**Coordination & Capacity-Building:
Overview of Technical Assistance for
School Climate Transformation Grantees**

Updated: Nov 13, 2019

What is the purpose of this document?

The purpose of this document is to summarize general and specific technical assistance (TA) that is available through the Office of Special Education Programs National TA Center on Positive Behavioral Interventions and Supports (PBIS Center). Five questions are addressed:

1. What is a Multi-Tiered System of Supports (MTSS) framework for improving school climate?

2. What is required to implement MTSS with fidelity and sustainability?

3. What TA resources are available at the PBIS Center?

4. What evaluation TA resources are available at the PBIS Center?

5. How will the PBIS Center and Office of Safe and Supportive Schools (OSSS) coordinate to support School Climate Transformation Grant (SCTG) recipients?

1. What is a Multi-Tiered System of Supports (MTSS) framework for improving school climate?
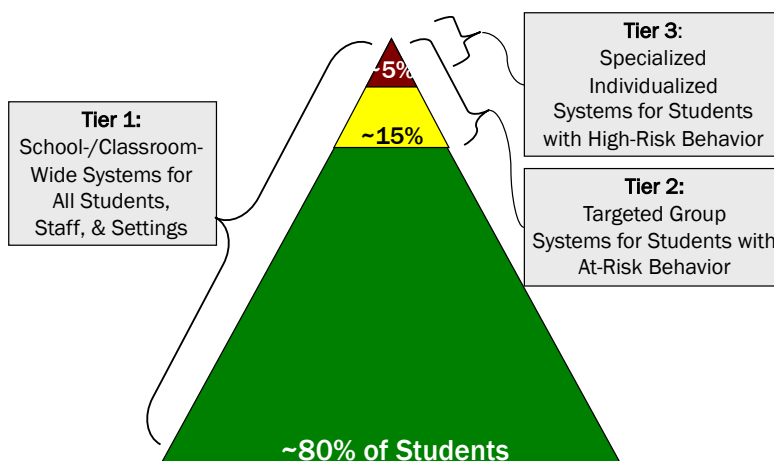
A Multi-Tiered System of Support (MTSS) is a data-driven, problem-solving framework to improve outcomes for all students. MTSS relies on a continuum of evidence-based practices matched to student needs. As an example of MTSS, research shows that "multi-tiered behavioral frameworks, such as positive behavioral interventions and supports (PBIS)…can help improve overall school climate and safety" (Federal Register, June 10, 2019, p. 26829). MTSS employs a useful three-tiered implementation logic, or set of organizational principles, that guide how schools, districts, states, and regions:

- assess students' behavioral, academic, social, and emotional skills;
- select, organize, and implement evidence-based practices in a contextually and culturally relevant manner;
- invest in systems to support implementation of evidence-based practices;
- monitor implementation fidelity and outcomes across all subgroups; and
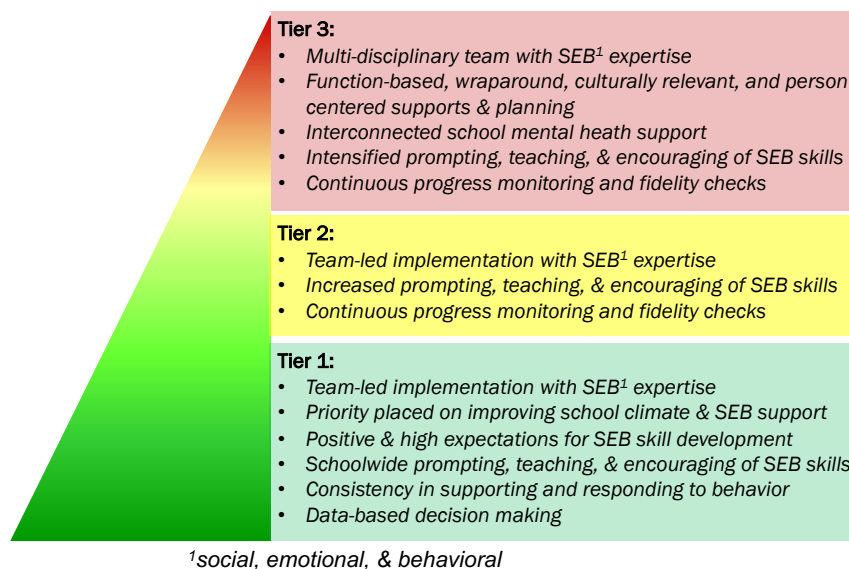- adjust implementation based on data to maximize the benefit for all individuals.

This tiered prevention logic has been applied in variety of contexts, including public health, medicine, and mental health. For decades, the tiered prevention logic has also been applied successfully in education contexts, and this logic is a defining feature of efforts by the Office of Safe and Supportive Schools (OSSS) to improve "school engagement, safety, and environment for all students" in a manner that "will facilitate interagency partnerships and

strategies to address school climate issues in a comprehensive manner" (Federal Register, June 10, 2019, pp. 26829-26830).

The three-tiered framework has two important features. **First**, all students within a classroom, school, or program have access to effective learning opportunities and positive, predictable, and safe environments (Tier 1). **Second**, continuous progress monitoring enables timely decisions about intervention effectiveness, implementation fidelity, and student responsiveness and benefit, so that adaptations and enhancements can be made to improve the quality and intensity of supports to meet the targeted needs of students with at-risk behaviors (Tier 2) and intensive and individualized needs of students with chronic or high-risk behaviors (Tier 3; see figure below).
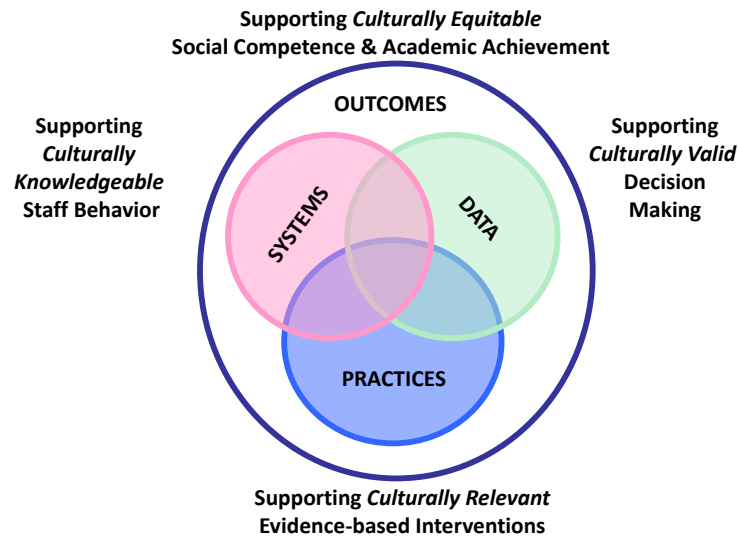
Tier 1:
School-/Classroom-Wide Systems for All Students, Staff, & Settings

Tier 3:
Specialized Individualized Systems for Students with High-Risk Behavior

Tier 2:
Targeted Group Systems for Students with At-Risk Behavior

~5%

~15%

~80% of Students

Evidence-based practices are organized along the continuum based on their core features (see example below).

Tier 3:
- Multi-disciplinary team with SEB[1] expertise
- Function-based, wraparound, culturally relevant, and person centered supports & planning
- Interconnected school mental heath support
- Intensified prompting, teaching, & encouraging of SEB skills
- Continuous progress monitoring and fidelity checks

Tier 2:
- Team-led implementation with SEB[1] expertise
- Increased prompting, teaching, & encouraging of SEB skills
- Continuous progress monitoring and fidelity checks

Tier 1:
- Team-led implementation with SEB[1] expertise
- Priority placed on improving school climate & SEB support
- Positive & high expectations for SEB skill development
- Schoolwide prompting, teaching, & encouraging of SEB skills
- Consistency in supporting and responding to behavior
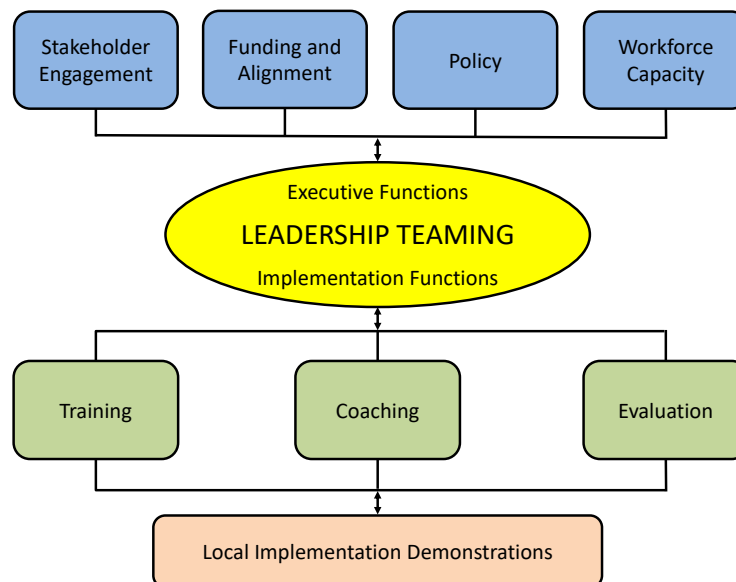- Data-based decision making

[1]social, emotional, & behavioral

This same three-tiered prevention logic can also be applied to organizing supports for educators, schools, and LEAs to maximize the effectiveness and efficiency of support.

2. What is required to implement a MTSS framework with fidelity and sustainability?

Development and implementation of a MTSS framework requires attention to four essential and interactive elements (see figure below). All elements consider the cultural context in which schools, districts, and states (a) specify outcomes ("*What student results are targeted based on data?*"), (b) collect and use data *("What information is collected to answer what questions?")*, (c) select and implement practices (*"What interventions and curricula are selected based on the data and outcomes?"*), and (d) invest in systems to support implementation (*"How prepared and fluent are the implementers?"*).

Supporting *Culturally Equitable* Social Competence & Academic Achievement

OUTCOMES

Supporting *Culturally Knowledgeable* Staff Behavior

SYSTEMS

DATA

Supporting *Culturally Valid* Decision Making

PRACTICES

Supporting *Culturally Relevant* Evidence-based Interventions

Use of these practices and systems is based on an Implementation Blueprint (see figure below, adapted from the Implementation Blueprint) that emphasizes team-based leadership, policy-based accountability, professional development focused on capacity-building, and formative and summative evaluation.

Stakeholder Engagement | Funding and Alignment | Policy | Workforce Capacity

Executive Functions

LEADERSHIP TEAMING

Implementation Functions

Training | Coaching | Evaluation

Local Implementation Demonstrations

An important feature of the implementation blueprint is "leadership team action planning" at the region, state, district, and school levels that delineates a direct pathway to student benefit.

3. What TA resources are available through the PBIS Center?

The MTSS logic is a fundamental implementation feature of the TA provided by the PBIS Center, including support to SCTG recipients, and it allows implementers to carefully select practices that fit or reflect local context, culture, and need. These practice selections should be empirically defendable, theoretically sound and cohesive, and educationally valid. Most importantly, these practices must be sufficiently defined to enable assessment of student outcomes and implementation fidelity.

The PBIS Center provides a full range of TA resources to any school, district, or state that is interested in developing leadership team implementation capacity and establishing a MTSS framework to support implementation of evidence-based practices. All TA provided by the PBIS Center will emphasize development of local capacity so that schools, LEAs, and SEAs have access to local personnel with the expertise to guide and sustain implementation of PBIS with fidelity and impact. This section summarizes TA available to (A) all states and districts, (B) LEAs awarded SCTGs, and (C) SEAs awarded SCTGs. For each group, the PBIS Center emphasizes a three-tiered prevention logic for organizing and providing TA.

A. Technical assistance available to all states and districts

  1. Universal:
    a. Website (www.pbis.org) that serves as a major dissemination tool and includes more than 25 years of accumulated evidence-based practices and systems related to creating positive, predictable, and safe environments; school discipline and behavior support; classroom behavior support and management; social and emotional skills instruction; integration and alignment of initiatives (e.g., mental health, trauma-informed practices, restorative practices) within a MTSS framework; targeted and intensive interventions; and other related topics
    b. Validated tools to monitor implementation fidelity at the school, district, and state levels; school climate and school safety; and student outcomes
    c. Web application (PBIS Assessment) for school, district, and state teams to enter, view graphical reports, and monitor progress of PBIS fidelity of implementation and perceived school climate from students, school personnel, and families
    d. Annual meeting of PBIS leadership teams at the state, district, and school levels (October, Chicago)
    e. Facilitation of a PBIS State Leaders' Network
    f. PBIS Center publications documenting the core features of PBIS and the process related to PBIS implementation

  2. Targeted:
    a. Topical webinars, presentations, and examples
    b. Virtual support (e.g., audio or video conferencing)
    c. Materials development related to emerging needs

3. **Intensive:**
   PBIS Center personnel are also available to provide on-site intensive TA, in coordination with local TA providers, to build capacity. Intensive TA activities may include:
   a. Leadership team planning and development
   b. Training local PBIS "trainers" and "coaches"
   c. Development of evaluation plans, procedures, and data systems
   d. Training in PBIS core practices for school and district teams
   e. Presentations at regional or local PBIS implementation forums
   f. Coordination and alignment with multiple local initiatives.
   Note, on-site intensive TA may require further commitment of resources (e.g., services provided on a fee-for-service basis), depending on the nature of the request and local context (e.g., agreements and availability of local TA support).

B. **Technical assistance available to LEAs awarded SCTGs:**
   All LEAs awarded SCTGs have access to the same universal, targeted, and intensive TA available to all LEAs. In addition, SCTG LEAs have access to the following unique TA:

   1. **Universal:**
      a. Dedicated resources on the www.pbis.org website related to SCTG
      b. Annual Project Director's Meeting, hosted by OSSS and PBIS Center

   2. **Targeted:**
      a. Unique topical webinars and presentations developed for SCTG LEAs
      b. Virtual support (audio or video conferencing) targeting SCTG LEAs
      c. Targeted materials developed for SCTG LEAs

   3. **Intensive:**
      a. LEAs may select any local, regional, or national content experts to provide additional TA
      b. LEAs are encouraged to take advantage of local in-state supports and on-going partnerships with PBIS Center Partners and State Coordinators

C. **Technical assistance available to SEAs awarded SCTGs:**
   All SEAs awarded SCTGs have access to the same universal, targeted, and intensive TA available to all states. In addition, SCTG SEAs may access the following unique TA:

   1. **Universal:**
      a. Dedicated resources on the www.pbis.org website related to SCTG
      b. Annual Project Director's Meeting, hosted by OSSS and PBIS Center Leadership

   2. **Targeted:**
      a. Unique webinars developed for SCTG SEAs
      b. Virtual support (audio or video conferencing) targeting SCTG SEAs
      c. Unique materials (e.g., newsletters) developed for SCTG SEAs

3. **Intensive:**
   a. SEAs receive up to 2 days of on-site TA visits per year from the PBIS Center state contact at no cost to the grantee
   c. SEAs may select any local, regional, or national content experts to provide additional TA
      SEAs are encouraged to take advantage of local in-state supports and on-going partnerships with PBIS Center Partners and State Coordinators

4. What evaluation TA resources are available at the PBIS Center?

The PBIS Center can assist SCTG LEA and SEA recipients in collecting data for the following performance measures set by the U.S. Department of Education.

LEA SCTG Package Excerpts from FY19 Competition (GPRA Measures):

(a) The number of training and/or technical assistance events to support implementation with fidelity provided annually by LEAs to schools implementing a multi-tiered system of support.
(b) Number and percentage of schools annually that report an improved school climate based on the results of the EDSCLS or similar tool.
(c) Number and percentage of schools annually that are implementing a multitiered system of support framework with fidelity.
(d) Number and percentage of schools annually that are implementing opioid abuse prevention and mitigation strategies.
(e) Number and percentage of schools that report an annual decrease in suspensions and expulsions related to possession or use of alcohol.
(f) Number and percentage of schools that report an annual decrease in suspensions and expulsions related to possession or use of other drugs.

SEA SCTG Package Excerpts from FY18 Competition (GPRA Measures):

(a) The number of training and technical assistance events provided by the SEA School Climate Transformation Grant Program to assist LEAs in implementing a multitiered behavioral framework.
(b) The number and percentage of schools in LEAs provided training or technical assistance by the SEA School Climate Transformation Grant Program that implement a multitiered behavioral framework.
(c) The number and percentage of LEAs provided training or technical assistance by the SEA School Climate Transformation Grant Program that implement a multitiered behavioral framework with fidelity.

For specific requirements on grantee reporting, please go to the ED Performance Report Form 524B at http://www.ed.gov/fund/grant/apply/appforms/appforms.html.

The PBIS Center has developed a single information portal (PBIS Assessment) that is available to all SCTG grantees for entering, summarizing, graphically presenting, and evaluating school climate and implementation data. In addition, the School-Wide Information System (SWIS Suite) offers similar functionality for student behavior data. Efficiency, decision-making, and action planning are emphasized. The following tables summarize what is available at *no cost* (unless indicated).

School implementation fidelity. SEA and LEA grantees are expected to evaluate and report the number and percentage of schools, in LEAs receiving SCTG support (either indirectly from their SEAs or directly from a SCTG), that are implementing a MTSS framework with fidelity (see GPRA measures on previous page). Grantees may **consider selecting one** of the following tools, based upon their needs and specific evaluation questions.

Measures	*Use & Purpose*	*Frequency*	*GPRA Measure*
Tiered Fidelity Inventory (TFI)	Team completed self-assessment of PBIS implementation fidelity (or integrity) for Tiers 1, 2, and/or 3. Available at www.pbisapps.org	At least annually (Targeted tier subscales may be used 2 additional times to monitor progress)	**LEA**: "(c) Number and percentage of schools annually that are implementing a multitiered system of support framework with fidelity"
School-wide Evaluation Tool (SET) & **Individual Student Systems Evaluation Tool (ISSET)**	External evaluation completed by a trained evaluator to measure implementation fidelity of Tier 1 (SET) or Tiers 2 & 3 (ISSET), typically for the purpose of rigorous evaluation or research. Available at www.pbisapps.org	At least annually	**SEA**: "(b) The number and percentage of schools in LEAs provided training or technical assistance by the SEA School Climate Transformation Grant Program that implement a multitiered behavioral framework."
Benchmarks of Quality (BoQ), Team Implementation Checklist (TIC), & Self-Assessment Survey (SAS):	Self-assessment measures of Tier 1. Available at www.pbisapps.org	At least annually (Each tool may also be used quarterly to monitor progress)	

State and district systems fidelity and capacity development. SEA SCTG grantees are expected to assess the improved MTSS implementation capacity of evidence-based practices at two levels: SEA and participating LEA. LEA SCTG grantees will be expected to assess the extent to which they have established capacity to support schools' implementation of evidence-based practices.

Measures	*Use & Purpose*	*Frequency*	*GPRA Measure*
State Systems Fidelity Inventory (SSFI) & **District Systems Fidelity Inventory (DSFI)**	SEA & LEA measure of systems fidelity to support implementation of evidence-based practices. Available at www.pbisapps.org	Annual	**SEA**: "(c) The number and percentage of LEAs provided training or technical assistance by the SEA School Climate Transformation Grant Program that implement a multitiered behavioral framework with fidelity."
State Capacity Assessment (SCA) & **District Capacity Assessment (DCA)**	SEA & LEA measure of capacity to implement evidence-based practices. Available at www.sisep.org	Annual	

Student behavioral outcomes. SEA and LEA grantees are expected to document the office discipline referrals (ODR), suspension, expulsions, and attendance patterns of schools implementing a MTSS framework to improve school climate. These data are expected to be collected, summarized, and accessible for decision making on a <u>continuous basis</u>. See the School-Wide Information System (SWIS Suite) for more information.

Measure	*Cost*	*Use & Purpose*	*Frequency*	*GPRA Measure*
School-wide Information System (SWIS)	$350 per school per year	Evaluation and action planning for Tier I evaluation	Data are entered daily (or when behavioral incident resulting in ODR occurs)	**LEA:** "(e) Number and percentage of schools that report an annual decrease in suspensions and expulsions related to possession or use of alcohol.
Check-in/Check-out (CICO-SWIS)	$460 per year for SWIS & CICO	Evaluation and action planning for Tier II support	Data are entered daily (CICO-SWIS data are entered daily to monitor students' progress)	**LEA:** "(f) Number and percentage of schools that report an annual decrease in suspensions and expulsions related to possession or use of other drugs."
Individual Student Information System (ISIS)	$570 per year for I-SWIS, CICO, & SWIS	Evaluation and action planning for Tier III support	Data are entered daily (I-SWIS data are entered daily to monitor students' progress)	

5. How will the PBIS Center and OSSS coordinate to support SCTG recipients?

A PBIS Center team and OSSS grant managers are responsible for coordinating communications, providing updates, collecting information, and reporting on overall SCTG progress. To inform technical assistance activities, the PBIS Center will request that grantees (a) initially complete a TA worksheet and (b) subsequently respond to annual surveys to gather information about **practices** (e.g., range of evidence-based practices), **systems** (e.g., organizational structures, training, coaching, other capacity-building activities), and **data** (e.g., student outcomes, school climate, practice implementation fidelity, systems fidelity and capacity). The PBIS Center will (a) summarize data from the survey and other evaluation activities in an annual report and (b) share annual reports, along with other SCTG-specific content, on the SCTG page of www.pbis.org.

The PBIS Center and OSSS grant managers have further identified individual points of contact for each grantee. The following table highlights the PBIS Center contacts.

2018 SCTG SEA	PBIS Center Contact
Colorado	Tim Lewis
Georgia	Heather George
Kentucky	Lucille Eber
Massachusetts	Jen Freeman
Michigan	Steve Goodman
Minnesota	Lucille Eber
Nevada	Kent McIntosh
New Hampshire	Jen Freeman
Ohio	Tim Lewis
Oklahoma	Tim Lewis
Rhode Island	Jen Freeman
Virginia	Kim Yanek
Washington	Susan Barrett
Wisconsin	Lucille Eber

2019 SCTG LEA	State	PBIS Center Contact
Dillingham City School District	AK	Tim Lewis
Hydaburg City School District		
Birmingham City Schools	AL	Heather George
Choctaw County Board of Education		
Painted Desert Demonstration Projects, Inc.	AZ	Susan Barrett
Cutler-Orosi Joint Unified School District	CA	Susan Barrett
Clovis Unified School District		
Madera Unified School District		

2019 SCTG LEA	State	PBIS Center Contact
San Diego County Office of Education		
Sonoma Valley Unified School District		
Dinuba Unified School District		
Northern Humboldt Union High School District		
VUSD		
Lost Hills Union Elementary School District		
Vaughn Next Century Learning Center		
Kernville Union School District		
School Board of Gadsden County	FL	Heather George
School Board of Pinellas County, Florida		
School Board of Sarasota County, FL		
School District of Palm Beach County		
School District of Manatee County, FL		
Dougherty County School System	GA	Heather George
Matteson School District 162	IL	Lucille Eber
Board of Education of the City of Peoria		
Board of Education of the City of Chicago		
Bensenville School District #2		
South Bend Community School Corporation	IN	Lucille Eber
Chapparral Unified School District 361	KS	Tim Lewis
Berea Independent School District	KY	Lucille Eber
Voices for International Business and Education	LA	Don Kincaid
Akron Fairgrove School	MI	Steve Goodman
Lansing School District		
Starkville Oktibbeha Consolidated School District	MS	Heather George
Iredell-Statesville Schools	NC	Kim Yanek
Union County Board of Education		
Surry County Schools		
Montgomery County Schools		
Dickinson School District	ND	Don Kincaid
Scottsbluff Public School District	NE	Tim Lewis
Bellevue Public Schools		
Niobrara Public Schools		
UmoN HoN Nation Public School		
Winnebago Public Schools		
Educational Service Center No. 5		
Clifton Public Schools	NJ	Brandi Simonsen
Teaneck Public Schools		

2019 SCTG LEA	State	PBIS Center Contact
Delsea Regional School District		
Passaic Board of Education		
Syracuse City School District	NY	Lucille Eber
Roscoe Central School District		
John V. Lindsay Wildcat Academy Charter School		
Newark Central School District		
Hyde Leadership Charter School		
Attica Central School District		
Logan-Hocking Local School District	OH	Tim Lewis
Steubenville City Schools		
Talihina School District	OK	Tim Lewis
Tahlequah Public Schools		
Grand View School		
David Douglas SD 40	OR	Kent McIntosh
Norristown Area School District	PA	Lucille Eber
Vanguard Academy Charter School	TX	Heather George
Grand Prairie Independent School District		
Alice Independent School District		
Seguin Independent School District		
Waxahachie Faith Family Academy		
Sevier School District	UT	Tim Lewis
Educational Service District 105	WA	Susan Barrett
Seattle School District 1 of King County Washington		