

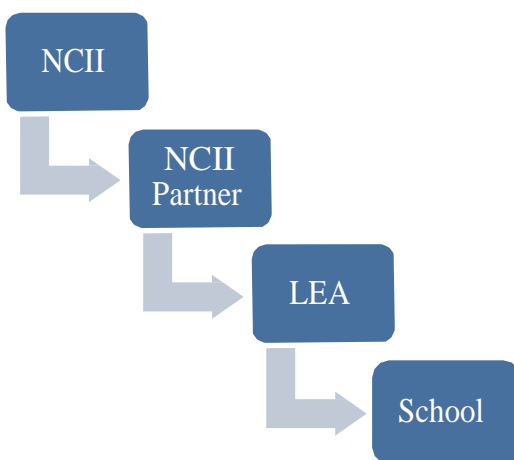
National call recruiting state agencies interested in receiving technical assistance for students with intensive needs

Are you looking to improve academic and behavioral outcomes for students with disabilities and others with severe and persistent needs in your state?

- Are your students with significant reading, math, and behavior needs failing to make the desired progress?
- Do the educators in your state feel unprepared to support these students?
- Is the current educational system in your state lacking the infrastructure to support educators in delivering intensive intervention?

If you answered *yes* to any of these questions, the National Center on Intensive Intervention (NCII) has a great opportunity for you. NCII is recruiting state agencies and their partners¹ interested in developing local and state capacity to serve students with significant needs in reading, mathematics, and behavior through implementation of intensive intervention.

What Is the National Center on Intensive Intervention?



NCII is a national technical assistance center funded by the Office of Special Education Programs and operated by American Institutes for Research. The Center is intended to help stakeholders across the country enhance their knowledge, skills, and capacity to implement intensive intervention for students with disabilities and for students with the most intensive needs who have not responded to traditional intervention efforts.

Under the Center's current funding cycle (2016–2021; Grant #H326Q160001), NCII will **leverage** and **expand** on achievements and momentum created during our first five years (2011–2016) by

¹ “State agencies and their partners” refers to state education agencies (SEAs) and their designated partners who provide implementation supports to local education agencies (LEAs). Partners can be, but are not limited to, universities, regional technical assistance providers, and charter school networks.

providing implementation and capacity-building supports to **state agencies and their partners** who are directly responsible for coaching, training, mentoring, and implementing intensive intervention in LEAs. Our goal is to work with these agencies to develop the capacity of their systems to support students with the most intensive level of need.

Our Approach: Data-Based Individualization

The overarching framework used by NCII is data-based individualization. Its origins are grounded in research initiated at the University of Minnesota (Deno & Mirkin, 1977), and it has been expanded upon by others over four decades.

Data-based individualization is a systematic method for intensifying intervention using data to determine when and how to make adaptations that increase the likelihood of positive student outcomes. Educators who implement data-based individualization produce stronger student outcomes compared to those who do not (Fuchs & Fuchs, 1986; Fuchs, Fuchs, & Stecker, 2010; Fuchs, Fuchs, & Vaughn, 2014).

Data-based individualization comprises the following elements:

- Use of standard intervention platforms to guide intervention.
- Ongoing progress monitoring.
- Targeted diagnostic assessment.
- Strategic individualization of instruction based on student data.

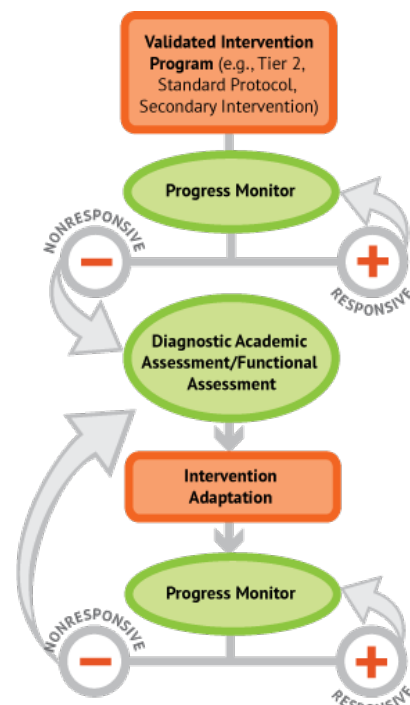
Learn more about NCII and data-based individualization at www.intensiveintervention.org.

NCII State Partners: Who Should Apply and What to Expect

We know from research (e.g., Capizzi & Fuchs, 2005; Kern, Gallagher, Starosta, Hickman, & George, 2006; Kern & Wehby, 2014; Stecker & Fuchs, 2000; Wanzek et al., 2013; Wehby & Kern, 2014) and our work during the first iteration of the Center that data-based individualization, when implemented well, leads to improved outcomes for students with intensive needs.

However, we know many states, districts, and schools do not currently have the capacity to support data-based individualization implementation at scale; the need is critical, especially given requirements under Results-Driven Accountability (RDA) and the Every Student Succeeds Act (ESSA).

We are seeking applications from state agencies and their partners interested in working with NCII to receive implementation supports. NCII state partnerships will emphasize capacity



building, coaching, and increased knowledge on the use of data-based individualization to enhance reading, math and behavioral outcomes for students with disabilities and for students with the most intensive needs who have not responded to traditional intervention efforts.

To accomplish this mission, NCII will leverage existing initiatives and resources within state agencies to improve outcomes for students with intensive needs. NCII will prioritize applications from states who have prioritized implementation of intensive interventions throughout their State Systemic Improvement Plans (SSIP) as part of their work toward RDA and from those who have created or are working to create a connected infrastructure across departments (i.e., special education, general education, and others) and with various organizations including, but not limited to, the following:

- Charter school networks
- Institutions of higher education
- Model demonstration or implementation sites composed of one or more districts or schools
- Regional technical assistance providers

We recognize the ongoing work to improve outcomes for students with disabilities and those with intensive academic and behavioral needs may look different from state to state. As such, more information about prioritized partners and expectations from NCII will be provided during two informational webinars on **March 17, 2017 (2:00 p.m. EST)** and **April 3, 2017 (3:00 p.m. EST)** and during ongoing recruitment and site-selection activities. See page 6 for information.

The foundation of NCII state partnerships will include ongoing professional development opportunities and strategic coaching supports to increase knowledge and implementation capacity over time. Partnerships will focus on increasing both SEA and LEA capacity in coaching, implementation, instructional strategies, and assessment and data evaluation practices. Furthermore, a focus on organizational planning activities intended to improve outcomes for students with disabilities and/or those students who have intensive reading, math, and behavioral support needs will be prioritized.

Recipients of NCII supports will have opportunities to engage in on-site and distance professional development from NCII staff experienced in delivering, implementing, and researching components of data-based individualization. NCII staff will work most directly to support SEA staff, regional technical assistance staff, and higher education faculty as they work with state partners¹ and individual school buildings to implement intensive intervention.

What Are the Benefits of NCII’s Intensive Implementation Support?

Increased knowledge and awareness. NCII’s implementation supports can inform partner staff, educational decision makers, local educators, school leaders, university faculty, and families on how to individualize instruction based on evidence and sound assessment data maximizing achievement for those with intensive academic and behavior needs, including students with disabilities.

Increased cross-state networking. Implementation supports will help states agencies and their partners increase their networking opportunities and prospects to connect with and learn from other states and partners engaged in implementation of intensive intervention.

Building system capacity to implement and deliver intensive intervention. Implementation supports will help state agencies and other partner organizations build system capacity to deliver intensive intervention.

Building state, regional, and local capacity to implement and deliver intensive intervention. Intensive implementation supports will equip local leaders to build their own capacity to deliver intensive intervention using NCII products and resources that enhance and strengthen existing programs supporting students with disabilities and those with intensive academic and behavior needs.

Improved outcomes for students with disabilities. NCII implementation supports will help states, districts, and schools enhance their ability to meet the needs and improve outcomes for students with disabilities in reading, mathematics, and behavior. Additionally, these supports will help staff integrate students with disabilities into existing initiatives [e.g., Multi-Tiered Systems of Support, Response to Intervention (RTI), Positive Behavioral Intervention and Supports, RDA] and throughout ESSA plans.

How Do Interested States Apply?

Interested states are required to submit the following two items:

- **A letter of support to NCII** at NCII@air.org. Letters of support should be addressed to the Center’s co-directors Drs. Louis Danielson and Allison Gandhi and must be signed and submitted by the state director of special education (or other equivalent state personnel). Letters must be submitted on official state letterhead and should express support for the partnership by the SEA. **One application per state will be accepted.**
 - Partner organizations outside the SEA (i.e., universities, regional technical assistance providers, charter school networks, etc.) with an interest in NCII’s intensive technical assistance should contact their SEA regarding their interest in serving as a partner organization. Please reach out to NCII staff if you have any questions about who to contact in your SEA (see contact details below).

- **A completed Web survey** (<https://www.surveymonkey.com/r/NCIICALL>) to provide detailed responses to the following questions (see questions 1–4 below). Please note it may be easiest for SEAs to draft answers to the questions in a Word document and subsequently cut and paste into the Web survey.

The Web survey includes the following questions:

1. Briefly describe your state’s priorities for improving outcomes for students with disabilities.

Include a priority statement that identifies targeted areas for improvement and intended outcomes.

For example, a state agency might support implementation of intensive intervention as a mechanism to increase the number of students with disabilities who demonstrate improved performance in reading or math on state assessments and implement intensive intervention in behavior to reduce the number of suspensions or referrals of students with individualized education programs.

2. Provide a description of any special education or tiered intervention initiatives in the state (e.g., ESSA, Positive Behavioral Intervention and Supports, Multi-Tiered Systems of Support, RTI, RDA, State Improvement Grant, and State Personnel Development Grants) **and technical assistance supports provided by other centers** (e.g., National Center for Systemic Improvement, Collaboration for Effective Educator Development, Accountability and Reform Center, Schoolwide Integrated Framework for Transformation, regional comprehensive centers).

Note: The Web response should articulate how the proposed work with NCII (i.e., capacity building to implement intensive interventions) is aligned with existing initiatives and other technical assistance center work and is prioritized by the SEA.

3. Describe the infrastructure for coaching and/or delivery of technical assistance in your state. If you do not have a coaching network or infrastructure in place for technical assistance delivery, please describe a possible plan for developing coaches and explain how NCII might assist in that effort.

Include a priority statement describing (a) existing resources and infrastructures for coaching in the state (e.g., regional technical assistance, university partners) and/or (b) a plan for how coaching will be implemented and scaled up if a network or system is not yet in place.

4. Please indicate how implementation districts or model sites in your state were selected as candidates for your ongoing initiatives. List those you think would be a good fit to receive NCII’s intensive technical assistance support.

If your state has not yet identified or selected school or district candidates, please describe your plan and the supports you anticipate needing from NCII technical assistance staff.

In addition to identifying how implementation districts or model demonstration sites were selected, your web response should also identify the **name, title, email, phone number, and mailing address of a point of contact** in at least four to six districts or LEAs (a) that have expressed interest in participating in NCII’s intensive technical assistance support or (b) that the state believes are candidates for participation.

How Will States Be Selected for Intensive Technical Assistance Support?

States will be selected through a screening process following the submission of the letter of support and the completion of the Web survey described above. As noted, NCII staff may contact interested partners via telephone or email to discuss requirements for participation and to gauge interest.

A follow-up site visit may occur during spring or early summer 2017. Final candidates will be reviewed by NCII staff and Office of Special Education Programs officials before they are announced. Partners will be selected based on the compatibility of their goals and current initiatives with NCII's mission, as well as on the availability of capacity-building resources, including coaching networks and infrastructure.

Note: After final site selection, additional letters of commitment and/or a Memorandum of Understanding from states and their partners will be required. NCII will provide all additional required documentation.

What Is the Timeline for Selecting Sites for Intensive Implementation Support?

April 24, 2017: Letters of support due from SEAs by 5:00 p.m. EST.

May 2017: Phone interviews and candidate screenings.

May–July 2017: Site visits to select interested partners.

July 2017: Selected SEA partners and LEA sites announced.

Note: This timeline is subject to change; NCII will inform applicants of any changes during the recruitment process.

Informational webinars will be held on the following dates:

[March 17, 2017 at 2:00 p.m. EST](#)

[April 3, 2017 at 3:00 p.m. EST](#)

Additional information can be found on the NCII website
<http://www.intensiveintervention.org/national-call>

In addition, webinar information will be sent out via the NCII newsletter.

If you have questions, please contact:

Sarah V. Arden, Ph.D.
American Institutes for Research
Telephone: 512-569-3137
Email: sarden@air.org / NCII@air.org

Gail G. Chan, Ph.D., BCBA-D
American Institutes for Research
Telephone: 202-403-6022
Email: gchan@air.org / NCII@air.org

Resources

Deno, S. L., & Mirkin, P. K. (1977). *Data-based program modification: A manual*. Reston, VA: Council for Exceptional Children.

Fuchs, D., Fuchs, L. S., & Vaughn, S. (2014). What is intensive instruction and why is it important? *Teaching Exceptional Children*, 46(4), 13–18. doi: 10.1177/0040059914522966.

National Center on Intensive Intervention. (2013). *Data-based individualization: A framework for intensive intervention*. Washington, DC: Author. Retrieved from <http://www.intensiveintervention.org/resource/data-based-individualization-framework-intensive-intervention>

Wehby, J. H., & Kern, L. (2014). Intensive behavior intervention. *Teaching Exceptional Children*, 46(4), 38–44.