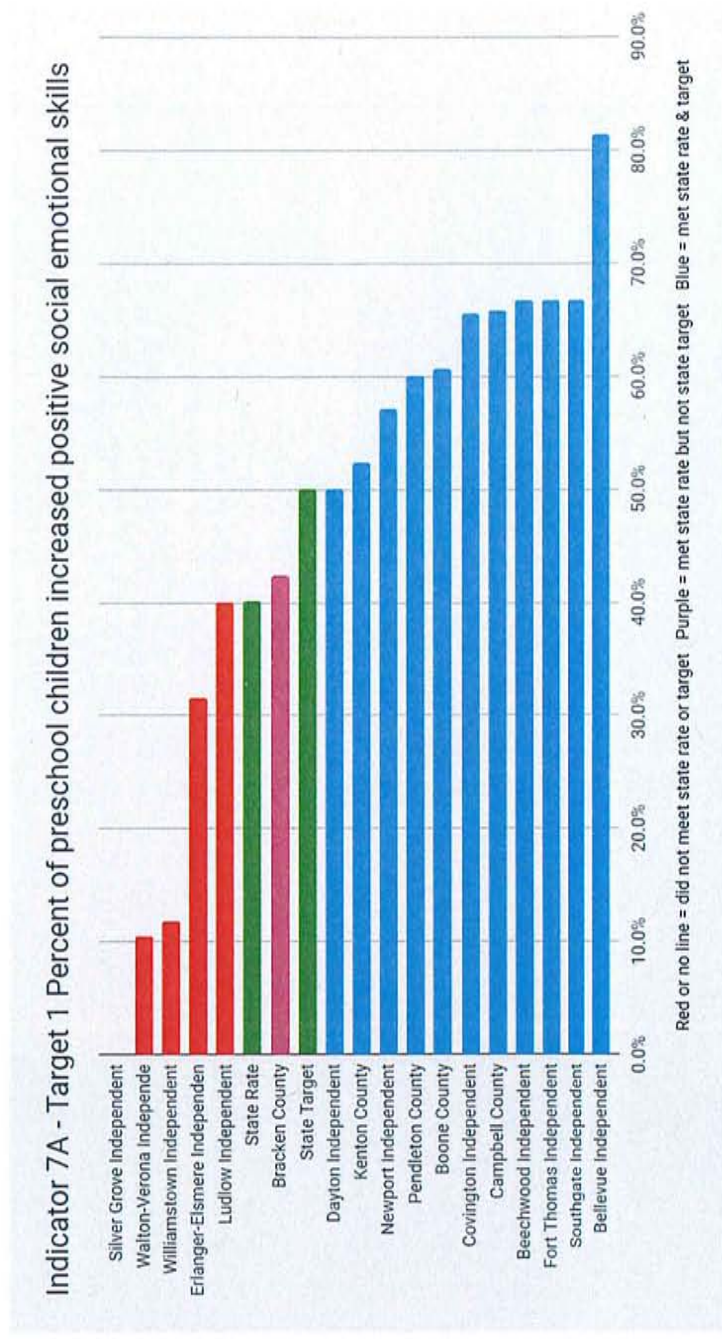
Outcome A1: Social emotional skills - of those preschool children who entered or exited preschool below age expectations, % who substantially increased their rate of growth by the time they exited the program:

11 of 17 districts met the state target of 50% or above:

- Bellevue Independent - 81.3%
- Beechwood Independent - 66.7%
- Ft. Thomas Independent - 66.7%
- Southgate Independent - 66.7%
- Campbell County - 65.8%
- Covington Independent - 65.6%
- Boone County - 60.7%
- Pendleton County 60%
- Newport Independent - 57.1%
- Kenton County - 52.4%
- Dayton Independent - 50%

Six districts did not meet expectations:

- Bracken County - 42.4%
- Ludlow Independent- 40%
- Erlanger-Elsmere Independent- 31.6%
- Williamstown Independent- 11.8%
- Walton-Verona Independent - 10.5%



- Silver Grove Independent - 0%

Outcome A2: Social emotional skills - % of children who were functioning within age expectations by the time they exited the program:

11 of 17 districts met the state target of 40%:

- Ft. Thomas Independent - 75%
- Southgate Independent - 66.7%
- Bellevue Independent - 63.2%
- Campbell County - 60%
- Boone County - 59.9%
- Covington Independent - 58.2%
- Beechwood Independent - 57.1%
- Kenton County - 55.1%
- Dayton Independent - 50%
- Newport Independent - 50%
- Pendleton County - 46.9%

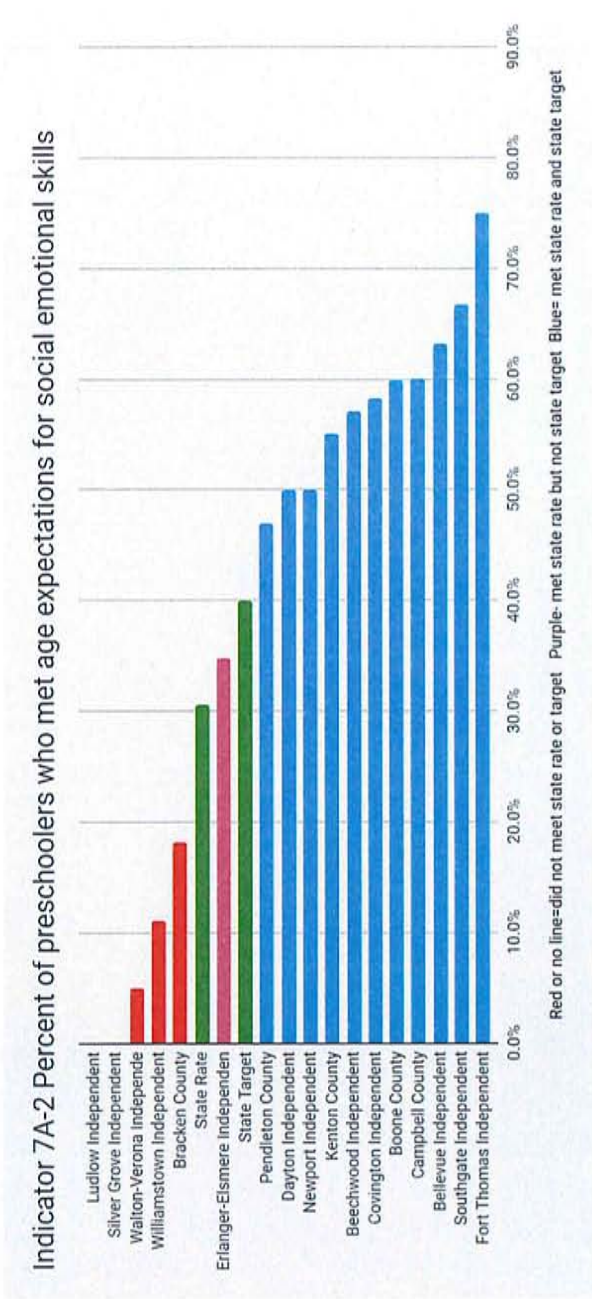
Six districts did not meet the state target:

- Erlanger Independent - 34.8%
- Bracken County- 18.2%
- Williamstown Independent - 11.1%
- Walton Verona Independent- 5%
- Ludlow Independent - 0%
- Silver Grove Independent - 0%

Outcome B1: Language/ communication and early literacy skills - of those preschool children who entered or exited preschool below age expectations, % who substantially increased their rate of growth by the time they exited the program:

10 of 16 districts met the state target of 68% (note: Dayton Independent did not have scores on state report):

- Southgate Independent - 100%
- Bellevue Independent - 92.9%
- Kenton County - 91.7%
- Ft. Thomas Independent - 90.9%

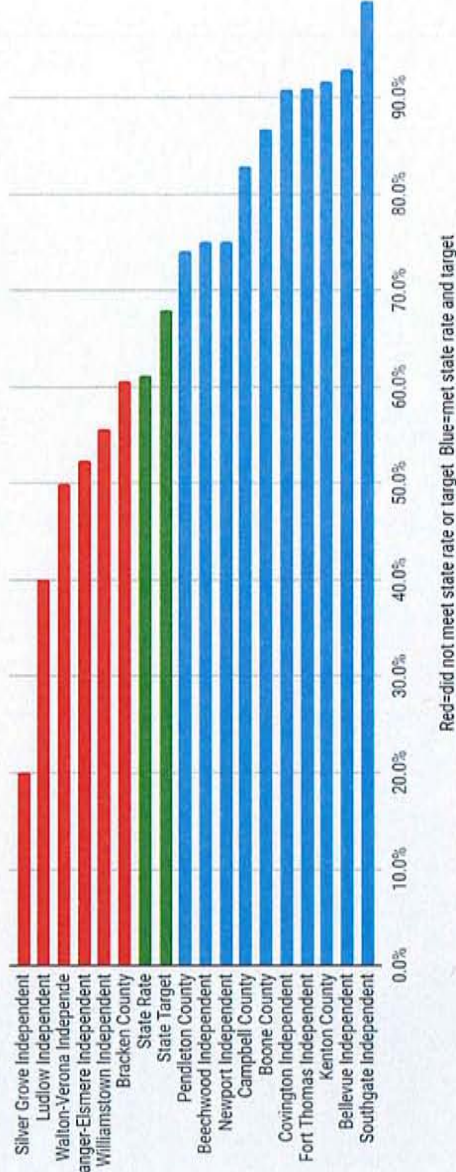


- Covington Independent - 90.8%
- Campbell County - 82.9%
- Boone County - 86.7%
- Beechwood Independent - 75%
- Newport Independent - 75%
- Pendleton County - 74.1%

Six districts did not meet the state target of 61.2%:

- Bracken County - 60.6%
- Williamstown Independent- 55.6%
- Erlanger-Independent- 52.4%
- Walton-Verona Independent- 50%
- Ludlow Independent- 40%
- Silver Grove Independent - 20%

Indicator 7 B-1 Preschoolers who increased rate of growth in language/communication and early literacy skills



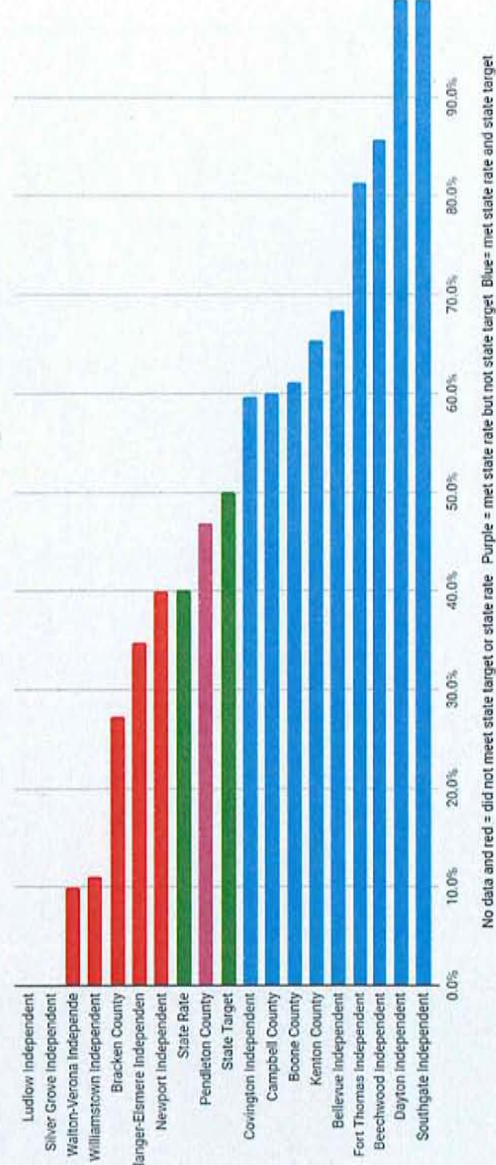
Outcome B2: Language/ communication and early literacy skills - % of children who were functioning within age expectations by the time they exited the program:

9 of 17 districts met the state target of 68% (note:

Dayton Independent did not have scores on state report):

- Dayton Independent - 100%
- Southgate Independent - 100%
- Beechwood Independent - 85.7%
- Ft. Thomas Independent - 81.3%
- Bellevue Independent - 68.4%
- Kenton County - 65.4%
- Boone County - 61.1%
- Campbell County - 60%
- Covington Independent - 59.7%

Indicator 7B, 2 - Percent of preschoolers functioning within age expectations for language/communication & early literacy skills



Eight districts did not meet the state target:

- Pendleton County - 46.9%
- Newport Independent - 40%
- Erlanger-Independent- 34.8%
- Bracken County - 27.3%
- Williamstown Independent- 11.1%
- Walton-Verona Independent-10%
- Ludlow Independent- 0%
- Silver Grove Independent - 0%

Outcome C1: Use of appropriate behaviors to meet their needs - of those preschool children who entered or exited preschool below age expectations, % who substantially increased their rate of growth by the time they exited the program:

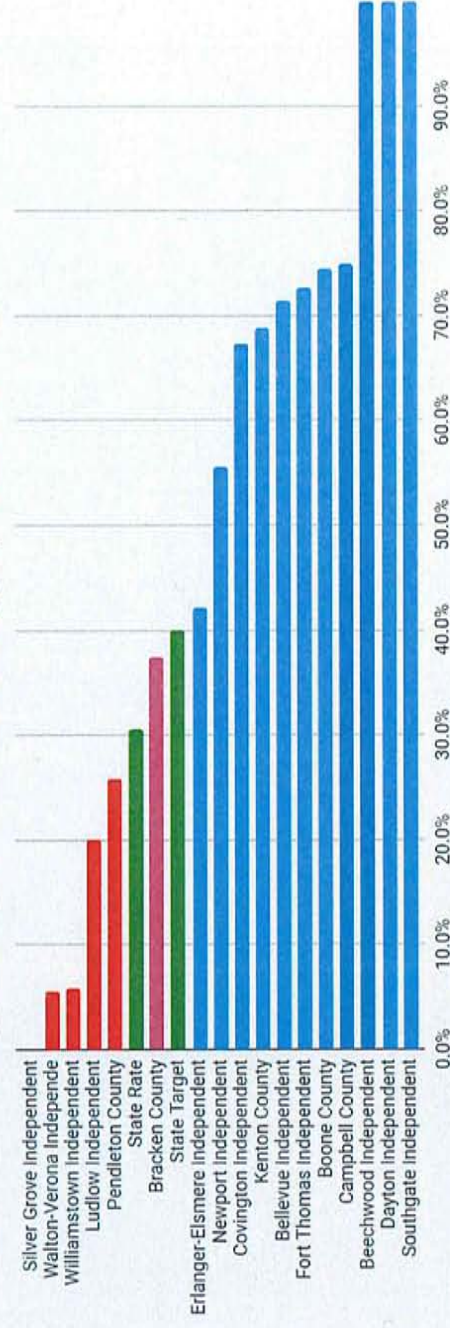
11 of 17 districts met the state target of 40% or above:

- Beechwood Independent - 100%
- Dayton Independent - 100%
- Southgate Independent - 100%
- Campbell County - 75%
- Boone County - 74.5%
- Ft. Thomas Independent - 72.7%
- Bellevue Independent - 71.4%
- Kenton County - 68.8%
- Covington Independent - 67.3%
- Newport Independent - 55.6%
- Erlanger-Elsmere Independent - 42.1%

Six districts did not meet the state target:

- Bracken County - 37.5%
- Pendleton County - 25.9%
- Ludlow Independent - 20%
- Walton-Verona Independent - 5.6%
- Williamstown Independent - 5.9%
- Silver Grove Independent - 0%

Indicator 7 C1: % of preschoolers who increased appropriate behaviors



Red=did not meet state rate or state target Purple = met state rate but not state target Blue= met state rate & state target

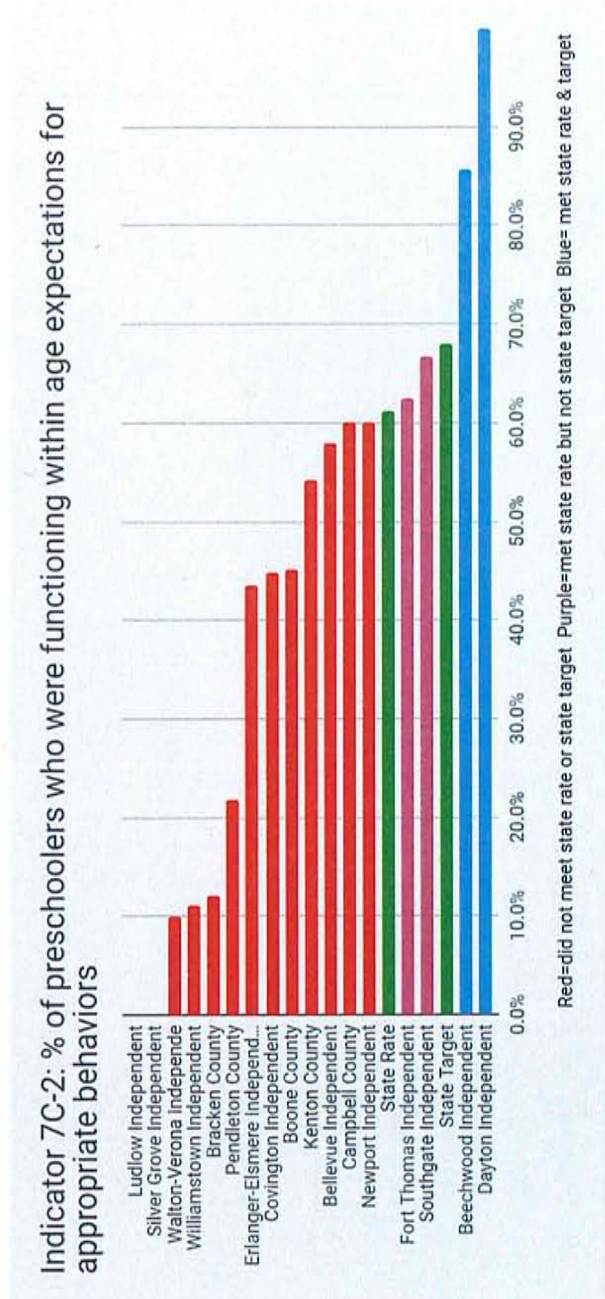
Outcome C2: Use of appropriate behaviors to meet their needs - % of children who were functioning within age expectations by the time they exited the program :

2 of 17 districts met the state target of 68% or above:

- Beechwood Independent - 85.7%
- Dayton Independent - 100%

Fifteen districts did not meet the state target:

- Southgate Independent - 66.7%
- Ft. Thomas Independent - 62.5%
- Campbell County - 60%
- Newport Independent - 60%
- Bellevue Independent - 57.9%
- Kenton County - 54.2%
- Boone County - 45.2%
- Covington Independent - 44.8%
- Erlanger-Elsmere Independent - 43.5%
- Pendleton County - 21.9%
- Bracken Independent - 12.1%
- Williamstown Independent - 11.1%
- Walton Independent - 10%
- Ludlow Independent - 0%
- Silver Grove Independent - 0%



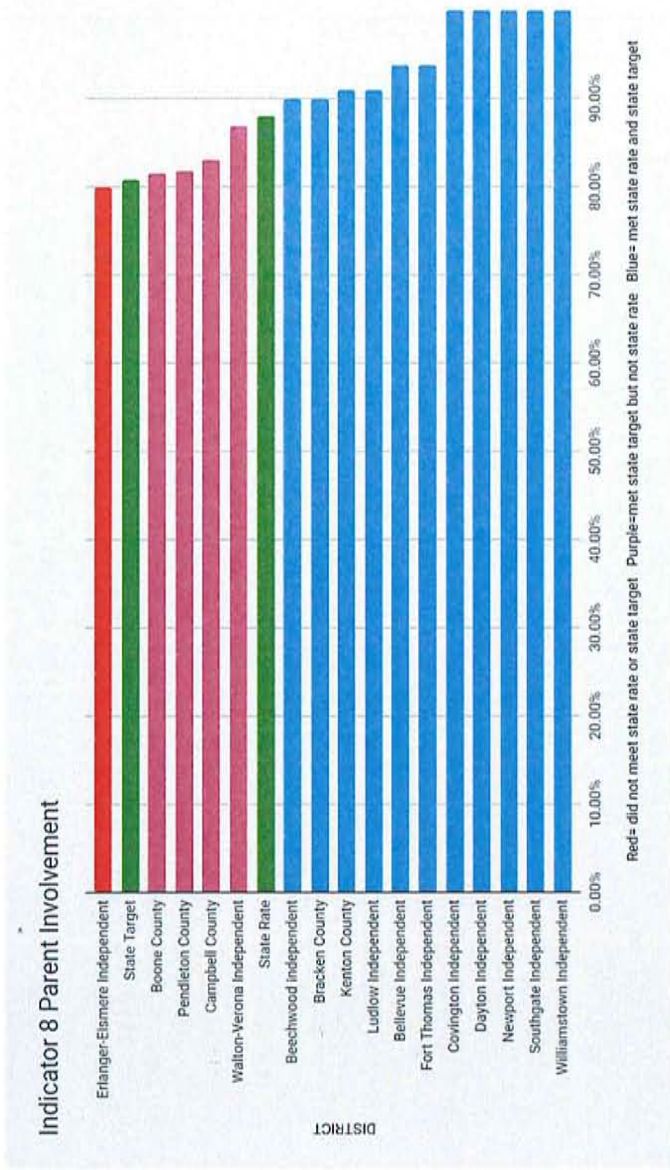
Indicator 8 – Parent Involvement:

15 of 16 districts met the state target of 80.75% or above (note: no data was reported for Silver Grove Independent):

- Covington Independent - 100%
- Dayton Independent - 100%
- Newport Independent - 100%
- Southgate Independent - 100%
- Williamstown Independent - 100%
- Bellevue Independent - 93.75%
- Ft. Thomas Independent - 93.75%
- Kenton County - 90.91%
- Ludlow Independent - 90.9%
- Beechwood Independent - 90%
- Bracken County - 90%
- Campbell County - 83.02%
- Walton-Verona Independent - 86.84%
- Boone County - 81.48%
- Pendleton County - 81.82%

One district did not meet the state target:

- Erlanger-Elsmere Independent - 80%



Indicator 9: Disproportionate representation of racial/ethnic groups in special education

17 of 17 districts met the state target of 0%.

Indicator 10: Disproportionate representation of racial/ethnic groups in particular disability categories

17 of 17 districts met the state target of 0%.

Indicator 11: Timely initial evaluation of students for special education services

17 of 17 districts met the state target of 100%.

Indicator 12: Timely placement of students from First Steps into Preschool Programs

16 of 16 districts met the state target of 100%.

Note: One district (Silver Grove), had no eligible students for whom to collect data.

Indicator 13: Compliance with secondary transition requirements:

14 of 16 districts met the state target of 100% (note: Southgate Independent is a K-8 district with no data to report on this indicator):

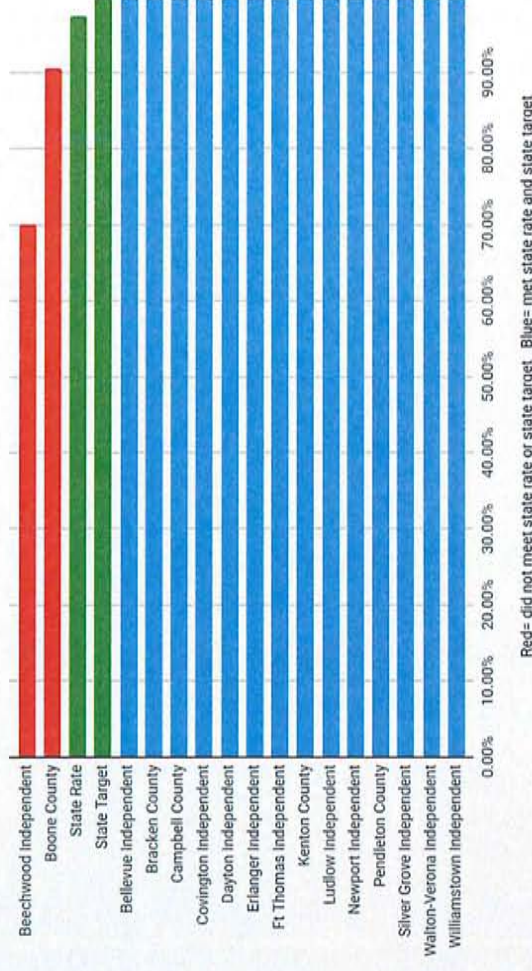
- Bellevue Independent
- Bracken County
- Campbell County
- Covington Independent
- Dayton Independent
- Erlanger-Elsmere Independent

- Ft. Thomas Independent
- Kenton County
- Ludlow Independent
- Newport Independent
- Pendleton County
- Silver Grove Independent
- Walton-Verona Independent
- Williamstown Independent

Two districts did not meet the state target:

- Beechwood Independent - 70%
- Boone County - 90.48%

Indicator 13: Post-secondary goals and transition services on IEPs



Indicator 14: Post-school outcomes:

Outcome A - Percent of youth enrolled in higher education within one year of leaving high school:

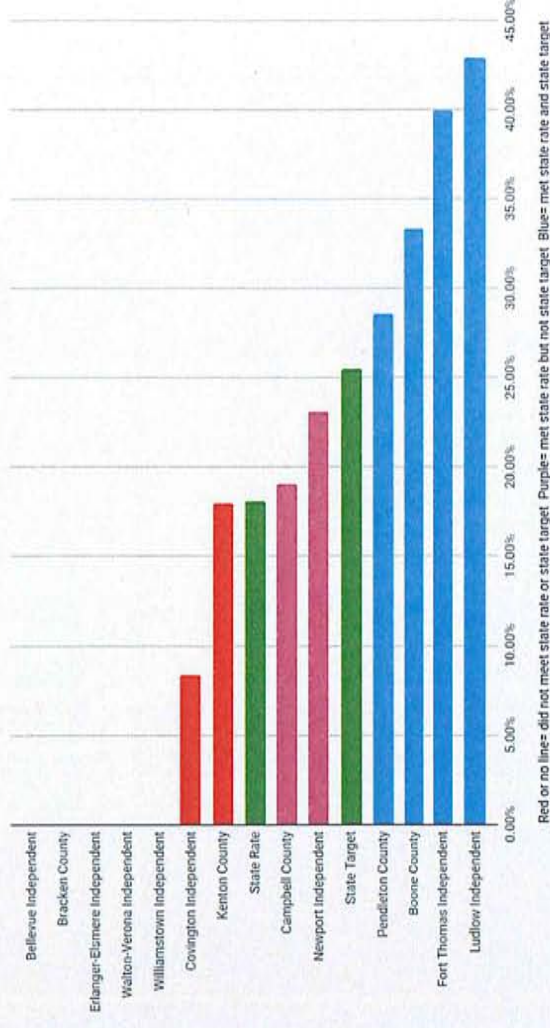
4 of 13 districts met the state target of 25.5% or above:

- Ludlow Independent - 42.86%
- Ft. Thomas Independent - 40%
- Boone County - 33.3%
- Pendleton Independent - 29%

Nine of 13 districts did not meet the state target:

- Newport Independent - 23.08%
- Campbell County - 19.05%

Indicator 14 A - % of youth with IEPs who enrolled in higher ed within one year of graduating



- Kenton County - 17.95%
- Covington Independent - 8.33%
- Bellevue Independent - 0%
- Bracken Independent - 0%
- Erlanger-Elsmere Independent - 0%
- Walton-Verona Independent - 0%
- Williamstown Independent - 0%

Outcome B - Percent enrolled in higher education or competitively employed within one year of leaving high school:

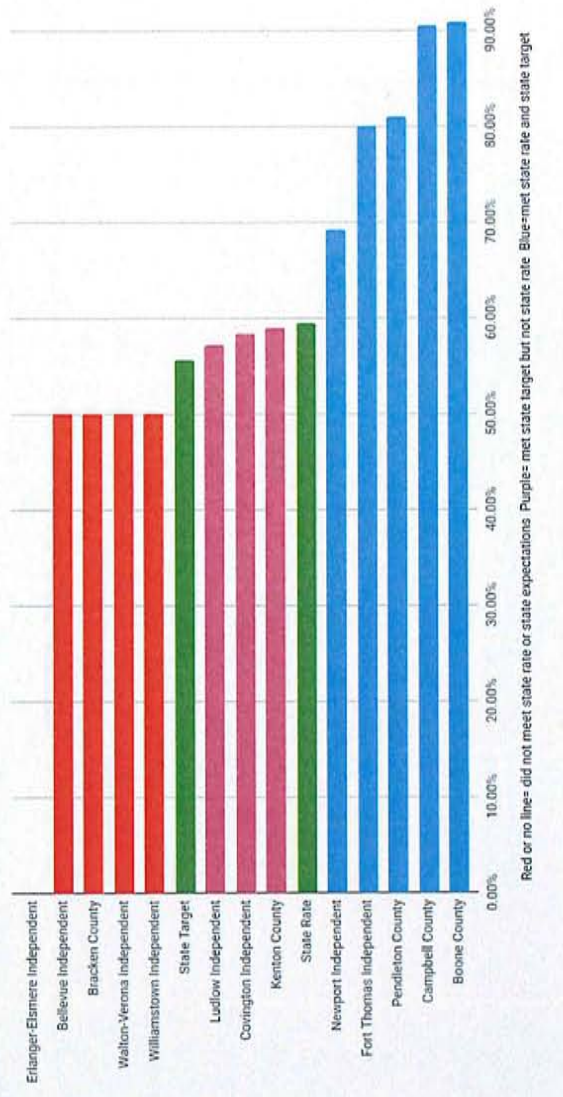
8 of 13 districts met the state target of 55.6% or above:

- Boone County - 90.9%
- Campbell County - 90.5%
- Ft. Thomas Independent - 80%
- Newport Independent - 69.2%
- Kenton County - 58.9%
- Covington Independent - 58.3%
- Ludlow Independent - 57.1%
- Pendleton County - 80.95%

Five of 13 districts did not meet the state target:

- Bellevue Independent - 50%
- Bracken County- 50%
- Walton Verona Independent - 50%
- Williamstown Independent - 50%
- Erlanger-Elsmere Independent - 0%

Indicator 14B - % of youth with IEPs who enrolled in higher ed or competitive employment within 1 year of leaving HS



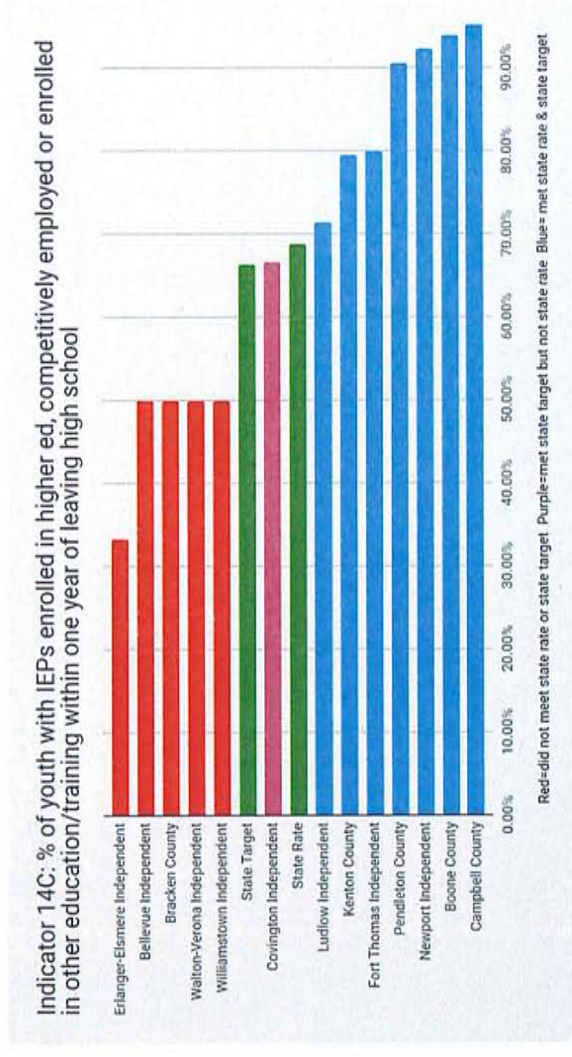
Outcome C - Percent enrolled in higher education, competitively employed, enrolled in other education or training, or in some other type of employment within one year of leaving high school:

8 of 13 districts met the state target of 66.3% or above:

- Campbell County - 95.2%
- Boone County - 93.9%
- Newport Independent - 92.3%
- Pendleton County 90.5%
- Ft. Thomas Independent - 80%
- Kenton County - 79.5%
- Ludlow Independent - 71.4%
- Covington Independent - 66.7%

Five of 17 districts did not state target:

- Bellevue Independent - 50%
- Bracken County - 50%
- Walton-Verona Independent - 50%
- Williamstown Independent - 50%
- Erlanger-Elsmere Independent - 33.3%



Note: the following districts did not have data: Beechwood Independent, Dayton Independent, Silver Grove Independent, and Southgate Independent

NKCES Scope of Evidence Based, Systematic IDEA-focused Work

Goals: <i>NKCES will...</i>	Scope of Evidence Based, Systematic Work	Specific Deliverables/ Evidence	Aligned IDEA Indicators	Monies
1. Build capacity of the NKCES staff while balancing the needs of local districts by...	- Developing a data-driven strategic plan collaboratively designed through stakeholder input to guide work of IDEA - Participating in professional organizations focused on building capacity of teachers, school personnel, and families who support students with disabilities - Participating in online learning (webinars, conferences, trainings, etc) to increase capacity for supporting teachers, district staff, and families who support students with disabilities - Participating in book studies (internal, district, regional, national) to build capacity for supporting LEAs and families who support students with disabilities - Individualizing professional growth through accessing current research and best practices to support students with disabilities	- Certificates of completion - Memberships in professional organizations - Quarterly consultant reports - Professional Growth plans - Connect, Grow, Serve activity log	1, 2, 3c, 4a, 4b, 5, 6, 7, 8, 9, 10, 11 12,13, 14,17	- All IDEA staff salaries and fringe benefits - Operational costs - Conference, webinar, training fees - Travel/mileage - Professional organization membership fees - Books, text, educational resources costs - Indirect Costs

2. Design and deliver special education professional development for administrators, teachers and other school personnel responsible for the delivery of special education and related services by...	<u>Special Education Administrator & IEP-specific Support</u> ● Strengthening Child-Find activities within districts through social media training ● Assisting districts with evaluation, re-evaluation, and referral services for children within the LEA ● Providing coaching and support for districts specific to understanding federal and state laws regulating special education services (IDEA and the KARs) ● Supporting districts through training and coaching in triangulation of data and understanding the “big picture” of special education services for students with disabilities including (but not limited to): attendance issues, discipline requirements, demographics, IEP requirements, etc. ● Providing training and/or strategy-specific information on effective communication with parents (e.g., how to successfully handle difficult ARC conversations) ● Assisting districts with record reviews and compliance reviews of files and data as requested ● Providing training, coaching and other supports to Admission and Release Committee Members ● Assisting districts with understanding and creating a continuum of educational settings for students with disabilities, ages preschool through secondary through LRE training ● Providing guidance on next steps for eligibility and compliance issues specific to disproportionality ● Providing IEP training and coaching for preschool through secondary special education teachers ● Providing progress monitoring training and coaching ● Assisting districts with IDEA dispute resolution & parent rights information, including updates on current research in building parent-school relationships ● Providing IDEA procedural trainings on topics including ARC determination, notice to parents, manifestation determination (removal for more than 10 consecutive school days), etc.	● Training flyers ● Sign-in sheets ● Training slide decks ● Shared Google drives ● Constant Contact ● Participant feedback ● Website ● Social Media ● Monthly Movie ● Connect, Grow, Serve activity log	3c, 5, 13,14	● Consumable training materials ● Training delivery subscriptions (Zoom, Screencast-o-matic, Animoto, etc) ● Books, text, educational resources ● Instructional Technology ● Consultant to train coaches to enhance PD delivery ● Travel/mileage
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	● Advising districts, school teams, and teachers regarding eligibility requirements for each disability area ● Providing Indicator 13 trainings			
	<u>Special Education Teaching Supports</u> ● Developing training and coaching for special education teachers (preschool through secondary, in IEP goal implementation for students with disabilities (analyzing goals, developing progress monitoring systems, implementing SDI, SAS, and Program Supports for School Personnel) ● Training and coaching on IDEA process for identification and eligibility for students with disabilities ● Developing training and coaching for general education elementary and secondary teachers on implementing SAS and support of SDI instruction in the general education classroom ● Supporting TSI schools with identified gaps in disability subgroup(s) through facilitated data analysis, goal setting, training, and coaching ● Coaching and Consulting services in the use of High Leverage Practices and Evidence-Based Practices that meet ESSA requirements to support educators who teach students with disabilities in preschool through grade 14 ● Training and ongoing coaching on Explicit Instruction to support educators who teach students with disabilities ● Training and ongoing coaching on Metacognitive Strategies to support educators who teach students with disabilities ● Training and ongoing coaching on flexible groupings for all students ages 3 to 21 (e.g.,: Co-Teaching, Guided readin) to support educators who teach students with disabilities ● Facilitating Regional Special Education Professional	● Training flyers ● Sign-in sheets ● Training slide decks ● Shared Google drives ● documentation ● Constant ● Contact ● Participant feedback ● Connect, Grow, Serve activity log	3c, 5, 13,14	● Outside presenter(s) in areas such as Explicit Instruction, behavior management for students with disabilities, etc. for example Anita Archer, John O'Connor, etc. ● Consumable training materials ● Books, text, educational resources ● Travel/mileage

	Learning Network that includes Emergency Certified Special Education teachers ● Hosting a New Teacher Academy to support new special education teachers from preschool through transition ● Hosting a New Teacher Academy for general education teachers to increase understanding of UDL and strategies to support students with disabilities ● Facilitating training for administrators on best practices in instruction for students with disabilities in general education and resource settings ● Training for special education teachers and administrators on smooth and effective transitions for students ages 3 to 21, from preschool through secondary			
	<u>Reading & Writing</u> ● Training and ongoing coaching on building foundations of learning to read to support educators who teach students with disabilities from ages 3 to 21 ● Training and ongoing coaching for teachers who support students with disabilities on current evidence-based interventions at varying degrees of intervention intensity (correct “dosage” levels for interventions based on current research) for learning to read and write ● Offering multisensory literacy training to the region ● Providing Specialized Designed Instruction (SDI) training in reading and writing for elementary and secondary teachers who support students with disabilities ● Providing instruction in Universal Design for Learning (UDL) to support students with disabilities in reading and writing content acquisition in the general education classroom ● Training in “Great Instruction, Great Achievement” strategies specific to reading and writing instruction	● Training flyers ● Sign-in sheets ● Training slide decks ● Shared Google drives ● Constant Contact ● Participant feedback ● Connect, Grow, Serve activity log	3c, 5, 13,14	● Multi-Sensory training fee ● Consumable training materials ● Books, text, educational resources ● Travel/mileage

	(John O'Connor's work) • Training and coaching for teachers who support students with disabilities in reading and/or writing focused on developmentally appropriate teaching based on current standards and expectations (integrated with how to use reading and/or writing-specific SDI and SAS within this work, including make it/take it activities) • Providing instruction in principles of Explicit Instruction to support students with disabilities in gaining reading and writing skills • Providing instruction in SDI and SAS to support students with disabilities being able to integrate reading and writing skills into other content areas (promoting generalization of skills) • Providing information and support information for teachers to share with families of students with disabilities in reading and writing (examples: summer reading program suggestions, after school activities, online supports, etc.) • Providing Supplementary Aids and Services and Accommodations/Modifications in reading and writing for elementary and secondary teachers who support students with disabilities • Partnering with districts to analyze academic standards to meet the specific needs in areas of deficit in reading and writing for students with disabilities • Training in data analysis of student growth/areas of deficit in reading and writing standards to support teachers who work with students with disabilities • Training and coaching in progress monitoring tools and strategies specific to reading and writing concepts			
<u>Math</u> • Training and ongoing coaching, for teachers who support students with disabilities in math, on current evidence-based interventions at varying degrees of		• Training flyers • Sign-in sheets • Training slide decks	3c, 5, 13,14	• Mathematics training materials such as SNAP, CBB kits, etc.

	intervention intensity (correct “dosage” levels for interventions based on current research) ● Training in “Great Instruction, Great Achievement” strategies specific to math instruction (John O’Connor’s work) ● Training in Early Arithmetic Learning Stages (SEAL) to support students with disabilities from preschool through elementary (and to support learning needs of teachers who work with students on alternate assessment at secondary level as needed) ● Training in Student Numeracy Assessment Progressions (SNAP) to support students with disabilities ● Training and coaching, for teachers who support students with disabilities in math, focused on developmentally appropriate teaching based on current standards and expectations (integrated with how to use math-specific SDI and SAS within this work) ● Providing instruction in Universal Design for Learning (UDL) to support students with disabilities in math content acquisition in the general education classroom ● Providing instruction in principles of Explicit Instruction to support students with disabilities in gaining math skills ● Providing instruction in SDI and SAS to support students with disabilities being able to integrate math skills into other content areas (promoting generalization of skills) ● Providing Specialized Designed Instruction (SDI) training in mathematics for elementary and secondary teachers who support students with disabilities in math from ages 3 to 21 ● Providing Supplementary Aids and Services (SAS) and Accommodations/Modifications for elementary and secondary teachers who support students with disabilities from ages 3 to 21 ● Training in Conceptual Building Blocks (CBB) for elementary and secondary teachers who support	● Shared Google drives ● Constant Contact ● Participant feedback ● Connect, Grow, Serve activity log	● Consumable training materials ● Travel/mileage
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	students with disabilities • Training in data analysis of student growth/areas of deficit in math standards to support teachers who work with students with disabilities in math • Training and coaching in progress monitoring tools and strategies specific to math concepts • Providing support and information for teachers to share with families of students with disabilities in math (examples: summer math program suggestions, after school activities, online supports, etc) • Partnering with districts to analyze academic standards to meet the specific needs are areas of deficit in reading and writing for students with disabilities			
	<u>Behavior</u> • Training and ongoing coaching on Trauma Informed Care to support students with disabilities from preschool through transition age • Training on CHAMPS and PBIS initiatives that focus on specific behavioral and emotional needs of students with disabilities from preschool through transition age • Training on Functional Behavior Assessments & Positive Behavior Plans for special education teachers • Training and ongoing coaching in Restorative Practices for special education teachers and general education teachers who support students who have emotional and/or behavioral challenges as addressed in an IEPs • Facilitating trainings and coaching for teachers and administrators on decreasing disciplinary removals, suspensions, and expulsions, and removals to interim alternative educational setting (IAES) • Coaching and Consulting services in High Leverage Practices to support appropriate behaviors for students with disabilities in general education and resource settings from preschool through transition age • Participating in RIAC meetings for region • Coaching and training on helping students with	• Training flyers • Sign-in sheets • Training slide decks • Shared Google drives • Constant Contact • Participant feedback • Connect, Grow, Serve activity log		• Consumable training materials • ABA provider training fees • Travel/mileage

	emotional and or behavioral disabilities in developing appropriate skills (executive function, self-regulation, managing anxiety and trauma-related symptoms) ● Providing training and/or resources on current evidence-based practices in mental health issues affecting student success (including challenges with attendance, engagement, on-task behaviors, etc.) ● Partnering with ABRI and other KDE funded initiatives to support teachers of students with EBD and low incidence eligibilities ● Providing guidance and training on how to build student support teams around issues of emotional and behavioral needs and supporting mental health challenges for families, FRC, administrators, coaches, psychologist, counselor, etc. ● Providing training and coaching on issues surrounding manifestation determination, suspension, and removals ● Providing coaching on issues surrounding restraint and seclusion including appropriate antecedent behavior supports to decrease challenging behaviors and increase appropriate behavioral supports from preschool through transition age classrooms			● Consumable training materials ● PECS or TEACH trainer fees ● Travel/mileage
	<u>Autism Spectrum Disorder/ Low Incidence/Assistive Technology</u> ● Training in communication needs and systems for students with autism and other communication disorders (including PECS and communication apps) from preschool age through transition age ● Facilitating a Regional Special Education PLN ● Providing curriculum assistance to LI staff to meet alternate assessment standards ● Training and supporting staff in best practices in classroom management for students in resource classrooms ● Training and supporting staff in best practices in delivery of instruction	● Training flyers ● Sign-in sheets ● Training slide decks ● Shared Google drives ● Constant Contact ● Participant feedback ● Connect, Grow, Serve activity log		

	• Hosting a New Teacher Academy to support the needs of new special education teachers who teach students in classrooms from preschool age through transition age • Facilitating Applied Behavior Analysis (ABA) workshops, training, and or/coaching for special education teachers in classrooms with students from preschool age through transition age • Developing and Facilitating RITT for Northern Kentucky region • Partnering with Kentucky Autism Training Center to provide ongoing coaching and training support for cooperating districts	• Agendas • Minutes • Connect Grow Serve activity log • Sign-in sheets	2, 6, 7	• The Point • ABA trainer fees • Consumable materials • Travel/mileage
3. Collaborate with other groups serving students with disabilities by...	• Collaborating with the Early Childhood RTC (Regional Training Center) and CECC (Community Early Childhood Council) to promote goals specific to preschool children with disabilities • Partnering with local business cooperatives to support learning needs of students with disabilities relative to regional grants, funding, and work opportunities • Collaborating with state and regional agencies providing ABA and behavioral supports (such as ABRI, Positive Solutions Behavior Group, KY Autism Training Center, and Sun Behavioral Health) • Partnering with agencies focusing on transition services (such as OVR, The Point of Northern Kentucky and NKU's Project Search) to promote goals specific to transition age students with disabilities • Partnering with regional RIAC group • Facilitating regional RITT activities • Supporting the development and dissemination of resources specific to supporting students with disabilities for parents and families			

4. Work collaboratively with the OSEEL by...	- Producing and providing trainings and technical assistance based on OSEEL requests - Attending monthly state meetings with the regional directors of special education & OSEEL - Supporting and promoting OSEEL initiatives - Developing and delivering trainings based upon identified district CAPs - Providing technical assistance based on identified district CAPs - Supporting TSI schools with identified gaps in disability subgroup(s) through facilitated data analysis, goal setting, coaching, and training	- Agendas - Emails - Website - Social Media - Connect, Grow, Serve activity log - Sign-in sheets	1, 2, 3c, 4a, 4b, 5c, 6a, 6b, 7a, 7b, 7c, 8, 9, 10, 11, 12, 13, 14a, 14b, 14c	- Consumable materials - Travel/mileage
5. Collaborate with districts to implement the State Systemic Improvement Plan (SSIP) by...	- Exploring Implementation Science and researching the practices and processes (<i>note: NKCES is currently not receiving funding for T-Zone work</i>) - Collaborating with regional cooperatives and Regional Implementation Specialist (RIS) to build our capacity as a team and a co-op - Seeking collaboration and coaching opportunities from State Transformation Specialist	- Emails - Meeting Minutes - Connect, Grow, Serve activity log - Agendas	3c	Consumable training materials
6. Assist local districts with meeting state targets identified in the SPP (State Performance Plan) and APR (Annual Performance Report) by...	- Providing CAP training to districts - Disaggregating the SPP/ APR data - Assisting districts in analyzing and disaggregating SPP/ APR data - Provide focused supports for districts that are not meeting state targets - Providing transition services and support for students with disabilities - Supporting TSI schools with identified gaps in the disability subgroup through data analysis, goal setting, coaching, and training	- Connect Grow - Serve activity log - Agendas - Meeting minutes	1, 2, 3c, 4a, 4b, 5c, 6a, 6b, 7a, 7b, 7c, 8, 9, 10, 11, 12, 13, 14a, 14b, 14c	- Consumable training materials - Travel/mileage

7. Support the Outreach Consultants from the Kentucky School for the Blind (KSB) and Kentucky School for the Deaf (KSD) by...	• Collaborating with KSB Outreach Consultants to provide services to visually impaired students in our region • Collaborating with KSD Outreach Consultants to provide services to visually impaired students in our region • Providing the opportunity for KSB and KSD to present monthly updates and information at monthly DoSE meeting	• Email • DoSE meeting agendas	1, 2, 3c, 5	• Consumable training materials • Operation costs • Office space
8. Support the Peer Support and Network Project described in Senate Joint Resolution 52 from 2018 by....	• Providing overview information for all districts (such as short district and school information trainings, handouts, video introduction materials, etc.) • Identifying pilot schools by disseminating information to districts and recruiting potential schools • Training pilot teams through process developed by KDE/ HDI • Collaborating with pilot teams to develop an implementation/ action plan • Providing coaching and consulting services to ensure fidelity • Supporting the use of recommended protocols for implementation • Collaborating with other Regional Cooperatives on the successful implementation of plans	• Agendas • Implementation plan • Timeline • Co-op action plan • Connect, Grow, Serve activity log • Sign-in sheets	1,2, 3c, 14	• Consumable training materials • Cost of substitute teachers • Travel/mileage

9. Support KDE-sponsored initiatives (e.g., SEAGIC (Special Education Resources for Using Infinite Campus), NASDSE (National Association of State Directors of Special Education) /CASE conference) by...	• Attending KDE-sponsored initiatives and conferences • Attending and facilitating sessions at the NASDE/CASE conference (October) • Presenting sessions at KYCEC (November) • Disseminating information and opportunities to our region regarding KDE sponsored initiatives • Providing technical support for KDE sponsored initiatives • Providing space for KDE sponsored initiatives and events • Inviting SEAGIC representative to report updates at monthly DoSE meeting • Supporting TSI schools with identified gaps in the disability subgroup through data analysis, goal setting, coaching, and training • Hosting KDE on BOY, EOY trainings	• Email • Conference registration • Conference programs for presentations provided by NKCES consultants • Agendas • Connect, Grow, Serve activity log	1, 2, 3c, 4a, 4b, 5c, 6a, 6b, 7a, 7b, 7c, 8, 9, 10, 11 12,13, 14a, 14b, 14c	• Consumable training materials • Travel/mileage
10. Disseminate IDEA-relevant information from the KDE and U.S. Education Department's (USED) Office of Special Education Programs (OSEP) including memos, policy and Dear Colleague letters by...	• Sharing OSEEL updates with DoSE • Sharing OSEP updates with DoSE • Sharing updates from LRP at regional Directors of Special Education meetings • Adding relevant updates to trainings and materials shared with administrators (through monthly Superintendent and DoSE meetings and use of administrator listservs) and teachers (through social media and NKCES-offered trainings)	• Emails • Agendas • Training materials • Social media posts • DoSE Agenda	1, 2, 3c, 4a, 4b, 5a, 5b, 5c, 6a, 6b, 7a, 7b, 7c, 8, 9, 10, 11 12,13, 14a, 14b, 14c	• Consumable training materials

11. Analyze regional data from the state's SPP/APR and share how the cooperative will use these data to make improvements within the region by...	• Disaggregating SPP/APR data to set the scope of work of IDEA team and drive regional improvements • Supporting TSI schools with identified gaps in the disability subgroup through data analysis, goal setting, coaching, and training • Reviewing and revising our strategic plan to ensure goals and outcomes are related to SPP/APR data • Providing technical assistance to districts that are not meeting state target and support district to writing a plan to improve state targets • Providing information and training in locating and implementing a tiered menu of interventions	• Emails • Agendas • Training materials • Disaggregate district data • Strategic Plan	1, 2, 3c, 4a, 4b, 5a, 5b, 5c, 6a, 6b, 7a, 7b, 7c, 8, 9, 10, 11 12,13, 14a, 14b, 14c	• Consumable materials
12. Analyze Section 618 data (e.g., child count, discipline, assessment, exiting, etc.) from the region and how the cooperative will use these data to make improvements within the region by...	• Analyzing Child Count data to determine districts' needs • Facilitating data analysis work sessions of 618 data with regional DoSE to determine district needs • Providing ARC Chairperson training for eligibility, child find, discipline, timelines, assessment, exiting, implicit bias, culturally responsive teaching, etc. • Partnering with higher education institutions to support recruitment of teachers from diverse populations • Providing special education topics at Principals' PLN • Assisting districts in analyzing behavior data for SWDs related to disproportionality of discipline practices	• Meeting agendas • Training agendas • Training slide decks • Email • Connect, Grow, log • Disaggregate district data	1, 2, 3c, 4a, 4b, 5a, 5b, 5c, 6a, 6b, 7a, 7b, 7c, 8, 9, 10, 11 12,13, 14a, 14b, 14c	• Consumable materials

13. Analyze significant disproportionality data and the implementation of comprehensive coordinated early intervening services (CCEIS) -- Comprehensive Coordinated Early Intervening Services) within districts across the region where applicable by...	• Providing support services in topics pertaining to disproportionality and evaluation requirements during the DoSE meetings • Providing networking opportunities during monthly DoSE meetings • Addressing factors and policy, practice, or procedure contributing to significant disproportionality • Providing technical assistance and analyzing significant disproportionality data and the implementation of Comprehensive Coordinated Early Intervening Services (CCEIS) within districts across the region where applicable • Providing proactive training to prevent disproportionality	• Training • Connect, Grow, Serve activity log • Disaggregate district data • Agendas • Sign-in sheets	9, 10	• Consumable training materials • Travel/mileage
14. Evaluate the region's effort to implement requirements and purposes of the IDEA and describe how the region will improve its implementation by...	• Analyzing regional SPP/ APR data • Reviewing and revising NKCES Strategic Plan for specific initiatives, needs, and supports related to IDEA • Completing and reviewing the Connect, Grow, Serve log monthly • Analyzing annual KPREP data to set priority initiatives for regional trainings • Analyzing regional training feedback data	• Connect Grow Serve activity log • Monthly direct reports to OSEEL • Quarterly face-to-face direct reports with the associate commissioner or designee	1, 2, 3c, 4a, 4b, 5a, 5b, 5c, 6a, 6b, 7a, 7b, 7c, 8, 9, 10, 11 12, 13, 14a, 14b, 14c	• Consumable materials

15. Develop and monitor activities for the region designed to improve compliance with IDEA requirements as well as Kentucky Administrative Regulations (KARs) for Special Populations by...	• Providing technical assistance to improve compliance with IDEA requirements • Analyzing trend data to prioritize regional professional learning opportunities • Providing ARC training to support teachers and administrators • Providing CAP training to support teachers and administrators • Providing IEP training to support teachers and administrators • Providing training to support teachers and administrators in the gathering and analysis of progress monitoring data	• Agendas • Minutes • Connect Grow • Serve activity log • Sign-in sheets	1, 2, 3c, 4a, 4b, 5a, 5b, 5c, 6a, 6b, 7a, 7b, 7c, 8, 9, 10, 11 12,13, 14a, 14b, 14c	• Consumable training materials • Travel/mileage
16. Improve student academic and behavioral outcomes including K-PREP and discipline results for students with disabilities by...	• Providing training and coaching covering the development and implementation of IEPs • Assisting districts and families with appropriate behavioral supports • Supporting districts in analyzing KPREP and discipline data in order to set goals for improvement • Assisting member districts and families in finding appropriate discipline avenues for students with disabilities • Encouraging (through distributing information and event fliers) participation in state and regional conferences such as KY CEC, Behavior Institute, etc	• Connect Grow • Serve activity log • Agendas • Meeting notes • Sign-in sheets • Strategic Plan	1, 3c, 4, 5	• Consumable training materials • Travel/mileage

17. Evaluate the effectiveness of NKCES including results from, but not limited to, student academic and behavioral data and feedback from training and coaching sessions by...	● Reviewing feedback data quarterly ● Meeting monthly as an IDEA team ● Sharing perception data ● Reviewing annual SSP and APR data ● Reviewing annual KPREP data ● Supporting TSI schools with identified gaps in the disability subgroup through data analysis, goal setting, coaching, and training ● Facilitating NKCES Advisory	● Agendas ● Meeting notes ● Training feedback ● DoSE and administrator feedback/emails ● Strategic Plan ● Sign-in sheets	1, 2, 3c, 4a, 4b, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	● Consumable training materials ● Subs for teacher-level advisory members ● Data analysis consultant for IDEA data disaggregation ● Tech consultant for Connect Grow Serve activity log system revision
18. Balance the time and effort for all staff to accomplish all expected activities by...	● Continuing to develop internal relationships to function as a whole ● Setting norms for all IDEA meetings, trainings, events, etc. ● Continuing to develop shared communication protocols ● Utilizing virtual means of collaboration and communication (ex: Zoom, Google Suite, Voxer, Flipgrid, etc. ● Ensuring all IDEA funded staff time and effort will support special education and related services for students with disabilities ● Seeking to improve educational results and outcomes for students with disabilities ● Seeking to improve district results and compliance under federal and state law with the direct supervision of KDE	● Staff Calendars ● Monthly direct reports from OSEEL ● Quarterly face-to-face direct reports with the associate commissioner or designee ● Time and Effort Reports ● Sign-in sheets ● Agendas	1, 2, 3c, 4a, 4b, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	● Consumable materials



Section 3:

2019-2020 NKCES IDEA Proposal Budget

Special Educational
Regional Cooperatives
Proposed Budget
2017-2018

Cooperative:		NKCES -DRAFT Budget Proposal									
		Total Allocation Amount and Amount By Each Activity Area									
ACTIVITY	Cooperative Total Allocation	Coop Base Allocation a) \$280,000 per coop; plus b) \$14,400 per district; plus c) \$25.00 per child	ALL Indicators & Goals	KSP/KSD Outreach (\$5,000 per Consultant)	KY Peer Support Network (Monies required to be set aside to work with the University of KY/HDI Peer Support Network)(This should be \$20,000)						
Total Amount Allocated For Regional Co-Op By Area and Overall Total	954,000.00	737,700	191,300	5,000	20,000						
Personnel: 1) First Enter Personnel Data on the Personnel Tab. 2) Data will fill automatically into Column D.											
All Personnel	678,064.00	678,064.00									
Total Personnel	678,064.00	678,064.00									

Special Educational
Regional Cooperatives
Proposed Budget
2017-2018

Cooperative:		NKCES -DRAFT Budget Proposal					
		Total Allocation Amount and Amount By Each Activity Area					
ACTIVITY	Cooperative Total Allocation	Coop Base Allocation a) \$250,000 per coop; plus b) \$14,400 per district; plus c) \$25.00 per child	ALL Indicators & Goals	KSBKSD Outreach (\$5,000 per Consultant)	KY Peer Support Network (Monies required to be set aside to work with the University of KY's Peer Support Network)(This should be \$20,000)		
Total Amount Allocated For Regional Co-Op By Area and Overall Total	954,000.00	737,700	191,300	5,000	20,000		
Contracted Services: If Co-Op Subcontracts with Another Entity Column B: List Each Contract by Service. Column D: Enter Total Amount Budgeted Also include a separate budget and justification with the application showing specifically how the funds will be used.							
ABA Support	8,000.00	8,000.00	Fees to contract with an ABA provider to provide training to district personnel in behavioral supports for students with disabilities.				
PEC/STEACCH	10,419.50	10,419.50	Fees to contract with trainers to provide 2 days of PEC/STEACCH training for low incidence educators to meet the communication, academic and behavior needs of students with disabilities.				
Multi Sensory Institute	25,000.00	25,000.00	Fees to contract trainers to provide a 5 day Multi-Sensory Institute training for district personnel to develop learning strategies to meet the needs of students with disabilities.				
Total Contracted Services	43,419.50	43,419.50					

Special Educational
Regional Cooperatives
Proposed Budget
2017-2018

Cooperative:		NKCES -DRAFT Budget Proposal						
		Total Allocation Amount and Amount By Each Activity Area						
ACTIVITY	Cooperative Total Allocation	Coop Base Allocation a) \$250,000 per coop; plus b) \$14,400 per district; plus c) \$25.00 per child	ALL Indicators & Goals	KSBKSD Outreach (\$5,000 per Consultant)	KY Peer Support Network (Monies required to be set aside to work with the University of KY/HR Peer Support Network) This should be \$20,000			
Total Amount Allocated For Regional Co-Op By Area and Overall Total	954,000.00	737,700	191,300	5,000	20,000			
Supplies and Materials: Column B: List Supplies and Materials Column D: Enter Amount Budgeted for Supplies and Materials								
Administrative	4,875.00	4,875.00	Administrative materials to support the IDEA staff including office supplies, print cartridges, postage, and memberships to professional organizations including CEC and memberships for Teresa Combs Special Education Services					
Instructional	46,891.00	46,891.00	Educational resources for IDEA staff and resources to support regional trainings. Technology subscriptions to support professional learning including NearPod, Zoom, Screencast-o-matic, and Animoto.					
Other	10,200.00	10,200.00	Printer costs to for IDEA administrative printing and costs for professional learning					
Total Supplies & Materials	61,966.00	61,966.00						

Special Educational
Regional Cooperatives
Proposed Budget
2017-2018

Cooperative:		NKCES -DRAFT Budget Proposal						
		Total Allocation Amount and Amount By Each Activity Area						
ACTIVITY	Cooperative Total Allocation	Coop Base Allocation a) \$280,000 per coop; plus b) \$14,400 per district; plus c) \$25.00 per child	ALL Indicators & Goals	KSBKSD Outreach (\$5,000 per Consultant)	KY Peer Support Network (Monies required to be set aside to work with the University of KY/HDL Peer Support Network) This should be \$20,000			
Total Amount Allocated For Regional Co-Op By Area and Overall Total	954,000.00	737,700	191,300	5,000	20,000			
Facilities:								
Column D: Enter Amount Budgeted for Facilities including Rent, Utilities, Maintenance, Operations and Other.								
Rent	30,831.00	30,831.00						
Utilities	4,500.00	4,500.00						
Maintenance	2,000.00	2,000.00						
Operations	5,000.00	5,000.00						
Other/KSBA	5,000.00	5,000.00						
Total Facilities	47,331.00	47,331.00						

Special Educational
Regional Cooperatives
Proposed Budget
2017-2018

Cooperative:		NKCES -DRAFT Budget Proposal					
		Total Allocation Amount and Amount By Each Activity Area					
ACTIVITY	Cooperative Total Allocation	Coop Base Allocation a) \$280,000 per coop; plus b) \$14,400 per district; plus c) \$25.00 per child	ALL Indicators & Goals	KSDIKSD Outreach (\$5,000 per Consultant)	KY Peer Support Network (Monies required to be set aside to work with the University of KY/HCI Peer Support Network)(This should be \$20,000)		
Total Amount Allocated For Regional Co-Op By Area and Overall Total	954,000.00	737,700	191,300	5,000	20,000		
Other Costs: Column B: List Type of Cost Budgeted Column D: Enter Amount Budgeted Also Include Outreach, Optional Regional Special Initiatives and KDE Sponsored Initiatives in this Section. Additional Justification Must Be Given For These Areas.							
Peer Support Network	6,000.00	6,000.00	Costs of Peer Support training materials and cost of substitute teachers so teachers can attend the training. *The remaining \$14,000 of Peer Support Funds will be used to support the Low Incidence position				
Travel/Registrations	46,552.83	46,552.83					
			Travel costs including monthly mileage for IDEA staff, hotel and meal costs to attend State Directors meeting and Task Group meetings. Registration and travel expenses for IDEA staff to attend to attend professional learning including KYCEC, NASDECASE, LRP, and AT conference				
Total Other Costs	74,735.00	52,552.83					
Total Direct Costs (All costs in proposal except Indirects)	883,333.33	883,333.33					
Indirect Costs (Not To Exceed 8%)	70,666.67						

Special Educational
Regional Cooperatives
Proposed Budget
2017-2018

Cooperative:		NKCES -DRAFT Budget Proposal									
		Total Allocation Amount and Amount By Each Activity Area									
ACTIVITY	Cooperative Total Allocation	Coop Base Allocation a) \$280,000 per coop; plus b) \$14,400 per district; plus c) \$25.00 per child	ALL Indicators & Goals	KSRKSD Outreach (\$5,000 per Consultant)	KY Peer Support Network (Monies required to be set aside to work with the University of KY/HdI Peer Support Network)(This should be \$20,000)						
Total Amount Allocated For Regional Co-Op By Area and Overall Total	954,000.00	737,700	191,300	5,000	20,000						
Total Amount Budgeted	954,000.00	954,000.00									

**Special Education Division of the
Regional Educational Cooperatives
Proposed Personnel**

Position Job Title for All Employees Who Will Be Paid Using IDEA Regional Special Education Cooperative Funds	Name First and Last Name of All Employees Who Will Be Paid Using IDEA Regional Special Education Cooperative Funds	Provide a Separate Attachment With Proposal Providing a Detailed Job Description For Each Person Explaining Job Duties	Percent of Overall FTE Employed By the Regional Educational Cooperative	Percent of Overall FTE Paid from IDEA State Set Aside Discretionary Funds	Salary and Benefits Paid from IDEA State Set Aside Discretionary Funds					
					Salary	KTRS KERS	Health Insurance	Other Fringe	Total Salary and Benefits Paid from IDEA Coop Funds	Total Salary and Benefits Paid from IDEA State Set Aside Discretionary Funds
Regional Director Special Education Cooperative	TED	See attached document for justification and job duties	100.00%	100.00%	119,827.00	19,298.00	10,222.00	2,472.00	151,819.00	151,819.00
Administrative Assistant IDEA	Christina Sizemore	See attached document for justification and job duties	100.00%	100.00%	42,486.00	10,222.00	2,100.00	3,621.00	58,429.00	58,429.00
Administrative Assistant Purchasing	Dee Daugherty	See attached document for justification and job duties	100.00%	15.65%	46,931.00	11,292.00	2,100.00	3,870.00	62,352.00	9,977.00
Prof Learning Coach Behavior	Laura Clark	See attached document for justification and job duties	71.35%	71.35%	40,111.00	6,460.00	2,100.00	941.50	49,612.50	49,612.50
Professional Learning Coordinator	Diane Hatfield	See attached document for justification and job duties	100.00%	75.00%	72,345.00	11,651.00	2,100.00	1,560.00	87,656.00	65,757.00
Prof Learning Coach Literacy	Amelia Brown	See attached document for justification and job duties	100.00%	90.00%	71,168.00	11,462.00	10,222.00	1,538.00	94,391.90	85,979.00
Prof Learning Coach Math	Kim Snowball	See attached document for justification and job duties	100.00%	90.00%	64,673.00	10,416.00	7,920.00	1,413.00	84,422.00	75,012.00
Prof Learning Coach Literacy	Alison Teegarden	See attached document for justification and job duties	100.00%	90.00%	56,913.00	9,166.00	7,920.00	1,264.00	75,263.00	66,853.00
Prof Learning Coach LUASD	TBA	See attached document for justification and job duties	100.00%	100.00%	70,074.00	13,115.00	10,222.00	1,730.00	95,141.00	95,141.00
Assistive Tech Consultant	Barb Weissbach	See attached document for justification and job duties	29.72%	29.72%	17,040.00	0.00	0.00	1,444.00	18,484.00	18,484.00
									0.00	
									0.00	
									0.00	
									0.00	
									0.00	
									0.00	
									0.00	
									0.00	
TOTAL PERSONNEL					601,568.00	103,082.00	54,966.00	19,853.50	777,580.40	678,064.00



Section 4:

NKCES Job Responsibilities and
Job Justification
Document

NKCES Position	NKCES Job Responsibilities 
Regional Director of Special Education	• Provide IDEA support and technical assistance to DoSE and district administrators. • Supervise all staff funded through the IDEA grant • Perform administrative duties related to the overall operation of the special education division of the Co-op • Support RSIP as a Team Member • Engage in the learning process of Implementation Science • Attend State Director's Meetings • Support IDEA initiatives of KDE and the NKCES Region • Support district CAPS • Support IDEA Compliance and Performance Indicators • Oversee the IDEA budget, goals and activities as outlined in the IDEA proposal
Professional Learning Coordinator	• Provide support and technical assistant to NKCES Professional Learning Communities (PLCs) for teachers and administrators who support students with disabilities • Provide support for professional learning opportunities designed to meet the needs of educators and administrators who provide instruction and related services for students with disabilities • Support RSIP as a Team Member • Engage in the learning process of Implementation Science • Lead the analysis of data related to implementation of practices in classrooms with students with disabilities • Provide leadership for the professional learning vision of NKCES centered on gap closure for students with disabilities • Support for IDEA compliance and performance indicators • Provide support and technical assistance for high leverage practices • Maintain Connect Grow Serve Log to gather data related to special education services provided to NKCES • Support goals and activities as outlined in the IDEA proposal
Professional Learning Coach - Literacy	• Provide support and technical assistance to NKCES in the area of literacy to meet the needs of students with disabilities. • Provide support and technical assistance to NKCES in the areas of collaboration, co-teaching, IEP development, SDI, engagement strategies, and high leverage practices • Attend and support the state Literacy Task Group • Support the module development including: Three Modes of Writing, Reading Strategies, Explicit Instruction, Multi-Sensory Reading Support and Technology Integration in Literacy, Collaboration, Co-teaching, Differentiation—All centered around, gap closure for diverse learners • Provide module training for educators who provide instruction to students with disabilities. • Provide coaching and support based upon modules for educators who provide instruction to students with disabilities. • Provide coaching and support based up school and district requests specific to supporting the learning of students with disabilities

	● Provide coaching support to build teacher capacity for educators who provide instruction to students with disabilities ● Attend and support the state Literacy Task Group ● Support for IDEA compliance and performance indicators ● Support all goals and activities as outlined in the IDEA proposal
Professional Learning Coach - Co-teaching	● Provide support and technical assistance to NKCES districts and schools in the areas of collaboration, co-teaching, IEP development, engagement strategies, and high leverage practices ● Review and support instructional technology for gap closure ● Attend and support the state Task Group as appropriate ● Provide training for special and general education teachers that focus on gap closure ● Provide coaching and support based up school and district requests specific to supporting the learning of students with disabilities ● Provide coaching support to build special education and general education teacher capacity ● Support for IDEA compliance and performance indicators ● Support all goals and activities as outlined in the IDEA proposal
Professional Learning Coach - Math	● Provide training and coaching in the area of mathematics for special and general education teachers- centered around gap closure ● Provide support and technical assistance to NKCES in the area of math strengths and areas of need specific to supporting the learning of students with disabilities ● Provide support and technical assistance to districts and schools in the areas of collaboration, co-teaching, IEP development, engagement strategies, and high leverage practices ● Support RSIP as a Team Member ● Attend and support the state Math Task Group ● Engage in the learning process of Implementation Science ● Support IDEA compliance and performance indicators ● Support data analysis of IDEA indicator as well as state, regional, and district data specific to supporting the learning needs of students with disabilities, their families, and the education professionals who support them ● Support all goals and activities as outlined in the IDEA proposal
Professional Learning Coach - Behavior	● Provide support and technical assistance to NKCES in the area of Behavior/PBIS/Collaboration/Mental Health/Trauma Informed Care to support the emotional and behavioral needs of students with disabilities ● Attend and support state RIAC, Progress Monitoring Task Group, IEP work Group, RtI Behavior Task Group and other state workgroups specific to the behavioral and emotional needs of students with disabilities ● Support teachers with student referral for behavior (OHI, EBD, FMD, etc) ● Provide coaching support to build special education and general education teacher capacity. ● Support for IDEA compliance and performance indicators ● Support all goals and activities as outlined in the IDEA proposal
Professional Learning Coach - Autism Spectrum Disorder/Low Incidence	● Provide support and technical assistance to NKCES in the area of students with ASD and complex needs. CCR1% Team Member and Leader ● Partner with KATC for training and direct district support for low incidence ● Member of the Alternate K-PREP State Group ● Member of the SPDG grant work group ● Member of the Peer Support Network group

	● Provide coaching support to build special education and general education teacher capacity ● Provide training at NKCESal and local level centered around students with moderate to severe/ complex learning needs ● Support for compliance and performance indicators ● Support all goals and activities as outlined in the IDEA proposal
Assistive Technology Consultant	● Provide support and technical assistance to NKCES in assistive technology, student assessments, and resources ● Support for performance indicators ● Support all goals and activities as outlined in the IDEA proposal
Administrative Assistant IDEA	● Provide support and technical assistance for IDEA ● Assist the Special Education Director on IDEA related work ● Maintain registration database for professional learning related to IDEA ● Serve as Professional Learning point of contact for IDEA (registration, invoicing, canceling) ● Support IDEA in regional communication (social media) ● Maintain Connect Grow Serve (activity) Log for IDEA events and work ● Manage Constant Contacts for IDEA trainings ● Maintain IDEA Distribution and Communication Lists ● Support materials prep for IDEA trainings and professional learning ● Maintain and monitor documentation for Emergency Probationary Teachers ● Create regional report for December 1 Child Count
Administrative Assistant Purchasing	● Provide support and technical assistance to NKCES in the area of purchasing of IDEA materials ● Support materials prep for IDEA trainings and professional learning ● Maintain IDEA components of the NKCES website ● Support IDEA in regional communication (social media) ● Make arrangements and monitor IDEA travel for staff



Section 5:

NKCES Strategic Plan Process 2019-2020

NKCES IDEA Proposal Strategic Plan Process 2019-2020



NKCES has a current strategic plan developed with stakeholder input to guide the overall work of the cooperative. Following the guidelines set forth in the Proposal for the Kentucky Department of Education Regional Special Education Cooperatives School Year 2019-2020, NKCES has plans to engage in the following:

1. Review current NKCES strategic plan to update / modify / change as needed to meet the needs of regional educators who support students with disabilities from preschool through transition age.
2. Review will include analysis of data to identify current needs of the region and how member districts will be supported, including but not limited to the level of support to be provided to each district based on district data (e.g. TSI or CSI status, SPP / APR data, IDEA CAPs, student performance, turnover of special education staff, IDEA fiscal and programmatic oversight).
3. Review will include resources shared by KDE's Karen Dodd, Chief Performance Officer - OCSPR, & Melody Cooper, Strategic Plan Program Manager - OCSPR including
 - strategic planning lens from <https://strategymanage.com/>
 - KDE's strategic "plan on a page" https://education.ky.gov/CommOfEd/CDU/Pages/Delivery_Home.aspx
 - *The Institute Way* book
4. Provide OSEEL with an annual report outlining the progress toward the strategic plan by March 1, 2020



Section 6:

NKCES DoSE & IDEA Advisory Boards Document

NKCES DoSE & IDEA Advisory Boards



The **NKCES DoSE Advisory Council** is comprised of 3 regional DoSE who serve a 3-year term (every year, one new DoSE joins and one completes their term). This advisory board is an internal board who functions to advise the NKCES Regional DoSE and provide monthly input for the DoSE meetings.

For the 2019-2020 academic year, the DoSE Advisory Board is: Marinell Kephart - 2017-2021; Pam Ecklund- 2017-2020; and Sommer Rosa - 2017-2020. Nominations for the upcoming year will be held in the spring each year for any open positions. Representatives on the NKCES DoSE Advisory Council cannot serve 2 consecutive terms.

The **NKCES IDEA Advisory Board** is comprised of 13 members. The chair of the NKCES IDEA Advisory Board will be one of the district DoSE serving on the board.

Board Membership: The board will include:

- the NKCES Regional Director of Special Education
 - Three (3) DoSE from NKCES DoSE Advisory Council
- In addition, the 8 member districts (listed below) will choose members from these categories (note that the members can not come from the districts of the DoSE Advisory Council):
- Seven (7) representatives currently working in a P-12 public school from the following categories:
 - special education teachers currently teaching in a P-12 public school
 - special education teacher leaders or consultants
 - related services providers currently providing services in a P-12 public school
 - One (1) general education teacher leader or administrator currently teaching in a P-12 public school

The purpose of this advisory board is to:

1. Support the development of the NKCES IDEA budget
2. Provide guidance for the key direction(s) of the IDEA proposed plan of action
3. Promote attendance at identified action items in IDEA proposed plan *to build human capacity*

This board will meet three times a year (once each trimester). Agenda for the Advisory Boards will be set by the NKCES Regional DoSE (as discussed and decided by consensus at the monthly DoSE meetings).

Nominations: NKCES IDEA Advisory Board members will be appointed by the regional DoSE. Nominees must complete a nomination form. DoSE in the nominating year specified below will work together to develop appropriate representation across the needed positions.

Nominations for the 2019-2020 year will be accepted in August 2019. Nominations in all future years will be accepted in March of the previous year.

To help ensure diverse representation across all sixteen districts, nominations will be accepted from from the following eight districts:

- in odd calendar years: Beechwood Independent, Bellevue Independent, Boone County, Bracken County, Campbell County, Covington Independent, Dayton Independent, & Erlanger Elsmere Independent).
- in even calendar years: Fort Thomas Independent, Kenton County, Ludlow Independent, Newport Independent, Pendleton County, Southgate Independent, Walton Verona Independent, & Williamstown Independent)

Term limits: The NKCES IDEA Advisory Board follow the terms set for the council.

All other nominated members will serve 2 years. In the first year of the board (2019-2020 year), ½ the members will roll off at the end of the year the advisory board so that only ½ membership will turn over each year. Members can serve two consecutive terms at maximum with a minimum 4 year break before serving a new term.



Section 7:

NKCES Strategic Plan

OUR VISION



With a united voice and unwavering commitment to high-quality public education for all, **NKCES leads the P-12 educational agenda for the region through a whole-child, whole-school, and whole-community approach** to ensure all students are college, career, and life ready.

OUR MISSION



The Mission of Northern Kentucky Cooperative for Educational Services is to strategically leverage the united voice of the superintendents and public schools as we **connect, grow and serve** the region with vital services as we:

- provide targeted support services for education professionals
 - enhance quality learning for students
 - model and support innovative instructional leadership practices
- ...through a united voice.**

Goal 1: Provide Professional Learning Opportunities to grow and connect teachers and leaders	
Use regional data (i.e. RSIP, CDIP, CSIP, IDEA Indicators, state assessments) to provide professional learning, along with purposeful coaching in collaboration with:	☐ NKCES Board & PL Consortium (Superintendent and Instructional Leader Voice) ☐ KDE Priorities (e.g. IDEA, Special Initiatives, RSIP) ☐ PLNs (Teacher Voice) to meet the needs of our region.

Action Step	Evidence of Success (Products/Deliverables)	Suggested Action(s)
Grow Regional PLNs to strengthen collective impact to enhance student learning	-Development & Communicate PLN Framework -PLN Needs Assessment -PLN Master Schedule -Attendance of Educators at Regional PLNs	☐ Secure funding ☐ Create PLN protocol ☐ Build/Train Leadership Capacity ☐ Developing current PLN Structure: Explore Virtual Training Opportunities for a broader reach & create "Training Library Resources" on website ☐ Creating a revenue stream for PLN ☐ Seeking opportunities to promote new learning
Use regional data, along with perception data to provide professional learning, training and support, related to required implementation of ESSA, IDEA and/or KDE Initiatives	-NKCES representation in KDE identified priorities -Connect, Grow & Serve Log -Website/Constant Contact Registration Site -Document trainings each month through Monthly Movie at board meetings -Products from trainings(i.e. websites, Presentations , materials) - Feedback Form	☐ Train the Trainer ☐ State Task Groups ☐ Provide logistic support such as scheduling, registration, etc. ☐ Gather teacher input to target specific Professional Learning Needs ☐ Standards Work ☐ Develop request for services form ☐ Develop intro and outro survey to better serve districts needs ☐ Highlight, support and coach best practices in the region. (Explicit Instruction, Literacy & Math Strategies, Standards Work, Specially Designed

		☐ Instruction, Co-teaching, Instructional Technology to support all students, Universal Design for Learning, High leverage practices) ☐ Podcasts to highlight best practices in region
Partner with community and outside agencies, business partners and districts to promote, facilitate, and support opportunities for principals	-NISL Training Schedule -Evidence of Information dissemination -KASA Module support & training -Create NKCES principal PLN: Consider working with LEI	☐ Host NISL regional trainings for KASS ☐ Promote KDE opportunities ☐ Participates in principal design team for KASA modules ☐ Develop Regional Principal PLN
Partner with community and outside agencies, business partners and districts to promote, facilitate, and support opportunities for educators by leveraging collective resources to build human capacity	-Participants attend shared trainings throughout the region and provide positive feedback -Trainings offered/sponsored by vendors are beneficial to current work and well attended -Positive evaluations on: podcasts, Pop Tours and workshops -Useful feedback on highlighted vendors (i.e. High-quality).	☐ Shared trainings throughout the region ☐ Trainings offered/sponsored by vendors ☐ Spotlight best practices through podcasts, Pop Tours and workshops ☐ Highlight tools and resources from vendors that are high quality ☐ Partner with and support community agencies (i.e. ABRI, PBIS, PSBG, The Point/ ARC)

Goal 2: Strengthen Relationship-Building and Collaboration to Connect Region

The executive director and NKCES team will build relationships both internally and externally (districts, KDE, cooperatives, community, and outside agencies) to connect, grow, and serve our region.

Action Step	Evidence of Success (Products/Deliverables)	Suggested Action(s)
NKCES will organize regularly scheduled opportunities to build trust and enhance productivity among a members	-Norms set for all NKCES meetings (PLNs, etc.) -Each group develops and uses a continuous improvement process -Monthly updates from internal partners - RSP Advisory Board	☐ Regularly scheduled meetings for Superintendents, DoSE, PL Consortium, Grants, etc. to include goal setting to assure we are working together on the important work ☐ Work with Executive Board to further develop their roles to capitalize on their strengths as they lead the region united. ☐ Participants: ownership of agenda and meeting structure ☐ Create high quality protocol/ norms ☐ Create NKCES IDEA Advisory Board ☐ Coach representative(s) attend monthly DoSE Meetings ☐ Strengthen relationships with Higher Ed (NKU, Gateway, Thomas More) ☐ Update Facilities Request Form: Renters Request, room set up, refreshments, number of participants and copies or no copies. Cost for organizations to use the space.
NKCES team develops internal structures and relationships to function as a whole	-Universal Protocols to strengthen relationships designed & implemented -Participation in flower/event fund -Monthly Internal Newsletter -Superintendent Leadership Retreat	☐ Communication protocols – website getting the word out ☐ Collective responsibility of common tasks such as Presentation template norms, communication items, Social Media, Redesign Top Ten, leadership tasks etc. ☐ Establish support systems for relationship building ☐ Onboarding for new employees – departments will manage onboarding ☐ NKCES team will seek out opportunities from current research and best practices for professional growth

NKCES will increase our visibility by promoting and marketing our professional services and membership benefits.	-District contact to help distribute NKCES correspondence designated by superintendents -Group calendar available to keep continuous communication of events/meetings, etc. -Monitor and utilize social media outlets -NKCES staff will ensure online resources are kept up to date and promote access to them during training sessions. -NKCES coaches and staff will promote NKCES by wearing name badges, leaving business cards and brand participant take-aways while in districts and the community	☐ POP tours to highlight best practices in the region ☐ Facilitate District to District connections ☐ Top Ten/Be in the Know ☐ PLNs to build human capacity ☐ Grant Consortium ☐ Networking Opportunities to make purposeful connections with KDE, Community Organizations, and other partner agencies ☐ NKCES Team visiting school ie opening day ☐ Face to name recognition - website ☐ Add quarterly At A Glance to website ☐ Add Top Ten to website and social media document ☐ Identified scope of work to support teachers serving students with disabilities (i.e. IDEA) ☐ Identified scope of work to support teachers serving students ☐ NKCES Commercial at the beginning of trainings for introduction (who we are and services provided) ☐ Standard meeting protocols created for trainings and meetings (intro, outro and communications) ☐ Create NKCES IDEA Advisory Board ☐ Update NKCES website online resource tools often and promote access to them
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Goal 3: Increase Revenue to Provide High Quality Services for districts so that we can connect, grow, and serve.

Increase current funding and analyze expenditures to secure quality staff, professional learning facilities, and additional resources.

Action Step	Evidence of Success (Products/Deliverables)	Suggested Action(s)
Seek out financial enhancements to current expenditures to ensure fiscal responsibility	-Follow required legalities during yearly audit and continue to refine and improve process as needed -Increase of KPC rebates for districts and NKCES -Value-added report for districts -Evidence of Regionally driven needs-based opportunities	☐ Technology ☐ Develop cost analysis for resources (copies, lamination, etc.) ☐ Seek out partner sponsorship for key events and activities for NKCES events ☐ Charging fees for non-members ☐ KPC analysis matching most ordered and/or most expensive ☐ KPC Order office supplies from identified vendor ☐ Utilizing 10% of coaches time for general education training opportunities (explore & pilot model) ☐ Continue transparency in revenue sources
Establish national, state, and local partners to secure resources and maximize collective impact	-Increase in purposeful partnerships -Outreach to Southern Ohio and other regions of KY for trainings -Outcomes/products of partnerships to schools/districts	☐ Build relationships and collaborate with national, state, and local foundations that support public education ☐ Seek out opportunities and resources to support current/future initiatives ☐ Virtual state meetings (when possible) instead of travel
Promote Kentucky Purchasing Consortium to provide the most competitive pricing for the region	-Making KPC purchasing part of NKCES policy and procedures -Seek out ways to show districts immediate benefit -Ease in using KPC to order	☐ KPC Lunch & Learn ☐ Districts and NKCES promote service and benefits ☐ Invite Sharon Fields (KPC representative) to network opportunities ☐ Advertise quarterly deals on basic office items that bring immediate value along with 3 step directions to place order

Maintain and continue improving NKCES facilities to leverage collective resources of the region	-Seek out financial partners to enhance support for the region -Continue working through facilities maintenance/enhancement list	☐ Prioritize maintenance/enhancement list ☐ Complete projects on maintenance/enhancement list as funds allow ☐ Promoting opportunities for educators to utilize NKCES as a hub for meeting/learning



TO IMPACT STUDENT LEARNING

5 Year Vision:

The NKCES will be a trusted partner with local school districts and the learning community to research and apply innovative 21st century practices; leveraging resources, developing strategic alliances, inspiring powerful leadership, and providing exemplary customized services to districts, communities and our students.

