



COLORADO
Department of Education

Funding Opportunity

Application Information Webinar: Friday, June 23, 2017, from 9:00 – 10:00 am
Letter of Intent Due: Friday, June 30, 2017, by 11:59 pm

Applications Due: Friday, September 8, 2017, by 11:59 pm

COLORADO MULTI-TIERED SYSTEM OF SUPPORTS (CO-MTSS) IMPLEMENTATION GRANT

FUNDED BY THE OSEP STATE PERSONNEL DEVELOPMENT GRANT (SPDG)

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Colorado Multi-Tiered System of Supports (CO-MTSS)

Implementation Grant 2017

Applications Due: September 8, 2017, by 11:59 pm

Introduction

The Colorado Department of Education (CDE) has received a State Personnel Development Grant (SPDG) from the Office of Special Education Programs (OSEP) to support professional learning activities that target development, implementation, and sustainability of a Colorado Multi-Tiered System of Supports (CO-MTSS) through the integration of academic supports, behavioral supports, and implementation science. MTSS is a prevention-based framework of team-driven, data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices.

The CDE Office of Learning Supports (OLS) seeks to work with BOCES and Districts as they integrate academic and behavioral supports into a comprehensive system of student supports. The BOCES and Districts must share ownership in collaboration with the Office of Learning Supports at CDE to ensure that implementation efforts are supported and sustained at every level.

Project Goals

The CO-MTSS project has five major goals: 1) increase state leadership capacity for CO-MTSS implementation; 2) increase regional and district leadership capacity for CO-MTSS implementation and sustainability; 3) increase preschool-12, school level capacity for CO-MTSS through the implementation of evidence-based practices, data-based problem solving, and short-cycle action planning; 4) support teacher effectiveness in the classroom; and 5) increase family, school, and community partnering.

Benefits of Participation

Through participation in this program, participants will establish or refine MTSS Leadership Teams (MLTs), receive targeted technical assistance from OLS Staff, and use a problem-solving process to improve systems, data, and practices that lead to positive student outcomes. MLTs may also receive fiscal support to reimburse costs associated with the implementation of their efforts.

MLT support

Technical Assistance from OLS staff will include the following:

- Monthly on-site meetings to support action planning and implementation of CO-MTSS;
- Identification of clear goals and outcomes focused on student outcomes;
- 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 school districts, Boards of Cooperative Educational Services (BOCES), the Charter School Institute (CSI), and charter schools (authorized either by a school district or the Charter School Institute) that have a clear commitment to building sustainable systems to support MTSS implementation in Colorado.

Eligible applicants are those who commit to partnering with the OLS to focus on systemic change through professional learning and capacity-building related to CO-MTSS. OLS staff including CO-MTSS Specialists and Implementation Consultants (ICs) will be integral to implementation efforts and will work primarily with MLTs, and

may offer additional support to school teams in coordination with MLTs. The ongoing support is offered at no cost to the MLT; OLS staff will work with CDE partners to provide effective and timely technical assistance.

In order to create sustainable change at the building level, it will be necessary for each MLT to select cohorts of schools (within the district, BOCES, or CSI) to actively-participate in the grant program. School-level participation will include developing a school-based leadership teaming structure and active engagement in MLT-coordinated professional learning and technical assistance with the support of the CO-MTSS staff.

Requirements and Commitments

Project applicants will designate an **MTSS Leadership Team (MLT)**, to work with and coordinate with CDE **OLS staff** regarding technical assistance for implementation efforts.

The *MLT* will:

- Include at least one designated district leader, who will attend at least 75% of monthly meetings;
- Attend a full-day, yearly CO-MTSS kickoff in Denver scheduled for late January 2018;
- Attend regional, monthly meetings with the CO-MTSS ICs and other OLS staff to complete various activities, including infrastructure evaluation, implementation plan development, initiative inventory completion, professional development planning, and ongoing monitoring of school-level implementation;
- 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 Building Leadership Teams (with the support of OLS staff);
- Foster principal leadership in the schools and support leadership growth opportunities;
- 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 MLT-related data to CDE for the CO-MTSS funding opportunity within the time frames specified (see attached tools in Attachment A).

School Commitments:

Participating schools will implement a CO-MTSS Building Leadership Team (BLT) and will engage in professional development as established by their MLT.

Each *BLT* will:

- Provide CDE with evaluation information required by the MLT and CDE;
- Attend online and face-to-face state-sponsored professional development opportunities;
- Budget sufficient funds and time to participate in required grant activities; and
- Exercise leveraging of Title I, IDEA, and other funding sources.

Project requirements and commitment will be at two levels throughout the four year project. MLTs will be accepted into the project at **Level 1**, which will involve monthly meetings with CO-MTSS staff, online academy participation, and the completion of infrastructure, professional development, and action planning tools (see attached tools in Attachment A). Nominal financial reimbursement will also be available at level 1.

At **Level 2**, MLTs will become eligible for additional support and financial reimbursement depending on:

- The number of MLTs demonstrating readiness;
- The number of students served within the district, CSI or BOCES;
- Use of previous funds; and
- The MLT's performance on the infrastructure, professional development, and action planning measures.

To promote regional capacity, small districts may consider applying in partnership with other districts, or through a BOCES. The following activities will occur at each level:

Level 1 Activities:

- CO-MTSS Application.
- Quarterly or Monthly meetings with CO-MTSS staff to build infrastructure and plan professional development.
- CO-MTSS Online Academy Course completion.
- Project Tool Completion:
 - District Infrastructure Assessment (i.e., MTSS Leadership Team Self-Assessment);
 - Professional Development Audit and Plan;
 - Initiative Inventory;
 - Family, School, and Community Partnering (FSCP) District Representative Survey; and
 - Other tools tailored to the contextual needs of the MLTs.

Additional Level 2 Activities:

- Additional monthly coaching support from CO-MTSS staff.
- Quarterly professional development with building leadership teams to establish effective School Short Cycle Action Plans and other professional development needs.
- Additional tool completion:
 - Regional Implementation Goals;
 - Long-Term Professional Development Plan;
 - Short Cycle Action Plan Rubric (to monitor school-level implementation); and
 - Monitoring of Building Leadership Team Self-Assessment Results

An anticipated timeline of activities is provided below, noting that exact scheduling of grant activities will occur in conjunction with OLS staff. All of the tools and activities will be completed in collaboration with OLS staff. Most tools will be completed during MLT meetings and yearly kickoffs. Some tools and measures may require time commitments outside of regular meeting. Time commitments for MLT members will include a yearly all-day kickoff, MLT meetings (typically around 1-3 hours), and occasional tool completion between meetings. The MLT leads have additional time commitments for MLT meeting planning, post-meeting debriefs with OLS staff, and leadership responsibilities (e.g., communication, agenda setting, etc.).

Timeline of MLT Activities

	2017-18			2018-19			2019-20			2020-21		
Measure	F	W	S	F	W	S	F	W	S	F	W	S
Yearly Kickoff		X		X			X			X		
MLT Self-Assessment		X		X			X			X		X
Quarterly/Monthly Meetings	X	X	X	X	X	X	X	X	X	X	X	X
PD Audit & Plan					X			X			X	
Initiative Inventory			X			X			X			X
FSCP District Rep. Survey			X			X			X			X
Regional Implementation Goals					X			X			X	
Long-Term PD Plan						X			X			X
Short-Cycle Action Plan & Rubric						X	X	X	X	X	X	X
BLT Self-Assessment					X			X			X	

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 from this opportunity may not be used to purchase food or pay salary.

Note: if accepted into the program, approved applicants will be asked to coordinate with OLS 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. There will be no carryover of funds. Unobligated funds at the end of the fiscal year will be returned to the Colorado Department of Education.

Application Timeline

June 23, 2017	CO-MTSS overview and Application Training Webinar
June 30, 2017	Letter of Intent due
September 8, 2017	Applications due to CDE
September 9-15, 2017	Review of Applications
September 15, 2017	Notification of initial approval will be provided no later than August 18, 2017
September - December	Meet with grantees to discuss application and next steps
January 1, 2018	MLTs awarded the grant will be notified by January 1, 2018
Late January, early February	CO-MTSS Kickoff event (will be attached to CASE Winter Conference)

Duration of Grant

Four years (2017-2021) of funding for this opportunity will be provided through the State Personnel Development Grant. Funds will be available to MLTs on a renewable, yearly basis (October 1- September 30) of each grant year. Benefits as a grant recipient are contingent upon meeting all timelines provided in the assurances, including data collection requirements.

Evaluation and Reporting

Because successful implementation of CO-MTSS depends on the use of data to inform decisions, grant participants will be expected to use data throughout their implementation efforts. Additionally, data collection and submission to CDE will be expected. This data from participating MLTs and schools includes facilitated submission of relevant academic, behavioral, implementation, teacher performance, and family partnering data and will be a function of grant program participation. The MLT and OLS 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 data, fidelity data, questionnaires, self-assessments, and participant reflections.

Each MLT will complete and submit the following each year of the project:

- Capacity building tools (see Attachment A):
 - MLT meeting minutes and Meeting Foundations Checklist;
 - MLT Infrastructure Self-Assessment (i.e., MLT Self-Assessment);
 - MLT Professional Development Plan;
 - MLT Initiative Inventory;
 - MLT Action Plan; and
 - School Short Cycle Action Plans and Rubric Scores.
- End of Grant Year Report (see Attachment B).
- An Annual Financial Report.

Data Privacy

CDE takes seriously its obligation to protect the privacy of student Personally Identifiable Information (PII) collected, used, shared, and stored. Student PII will not be collected through the CO-MTSS Grant Project. Program evaluation data will be collected, used, shared, and stored in compliance with CDE's privacy and security policies and procedures. The policies and procedures can be found at:

<https://www.cde.state.co.us/cdereval/cdeinformationsecurityandprivacypolicy>.

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 6 points out of the 9 points possible to be considered for funding. Applications that score below 6 points *may* be asked to submit revisions that would bring the application up to a fundable level. Applicants will be notified of the initial status of their application by September 15, 2017.

Applicants will also be asked to meet with CDE staff, between September 15 and December 10, 2017, to discuss application feedback and any required changes before final approval is given. If district/BOCES/school staff are not able to verify the information provided in the application, or fail to demonstrate an understanding of the program the recommendation to fund will be withdrawn. Applicants will be notified of their acceptance into the program by January 1, 2018.

In order for an MLT to move into Level 2 activities and support, the MLT must complete level 1 activities, including:

- At least 4 meetings with OLS staff to build infrastructure and plan professional development;
- At least 2 assessments of district infrastructure through the MTSS Leadership Team Self-Assessment in collaboration with OLS staff;
- And at least 1 assessment of the FSCP Survey;

In addition, these tools will be evaluated each year of the project (See Attachment A):

- MLT meeting minutes;
- MLT meeting foundations;
- MLT Initiative Inventory;
- MLT Action Plan;
- MLT Professional Development Plan;
- MLT Infrastructure Self-Assessment;
- FSCP Survey;
- BLT Self-Assessment; and
- School Short Cycle Action Plans.

Application Information Webinar

An initial training and application webinar will be held on **June 23, 2017, at 9 am**. The webinar will also be posted on the MTSS website at www.cde.state.co.us/mtss.

Register for this technical assistance via Eventbrite at <https://comtss2017.eventbrite.com>. If you have questions or issues regarding registration, please email CompetitiveGrants@cde.state.co.us.

If interested in applying for this funding opportunity, please submit the Letter of Intent (see Attachment B) via SurveyMonkey at <https://www.surveymonkey.com/r/comtss2017> by **June 30, 2017, by 11:59 pm**.

Submission Process and Deadline

Electronic copy of the application must be submitted to CompetitiveGrants@cde.state.co.us by September 8, 2017, 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. 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.

Application materials are available for download on the CDE website at: www.cde.state.co.us/mtss.

Submit the electronic copy of the application to:

CompetitiveGrants@cde.state.co.us

By: **September 8, 2017, by 11:59 pm**

Application Format

- The total narrative (Part II) of the application **cannot exceed 5 pages**. Please see below for the required elements of the application.
- Typed applications are strongly preferred and should be submitted in 12-point font and single-spaced with 1-inch margins and numbered pages.
- All pages should be on standard letter size paper, 8-1/2" x 11."
- The signature page must include original signatures of the lead organization/fiscal agent.
- The submission of duplicate applications that are identical, except for names and descriptions of the eligible site, will not be accepted. Responses from applicants working with the same collaborators may contain some common information, but the substantive elements of the application narrative must be unique to the eligible site(s).

Required Elements

The format outlined below must be followed in order to assure consistent application of the evaluation criteria. **See evaluation rubric for specific selection criteria needed in Part II (pages 14 – 15).**

Part I: Application Introduction (not scored, does not count toward page limit)

IA: Cover Page

IB: Assurances Form

IC: Team Membership Signature Form

ID: District Coaching and Training Form

Part II: Narrative (cannot exceed 5 pages)

Section A: Goals

Section B: Team Driven Shared Leadership

Section C: Commitment

Colorado Multi-Tiered System of Supports (CO-MTSS) Implementation Grant

Application Part IA: Cover Page

(complete and attach as the first page of application)

Education Provider Information			
BOCES/District Name:			LEA Code:
Mailing Address:			DUNS #:
Type of Education Provider			
(check box below that best describes your organization)			
<input type="checkbox"/> School District	<input type="checkbox"/> BOCES	<input type="checkbox"/> Charter School Institute	<input type="checkbox"/> Charter School
Region			
(indicate region of Colorado this program will directly impact)			
<input type="checkbox"/> Metro	<input type="checkbox"/> Pikes Peak	<input type="checkbox"/> North Central	<input type="checkbox"/> Northwest
<input type="checkbox"/> West Central	<input type="checkbox"/> Southwest	<input type="checkbox"/> Southeast	<input type="checkbox"/> 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:			

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.

Colorado Multi-Tiered System of Supports (CO-MTSS) Implementation Grant

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

On _____, 2017, the Board of _____
hereby agrees to the following assurances:

LEA Commitments

Project applicants will designate an **MTSS Leadership Team (MLT)**, to work with and coordinate with CDE **OLS staff** regarding technical assistance for implementation efforts. The MLT will:

- Include at least one member of cabinet administration, who will attend at least 75% of monthly meetings.
- Attend a full-day, yearly CO-MTSS kickoff.
- Attend monthly meetings with the CO-MTSS ICs and other CO-MTSS staff to complete various activities, including infrastructure evaluation, implementation plan development, initiative inventory completion, and professional development planning.
- 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 Building Leadership Teams (with the support of CO-MTSS staff).
- Foster principal leadership in the schools and support leadership growth opportunities.
- 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.
- The MLT and OLS staff will mutually decide upon, record and monitor data throughout the grant. This may include data such as student outcome data, teacher input and evaluation data, fidelity data, questionnaires, self-assessments, and participant reflections.
- Provide student, school, and MLT-related data to CDE for the CO-MTSS funding opportunity within the time frames specified.

School Commitments:

Participating schools will implement a CO-MTSS Building Leadership Team (BLT). Each BLT will:

- Provide CDE with evaluation information required by the MLT and CDE.
- Attend online and face-to-face state-sponsored professional development opportunities.
- Budget sufficient funds and time to participate in required grant activities.

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.

MLTs 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. Finally, the grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.

Name of School Board President/BOCES President/Charter School Board President <i>(If Applicable)</i>	Signature
Name of District Superintendent/BOCES Executive Director/CSI Authorized Representative*	Signature
Name of CO-MTSS Point of Contact	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.*

Application Part IC: Team Membership Signature Form

(Complete and attach after Part IB Assurances)

Participation requires the commitment of an MTSS Leadership Team (MLT). Requirements for representation on the MLT include: (1) A point of contact (must be a member of cabinet-level administration), (2) general education representation, (3) special education representation, (4) early childhood representation, (5) family/community representation, and (6) representation from the other initiatives overseen by the BOCES/district. Suggested representation includes: Superintendent or Assistant Superintendent, Curriculum Director, Assessment/Accountability Director, Special Education Director, Culture & Equity Director, Professional Development Director, Title I Director, Student Services Director, Parent Representative Co-Chair of District Accountability Committee, BOCES Director, school-level leadership, and district--level coaches. The purpose of the MLT is to support local Building Leadership Teams (BLTs) through professional development, technical assistance, alignment, curriculum, funding, visibility, and political support.

Responsibilities/Functions of this MLT include:

- Meet at least monthly with an Implementation Consultant (IC) and other CO-MTSS Staff, and complete tasks throughout the month
- Complete assessments and action planning that best support local schools
- Facilitate professional development and technical assistance for local schools related to CO-MTSS implementation
- Attend trainings provided by CO-MTSS Staff

Please provide the names, titles, and signatures of those who will serve on your MLT.

Point of Contact (cabinet level administration): _____ Title/Role: _____

Signature: _____

General Education Representative: _____ Title/Role: _____

Signature: _____

Special Education Representative: _____ Title/Role: _____

Signature: _____

Early Childhood Representative: _____ Title/Role: _____

Signature: _____

Family/Community Representative: _____ Title/Role: _____

Signature: _____

Representative from other BOCES/district initiative(s): _____ Title/Role: _____

Signature: _____

Other: _____ Title/Role: _____

Signature: _____

Application Part ID: District Coaching and Training

(Complete and attach after Part IC: Team Membership Signature Form)

Roles Defined:

CO-MTSS Staff will provide support to district/BOCES/CSI trainers and coaches in an effort to build capacity, and support implementation and sustainability.

District or BOCES trainers will provide training to Building Leadership Teams (BLTs) and school faculty.

District or BOCES coaches will provide coaching and ongoing support to school leadership teams to adapt training to site needs, problem solve around implementation, and evaluate outcomes.

Does the district/BOCES/CSI have the capacity to support trainer(s) for:		
Behavior: Yes <input type="checkbox"/> No <input type="checkbox"/>	Academics: Yes <input type="checkbox"/> No <input type="checkbox"/>	Other (describe): Yes <input type="checkbox"/> No <input type="checkbox"/>
Does the district/BOCES/CSI have the capacity to support district---level coach(es) for:		
Behavior: Yes <input type="checkbox"/> No <input type="checkbox"/>	Academics: Yes <input type="checkbox"/> No <input type="checkbox"/>	Other (describe): Yes <input type="checkbox"/> No <input type="checkbox"/>

If your district/BOCES currently has designated FTE for district- level coaches or trainers, provide their names, FTE for training/coaching, and duties.

Name:	FTE:
Duties:	
Name:	FTE:
Duties:	
Name:	FTE:
Duties:	
Name:	FTE:
Duties:	

Colorado Multi-Tiered System of Supports (CO-MTSS) Implementation Grant Selection Criteria and Evaluation Rubric

Application Scoring *(CDE Use Only)*

Part I:	Application Introduction	No Points
Part II:	Narrative	
	Section A: Goals	/3
	Section B: Team-Driven Shared Leadership	/3
	Section C: Commitment	/3
	Total:	<u> </u> /9

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, Assurances, Team Membership Signature Form, District Coaching and Training Form

Complete the attached as the first pages of the application.

Part II: Narrative (9 Points)

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 6 points out of the 9 possible points and all required elements must be addressed. An application that receives a score of 0 on any required elements will not be awarded. Part II Narrative may not exceed **5 pages**.

Section A: Strategic Goals	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed)
Identify the goals the district/BOCES hopes to accomplish through involvement in the CO-MTSS project.	0	1	2	3
Reviewer Comments:				
TOTAL POINTS				/3

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/BOCES currently has a team that focuses improving infrastructure, aligning initiatives, and providing high quality professional development and technical assistance to local schools. If no , address whether the district/BOCES has the capacity to establish an MTSS Leadership Team (MLT) focused on aligning initiatives and providing high quality professional development and technical assistance to local schools. If yes , describe the team's current efforts to align initiatives and provide high quality professional development and technical assistance to local schools.	0	1	2	3
Reviewer Comments:				
TOTAL POINTS				/3

Section C: 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/BOCES, and how CO-MTSS will fit within those priorities. Be sure to include the other state level initiatives (e.g., School Turnaround Network, Connect for Success Grant Program, Early Literacy Grant Program) your district or BOCES is currently involved in, the number of schools involved, and the timeline of their participation.	0	1	2	3
Reviewer Comments:				
TOTAL POINTS				/3

Attachment A: Capacity Building Tools & Evaluation Measures

The following tools and measures will be completed as part of technical assistance activities outlined in the sections on Requirements and Commitments, and Evaluation and Reporting. The section includes:

- MTSS Leadership Team (MLT) Self-Assessment
- Leadership Team Meeting Foundations Checklist
- MLT Action Plan
- Initiative Inventory
- Family, School, and Community Partnering (FSCP) District Representative Survey
- Personnel Development Plan
- Colorado Evidence-based Personnel Development (CEPD) Rubric
- Building Leadership Team (BLT) Self-Assessment
- Short Cycle Action Plan
- Short Cycle Action Plan Rubric

MTSS LEADERSHIP TEAM (MLT) SELF-ASSESSMENT



Team-Driven Shared Leadership - Teaming structures and expectations distribute responsibility and shared decision-making across school, district, and community members (e.g. students, families, generalists, specialists, district administrators, etc.) to organize coordinated systems of training, coaching, resources, implementation, and evaluation for adult activities.


MLT Function	Ideal "Gold Standard" (2)	Partially in Place (1)	Not in Place (0)	Score	Evidence and Notes
MLT establishes infrastructure, including policies, procedures, practices, and teaming structures to create real systems change.	1. The MLT is representative of diverse stakeholder groups (e.g., special education, general education, families, mental health, early childhood). The MLT includes a liaison to school teams (e.g., coach), and at least one member of executive leadership (e.g., superintendent, cabinet-level administration).	Team membership represents some relevant programs, populations, and community members. Executive leadership attends between 50% and 75% of meetings.	Team membership fails to adequately represent the programs, populations, and the diversity of the community, OR executive leadership attends less than 50% of meetings.		
	2. The MLT has clearly-defined roles and responsibilities (e.g., facilitator, note-taker, data analyst), norms, expectations, decision rules, and intentional measurement of teaming effectiveness.	Roles and responsibilities are somewhat defined, OR teaming effectiveness is measured with anecdotal data only.	Roles and responsibilities are unclear, OR there is no measurement of teaming effectiveness.		
	3. The MLT meets at least quarterly and uses a consistent meeting process (agenda, minutes, etc.). A regular meeting calendar is defined.	The Team meets less than quarterly, OR uses an inconsistent meeting process.	The Team meets less than quarterly AND uses an inconsistent meeting process.		
	4. The MLT demonstrates a long term commitment (5-7 years) to MTSS implementation.	The MLT demonstrates some commitment to MTSS implementation.	The MLT has no commitment to MTSS implementation.		
	5. The MLT has identified current priorities and initiatives and actively braids or blends those priorities and initiatives.	The Team has identified current priorities and initiatives but does not actively braid or blend them.	The Team does not align the system by exploring current priorities and initiatives.		
	6. The MLT allocates time and resources for Building Leadership Teams (BLTs) to meet and engage in collaborative teamwork.	The Team allocates some, but insufficient time and resources for BLT meetings, or only provides limited ongoing support (e.g., coaching).	The Team does not allocate time or resources for BLT meetings.		
	7. The MLT develops and continuously monitors an MLT Action Plan to guide implementation.	The MLT develops an MLT Action Plan to guide implementation but does not continuously monitor.	The MLT has not developed an Action Plan.		




MTSS LEADERSHIP TEAM (MLT) SELF-ASSESSMENT

8. The MLT budget includes adequate funding for the work of the MLT and the Action Plan.	The MLT budget includes limited funding for the work of the MLT and the MLT Action Plan.	The Team has not dedicated funding towards the work of the MLT and the MLT Action Plan.		
9. The MLT develops policy statements regarding MTSS, which are endorsed by District and/or BOCES level administrators and the local Board of Education (BOE).	An MTSS policy statement is developed but not endorsed or prioritized by administrators OR BOE.	An MTSS policy statement is not developed or prioritized.		
10. The MLT Action Plan is presented publicly, and feedback is solicited from multiple audiences (e.g., BOE, executive leadership, schools' staff, families, and community members).	The Action Plan is presented in a public forum without opportunities to provide feedback.	The Action Plan is not shared, OR is shared with limited audiences.		
11. The MLT develops and executes a Communication Plan regarding MTSS scale up that includes established feedback loops between BLTs and MLTs.	A Communication Plan is developed but not executed, OR effective feedback loops have not been established between BLTs and MLTs.	Communication planning is absent, OR a Communication Plan is implied but not formalized.		
12. The MLT formally and consistently acknowledges schools/districts who demonstrate success.	An acknowledgement system exists, but it is informal or inconsistent.	Schools are not acknowledged regularly for success.		
13. The MLT measures its implementation of MTSS at least twice a year using the MLT Self-Assessment (this document).	The Team measures implementation of MTSS at least annually.	The Team does not measure implementation of MTSS.		
Team-Driven Shared Leadership Percentage Score: (raw score of _____ / 26 = _____ %)				


MTSS LEADERSHIP TEAM (MLT) SELF-ASSESSMENT

 Data-Based Problem Solving and Decision-Making - A consistent process is used by stakeholder teams and applied at multiple levels to analyze and evaluate relevant information to plan and implement strategies that support sustainable improved student and system outcomes.					
MLT Function	Ideal "Gold Standard" (2)	Partially in Place (1)	Not in Place (0)	Score	Evidence and Notes
The MLT establishes a problem solving culture through the coordination of adult learning, policies, processes, practices, and data-based decision making.	14. The MLT integrates MTSS into the UIP Action Plan, which includes a clear sequence of steps, activities, timeline, personnel, resources, and implementation benchmarks.	MTSS is referenced in the UIP, but a clear sequence of steps is not articulated.	No link between MTSS and the UIP exists.		
	15. The MLT regularly monitors (at least quarterly) MTSS scale-up efforts as defined in the MLT Action Plan and the UIP.	MTSS scale-up is monitored less than quarterly.	MTSS scale-up efforts, as defined in formal plans, are not monitored.		
	16. The MLT uses a formal problem solving process (<i>problem identification, problem analysis, plan implementation, and plan evaluation</i>) to conduct continuous improvement cycles.	A formal problem solving process is established, but Team members do not use the process on a regular basis.	The Team does not use a consistent problem solving process.		
	17. The MLT establishes a system of universal, targeted, and intensive data collection in both academics and behavior.	The MLT identifies critical data sets in both academics and behavior, but not across all layers of support.	The MLT identifies data sets in either academic OR behavioral domains.		
	18. The MLT coordinates learning opportunities for every stakeholder to develop their understanding of the problem solving process that is applied across tiers and environments.	The Team coordinates learning opportunities for some relevant stakeholders, OR in only some application areas	The Team does not offer learning opportunities related to problem solving skills and knowledge.		
	19. The MLT ensures Building Leadership Teams (BLTs) consistently implement Short Cycle Action Planning through regular (at least quarterly) reviews and feedback.	The MLT supports BLT implementation of Short Cycle Action Plans but does not provide regular reviews and feedback.	The MLT does not offer support for BLT implementation of Short Cycle Action Plans.		
	20. The MLT has clearly-defined policies and procedures to identify students with disabilities using the RtI individualized problem solving process within an MTSS framework.	The Team has defined policies and procedures for the RtI individualized problem solving process, but they are not accessible to every stakeholder.	Policies and procedures for the use of the RtI individualized problem solving process have not been established.		
	21. The MLT has identified and adopted evidence-based universal screening and progress monitoring tools in all academic and behavioral domains.	The MLT has identified and adopted universal screening and progress monitoring tools in some domains.	Evidence-based universal screening and progress monitoring tools have not been identified or adopted.		
Data-Based Problem Solving and Decision-Making Percentage Score: (raw score of _____ / 16) = _____ %					


MTSS LEADERSHIP TEAM (MLT) SELF-ASSESSMENT

 Family, School, and Community Partnering - The collaboration of families, schools and communities as active partners in improving learner, classroom, school, district, and state outcomes.					
MLT Function	Ideal "Gold Standard" (2)	Partially in Place (1)	Not in Place (0)	Score	Evidence and Notes
The MLT ensures the equitable engagement of every member of the learning community. Families and community partners are active participants in the educational system and feel welcomed, valued, and connected to each other, to staff, and to what students are learning.	22. Using multiple methods, the MLT reports information about MTSS implementation to District Board and Community Stakeholders at least quarterly. Student learning outcomes, fidelity of implementation, and partnering data are included in all reporting mechanisms.	The Team uses a single method to report to the District Board and Community Stakeholders at least two times a year, OR information is incomplete.	The Team does not provide reports to the District Board or Community Stakeholders about MTSS implementation.		
	23. The MLT consistently organizes and distributes data that is accessible to every family. The Team provides (a) usable and easy-to-read reports on academic and behavioral data, and (b) guidance to understand data displays.	The Team distributes data displays inconsistently, OR data displays are not accessible to every family, OR data is only academic or behavioral.	The Team does not distribute data to families, OR data shared is not meaningful (e.g., lacks relevance, lacks clarity).		
	24. The MLT collaborates with every stakeholder group to ensure clear policies, documents, and procedures have been adopted to support Family, School, and Community Partnering (FSCP).	The Team has limited participation in the development and adoption of FSCP policies, documents, and procedures.	The Team is not involved in the creation or adoption of FSCP policies, documents, and procedures.		
	25. MLT guidance prioritizes shared responsibility in data-based problem solving and decision making at all levels. Family voice and stakeholder leadership are embedded throughout the system.	MLT guidance insufficiently addresses shared responsibility OR promotes family voice only within individual student problem solving processes.	MLT guidance does not address shared responsibility within problem solving and decision making.		
	26. The MLT facilitates opportunities for families and educational staff to mutually collaborate with community partners (e.g., businesses, organizations, institutions of higher education) to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.	The Team facilitates opportunities for families and educational staff to collaborate with community partners, OR connections between school-based stakeholders and community resources are not clearly-aligned to strategic outcomes.	The Team does not facilitate opportunities for collaboration between families, educational staff, and community partners.		
Family, School, and Community Partnering Percentage Score: (raw score of _____ / 10) = _____ %					

MTSS LEADERSHIP TEAM (MLT) SELF-ASSESSMENT

 Layered Continuum of Supports - Ensuring that every student receives equitable academic and behavioral support that is culturally responsive, matched to need, and developmentally appropriate, through layers that increase in intensity from universal (every student) to targeted (some students) to intensive (few students).					
MLT Function	Ideal "Gold Standard" (2)	Partially in Place (1)	Not in Place (0)	Score	Evidence and Notes
The MLT establishes hierarchical tiers of instruction and support, resulting in a collective capacity to match supports to need.	27. The MLT builds understanding and skills around tiered logic with every stakeholder.	The MLT builds understanding and skills around tiered logic with some but not all stakeholders.	The MLT has not established strategies for building understanding and skills around tiered logic.		
	28. The MLT uses a data based problem solving and decision making process when providing supports at the system and personnel level.	The MLT uses an informal decision making process to change supports at the system and personnel level, OR uses a formal process for only some decisions at the system and personnel level.	The MLT does not use a decision making process when providing supports at the system or personnel level.		
	29. The MLT provides guidance for school implementation of practices across a layered continuum. A prevention focus is prioritized.	The MLT provides limited guidance for school implementation of a layered continuum of supports, OR a prevention focus is not explicit.	No guidance is provided for school implementation of practices across a layered continuum.		
	30. The MLT coordinates training, education, and technical assistance on high quality, prevention-based, layered supports that will improve academic and behavioral outcomes for every student.	The MLT coordinates training OR technical assistance (but not both) on layered supports. Training, education, and technical assistance are only provided on academic OR behavioral domains.	The MLT does not coordinate learning opportunities related to layered supports for student success.		
	31. The MLT analyzes the knowledge and skills of stakeholders when selecting content for adult learning experiences. MTSS champions (i.e., early adopters and knowledgeable advocates) are identified for initial implementation.	The Team analyzes the knowledge and skills of some stakeholder groups when coordinating adult learning experiences, OR MTSS champions are not identified.	Data on stakeholder knowledge and skills are not analyzed when selecting content for adult learning experiences.		
Layered Continuum of Supports Percentage Score: (raw score of _____ / 10 = _____ %)					

MTSS LEADERSHIP TEAM (MLT) SELF-ASSESSMENT

 Evidence-Based Practices - Approaches to instruction, intervention, and assessment that have been proven effective through research indicating improved outcomes for students.					
MLT Function	Ideal "Gold Standard" (2)	Partially in Place (1)	Not in Place (0)	Score	Evidence and Notes
The MLT engages in intentional selection and adoption of evidence-based practices with measurement of the effectiveness of capacity-building efforts.	32. The MLT embeds high quality short- and long-term adult learning plans within the MLT Action Plan and the UIP.	The MLT adult learning plans are missing elements, OR is not integrated within the MLT Action Plan and UIP.	The MLT does not strategically plan for adult learning.		
	33. The MLT consistently evaluates effectiveness of adult learning offerings according to defined principles: Organization support and change, use of new knowledge and skills, and student learning outcomes.	The Team inconsistently evaluates effectiveness of adult learning offerings, OR evaluation of adult learning is incomplete (e.g., evaluation only considers participant reactions to training).	The Team does not evaluate the effectiveness of adult learning offerings.		
	34. The MLT provides guidance for the selection of academic <i>and</i> behavioral evidence-based practices for instruction, intervention, and assessment.	The Team provides guidance for the selection of some academic <i>or</i> behavioral evidence-based practices, instruction, intervention, or assessment	The Team does not provide guidance for the selection of evidence-based practices, instruction, intervention, or assessment		
	35. The MLT coordinates training, education, and technical assistance in evidence-based practices for instruction, intervention, and assessment to improve outcomes.	The Team coordinates adult learning in instruction, <i>or</i> intervention, <i>or</i> assessment practices.	The Team does not coordinate adult learning regarding evidence-based practices for instruction, intervention, or assessment.		
Evidence-Based Practices Percentage Score: (raw score of _____ / 8) = _____ %					
Overall Score (the percentage for each Component _____ + _____ + _____ + _____ + _____ / 5) = _____ %					

Leadership Team Meeting Foundations Checklist (LT-MFC)

The Leadership Team Meeting Foundations Checklist (LT-MFC) is a progress monitoring tool for a team to use as a guide for implementing and sustaining meeting foundation best-practices. It may be considered a measure of teaming effectiveness as referenced in the MLT Self-Assessment (MLT-SA) and Building Leadership Team Self-Assessment (BLT-SA). Each of the 10 items is defined with an accompanying data source and scoring criteria to use as a guide for scoring the level of item implementation: full (2), partial (1), or not started (0). Completing the LT-MFC provides the team a form for reviewing the functioning and health of the team, and guides the team toward improving implementation of meeting foundations. The checklist points are converted to percentage of implementation across the 10 items.

Directions:

Plan 5-10 minutes at the end of the meeting to complete the LT-MFC. Ideally, the team would have a facilitated discussion with their MTSS specialists and/or Implementation Consultants (ICs) to complete the checklist, item-by-item. The team agrees on the score of a 0, 1, or 2 for each item and records the points associated with each item on the checklist.

Item	Meeting Foundation	Data Source	Scoring Criterion			Meeting Dates			
			2	1	0				
1. Team roles (e.g., facilitator, minute taker, and data analyst) were established along with responsibilities for each role.	<i>Roles & Responsibilities</i>	<ul style="list-style-type: none"> •Meeting minutes •Documentation of roles & responsibilities 	Team roles were established and responsibilities were completed for EVERY team role	Some team roles were established, or responsibilities were completed for SOME team roles	Roles and responsibilities were not established, nor completed				
2. Norms, expectations, and decision rules were followed	<i>Norms</i>	<ul style="list-style-type: none"> •Meeting minutes •Documentation of norms, expectations, and decision rules 	Norms, expectations, and decision rules were followed	Norms, expectations, and decision rules were sometimes followed	Norms, expectations, and decision rules were not followed				
3. Team members attended the meeting promptly and remained present for the duration of the meeting.	<i>Attendance</i>	<ul style="list-style-type: none"> •Meeting minutes include attendees •Team profile 	75% or more of team members attended promptly and remained present until the end of the meeting		Less than 75% of team members attended meeting promptly and remained present until the end of the meeting				
4. At least one team member at the executive level who can make budget and resource decisions (e.g., superintendent, principal) attended promptly and remained present for the duration of the meeting.	<i>Attendance</i>	<ul style="list-style-type: none"> •Meeting minutes include attendees •Team profiles 	At least one executive level team member attended promptly and remained present until the end of the meeting		Executive level team member did not attend promptly and remain present until the end of the meeting				

Item	Meeting Foundation	Data Source	Scoring Criterion			Meeting Dates			
			2	1	0				
5. At least one team member, who is a liaison with participating districts or schools (e.g., coach), attended promptly and remained present for the duration of the meeting.	Attendance	<ul style="list-style-type: none"> •Meeting minutes include attendees •Team roster 	Liaison attended promptly and remained present until the end of the meeting		Liaison did not attend promptly and remain present until the end of the meeting				
6. Meeting started and ended on time.	Agenda	<ul style="list-style-type: none"> •Agenda •Meeting minutes 	Meeting started and ended on time		Meeting started or ended more than 10 minutes late.				
7. An agenda was used to define the topics and guide meeting discussion, and was available to all to participants prior to and during the meeting.	Agenda	<ul style="list-style-type: none"> •Agenda 	An agenda was used to define topics and guide meeting discussion, and was available for all participants to refer to during the meeting	An agenda was used, but was not available for participants during the meeting	An agenda was not used				
8. Topics in the agenda were covered within an approximate amount of time indicated in the agenda.	Agenda	<ul style="list-style-type: none"> •Agenda •Meeting minutes 	Topics in agenda were covered within an approximate amount of time indicated in the agenda	Topics in the agenda were covered, but not within the time frames indicated	Not all topics were covered or an agenda was not used				
9. Previous meeting minutes were provided to team prior to the meeting, and referenced at the start of the meeting.	Minutes	<ul style="list-style-type: none"> •Meeting minutes 	Previous meeting minutes were provided and referenced at the start of the meeting	Previous meeting minutes were provided but not referenced	Previous meeting minutes were not provided				
10. Meeting notes are distributed to all team members within 24 hours of the end of the meeting.	Minutes & Communication	<ul style="list-style-type: none"> •Email or electronic (e.g., minutes are in a shared folder) 	Meeting notes are distributed to the team within 24 hours of the meeting	Meeting notes are distributed to the team, but not within 24 hours of the meeting	Meeting notes are not distributed to all team members				
Measure of team effectiveness score (total points divided by 20):									

MLT Action Plan

The MLT Action Plan was designed to support MTSS implementation after the completion of the MLT Self-Assessment and initiative inventory. This tool is meant to be revisited and revised on an on-going basis. For each essential component of MTSS, your MLT will consider areas to target growth. You will include the precise problem statement(s) and root cause(s) prior to crafting the goal statement(s). Prioritized, measurable action steps that align to the goal statements will then be detailed across the row. New content/rows can be added at any time as needs are identified through data discussions.

To best-facilitate your district's progress, please ensure that you complete all elements of the plan template. And each time you revisit or revise the action plan, review your progress on action steps. Once a step is complete, record the completion date.

Team-Driven Shared Leadership

[illegible]

Data-Based Problem Solving & Decision Making

[illegible]

Family, School, & Community Partnering

[illegible]

Colorado Multi-Tiered System of Supports (CO-MTSS), Initiative Inventory Completion Protocol:

Purpose: The Initiative Inventory was created by the Colorado Department of Education (CDE) Office of Learning Supports (OLS) to help stakeholders analyze the status of current initiatives and clarify the relationships between ongoing commitments. The Initiative Inventory can facilitate the prioritization of initiatives and the blending and braiding of resources. The tool also provides opportunities to create common language, identify common goals, share resources, and build collective capacity.

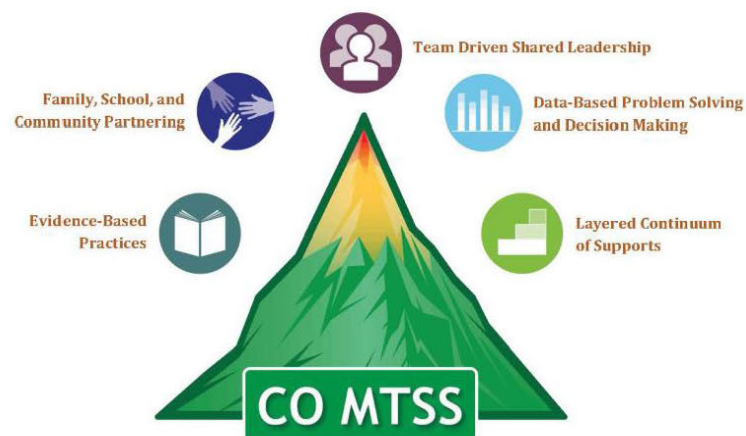
Outcomes:

- Identification of initiatives that share similar customers
- Identification of where alignment and integration of initiative efforts would improve implementation and outcomes
- Identification of similar implementation or outcome tools
- Collaboration amongst initiatives to decrease duplication of efforts
- Facilitation of data sharing
- Identification of actionable items that can facilitate prioritization of initiatives, opportunities for collaboration, and integration of work

Procedure at a Glance: The CO-MTSS Initiative Inventory Tool can be completed individually or in teams, and involves the consideration of areas for potential collaboration and the identification of actionable items that can facilitate prioritization, collaboration, and integration of work. This can be best-achieved through dialogue and strategic discussions.

Steps:

1. Use the protocol to complete the tool individually or in groups. Start by naming the major initiatives taking place, especially those that involve training or technical assistance. Be as explicit as possible when describing the work that is being done (e.g., provide the name of tools or trainings).
2. After each individual or group has completed the tool, combine the responses into one larger document that can be discussed as a whole.
3. You may also want to go through the combined tool and highlight areas of overlap (e.g., highlight initiatives that share customers or training content).
4. Then, as a team, answer the questions on the final page of the Initiative Inventory in consideration of potential collaboration.



Multi-Tiered System of Supports (MTSS) Initiative Inventory

District/BOCES or Unit Name: _____

Date of Completion: _____

Names: _____

Name of Initiative	What personnel are involved in the implementation of this initiative?	What training and education is delivered for this initiative?	What technical assistance is delivered for this initiative?	Who are the customers of the education, training, and TA?	What tool(s) are used to measure the implementation of this initiative?	What tool(s) are used to measure the outcomes of this initiative?	What are the expected outcomes of this initiative?
Colorado Multi-Tiered System of Supports (SPDG)	Office of Learning Supports	<ol style="list-style-type: none"> Quarterly PD delivered to SLT Monthly regional PD delivered to MLT Quarterly PD delivered to BLT by the MLT, with CDE support CO-MTSS Online Academy Implementation Consultant PD series System Coaches PD series 	<ol style="list-style-type: none"> Each MLT will receive an Implementation Consultant (IC) for ongoing coaching Coaching will also occur on a monthly basis through meetings with ICs and CO-MTSS staff Coaching to BLT will be provided by MLTs 	<ol style="list-style-type: none"> CO-MTSS State Leadership Team (SLT) BOCES/District Leadership Teams (MLT) School building leadership teams (BLT) 	<ol style="list-style-type: none"> SLT meeting logs MLT meeting logs MLT Action Plan BLT Short Cycle Action Plans BLT Meeting Logs 	<ol style="list-style-type: none"> SLT Infrastructure Assessment MLT Infrastructure Assessment MLT PD Plan BLT Short Cycle Action Plans BLT Meeting Logs Educator Effectiveness Teacher Rubric FSCP Surveys Student outcome measures linked to plans outlined 	<ol style="list-style-type: none"> Improved State Leadership Capacity to Implement MTSS Improved Regional Capacity and infrastructure around MTSS Improved school action planning and teaming Improved teacher performance in the classroom Improved FSCP
Bullying Prevention and Education Grant Program	Scott Ross and Adam Collins	Schools and districts will seek out professional development related to the program they choose. The Office of Learning Supports may provide some professional development related to PBIS	Schools and districts will seek out coaching related to the program they choose. The Office of Learning Supports may provide some coaching related to PBIS	Schools Districts	Each bullying prevention program will require collection of implementation data related to that program	Student Perception Surveys collected by every school implementing a bullying prevention program	Reduced incidents of self-reported bullying

Name of Initiative	What personnel are involved in the implementation of this initiative?	What training and education is delivered for this initiative?	What technical assistance is delivered for this initiative?	Who are the customers of the education, training, and TA?	What tool(s) are used to measure the implementation of this initiative?	What tool(s) are used to measure the outcomes of this initiative?	What are the expected outcomes of this initiative?

Use the Initiative Inventory to consider areas for potential collaboration by comparing your responses with the responses of other people, offices, or units. Then, identify actionable items that can facilitate prioritization, collaboration, and integration.

What initiatives share similar customers?

What initiatives share similar training, education, and technical assistance?

What initiatives share similar implementation or outcome tools?

Where might alignment and integration improve the implementation and outcomes of initiatives?

Identify actionable items that can facilitate prioritization, collaboration and integration of work.

District Representative Survey

Your local education agency (LEA; e.g., district, BOCES) is participating in a State Personnel Development Grant with the Office of Learning Supports at the Colorado Department of Education focused on implementing the Colorado Multi-Tiered System of Supports (CO-MTSS) framework. As part of the ongoing evaluation and technical assistance associated with this work, CO-MTSS staff are gathering information from LEAs on their perceptions of family, school, and community partnering.

Directions:

The questionnaire asks about your perceptions of your LEA and the extent to which you and the organization are engaged with families. Please have a representative from the MTSS Leadership Team (MLT) complete the survey who is (a) employed by the LEA (i.e., on payroll), and (b) most responsible for family, school, and community partnering. Please choose one of the choices for each statement that best represents that MLT representative's perceptions. Please attempt to answer all questions, but you may opt out of any question.

		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Prefer not to Answer
1.	LEA staff have good relationships with students' families.	1	2	3	4	5	Opt Out
2.	LEA staff consistently interact with families in a positive manner.	1	2	3	4	5	Opt Out
3.	The LEA provides flexible volunteer opportunities for families (e.g., during, before, and after school hours; various types of tasks).	1	2	3	4	5	Opt Out
4.	The LEA's policies and programs reflect, respect, and value the diversity of families in the community.	1	2	3	4	5	Opt Out
5.	The LEA removes economic or other obstacles for family participation at school events (e.g., by providing transportation, child activities for siblings, meals).	1	2	3	4	5	Opt Out
6.	LEA employs family liaisons to help teachers connect to families and bridge barriers of language and culture.	1	2	3	4	5	Opt Out
7.	LEA staff communicate with families in multiple ways including calls, texts, or emails.	1	2	3	4	5	Opt Out
8.	All schools in the LEA do an annual survey of families to get their ideas about programs, policies, issues, or concerns.	1	2	3	4	5	Opt Out
9.	Families have access to and can easily arrange meetings with principals, teachers, and counselors throughout the LEA.	1	2	3	4	5	Opt Out

		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Prefer not to Answer
10.	The LEA has a process to elicit feedback and provide follow-up for families' issues and concerns.	1	2	3	4	5	Opt Out
11.	The LEA creates multiple opportunities for families to receive information and guidance about how they can support their children's learning at home.	1	2	3	4	5	Opt Out
12.	Schools in the LEA provide opportunities for families to connect with one another.	1	2	3	4	5	Opt Out
13.	LEA staff frequently communicate with families about what their children are learning in school settings.	1	2	3	4	5	Opt Out
14.	Programs and activities for families focus on student achievement by helping families understand what their children are learning.	1	2	3	4	5	Opt Out
15.	LEA staff share student work with families and explain the link to the Colorado Academic Standards.	1	2	3	4	5	Opt Out
16.	Student achievement data are shared with families in ways that solicit their ideas about how to improve achievement.	1	2	3	4	5	Opt Out
17.	LEAs share information with families about system-wide and school-level progress.	1	2	3	4	5	Opt Out
18.	Family members are frequently invited to volunteer in classrooms and/or schools.	1	2	3	4	5	Opt Out

		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Prefer not to Answer
19.	School-level staff share with families how to help their children with homework or practice academic skills at home.	1	2	3	4	5	Opt Out
20.	Families get information about academic and after-school programs for students and how to apply for them.	1	2	3	4	5	Opt Out
21.	Schools help families learn how the school system works and how to be effective advocates for their children.	1	2	3	4	5	Opt Out
22.	Schools provide information to families about their rights and responsibilities under federal and state education law.	1	2	3	4	5	Opt Out
23.	Schools frequently send families information about educational resources available to them such as early childhood, school-age, and adult education opportunities.	1	2	3	4	5	Opt Out
24.	Schools have clear written processes for resolving families' complaints or problems, and families know how to engage in the processes.	1	2	3	4	5	Opt Out
25.	Families and staff have opportunities to learn together how to collaborate to improve student achievement.	1	2	3	4	5	Opt Out

		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Prefer not to Answer
26.	School-level staff, families, and students discuss and plan for students' post-secondary future (e.g., Individual Career and Academic Plan (ICAP), guidance on qualifying courses for future grades or post-secondary education, college or career planning).	1	2	3	4	5	Opt Out
27.	Schools organize opportunities for students and families to visit other schools within the feeder system to learn about policies and programs.	1	2	3	4	5	Opt Out
28.	Schools have processes in place to welcome and orient new and incoming students and families.	1	2	3	4	5	Opt Out
29.	Families are part of the decision-making process about student placement in schools' programs.	1	2	3	4	5	Opt Out
30.	Schools' racial and cultural diversity is recognized and openly discussed in a constructive way that includes staff and families (e.g., at family group and faculty meetings, school council meetings, and discussion groups).	1	2	3	4	5	Opt Out
31.	At workshops and other information sessions, families learn how to ask the right questions about their children's progress and placement.	1	2	3	4	5	Opt Out
32.	Family leadership training is offered, either by school or community groups in collaboration with schools.	1	2	3	4	5	Opt Out

		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Prefer not to Answer
33.	Accountability committees and PTA/PTOs actively recruit families from various backgrounds that reflect the diversity of the school community.	1	2	3	4	5	Opt Out
34.	Schools refer families to education and recreation programs in their communities that can help their children.	1	2	3	4	5	Opt Out
35.	Schools partner with local businesses and community institutions to provide resources, such as technical services, job opportunities for families and students, reduced fees, tutoring and mentoring, and training.	1	2	3	4	5	Opt Out
36.	Schools host “accountability sessions” with local elected officials, so that families can raise their concerns about public services, such as street lights, community policing, drug trafficking, or poor trash collection.	1	2	3	4	5	Opt Out

CO-MTSS Personnel Development Plan

The CO-MTSS Personnel Development Plan is the result of collaboration among teachers, administrators, and the MTSS Leadership Team (MLT) to plan evidence-based personnel development that will result in the highest likelihood of implementation. High Quality personnel development is necessary to ensure staff members are provided with the appropriate knowledge and skills to develop, implement, and sustain evidence-based strategies that meet the needs of all students. This tool was designed to support the selection, creation, and modification of adult learning activities matched to need.

[illegible]



Colorado Multi-Tiered System of Supports (CO-MTSS)
Colorado Evidence-based Personnel Development (CEPD) Rubric

MTSS Leadership Team (MLT): _____ Date of Completion: _____ CO-MTSS Representative: _____

Directions: The CO-MTSS representative should complete the CEPD rubric with the MLT, evaluating implementation of evidence-based personnel development (PD). Calculate a score for each area as well as an overall score. Use evidence to demonstrate the score selected if possible.

Personnel Development Infrastructure Percentage _____ Personnel Development Delivery Percentage _____

Component (& input)	Specifications & Guiding Questions	In place (=2)	Partially In place (=1)	Not In Place (=0)	Score
Personnel Development Infrastructure					
1. The MLT oversees and evaluates the effectiveness of PD (MLT-SA).	Team uses the CEPD rubric to evaluate their PD efforts.	The MLT regularly (at least once annually) uses the CEPD rubric and sets specific timelines for evaluation.	The MLT has completed the CEPD rubric but does not set specific evaluation timelines.	The MLT does not evaluate PD or does not set timelines.	
2. Resources are allocated for effective and sustainable delivery of PD (PD Plan #D).	Resources are allocated to provide effective PD, including coaching, building level teaming structures, and data systems.	District resources are allocated for effective delivery of PD, ongoing follow-up, establishment of building level teams to support implementation, and data systems for evaluation.	District resources are allocated for delivery of PD, but not all other activities critical for sustainable implementation	District resources not sufficiently allocated for delivery of PD, or resources lack multiple elements critical to implementation.	
3. Cohorts of Recipients have been established to ensure implementation capacity (PD Plan #s E, F).	The MLT considers school data, readiness, current efforts, and capacity to determine recipients of PD	Cohorts for PD are determined by the MLT based on all components of contextual fit, including need, readiness, current efforts, and capacity.	Cohorts for PD are determined by the MLT, but not based on all components of fit and readiness.	Cohorts for receiving PD are not established.	
4. Training system has been established to ensure high quality delivery (PD Plan #s G, H, and other documentation).	A description of specific training responsibilities is created along with a system for responding to implementation and outcome data.	Specific FTE is dedicated to training and training oversight. This includes job descriptions, interview protocols, training for trainers, training evaluation, and use of implementation fidelity and outcome data to evaluate progress.	Specific FTE is dedicated to training, but lacks some specificity in oversight, evaluation, or use of data to modify future training.	A training system is not in place for the prioritized PD area.	
5. Coaching system has been established to ensure follow-up of PD (PD Plan #s I, J, and other documentation).	A description of specific coaching responsibilities is created along with a system for responding to implementation and outcome data.	Specific FTE is dedicated to coaching and coaching oversight. This includes job descriptions, interview protocols, training for coaches, coaching fidelity, and use of fidelity and outcome data to evaluate progress.	Specific FTE is dedicated to coaching, but lacks some specificity in oversight, evaluation of coaching fidelity, or use of data to modify coaching supports.	A coaching system is not in place for the prioritized PD area.	

Colorado Evidence-based Personnel Development (CEPD) Rubric

Component (& input)	Specifications & Guiding Questions	In place (=2)	Partially In place (=1)	Not In Place (=0)	Score
6. Building teams receive PD that uses effective problem solving to evaluate implementation (other documentation).	Schools receiving PD have representative teams that use data for decision making regarding the prioritized practice.	Each school receiving PD has established a building level team in charge of delivery and implementation. The team uses an explicit problem solving process.	Each school has a building level team in place, but they do not use an explicit problem solving protocol/model.	Building level teams charged with implementation are not in place in every school receiving PD.	
7. Administrators receive PD and support implementation (other documentation).	Explicit steps are established to ensure administrators support implementation.	Principals are trained in implementation including use of student outcome and implementation fidelity for problem solving.	Principals receive training in prioritized practices but not in the use of student and fidelity data to support implementation.	PD is not provided to administrators, or only a process exists for supporting effective implementation.	
8. A data system is established for evaluation of implementation fidelity as well as student outcomes (PD Plan # K).	An efficient, accessible data system is in place that evaluates implementation of PD. The data system should be easily accessible to school personnel for use in decision-making.	Data systems are in place that effectively and efficiently evaluate fidelity data and student outcome data related to PD. School personnel can access the data system easily and make decisions based on that data.	Implementation and outcome data systems are in place but not easily accessible or not used for decision making.	Implementation or outcome data systems are not in place in every school receiving PD.	
9. Problem-Solving strategies, Implementation strategies, and recognition systems are established (PD Plan # L, and other documentation).	Implementation data is used to inform modifications. Positive recognition processes are in place for high degrees of implementation.	Student outcome data and fidelity data are used to determine modifications needed. The MLT also implements specific strategies to celebrate school progress toward goals on a regular basis.	Implementation steps are created, but data is not used frequently for modifications, or MLT does not implement specific strategies for celebrating school progress.	Implementation steps are not created and data are not used for improvements or celebrations of school progress.	
10. Implementation and student outcome data is shared regularly w/ stakeholders at multiple levels (PD Plan #s I, J, and other documentation).	A specific schedule is established for presenting implementation and outcome data to stakeholders.	Student outcome data and implementation fidelity data is regularly monitored. That data is shared with specific stakeholders regularly (e.g., SEA, regional, local, community).	Implementation and outcome data is shared with some stakeholders, but not on a regular basis.	Implementation and outcome data are not shared with critical stakeholders.	
Personnel Development Infrastructure Score Total:					
Percentage Score Total / 20					


Colorado Evidence-based Personnel Development (CEPD) Rubric

Component (& input)	Specifications & Guiding Questions	In place (=2)	Partially In place (=1)	Not In Place (=0)	Score
Personnel Development Delivery					
11. Adult Learning Principles row (PD Plan # N).					
12. PD activities are evaluated for participant reaction, and data is used to improve PD content and delivery (PD Plan # O).	Participant Reaction Questions: <ul style="list-style-type: none"> • Was the trainer knowledgeable? • Were effective opportunities for application provided? • Did the session materials contribute to learning? • Were facilities and equipment conducive to learning? • Were the stated session objectives met? 	Tool(s) developed for evaluation of participant reaction to PD. An efficient system is also in place for evaluating those reactions and making modifications to future PD content and delivery. Tools can include Online participation reaction survey (e.g., Google form, Survey Monkey)	Tool(s) developed for evaluation of participant reaction to PD, but no efficient system is established for using the data for improvements.	District tool(s) not developed or implemented for participant reaction to PD.	
13. PD activities are evaluated for participant learning (PD Plan # P).	Participant Learning Questions: <ul style="list-style-type: none"> • Did the participants acquire the intended knowledge & skills? • Did participants' attitudes, beliefs, or dispositions change? 	Tool(s) is/are developed for evaluation of participant learning along with a system(s) to use results to modify future PD content. Tools can include: <ul style="list-style-type: none"> • Pre- and post-test • Self-assessments of knowledge acquisition 	Tool(s) is/are developed for evaluation of participant learning, but no efficient system is established for using the data to improvement PD content.	Tool(s) is/are not developed or implemented for evaluation of participant learning.	
14. PD activities are evaluated for organizational support and change (PD Plan # Q).	Organizational Support Questions: <ul style="list-style-type: none"> • Was implementation advocated and supported? • Were sufficient implementation resources allocated? • Was the organization positively impacted? 	Specific tools (e.g., BLT Self-Assessment, Short Cycle Action Plan) are used to evaluate organizational improvement. Results are used to modify the PD plan and follow-up supports.	Specific tools are in place, but no system is established for using the data for improvements to PD plan and coaching supports.	Specific tools are not established or implemented for ongoing support of PD implementation.	


Colorado Evidence-based Personnel Development (CEPD) Rubric

Component (& input)	Specifications & Guiding Questions	In place (=2)	Partially In place (=1)	Not In Place (=0)	Score
15. PD activities are evaluated for participant use of new knowledge and skills (i.e., implementation fidelity) (PD Plan # R).	Participant Use Questions: <ul style="list-style-type: none"> • Did participants effectively apply the new knowledge and skills? • Did teachers' or teams' practices change? • Are the teachers or teams consistently applying the knowledge & skills? 	Specific tools are used to evaluate participant use of new knowledge and skills, along with a system for analyzing outcomes to modify and refine PD plans.	Implementation Fidelity tools are used to evaluate participant use of new knowledge and skills, but no efficient system is established for using the data to modify PD and follow-up.	Implementation Fidelity tools are not used to evaluate participant use of new knowledge and skills.	
16. Personnel Development activities are evaluated for student learning outcomes (PD Plan # S).	Student Outcome Questions: <ul style="list-style-type: none"> • What was the impact on students? • How did it affect student performance or achievement? • How did it influence students' physical or emotional well-being or student behavior? 	Established data systems are accessed regularly for ongoing evaluation of student outcomes in relation to PD delivery Outcome data can include: <ul style="list-style-type: none"> • Student achievement (grades, CMAS results, benchmark assessments, e.g., DIBELS) • Student behavioral records (e.g., ODRs, suspensions, attendance) • Student self-report surveys (e.g., health and wellness surveys) 	Established data systems exist, but are not regularly accessed or used for decision making related to PD development or delivery.	Established systems have not been linked to PD development or delivery.	
Personnel Development Delivery Score Total:					
Percentage Score Total / 14:					


CO-MTSS Building Leadership Team (BLT) SELF-ASSESSMENT

 Team-Driven Shared Leadership - Teaming structures and expectations distribute responsibility and shared decision-making across school, district, and community members (e.g. students, families, generalists, specialists, district administrators, etc.) to organize coordinated systems of training, coaching, resources, implementation, and evaluation for adult activities.					
BLT Function	Ideal "Gold Standard" (2)	Partially in Place (1)	Not in Place (0)	Score	Evidence and Notes
The Building Leadership Team (BLT) is a cadre of committed people with decision-making authority that aligns data, systems, and practices.	1. The BLT is developed with representation from all stakeholders (e.g., special education, general education, preschool, families, students, mental health, community, etc.). Also, it includes a liaison with the district or BOCES MTSS Leadership Team (e.g., coach) and someone who can make decisions about funding (e.g., principal or director).	The Team membership represents some relevant programs, populations, and community members. Decision-making personnel attend(s) between 50% and 75% of meetings.	The Team membership fails to adequately represent the programs, populations, and the diversity of the community, OR decision-making personnel attend(s) less than 50% of meetings.		
	2. The BLT has clearly-defined roles and responsibilities (e.g., facilitator, note-taker, data analyst, active participant etc.), norms, expectations, decision rules, and intentional measurement of teaming effectiveness.	Team roles and responsibilities are somewhat defined, OR teaming effectiveness is measured with anecdotal data only.	Team roles and responsibilities are unclear, OR there is no measurement of teaming effectiveness.		
	3. The BLT meets at least monthly and uses a consistent meeting process (e.g., agendas).	The Team meets less than monthly OR with an inconsistent process.	The Team meets infrequently with an inconsistent process.		
	4. The BLT creates a clear plan for communicating decisions, implementation, and outcomes to stakeholders (e.g., school staff, district, families, and community).	The Team communicates to some stakeholders, but does not have a strategic plan for doing so.	The Team does not communicate with stakeholders.		
	5. The BLT has identified current priorities and initiatives and actively braids or blends those priorities and initiatives.	The Team has identified current priorities and initiatives but does not actively braid or blend them.	The Team does not align the system by exploring current priorities and initiatives.		
	6. The BLT coordinates the teaming structures within the school, analyzing for redundancy and distributing leadership among stakeholders (through strategic teaming).	The Team has analyzed existing teams AND equitable distribution of stakeholder contribution on various teams is unclear.	The Team has not analyzed existing teams to develop and/or diminish requisite collaborative experiences.		
	7. The BLT develops and continuously monitors a BLT Action Plan (that includes common language, common goals, and resource/funding allocation).	The Team develops a BLT Action Plan to guide implementation but does not continuously monitor implementation progress.	The Team has not developed an Action Plan to guide implementation.		
	8. The BLT measures its implementation of MTSS at least twice a year using the CO-MTSS BLT Self-Assessment (this document).	The Team measures implementation of MTSS at least annually.	The Team does not measure implementation of MTSS.		
Team-Driven Shared Leadership Percentage Score: (raw score of _____ / 16) = _____ %					


CO-MTSS Building Leadership Team (BLT) SELF-ASSESSMENT

 Data-Based Problem Solving and Decision-Making - A consistent process is used by stakeholder teams and applied at multiple levels to analyze and evaluate relevant information to plan and implement strategies that support sustainable improved student and system outcomes.					
BLT Function	Ideal "Gold Standard" (2)	Partially in Place (1)	Not in Place (0)	Score	Evidence and Notes
The BLT establishes a problem solving culture that requires the usage of data to define the needs and strengths of the school; a clear process for sequencing action planning activities; and a process to monitor and evaluate implementation and outcomes.	9. The BLT collects and regularly uses universal screening data to evaluate the quality, equity, and efficiency of Universal Supports. These data are used for goal setting across academic and behavioral domains.	The Team collects universal screening data for academics and behavior, but the data are not used regularly to evaluate Universal Supports, OR data are not used for specific goal setting.	The Team does not collect universal screening data for use in evaluation of Universal Supports for academics and behavior.		
	10. The BLT administers high quality, student-level progress monitoring tools to analyze student performance in academic and behavioral domains.	The Team administers high quality, student-level progress monitoring tools infrequently, OR tools are used to analyze student performance in relation to academic OR behavioral domains.	The Team does not administer student-level progress monitoring tools, OR the tools are not used to analyze student performance.		
	11. The BLT consistently uses a formal problem solving process that includes: <i>problem identification, problem analysis, plan implementation, and plan evaluation</i> . Fidelity and outcome data are used to determine decisions about supports and interventions.	The Team has established a formal problem solving process for decision-making AND the Team is developing proficiency in the consistent use of data for decision-making, OR the decisions about supports and interventions are made only using outcome or fidelity data.	The Team uses an informal problem solving process, OR the steps in the problem solving process are skipped, OR a process is not used for decisions about supports and interventions.		
	12. The BLT coordinates the training, coaching, and evaluation of problem solving for stakeholders (e.g., staff and families) throughout the school community.	The Team coordinates training and coaching of problem solving but evaluation is inconsistent OR training, coaching, and evaluating problem solving is restricted to select stakeholders.	The Team does not coordinate training, coaching, or evaluation of problem solving for the school's stakeholders.		
	13. The BLT develops and reviews short-term action plans (e.g., short cycle action planning) to determine progress and next steps for MTSS implementation.	The Team's short-term action plans are incomplete, missing elements such as the sequence of steps, activities, timeline, personnel, resources, and implementation benchmarks.	The Team has no short-term action planning formalized for decision-making about implementation.		
Data-Based Problem Solving and Decision-Making Percentage Score: (raw score of _____ / 10) = _____ %					

CO-MTSS Building Leadership Team (BLT) SELF-ASSESSMENT

 Family, School, and Community Partnering - The collaboration of families, schools and communities as active partners in improving learner, classroom, school, district, and state outcomes.					
BLT Function	Ideal "Gold Standard" (2)	Partially in Place (1)	Not in Place (0)	Score	Evidence and Notes
The BLT prioritizes systems for families to be active participants in the educational system and feel welcomed, valued, and connected to each other, to staff, and to what students are learning. The school community respects and includes every family.	14. The BLT supports collaborative communication practices so that families and staff engage in regular, two-way, meaningful communication about student learning. Communication is timely and reciprocal. Authentic inquiries are made of families, and staff members are responsive. Multiple methods ensure access and equity.	The Team supports the regular sharing of information on student learning topics from staff members, and families are encouraged to communicate with staff. Strategic communication plans (including varied method options) are not established by the Team.	The Team does not support expanded communication from the school beyond one-directional notifications from school-to-home. Information is infrequent and content is rarely related to student learning.		
	15. The BLT creates and sustains mechanisms (e.g., distribution of data reports and guidance on data displays) for families and staff to be partners in decisions that affect children and families. Together, stakeholders inform, influence, and create policies, practices, and programs.	The Team initiates some policies, documents, and procedures as a result of partnering. Inconsistent protocols that embed partnering are used in problem solving and decision-making processes.	The Team has not begun formal guidance and clarification for family voice to be present in individual and system-wide decision-making. Strategic, inclusive problem solving is not taking place.		
	16. The BLT provides resources and guidance for families to be empowered advocates for their own and other children (e.g., know how school systems operate, how and to whom to raise questions, and what their rights and responsibilities are).	The Team provides some guidance for family engagement in advocacy activities for their own children. Families have awareness of their rights and responsibilities.	The Team does not provide families guidance to advocate. Families are not aware of their rights and responsibilities.		
	17. The BLT facilitates the mutual collaboration and commitment of families and educational staff with community partners (e.g., businesses, organizations, institutions of higher education) to connect students, families, and staff, and to expand learning opportunities, community service, and civic participation.	The Team facilitates some connections to community resources to create or reinforce the school's visibility in the community, OR mutual commitment to support student learning is minimally-evident between stakeholders.	The Team does not facilitate collaboration between families and community partners. There is no evidence of mutual commitment between stakeholders to support student learning.		
	18. The BLT develops the capacity of every stakeholder by strategically and effectively training, coaching, and evaluating stakeholders' competency in relation to the what, why, and how of family, school, and community partnering.	The BLT develops the capacity of only <i>some</i> stakeholders by informally training them on the what, why, and how of family, school, and community partnering.	The BLT does not develop the capacity of stakeholders through training, OR evaluation of stakeholder competency is not conducted.		
Family, School, and Community Partnering Percentage Score: (raw score of ____ / 10) = ____ %					

CO-MTSS Building Leadership Team (BLT) SELF-ASSESSMENT

 Layered Continuum of Supports - Ensuring that every student receives equitable academic and behavioral support that is culturally responsive, matched to need, and developmentally appropriate, through layers that increase in intensity from universal (every student) to targeted (some students) to intensive (few students).					
BLT Function	Ideal "Gold Standard" (2)	Partially in Place (1)	Not in Place (0)	Score	Evidence and Notes
The BLT establishes a system of prevention-focused, hierarchical tiers of support matched to student need.	19. The BLT coordinates and evaluates training and coaching for every stakeholder group to build and evaluate knowledge, skills, and disposition related to tiered logic.	The Team coordinates training related to tiered logic for some stakeholder groups, OR evaluation of the training and coaching is not conducted	The Team has not established strategies for building understanding and skills around tiered logic.		
	20. The BLT manages and monitors the provision of high-quality, prevention-based, Universal (Tier 1) supports that are accessible to every student and meet the needs of most students.	The Team manages and monitors high-quality, prevention-based Universal supports in only certain academic or behavioral domains.	The Team does not manage nor monitor prevention-based. Universal supports in academic or behavior.		
	21. The BLT directs the implementation of intentional, effective, and efficient Targeted (Tier 2) supports that are available in both academic and behavioral domains. Strategies are immediately accessible to students in need and are provided in addition to Tier I. Progress monitoring is used to inform decision-making.	The Team directs the implementation of effective Targeted supports that are only available in academic or behavioral domains, OR are used as a replacement of Universal supports, OR are inconsistently monitored.	The Team does not consistently direct the implementation of Targeted student-level supports or the supports are not monitored.		
	22. The BLT intentionally ensures the delivery of Intensive (Tier 3) student-level supports and interventions in both academic and behavioral domains that are immediately accessible as a supplemental added layer beyond Universal and Targeted supports. Progress monitoring is used to inform decision-making.	The Team ensures effective Intensive student-level supports are available and monitored in the academic or behavioral domain, OR Intensive supports replace Universal or Targeted supports, OR they are inconsistently monitored.	The Team does not consistently ensure that Intensive student-level supports and interventions are in place or monitored for effectiveness.		
	23. The BLT defines layers of support (tiers) that are fluid and flexible throughout the Continuum, with clear decision rules for exit and entry criteria established.	The Team defines layers of support that are not fluid and flexible. Exit and entry criteria are established but not implemented consistently.	The Team has not defined layers of support. Exit and entry criteria are not established.		
Layered Continuum of Supports Percentage Score: (raw score of _____ / 10 = _____ %)					

CO-MTSS Building Leadership Team (BLT) SELF-ASSESSMENT

<div style="display: flex; align-items: center; padding: 5px;"> Evidence-Based Practices - Approaches to instruction, intervention, and assessment that have been proven effective through research indicating improved outcomes for students. </div>					
BLT Function	Ideal “Gold Standard” (2)	Partially in Place (1)	Not in Place (0)	Score	Evidence and Notes
The BLT engages in intentional problem solving processes for selection and adoption of evidence-based practices.	24. The BLT prioritizes and organizes the intentional, prevention-based selection of practices across the Layered Continuum. All variables of contextual fit are considered (e.g., need, fit, resources, evidence, readiness, capacity).	The Team’s guidance on the selection of practices is inconsistent, OR practices are matched to student need in isolated situations, OR not all variables of contextual fit are considered.	The Team does not provide direction related to selection of practices, or practices are not matched to need across the Continuum, OR are misaligned to contextual fit.		
	25. The BLT adopts academic and behavioral practices that have a robust research base to support their quality and effectiveness.	The Team adopts some academic and behavioral practices that have supporting evidence, OR research is used as a basis for only academic or behavioral practices.	The Team does not consider evidence regarding quality or effectiveness when adopting practices.		
	26. The BLT trains and coaches every stakeholder on the adoption and implementation of each evidence-based practice (for instruction, intervention, and assessment), including its core features, how delivery occurs, supporting research, and fidelity and impact measures.	The Team trains but does not ensure the follow-up or coaching of adopted evidence-based practices, OR only some stakeholders are trained and coached.	The Team does not train or coach stakeholders on the adoption and implementation of evidence-based practices.		
	27. The BLT uses measurable results of instruction, intervention, and assessment practices to demonstrate direct relationships to improved student outcomes in the identified area(s) of need.	The Team uses some measurable results of instruction, intervention, or assessment practices to demonstrate relationships to improved student outcomes.	The Team does not use measurable results to demonstrate relationships to improved student outcomes.		
	28. The BLT guides the effective implementation of fidelity and outcome assessment practices (e.g., consistent protocol for delivery).	The Team guides the implementation of fidelity or outcome assessment practices, OR the guidance provided by the Team is inconsistently applied by stakeholders.	The Team does not provide guidance related to the implementation of fidelity and outcome assessment practices.		
Evidence-Based Practices Percentage Score: (raw score of ____ / 10) = ____ %					

Overall Score (the percentage for each Component ____ + ____ + ____ + ____ / 5) = ____ %

Short Cycle Action Plan									
Priority Performance Challenge:									
Performance Target									
Precise Problem Statements:	Root Cause	Action Steps this Reporting Period	Implementation				Outcomes		
			Person Responsible	By When	Resources Needed	Imp Results	Measures	Target	Final Outcome
Reporting Period 1									
Family, School, and Community Partnering Special Populations									
Reporting Period 2									
Family, School, and Community Partnering Special Populations									
Reporting Period 3									
Family, School, and Community Partnering Special Populations									

Short Cycle Action Plan Rubric

Purpose:

The purpose of the Short Cycle Action Plan Rubric is for MTSS Leadership Teams (MLTs) to monitor school level implementation of MTSS, and to provide feedback to schools to guide ongoing implementation.

Instructions:

Rate each item based on the scale based on five components of the short cycle action plan.

LEA Name: _____ LEA Code: _____

School Name: _____ School Code: _____

Date Short Cycle Action Plan Submitted to MLT: _____

Date reviewed by MLT: _____

Scale:

0 – Not in place

1 – Partially in place

2 – In place

Step 1: Define – Feedback on the precise problem statements	Rating
1. Do the precise statements address the following questions: a. What the problem is? b. How often it is occurring? c. Where the problem occurs? d. Who is engaged in the problem? e. When the problem is occurring?	① ① ②
2. Do available data support the precise problem statements?	① ① ②
3. Were data trends used to define the problem statements?	① ① ②

Step 2: Analyze – Feedback on the root cause analyses	Rating
4. Is at least one and no more than five root causes identified for each precise problem statement?	① ① ②
5. Are root causes under the control of the school?	① ① ②
6. Are root causes explicitly related to the precise problem statement?	① ① ②

7. Does the root cause answer why is a problem occurring? Subsequently, if the root cause were resolved, would the problem improve?	① ② ③
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Step 3: Plan – Feedback on the action plan	Rating
8. Do the strategies/action steps respond specifically to the associated root cause?	① ② ③
9. Are action steps directly aligned with the problem statement?	① ② ③
10. Are the strategies sufficient to result in enough change for the school to resolve the precise problem? (Phrased oppositely, are more action steps needed to resolve the problem?)	① ② ③
11. Is there a timeline for completion?	① ② ③
12. Are action steps clear and reasonable in scope? Could staff carry them out within the designated timeframe? Are the action steps achievable within 90 days?	① ② ③
13. Do action steps include specific personnel responsible for overseeing implementation of the plan?	① ② ③
14. Are resources identified to implement the action step if needed?	① ② ③
15. Are the targets of the action step identified? That is, can personnel tell when the action step is done?	① ② ③

Step 4: Evaluate – Feedback on the plan for identifying and monitoring outcomes	Rating
16. Do implementation benchmarks identify the type of data to be collected? By when? By whom? And how often?	① ② ③
17. Do implementation benchmarks allow staff to monitor the effectiveness of their efforts and make mid-course adjustments?	① ② ③
18. Are targets written for each precise problem statement?	① ② ③
19. Are targets ambitious and attainable given the school's current performance?	① ② ③
20. Can outcome targets be monitored each 90-days?	① ② ③
21. Can implementation benchmarks be monitored each 90-days?	① ② ③
22. Are dates and times indicated to review progress?	① ② ③
23. Is the action plan reviewed and updated each 90 days? (leave blank if this is the first review of a 90 day action plan)	① ② ③

Attachment B: Letter of Intent

The Letter of Intent to apply for the CO-MTSS Implementation Grant is **due Friday, June 30, 2017, by 11:59 pm**. Submit online via Survey Monkey at www.surveymonkey.com/r/comtss2017.

Below is a screenshot of the information requested in the Letter of Intent.

Colorado MTSS Implementation Grant - Letter of Intent

Letters of Intent due Friday, June 30, by 11:59 pm

Please complete the information requested below to indicate your intention to apply for the Colorado MTSS Implementation Grant.

Name of LEA (District/BOCES/Charter School Institute):

Applying on behalf of the following school(s):

Name of LEA 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, or that the named authorized representative is aware and has approved of the intent to apply for the grant opportunity.

Done

Attachment C: End of Grant Year Evaluation

Each MLT 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 MLT lead.

COLORADO MULTI-TIERED SYSTEM OF SUPPORTS (CO-MTSS)
END OF GRANT YEAR EVALUATION

Part 1: Provide information your MLT’s processes this school-year.

- 1. How many times has your MLT met this year?
- 2. Which tools/activities have you investigated or engaged in as an MLT? Check all that apply.
 - Clarifying mission/vision
 - Establishing roles/responsibilities
 - Developing norms/common agreements
 - Developing common knowledge/understanding
 - Analyzing MLT Self-Assessment Scoring
 - Initiative Inventory
 - Action planning
 - Communication planning
 - Planning for personnel development
 - Budget/funding considerations
 - Other:
- 3. Which MTSS Component(s) have you investigated or engaged in as an MLT? Check all that apply.
 - Team-Driven Shared Leadership
 - Data-Based Problem Solving and Decision Making
 - Family, School, and Community Partnering
 - Layered Continuum of Supports
 - Evidence-Based Practices

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 supported alignment with other initiatives (e.g., UIP, READ ACT, Connect for Success, School Turnaround).
- 3. Provide a description of your progress on your action plan including any relevant data.
- 4. Discuss how this grant led to MTSS implementation successes and how the district/BOCES will continue to build on these successes.
- 5. Discuss any pitfalls or lessons learned that you would share with another district/BOCES 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 CO-MTSS staff on how we can continue to support your MLT in improvement efforts.