Funding Opportunity

Office Hours: Wednesday, February 27, 2019, from 2:00 – 3:00 pm and Monday, March 18, 2019, from 10:00 – 11:00 am
Letter of Intent Due: Friday, March 1, 2019, by 11:59 pm

Applications Due: Wednesday, April 3, 2019, by 11:59 pm

COLORADO SCHOOL CLIMATE GRANT

FUNDED BY THE US DEPARTMENT OF EDUCATION

For program questions:
Misti Ruthven (Ruthven_M@cde.state.co.us | 303-866-6206)

For fiscal/budget questions:
Marti Rodriguez (Rodriguez_M@cde.state.co.us | 303-866-6769)

For RFP-specific questions:
Nicole Dake (Dake_N@cde.state.co.us | 303-866-6250)

Required
(To Obtain Benefit)
FORM # CGA-247
EDAC APPROVED
Approved 2/1/2019 for 2018-2019

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Introduction

The Colorado Department of Education (CDE) has received a School Climate Transformation Grant (SCTG) from the United States Office of Elementary and Secondary Education (OESE) to support the development of an integrated multi-tiered behavioral framework at the state, district, and school level through models of successful implementation. These models will result in increased implementation of evidence-based practices and improvement in climate related outcomes for all students in Colorado.

Driven by local needs, the Colorado School Climate Grant will meaningfully integrate and sustainably implement evidence-based climate improvement strategies, including Positive Behavioral Interventions and Supports (PBIS), dropout prevention as related to suicide prevention, behavioral health, substance abuse prevention, and trauma informed practices to effectively address several early warning indicators.

CDE seeks to work with 3 to 4 LEAs in the development and implementation of an integrated Multi-Tiered Behavioral Framework (MTBF). This includes participation on a State Management Team that will be charged with increasing SEA capacity for supporting the sustained and broad-scale implementation of a multi-tiered behavioral framework. Participating LEAs must share ownership in collaboration with the Teaching and Learning Unit, the Student Pathways Unit, and the Exceptional Student Services Unit at CDE to ensure that implementation efforts are supported and sustained.

Project Goals

The School Climate Grant project has three goals:

1) Increase SEA capacity for supporting the sustained and broad-scale implementation of a multi-tiered behavioral framework;

2) Enhance LEA capacity for implementing a multi-tiered behavioral framework sustainably and with fidelity by providing training and technical assistance; and

3) Coordinate School Climate Grant efforts with appropriate Federal, State, and Local resources, including the PBIS Technical Assistance Center.

Benefits of Participation

Through participation in this project, LEAs will collaborate with CDE in the development of the multi-tiered behavioral framework through regular (at least quarterly) participation on the School Climate Grant State Management Team. Participating LEAs will also hire or assign an Implementation Consultant to work with a Consultant Cadre in the development and implementation of evidence-based Personnel Development to improve climate related outcomes within their LEAs. Finally, LEAs will establish or refine LEA Leadership Teams who will receive targeted technical assistance from School Climate Grant Staff, and use a problem-solving process to improve systems, data, and practices that lead to positive student outcomes. LEAs will receive fiscal support to reimburse costs associated with the implementation of their efforts.

Technical Assistance from CDE staff will include the following:
- Monthly Consultant Cadre meetings to support action planning and implementation of grant;
- Monthly LEA Leadership Team meetings for the Identification of clear goals and outcomes focused on early warning indicators;
- Development of strategic plans that align with other initiatives and result in high quality, sustained implementation; and
- Creation of evidence-based professional learning and technical assistance activities for local schools.

Eligible Applicants

This grant is intended for Local Education Providers (LEPs) that have a clear commitment to building sustainable systems to support a multi-tiered behavioral framework in Colorado. An eligible Education Provider is:

- A school district;
- A Board of Cooperative Services (BOCES);
- A Charter school authorized by a school district; or
- A Charter school authorized by the Charter School Institute.

Applications will not be accepted from individual schools within a school district or BOCES, but must be authorized and submitted through the Education Provider. Note: a charter school authorized by a school district or CSI may submit an application but the charter school authorizer will be the fiscal agent, if funded.

Eligible applicants are those who commit to partnering with CDE to focus on systemic change through professional learning and capacity-building related to the multi-tiered behavioral framework and climate transformation efforts. Rural LEA applicants are also highly encouraged to apply. CDE staff including a Project Director and State Transformation Specialist will be integral to implementation efforts and will work with LEAs, and may offer additional support to school teams in coordination with LEA teams. The ongoing support is offered at no cost to the LEAs.

In order to create sustainable change at the building level, it will be necessary for each LEA to select cohorts of schools to actively-participate in Personnel Development. School-level participation will include developing a school-based leadership teaming structure and active engagement in LEA-coordinated professional learning and technical assistance with the support of CDE staff.

Requirements and Commitments

Project applicants will designate an **LEA Leadership Team**, to work with the School Climate Grant State Management team and other CDE staff regarding technical assistance for implementation efforts.

The LEA leadership Team will:

- Include at least one designated district leader, who will attend at least 75% of monthly meetings throughout the school year;
- Hire or assign one Implementation Consultant who will work with the School Climate Consultant Cadre, and lead the implementation of Personnel Development within the LEA;
- Attend a full-day, yearly School Climate Grant Summit each year of the project;
- Attend regular (at least quarterly) State Management Team meetings with School Climate Grant program staff to complete various activities, including ongoing monitoring of implementation at the district and school levels;
- Ensure that district and building leadership possess the qualifications and have committed the time necessary to accomplish grant activities to lead to student achievement gains;
- Conduct action planning-related professional development and technical assistance with participating School Leadership Teams;
- Ensure that funds are being leveraged with other local, state, and federal funds (e.g., Titles I, II, III, V and IDEA) and that accountability for cost-effective management is provided; and
- Provide student, school, and LEA-related data to CDE for the School Climate Grant funding opportunity within the time frames specified.

Project applicants will also designate an **Implementation Consultant**, who will lead the district's work with schools and will also work with the Consultant Cadre to share resources, learn from others, and develop evidence-based adult learning strategies for implementation within their districts.

The LEA Implementation Consultant will:
- Attend and regularly engage in the monthly Consultant Cadre meetings;
- Support the facilitation of monthly LEA Leadership Team meetings including planning meetings and debriefs;
- Attend the full-day, yearly School Climate Grant Summit each year of the project;
- Support the development and implementation of the LEA's Personnel Development Plan with a cohort of schools within the LEA;
- Conduct action planning-related professional development and technical assistance with participating School Leadership Teams;
- Provide student, school, and LEA-related data to CDE for the School Climate Grant funding opportunity within the time frames specified.

School Commitments:
Participating schools will engage in professional development as established by their Implementation Consultant and LEA Team.

Each *School Leadership Team* will:
- Provide CDE with evaluation information required by the State Management Team;
- Attend online and face-to-face state-sponsored professional development opportunities;
- Budget sufficient funds and time to participate in required grant activities;
- Exercise leveraging of Title I, IDEA, and other funding sources; and
- Determine what professional development is needed locally, based upon LEA-identified needs

Available Funds

The anticipated level of funding is approximately $200,000 for the 2018-19 school year CDE anticipates awarding up to four individual grants for a maximum of $60,000 each in year one (FY2018-19). After the first year, CDE plans to award $300,000 for the remaining four years of the grant with a maximum of $90,000 each in year one (FY2019-20). Rollover funds are eligible from the first to second year based on approval from the U.S. Department of Education and CDE.

Allowable Use of Funds

Funding from this opportunity may be used for reimbursement of activities related to professional development, including:
- Training fees,
- Curricula,
- Implementation tools,
- Outcome measurement,
- Time for collaboration,
- Staff stipends,
- Substitute pay to create time for job embedded learning opportunities, or
- Other planned activities.

Funding may also be used to hire an Implementation Consultant, who can serve as a Liaison with CDE's State Management Team, and provide Professional Development and Technical Assistance to local schools.

Note: if accepted into the program, approved applicants will be asked to coordinate with CDE staff to develop a budget proposal for program participation.

Funds from this opportunity must be used to **supplement and not supplant** any federal, state and local moneys currently in place.

Application Timeline

February 27, 2019	School Climate Grant Office Hours
March 1, 2019	Letter of Intent due
March 18, 2019	School Climate Grant Office Hours
April 3, 2019	Applications Due
May 17, 2019	LEAs awarded the grant will be notified
May 31, 2019	Initial meeting with the State Management Team

Duration of Grant

Approximately four years (2019-2024) of funding for this opportunity will be provided through the School Climate Transformation Grant. Funds will be available to LEAs on a renewable, yearly basis (October 1- September 31) of each grant year. Benefits as a grant recipient are contingent upon meeting all timelines provided in the assurances.

Evaluation and Reporting

Because successful implementation of School Climate Grant depends on the use of data to inform decisions, grant participants will be expected to use data throughout their implementation efforts. Data collection and submission to CDE is a necessary grant component. These data from participating LEAs and schools, include facilitated submission of relevant and publicly available early warning indicators, such as aggregated academic performance, behavior and implementation data, and will be a function of grant program participation. LEA and CDE staff will mutually decide upon, record and monitor data throughout the grant. This may be collected in the form of student outcome data, teacher input, questionnaires, self-assessments, and participant reflections (see attached tools in Attachment A).

Each LEA will complete and submit the following each year of the project:
- End of Grant Year Evaluation (see Attachment B).
- An Annual Financial Report.

Data Privacy

CDE takes seriously its obligation to protect the privacy of student and educator information. Student PII will not be collected through the School Climate Grant Project. All program evaluation data will be collected, used, shared, and stored in compliance with CDE's privacy and security policies and procedures in aggregate. The policies and procedures can be found here.

Please note: Documents submitted in support of the application must not contain any personally identifiable student or educator information including names, identification numbers, or anything that could identify an individual. All data should be referenced/included in the aggregate and the aggregate counts should be redacted to remove small numbers under 16 for students or 5 for educators.

Review Process

Applications will be reviewed by CDE staff to ensure they contain all required components. This funding opportunity is a competitive process – applicants must score at least 48 points out of the 70 points possible to be considered for funding. Applications that score below 48 points *may* be asked to submit revisions that would bring the application up to a fundable level. Applicants will be notified of the status of their application by May 17, 2019.

Application Office Hours

Office hours will be held on **Wednesday, February 27, 2019,** from 2:00 – 3:00 pm and on **Monday, March 18, 2019,** from 10:00 – 11:00 am. These designated office hour times can be used to ask School Climate Grant program staff questions on the application process, programmatic and/or technical assistance questions. To register for office hours, click on the date below:

[Wednesday, February 27, 2019, from 2:00 – 3:00 pm](#)
[Monday, March 18, 2019, from 10:00 – 11:00 am](#)

Letter of Intent

If interested in applying for this funding opportunity, please submit the [Letter of Intent](#) (see Attachment C) by **Friday, March 1, 11:59 pm**.

Submission Process and Deadline

Electronic copy of the application must be submitted to: CompetitiveGrants@cde.state.co.us by **Wednesday, April 3, 2019, by 11:59 pm.** The electronic version should include all required elements of the application as one document. Incomplete or late applications will not be considered. Note: If you do not receive an email confirmation of receipt of your application within 24 hours of the deadline, please email CompetitiveGrants@cde.state.co.us.

> Submit the electronic copy of the application to:
> CompetitiveGrants@cde.state.co.us
> By: **Wednesday, April 3, 2019 by 11:59 pm**

Application Format

- The narrative template portion of the application (Part II, Sections A-E) cannot exceed **4 pages**. Please see below for the required elements of the application. Note: Application narrative templates that exceed 4 pages will not be reviewed.
- The signature page must include original signatures of the lead organization/fiscal agent.

Required Elements

The format outlined below <u>must be followed</u> in order to assure consistent application of the evaluation criteria.

Part I: Application Introduction (not scored, does not count toward page limit)
IA: Cover Page
IB: Assurances Form

Part II: Narrative (cannot exceed 4 pages)
Section A: Goals
Section B: Team Driven Shared Leadership
Section C: Data-Based Problem Solving and Decision Making
Section D: Layered Continuum of Supports
Section E: Commitment

Part III: Budget Narrative and Electronic Budget (not included in page limit)

School Climate Grant Program 2019

Application Part IA: Cover Page						
(complete and attach as the first page of application)						
Education Provider Information						
District Name:					**LEA Code:**	
Mailing Address:					**DUNS #:**	
Region						
(indicate region of Colorado this program will directly impact)						
☐ Metro　　☐ Pikes Peak　　☐ North Central　　☐ Northwest						
☐ West Central　　☐ Southwest　　☐ Southeast　　☐ Northeast						
Authorized Representative Information						
Name:			**Title:**			
Telephone:			**E-mail:**			
Signature:						
Primary Contact Information						
Name:			**Title:**			
Telephone:			**E-mail:**			
Signature:						
Data Contact Information						
Name:			**Title:**			
Telephone:			**E-mail:**			
Signature:						
Fiscal Manager Information						
Name:						
Telephone:			**E-mail:**			
Signature:						
Grant Information						
The following information will be verified by CDE and considered in the funding decision:						
Amount Requested						
(*indicate the total amount of funding you are requesting for this grant*)						
Year 1 (2018-2019)	$					

Please note: If grant is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

School Climate Grant Program 2019

The appropriate Authorized Representatives must sign below to indicate their approval of the contents of the application, and the receipt of program funds.

On _____(date)_____ , 2019, the Board _____(district)_____ of

hereby agrees to the following assurances:

LEA Commitments
Project applicants will designate an **LEA Leadership Team**, to work with the State Management team and other CDE staff regarding technical assistance for implementation efforts.

The LEA leadership Team will:
- Include at least one designated district leader, who will attend at least 75% of monthly meetings throughout the school year;
- Hire or assign one CO-MTBF Implementation Consultant who will work with the Consultant Cadre, and lead the implementation of Personnel Development within the LEA;
- Attend a full-day, yearly School Climate Grant Summit each year of the project;
- Attend regular (at least quarterly) State Management Team meetings with staff to complete various activities, including ongoing monitoring of implementation at the district and school levels;
- Ensure that district and building leadership possess the qualifications and have committed the time necessary to accomplish grant activities to lead to student achievement gains;
- Conduct action planning-related professional development and technical assistance with participating School Leadership Teams;
- Ensure that funds are being leveraged with other local, state, and federal funds (e.g., Titles I, II, III, V and IDEA) and that accountability for cost-effective management is provided; and
- Provide student, school, and LEA-related data to CDE for the School Climate Grant funding opportunity within the time frames specified.

Implementation Consultant Commitments
Project applicants will also designate an **Implementation Consultant**, who will lead the district's work with schools and will also work with the Consultant Cadre to share resources, learn from others, and develop evidence-based adult learning strategies for implementation within their districts.

The LEA Implementation Consultant will:
- Attend and regularly engage in the monthly Consultant Cadre meetings;
- Support the facilitation of monthly LEA Leadership Team meetings including planning meetings and debriefs;
- Attend the full-day, yearly School Climate Grant Summit each year of the project;
- Lead the development and implementation of the LEA's Personnel Development Plan with a cohort of schools within the LEA;
- Conduct action planning-related professional development and technical assistance with participating School Leadership Teams;
- Provide student, school, and LEA-related data to CDE for the grant funding opportunity within the time frames specified (see attached tools in Attachment A).

School Commitments:
Participating schools will engage in professional development as established by their Implementation Consultant and LEA Team.

Each *School Leadership Team* will:
- Provide CDE with evaluation information required by the State Management Team;
- Attend online and face-to-face state-sponsored professional development opportunities;
- Budget sufficient funds and time to participate in required grant activities;
- Exercise leveraging of Title I, IDEA, and other funding sources; and
- Determine what professional development is needed locally, based upon LEA-identified needs

The Colorado Department of Education may terminate a grant award upon thirty (30) days' notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

Districts will not discriminate against anyone regarding race, gender, national origin, color, disability, or age. Funds are used to supplement and not supplant any moneys currently being used to provide services and grant dollars will be administered by the appropriate fiscal agent. Funded projects will maintain appropriate fiscal and program records and fiscal audits of this program will be conducted by the grantees as a part of their regular audits. If any findings of misuse of funds are discovered, project funds will be returned to CDE. The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services. Finally, grantees will ensure compliance with Article V, Section 50 of the Constitution of the State of Colorado.

Project modifications and changes in the approved budget must be requested in writing and be approved in writing by the Colorado Department of Education before modifications are made to the expenditures. Please contact Misti Ruthven and Marti Rodriguez (Rodriguez_M@cde.state.co.us | 303-866-6769) of CDE's Grants Fiscal Management for any modifications.

Name of School Board President/BOCES President/Charter School Board President *(If Applicable)*	Signature
Name of District Superintendent/BOCES Executive Director/CSI Authorized Representative*	Signature
Name of Data Contact	Signature
Name of Fiscal Contact	Signature

Please note: Individual charter school applicants must obtain signatures from their authorizing district or the Charter School Institute

School Climate Grant Program
Selection Criteria and Evaluation Rubric

Application Scoring *(CDE Use Only)*

Part I: **Application Introduction**   No Points

Part II: **Narrative**

              Section A: Goals   /9

              Section B: Team-Driven Shared Leadership   /9

              Section C: Data-Based Problem Solving and Decision Making   /9

              Section D: Layered Continuum of Supports   /9

              Section E: Commitment   /9

Part III: **Budget Narrative and Electronic Budget**   /25

                                                                     Total: **/70**

GENERAL COMMENTS: *Please indicate support for scoring by including overall strengths and weaknesses. These comments are used on feedback forms to applicants.*

Strengths:
-
-

Weaknesses:
-
-

Required Changes:
-
-

RECOMMENDATION: Funded _____   Funded with Changes _____   Not Funded _____

Selection Criteria & Evaluation Rubric

Part I: Application Introduction (No Points)

Cover Pages and Assurances

Complete the attached as the first pages of the application.

Part II: Narrative (70 Points)

Template with included narrative responses must not exceed **4 pages**. The following criteria will be used by reviewers to evaluate the application as a whole. In order for the application to be recommended for funding, it must receive at least 48 points out of the 70 possible points and all required elements must be addressed. An application that receives a score of 0 on any required elements will not be funded.

Scoring Definitions

Minimally addressed or does not meet criteria: Information Not Provided

Met some but not all identified criteria: Requires Additional Clarification or Development

Addressed criteria but did not provide thorough detail: Adequate response, but not thoroughly developed or high quality respons*e*

Met All Criteria with High Quality: Clear, concise and well thought out response

Section A: Needs	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed)
Identify the district's needs that can be addressed through participation on the School Climate Transformation Grant, including: 1. District or BOCES needs related to climate indicators (attendance, suspension, expulsion, dropout, TLCC survey 2. District or BOCES needs related to school and district performance, ESSA, and state accountability 3. District or BOCES needs related to Opioid and other drug abuse	0	3	6	9
Reviewer Comments:				
			TOTAL POINTS	**/9**

Section B: Team-Driven Shared Leadership	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed)
Address whether the district or BOCES currently has a team that focuses on improving infrastructure, aligning initiatives, and providing high quality professional development and technical assistance to local schools around a Multi-Tiered Behavioral Framework. If *no*, address whether the district or BOCES has the capacity to establish a leadership team focused on aligning MTBF initiatives and providing high quality professional development and technical assistance to local schools. If *yes*, describe the team's current efforts to align MTBF initiatives and provide high quality professional development and technical assistance to local schools.	0	3	6	9

Reviewer Comments:				
			TOTAL POINTS	**/9**

Section C: Data-Based Problem Solving and Decision Making	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed)
Describe the district's current approach to data-based problem solving and decision making around behavior, behavioral health, trauma, suicide, drug use, and other related areas. Describe how the School Climate Grant project could improve the data-based problem solving used within the district or BOCES.	0	3	6	9
Reviewer Comments:				
			TOTAL POINTS	**/9**

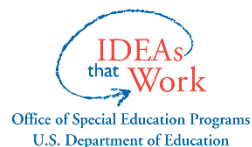| **Section D: Layered Continuum of Supports**	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed)
Describe the district's current readiness to implement a framework for layering school and student supports around behavior, behavioral health, trauma, suicide, drug use, and other related areas.	0	3	6	9
Reviewer Comments:				
			TOTAL POINTS	**/9**

Section E: Commitment	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed)
Describe the current priorities of the district or BOCES, and how the School Climate Grant will fit within those priorities. Be sure to include the other state level initiatives (e.g., School Turnaround Network, Connect for Success Grant Program, School Health Professional Grant, Project AWARE, and Student Re-engagement Grant) your district or BOCES is currently involved in, the number of schools involved, and the timeline of their participation.	0	3	6	9
Reviewer Comments:				
			TOTAL POINTS	**/9**

Part III: Budget Narrative and Electronic Budget (15 Points)

In addition to submitting **an electronic budget**, in compliance with CDE's standard fiscal rules, include a **budget narrative** in paragraph(s) format for which justification can be found within sections **A-E** that addresses the following criteria:

Budget Narrative and Electronic Budget (not included in page limit)	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed)
1) **Within the Budget Narrative:** • Provide an explanation that summarizes the proposed uses of grant funds by budget category or proposed program strategies. • Refer to all uses of funds described in the *Grant Budget Detail* worksheet to ensure they are all justified expenses for components of the proposed program.	0	1	3	5
2) Complete and attach the **Budget Spreadsheet (Excel file)**. On the *Grant Budget Detail worksheet*, include a brief description of the item to be funded and the funding calculation to show how amounts were determined. **Item Description Example:** .xx FTE for [role or title] at $xxxxx per [hour or month or year] times [x per hours or months or year]	0	1	3	5
3) Costs are reasonable and sufficient in relation to the measureable objectives, design, scope, sustainability, and duration of project activities. Use of funds are connected to project goals and activities.	0	1	3	5
4) Provide an explanation of leveraging of funds with other private, state, or federal dollars (e.g., Title I, bullying prevention, School Health Professional Grant, Project AWARE, Student Re-engagement grant) to maximize impact for students. If the applicant is partnering with other schools, describe how funds will be leveraged and how dollar efficiency will be increased.	0	3	7	10
Reviewer Comments:				
			TOTAL POINTS	**/25**

Attachment A: Self-Assessment & Action Planning Tool

Positive Behavioral Interventions and Supports Implementation Blueprint:

Part 2 - Self-Assessment & Action Planning

Technical Assistance Center on Positive Behavioral Interventions and Supports

U. S. Department of Education, Office of Special Education Programs

Version 2017 May 15

PREFACE

The OSEP Center on Positive Behavioral Interventions and Supports (PBIS) is grateful to students, educators, families, researchers, and many others who have worked tirelessly to improve educational outcomes for all students and who have contributed to our understanding of the critical practices and systems of PBIS.

These materials have been developed to assist local and state education agents to improve their capacity to address school climate and PBIS for all students.

Authority for and use of the terminology "Positive Behavioral Interventions and Supports" was first indicated in the Individuals for Disabilities Education Act of 1996, and has been referenced in subsequent reauthorizations in 2000 and 2006. The priority for this Center was developed in 1997. In this document PBIS is used as equivalent to "School-Wide Positive Behavior Support" (SWPBS), "School-wide Positive Behavioral Interventions and Supports (SWPBIS), and "Multi-Tiered Behavioral Frameworks" (MTBF).

The contents of this technical paper were developed under a grant from the U.S. Department of Education, Office of Special Education Programs (OSEP) (#H326130004) and Office of Safe and Healthy Students in the Office of Elementary and Secondary Education. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. OSEP Project Officer is Renee Bradley.

Downloading copies for personal use is permissible; however, photocopying multiple copies of these materials for sale is forbidden without expressed written permission by the OSEP Center for PBIS. A personal copy of these materials may be downloaded at www.pbis.org.

For more information, contact Rob Horner (Robh@uoregon.edu), Tim Lewis (lewistj@missouri.edu), or George Sugai (George.sugai@uconn.edu).

Citation Recommendation

OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (May 2017). *Positive Behavioral Interventions and Supports (PBIS) Implementation Blueprint: Part 2 - Self-Assessment and Action Planning.* Eugene, OR: University of Oregon. Retrieved from www.pbis.org.

PBIS LEADERSHIP TEAM IMPLEMENTATION SELF-ASSESSMENT

Purpose

This self-assessment is designed to assist teams and other organizational units with (a) initial assessments of the extent to which there is the capacity to implement Positive Behavioral Interventions and Supports (PBIS); (b) action planning to guide resource allocation during the process of PBIS implementation; and (c) periodic assessments of the capacity of a state, region, county or district to sustain PBIS implementation and expansion.

Intended Users

This self-assessment is intended for use by Leadership Teams at state, regional, county, or district education offices considering or actively implementing PBIS. It also can be used by other organizational units (e.g., large schools, special/alternative schools, educational facilities).

Guidelines for Use

1. Identify an internal or external **facilitator** who is fluent with systemic PBIS implementation process and blueprint elements and can guide assessment and action planning.

2. Form a **team** composed of behavior-related leadership personnel who are responsible for establishing and coordinating implementation of PBIS practices and systems.

3. Review **existing data** related to (a) student behavior (e.g., suspension/expulsions, screening outcomes, behavior incidents, discipline referrals, attendance, achievement scores, dropout rates, school climate, student/family surveys) and (b) implementation fidelity (e.g., Tiered Fidelity Inventory, School-wide Evaluation Tool, Benchmarks of Quality).

4. Conduct resource mapping (i.e., identification, alignment, integration, adaptation) of **existing social-emotional-behavioral efforts**, initiatives, and/or programs to maximize use and impact of existing resources.

5. Complete the PBIS Implementation Self-Assessment and Action Planning document, rating general implementation status as **IP** = In Place (>80%), **PP** = Partially in Place (50-80%), or **NP** = Not in Place (<50%).

6. Prioritize implementation elements for action planning with respect to the importance of short and long term **student outcomes** and need for **systems** level capacity development.

7. Review implementation elements to develop steps for a **multi-year action plan** (1 year, 2-4 years, and 5+ years).

8. Emphasize use and organization of **existing resources** (identified in step 3) for implementation of action plan.

9. **Review progress, as a team,** on action plan activities and outcomes at least monthly.

10. Conduct **annual evaluation** and updating of action plan fidelity of implementation and outcome progress.

PBIS Implementation Self-Assessment and Action Planning

Individuals Completing Self-Assessment:	Current Date:
	Next Date:

Level of Implementation:
 	
☐ State ☐ Region/County ☐ District
 	
☐ Other_____
	Status:
	
	    IP = In Place (>80%)
	
	    PP = Partial in Place (50-80%)
	
	    NP = Not in Place (<50%)

STATUS	LEADERSHIP TEAMING	ACTIONS
IP PP NP	1. Leadership Team has the **authority** to influence the organization (e.g., decision-making for budget, implementation, policy, data systems).	
IP PP NP	2. Leadership Team has **representation** from range of stakeholders with investment in youth outcomes from the local community and individuals with **detailed knowledge** about the current social-emotional-behavioral initiatives (e.g., accountability, administrators, families, general and special education, higher education, mental health, school board and community members, school board attorneys, trade organizations, youth-serving agencies).	
IP PP NP	3. **Leadership Team** includes individuals with behavioral science expertise across the full continuum of behavior support (Tiers I, II, III) to ensure fidelity of implementation of PBIS practices and systems in three domains: **(a) training, (b) coaching, and (c) evaluation**.	
IP PP NP	4. Leadership Team is led or facilitated by a **coordinator(s)** with (a) adequately allocated FTE and (b) experience in data-based decision-making, systems to support implementation, and evidence-based social-emotional-behavioral practices.	

STATUS	LEADERSHIP TEAMING	ACTIONS
IP PP NP	5. Leadership Team completes a **3-5 year action plan** guided by the PBIS Implementation Blueprint Self-Assessment, state/district strategic plan, and district/school fidelity of implementation data (e.g., Tiered Fidelity Inventory), and matches resources to needs based on student outcome data, especially for vulnerable populations.	
IP PP NP	6. Leadership Team uses **standard meeting process** and **problem solving agenda** (e.g., Team-Initiated Problem Solving) with clearly defined operating procedures (e.g., procedures for securing agreements, resolving conflicts and integration of system features).	
IP PP NP	7. Leadership Team engages in ongoing, two-way **communication with executive leadership** regarding implementation progress and outcomes related to student behavior goals and PBIS fidelity of implementation.	
IP PP NP	8. Leadership Team members who coordinate daily implementation of the initiative regularly **monitor and report implementation** activities and follow agreed-upon procedures for monitoring progress.	
IP PP NP	9. Leadership Team regularly (e.g., quarterly) uses **two-way communication** with other stakeholders (e.g., school boards, families, community organization leaders, politicians, youth) to solicit feedback on implementation progress and link to outcomes.	

STATUS	STAKEHOLDER SUPPORT	ACTIONS
IP PP NP	10. **Stakeholders** (e.g., school boards, families, community organization leaders, politicians, youth) are **actively involved** in goal-setting and policy development.	
IP PP NP	11. **Stakeholders** assist in **disseminating information** and accomplishments (e.g., website, newsletter, meeting presentations, conferences, media, annual progress reports).	
IP PP NP	12. **Organizational leaders** (e.g., state chief, superintendent, board of trustees, commissioner) **actively and visibly participate** in PBIS events and activities (e.g., attend annual events, visit implementation sites, acknowledge progress) to engage stakeholders.	
IP PP NP	13. Promoting positive school climate and student social-emotional-behavioral health are established by organizational leadership as one of the **top five permanent goals or priorities** for the next 3 to 5 years.	

STATUS	FUNDING	ACTIONS
IP PP NP	14. **A budget plan for at least 3 years of prioritized funding** is developed to support operating structures and capacity building activities to implement PBIS.	
IP PP NP	15. Initiative has transitioned from short-term funding (e.g., State Personnel Development Grants, contracts) to **long-term institutional funding** (e.g., Title IV block grants).	
IP PP NP	16. Funding and organizational resources **across related initiatives** are assessed and aligned to sustain implementation.	

STATUS	POLICY AND SYSTEMS ALIGNMENT	ACTIONS
IP PP NP	17. PBIS **vision statement** (and clear rationale) supporting importance of school climate (and how PBIS can improve both school climate and academic achievement) is developed and endorsed by lead state/district/school administrators.	
IP PP NP	18. PBIS vision statement is articulated into observable, measurable, specific, and actionable **long-term outcomes**.	
IP PP NP	19. PBIS implementation is **included in organizational policy** and procedural guidelines.	
IP PP NP	20. **Policy, technical briefs, and procedural guides** are posted and distributed at least annually.	
IP PP NP	21. Policies are **reviewed and refined regularly** to enhance their effects on fidelity of implementation and association with behavior and academic outcomes.	
IP PP NP	22. **Periodic formal review** (e.g., audit, survey, resource mapping, alignment) of existing social-emotional-behavioral-related initiatives or programs to determine effectiveness, relevance, and fidelity of implementation is completed at least annually.	
IP PP NP	23. **Clear description of initiative alignment** (e.g., graphic organizer, organizational chart, conceptual map) displays integrated and/or collaborative implementation of PBIS with existing initiatives having similar goals, outcomes, systems, and practices.	
IP PP NP	24. **New potential initiatives are reviewed for fit** with existing social-emotional-behavioral initiatives and resources before deciding whether to adopt, align, and/or integrate them.	

STATUS	WORKFORCE CAPACITY	ACTIONS
IP PP NP	25. **Hiring criteria, recruitment, and selection** for all district/school administrators, coaches, and school personnel includes knowledge, skill, and experience implementing PBIS.	
IP PP NP	26. Personnel **roles and FTE** are (re)allocated to support implementation of PBIS.	
IP PP NP	27. Implementation **activities** (e.g., training, coaching) are embedded **into job descriptions.**	
IP PP NP	28. State **certification and licensure policies** for administrators, teachers, and related instructional/support personnel require coursework in positive behavior support, PBIS, and/or implementation science.	
IP PP NP	29. Annual **performance evaluations** of administrators, teachers, and related instructional/support personnel assess knowledge and skills related to PBIS implementation.	

STATUS	TRAINING	ACTIONS
IP PP NP	30. **Orientation descriptions** and/or presentations (e.g., 1-page overview, video, website) are developed for describing implementation rationale, process, outcomes, and readiness requirements.	
IP PP NP	31. Dedicated **professional development time and training plans** (with clear scope and sequence) are scheduled for PBIS implementation (e.g., state-wide training calendar, district-wide master schedule).	
IP PP NP	32. PBIS training materials and professional development practices are **aligned** with other relevant empirically-supported initiatives as needed.	
IP PP NP	33. **Professional development activities and events** are publicly posted to define and shape the goals and process of implementing PBIS.	
IP PP NP	34. **Orientation and refresher trainings** are conducted at least annually for new and continuing staff who need boosters.	
IP PP NP	35. **Peer networking opportunities** (e.g., peer-to-peer sharing events, professional learning communities) are scheduled and regularly repeated on PBIS framework, practices, and systems for school leaders, PBIS coaches, and school teams.	
IP PP NP	36. For states and large districts, **internal training capacity** (e.g., core group identified and supported in leading efforts) is established to build and sustain PBIS practices.	

STATUS	COACHING	ACTIONS
IP PP NP	37. **Adequate coaching supports** are provided to schools based on phase of implementation and data-indicated need (e.g., at least monthly with each emerging school team, and at least quarterly with established teams (i.e., at implementation criteria).	
IP PP NP	38. Training and support (e.g., clear scope and sequence, technical assistance) are provided to **local coaching networks** to establish and sustain PBIS implementation.	
IP PP NP	39. Support emphasizes **coaching functions** (responsibilities and activities, not people or positions) for internal (school level) and external (district/regional level) implementation supports.	
IP PP NP	40. **Tiered technical assistance** system allows differentiated coaching support based on district/school/classroom fidelity of implementation and outcomes.	
IP PP NP	41. Districts/schools have transitioned from outside to **local coaching** capacity (e.g., core group identified and supported in leading efforts, embedded in job descriptions).	

STATUS	EVALUATION AND PERFORMANCE FEEDBACK	ACTIONS
IP PP NP	42. **School-based data systems** (e.g., data collection tools and evaluation processes) are in place to enable continuous performance feedback.	
IP PP NP	43. Data systems are **used to provide regular performance feedback to school teams and coaches** for problem solving and action planning.	
IP PP NP	44. **Evaluation schedule and process** is used at all implementation levels (e.g., student, classroom, district, state) for examining the extent to which: (a) teams are implementing PBIS, (b) PBIS implementation is improving student outcomes, and (c) the Leadership Team's action plan is implemented.	
IP PP NP	45. **Annual progress reports** tailored to external stakeholders are created and distributed at least annually on the activities and outcomes related to PBIS fidelity of implementation and student behavior goals.	
IP PP NP	46. Outcomes and accomplishments are **disseminated, acknowledged, and celebrated** at least quarterly.	
IP PP NP	47. Districts have transitioned from external to **internal evaluation and performance feedback** capacity (e.g., core group identified and supported in leading efforts).	
IP PP NP	48. **System** is in place for **identifying districts, schools, or classrooms** in need of additional training and coaching support.	

STATUS	BEHAVIORAL EXPERTISE	ACTIONS
IP PP NP	49. **Trainers and coaches** have behavioral science expertise that aligns with general PBIS content (practices, systems, data) and across all tiers.	
IP PP NP	50. **Specialized instructional support personnel** (e.g., special educators, counselors, school psychologists, social workers) at school and district levels have behavioral science expertise that aligns with general PBIS content and across full continuum of behavior support (Tiers I, II, III).	
IP PP NP	51. **Ongoing professional development and mentoring in behavioral science** (e.g., behavior coursework, intensive behavior institute) is available across roles of staff.	

STATUS	LOCAL IMPLEMENTATION DEMONSTRATIONS	ACTIONS
IP PP NP	52. **Formal site selection processes** (including readiness requirements and commitment procedures) and criteria are developed and used to select (a) initial (pilot) and (b) new (expansion, scaling) participating schools and/or districts.	
IP PP NP	53. **Demonstration PBIS schools/districts** have annual data indicating sustained high levels of fidelity of implementation and visible activities, data, and products to serve as local demonstrations of process and outcomes across tiers (I, II, III) and levels (elementary, middle, high).	
IP PP NP	54. **Plan for further demonstrations**, including replication and scaling of PBIS across tiers and levels in the organizational unit, is developed and followed.	

Sample State/District Leadership PBIS Action Planning Template

Individuals Completing Self-Assessment:	Date:

Implementation Level: ☐ State   ☐ Region/County   ☐ District   ☐ Other_____

GOAL:	District/state level capacity to establish, sustain, and scale-up of accurate implementation of a continuum (multi-tiered) of PBIS across multiple schools/districts.

Month	Activity/Action (Person/s)									
	Leadership Teaming	Stakeholder Support	Funding	Policy and Systems Alignment	Workforce Capacity	Training	Coaching	Evaluation & Performance Feedback	Behavioral Expertise	Local Implementation Demonstrations
Jul										
Aug										
Sep										

Oct									
Nov									
Dec									
Jan									
Feb									
Mar									
Apr									
May									

Jun									
Jul									
Aug									
Sep									
Oct									
Dec									
Jan									

Attachment B: End of Grant Year Evaluation

Each LEA Leadership Team must submit an End of Year Evaluation to CDE on or before June 30, each year of the project. Please submit the report via the electronic form emailed to the Point of Contact.

SCHOOL CLIMATE GRANT END OF GRANT YEAR EVALUATION

Part 1: Provide information your LEA's processes this school-year.

1. How many times has your LEA Leadership Team met this year?

2. Which tools/activities have you investigated or engaged in as a team? Check all that apply.
   - ☐ Clarifying mission/vision
   - ☐ Establishing roles/responsibilities
   - ☐ Developing norms/common agreements
   - ☐ Developing common knowledge/understanding
   - ☐ Analyzing Self-Assessment Scoring
   - ☐ Initiative Inventory
   - ☐ Action planning
   - ☐ Communication planning
   - ☐ Planning for personnel development
   - ☐ Budget/funding considerations
   - ☐ Other: _____

3. Which Components of a Multi-Tiered Behavioral Framework have you investigated or engaged in as an LEA? Check all that apply.
   - ☐ Positive Behavioral Interventions and Supports
   - ☐ Suicide Prevention
   - ☐ Trauma Informed Practices
   - ☐ Drug Abuse Prevention
   - ☐ Other _____

Part 2: Provide feedback on the following **six** questions. In order to help CDE provide the best services, please be as specific and candid as possible with your answers. The response should not be more than **3 type-written pages**.

1. Discuss how planned activities/strategies did or did not occur as planned.
2. Include a description of how the grant activities related to the climate indicators (attendance, suspension, expulsion, teaching and learning conditions survey).
3. Provide a description of your progress on your action plan including any relevant data.
4. Discuss how this grant led to School Climate Grant implementation successes and how the LEA will continue to build on these successes.
5. Discuss any pitfalls or lessons learned that you would share with another LEA doing the same work.
6. Please complete the following table as applicable:

	Projected	**Actual**
Number of schools participating within the project:		
Number of educators served through the project:		
Number of students served through the project:		

Optional: Provide advice to School Climate Grant staff on how we can continue to support your MLT in improvement efforts.

Attachment C: Letter of Intent

The Letter of Intent to apply for the Colorado School Climate Grant is **due Friday, March 1, 2019, by 11:59 pm**. Please note that a letter is intent is encouraged, not required, to submit a final application. See below for the information requested in the Letter of Intent.

Submit Letter of Intent Here

Name of LEA (District)/BOCES:

Applying on behalf of the following school(s):

Name of LEA/BOCES Authorized Representative:

Name of Contact for the Proposal:

Contact Telephone Number:

Contact E-mail Address

I affirm that I am the named authorized representative from the LEA/BOCES, or that the named authorized representative is aware and has approved of the intent to apply for the grant opportunity.