

## Orange County Department of Education

**DEVELOPING, ALIGNING, AND IMPROVING SYSTEMS OF ACADEMIC AND BEHAVIORAL SUPPORTS (ISABS):**

**Scaling Up Multi-Tiered System of Supports (MTSS) in California**

**California Scale Up MTSS Statewide (SUMS) Initiative**

**Annual Progress Report (Year 1, 2015-2016)**

**September 2016**



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## Executive Summary

In April 2016, Orange County Department of Education (OCDE) was selected as the Lead Agency to receive \$10 million in funding through the Developing, Aligning, and Improving Systems of Academic and Behavioral Supports (ISABS) grant to scale up the development, alignment, and improvement of academic and behavioral supports in California through the use of an MTSS process and framework as appropriated as part of Assembly Bill 104, Chapter 13, Section 57, Statutes of 2015. An additional \$20 million was approved in the Governor's budget revise (May 2016). OCDE has titled this effort the California Scale-Up MTSS Statewide (SUMS) Initiative. OCDE will leverage the expertise it has built over the past ten years in the areas of Family & Community Engagement, Administrative Leadership, Integrated Educational Framework, Inclusive Policy & Practice, and Multi-Tiered System of Support in relation to teaching and learning to scale-up this work across the state of California.

The purpose of this report is to summarize the implementation and impact of ISABS (aka SUMS) and how funds were used in the 2015-16 fiscal year. Below are the highlights for Year 1.

### A. Activities conducted and resources developed

- All scheduled activities through September 15, 2016 have been completed or are in process.

### B. LEA Sub-Agreements

- ISABS (aka SUMS) built a four-tier, trainer-of-trainer infrastructure for statewide professional learning and technical assistance. Leads, Trainers, and sub-grantees will receive training and technical assistance valued at over \$20,000, at no cost to them.
- Sub-agreements for Tiers I, II, and III are currently being drafted.
- Knowledge Development Sites will be identified early on so as to become a resource to sub-grant funded sites.

### C. Number of educators and pupils served

- Potentially 116 districts/300 schools as Knowledge Development Sites (December 2016)
- Up to 300 districts in Cohort 1 RFA (April 2017)
- Up to 300 districts in Cohort 2 RFA (December 2017)
- Up to 300 districts in Cohort 3 RFA (May 2018)

### D. Identify evidence-based strategies

Objective 1: Existing evidence-based resources have been identified

Objective 2: Professional learning activities have been identified and are under development

Objective 3: Other efforts currently available at the state, federal, and local levels have been identified

Objective 4: New evidence-based resources and activities are under development

Objective 5: A community of practice is under development

Objective 6: A tool to capture qualitative information regarding LEAs' MTSS implementation policies and processes is under development

E. Outcome data

- Process evaluation measures: Documents and artifacts are being collected by the evaluator; technical assistance logs and feedback surveys are under development.
- Outcome evaluation measures: Outcome data will be collected from Knowledge Development Sites, LEAs and charter schools as measures are completed.

F. Additional outcome data

- Evidence of LEA and student effects will be documented in sub-grantees' annual outcome reports.

G. Recommendations for improving state-level activities or policies

- OCDE will report findings of evidence-based tools and resources that support LEAs to CDE to inform policy or process adjustments.

## Overview of Developing, Aligning, and Improving Systems of Academic and Behavioral Supports (ISABS) (a.k.a. California Scale-Up MTSS Statewide-SUMS)

In April 2016, Orange County Department of Education (OCDE) was selected as the Lead Agency to receive \$10 million in funding through the Developing, Aligning, and Improving Systems of Academic and Behavioral Supports (ISABS) grant to scale up the development, alignment, and improvement of academic and behavioral supports in California through the use of an MTSS process and framework as appropriated as part of Assembly Bill 104, Chapter 13, Section 57, Statutes of 2015. An additional \$20 million was approved in the Governor's budget revise (May 2016). OCDE has titled this effort the California Scale-Up MTSS Statewide (SUMS) Initiative. OCDE will leverage the expertise it has built over the past ten years in the areas of Family & Community Engagement, Administrative Leadership, Integrated Educational Framework, Inclusive Policy & Practice, and Multi-Tiered System of Support in relation to teaching and learning to scale-up this work across the state of California.

The goal of this funding is to help local education agencies and charter schools across the state do all of the following:

1. Implement integrated multi-tiered systems of standards-based instruction, interventions, mental health, and academic and behavioral supports aligned with accessible instruction and curriculum using the principles of universal design, such as universal design for learning, established in the state curriculum frameworks and local control and accountability plans.
2. Provide services that can reduce the need for a pupil's referral to special education or placement in more restrictive, isolated settings.
3. Leverage and coordinate multiple school and community resources, including collaborations with local mental health agencies and provide school-based mental health services.
4. Implement multi-tiered, evidence-based, data-driven school districtwide and school wide systems of support in both academic and behavioral areas including, but not limited to, positive behavior interventions and support, restorative justice, bullying prevention, social and emotional learning, trauma-informed practice, and cultural competency.
5. Incorporate the types of practices, services, and efforts described into the local control and accountability plans of local education agencies and charter schools.

OCDE shall identify existing evidence-based resources, professional development activities, and other efforts currently available at the state, federal, and local levels, as well as develop new evidence-based resources and activities to accomplish the goals above. The following strategies will be employed to identify and develop resources and activities for the purpose of maximizing their availability, efficacy, and usage across the state:

- My Digital Chalkboard to collect and disseminate evidenced-based best practices and develop train-the-trainer models and online training modules.
- Regional conferences and workshops offered via Statewide COE and Knowledge Development District Trainings (September-December 2016 in partnership with SWIFT) and MTSS Professional Learning Institute: July 2017 and July 2019
- Technical assistance provided to LEAs and charter schools, a network of educators to provide coaching and training to other LEAs and charter schools, and stipends for school personnel to attend training sessions via Statewide COE and Knowledge Development District Trainings (September-December 2016 in partnership with SWIFT)

- SWIFT FIA/FIT, PBIS TFI, and other evidence-based evaluation tools to measure the effectiveness of evidence-based strategies
- Competitive startup grants in April 2017, December 2017, and May 2018 to help LEAs and charter schools achieve the goals above
- Demonstration grants to LEAs and charter schools (COEs and Knowledge Development Sites) to identify, evaluate, learn about or test the feasibility of effective approaches that will inform the other activities and resources developed under this grant

OCDE has partnered with the Butte County Office of Education (COE) and the School-wide Integrated Framework for Transformation Center (SWIFT Center) to implement this large scale effort. Butte COE will support this work through statewide communication utilizing the online portal known as Digital Chalkboard, as well as professional learning and engagement strategies that meet the needs of rural, geographically isolated school districts. ISABS (aka SUMS) will develop a customized professional learning series based on SWIFT's five evidence-based domains and national technical assistance model. This series will be completed by members of a four-tier, trainer-of-trainers infrastructure. Trainers include representatives from the 11 California County Superintendents Educational Services Association (CCSESA) regions and 58 COEs in California. Local Education Agencies (LEA) sub-grants will be awarded in December 2016, April 2017, December 2017, and May 2018. Trainers will provide technical assistance with sub-grantees across the state. SUMS leadership will include:

- State Leadership Team, consisting of representatives from OCDE, Butte, SWIFT, and CDE;
- Region Transformation Teams (based on the 11 CCSESA regions), consisting of a Region Lead and a minimum of one Trainer from each COE in the region;
- County Transformation Teams, consisting of the Trainers and LEA Sub-Grant Leads in the county;
- LEA Implementation Teams, consisting of the Sub-Grant Lead, LEA Leadership, and stakeholders.

As one of the most diverse states in the nation, California serves as a leader in world-class, 21st Century learning. ISABS (aka SUMS) will prioritize inclusive practices to increase access to high-quality education and resources for all students. It will re-engage marginalized students, reduce disproportionality of discipline referrals for minority and Special Education students, and address the unique needs of underserved populations such as children living in poverty, foster youth, juvenile justice involved youth, charter school students, and rural schools.

## Evaluation Plan

Evaluation of the ISABS (aka SUMS) is performed by the OCDE Evaluation, Assessment & Data Center (EADC). This entity is an external evaluator using the United States Department of Education's definition of having no managerial or implementation responsibilities for the program. EADC has the necessary expertise in quantitative, qualitative, and research design skills (including survey development and dissemination, and data analysis) and in multi-agency partnerships to successfully conduct the ISABS (aka SUMS) evaluation. In addition, EADC previously evaluated several projects funded through local, state, and federal agencies such as Orange County Health Care Agency, Hoag Community Benefits Program, California Mathematics & Science Partnership (CaMSP), California Mental Health Services Authority (CalMHSA), Tobacco-Use Prevention Education Program (PCEP), US Department of Education's Partnerships in Character Education Program (PCEP), US Department of Education's

Elementary and Secondary School Counseling Program, and US Department of Education's Readiness and Emergency Management for Schools (REMS) program.

The purpose of the evaluation is to examine the implementation and impact of ISABS (aka SUMS) within the context of its goals outlined above. To do so, EADC will use valid and reliable measures and develop new measures to collect process and outcome data from participants and sub-grantees as listed in the evaluation plan (see Figure 1 at the end of the report).

## Progress Report

The purpose of this report is to summarize the implementation and impact of ISABS (aka SUMS) and how funds were used in the 2015-16 fiscal year. This report is arranged to describe:

- A. A summary of the activities conducted and resources developed
- B. A list of LEAs that participated in sub-agreements including the dates the funds were issued
- C. The number of educators and pupils served by the activities and resources
- D. A description of effective evidence-based strategies identified for implementing the practices described in Section II, Program Description Part D
- E. A summary of outcome data resulting from the activities conducted under this grant and generated from the implementation tool developed by the successful applicant to capture qualitative information regarding LEAs' MTSS implementation policies and processes
- F. A summary of any additional outcome data resulting from the activities conducted or new practices implemented
- G. Recommendations for improving state-level activities or policies

## A. A summary of the activities conducted and resources developed

Since receiving the award, OCDE in partnership with Butte COE and SWIFT, have conducted the following activities through September 15, 2016:

**Table 1. Activities Conducted (May 1, 2016-September 15, 2016)**

Activity	Scheduled for	Completed
Establish Executive Leadership Team	May 2016	5/1/16
Establish subcontracts with SWIFT Center and Butte COE	May 2016	In Process
Recruit, hire, and reallocate OCDE personnel to project positions	May 2016	In Process
Form State Leadership Team	May 2016	5/1/16
State Leadership Team Meeting #1	5/9/16	5/9/16
State Leadership Team Meeting #2	6/20/16	6/20/16
State Leadership Team Meeting #3	8/15/16	8/15/16
State Leadership Team Meeting #4	9/7/16	9/7/16
Develop professional learning series	May 2016-June 2016	August 2016
Identify Region Leads and Trainers for Region Transformation Teams	June 2016	7/1/16
Set up contracts and budgets for Region Transformation Teams	June 2016-August 2016	September 2016
Attend SWIFT National Professional Learning Institute (State Leadership and Region Transformation Teams)	July 2016	7/21/16-7/22/16
Create unique MTSS space on the Digital Chalkboard online portal	July 2016-August 2016	July 2016
Train State Leadership and Region Transformation Teams in the professional learning series and technical assistance practices, evaluation tools, and MTSS supports	Training #1: 9/8/16-9/9/16	9/8/16-9/9/16
Develop communities of practice at the State, Region, and County levels	September 2016-October 2016	In Process
Collect data (documents and artifacts) from State Leadership and Region Transformation Teams for evaluation and progress reports (process evaluation)	May 2016-September 2016	5/1/16-9/15/16
Present DOF and CDE with proposal to allocate the additional \$20 million	9/14/16	9/14/16

### Executive Leadership Team

The Executive Leadership Team works in collaboration with CDE, SBE, and DOF on grant deliverables, interacts at the policy and legislative level, and oversees implementation of grant



deliverables. The Executive Leadership Team meets weekly via phone conference calls and video conference calls and is made up of:

- OCDE, Superintendent, Al Mijares, Ph. D.
- OCDE, Assistant Superintendent, Christine Olmstead, Ed. D.
- OCDE, Grant Project Director, Jami Parsons, Ed. D.
- Butte COE, Superintendent, Tim Taylor
- Butte COE, Assistant Superintendent, Susan Hukkanen
- SWIFT Center, Director of Technical Assistance, Amy McCart, Ph. D.
- SWIFT Center, Director SWIFT, Wayne Sailor, Ph. D.

#### State Leadership Team

The State Leadership Team is made up of representatives from OCDE, Butte COE, SWIFT Center, CDE and SBE; and performs a variety of functions:

- Implements, supports and monitors grant deliverables
- Attends State SWIFT Trainer of Trainers at OCDE September 8-9, 2016
- Participants in regional SWIFT training
- Provides technical assistance and training to Region Leads
- Curates and creates online resources/modules to contribute to My Digital Chalkboard
- Host, maintain and provide technical support for professional learning modules
- Provide technical support for online Communities of Practice
- Leads a Community of Practice (monthly)
- Acts as a resource and liaison to Executive Leadership Team
- Participates in screening of LEA sub-grant applications

The State Leadership Team is scheduled to meet monthly with SBE/CDE joining 4 times a year. To date, the State Leadership Team has met four (4) times (May, June, August, and September). Highlights from each meeting are listed below and meeting agendas are included as attachments to this report. The team also attended the SWIFT Professional Learning Institute in July.

#### State Leadership Team Meeting - May 9, 2016

- Introduce State Leadership Team members
- Establish Communication and Meeting Norms, Vision and Mission Statements
- Introduction to SWIFT
- Discuss data collection
- Recruitment process for Regional Leads and Trainers for Regional Transformation Teams
- Plan for Regional SWIFT trainings

#### State Leadership Team Meeting - June 20, 2016

- Review Norms
- Update on State Budget
- Update on Region Lead selection
- Review Team Configurations and Roles and Responsibilities MTSS Scale-up Handout
- Review Approved Handouts to Share
- Partnership Request Protocol
- Establish job-alike partners between OCDE and Butte COE
- Overview of SWIFT Professional Leadership Institute, July 21-22
- Discuss Region Lead Training scheduled for September 8-9
- Discuss schedule of future State Leadership Team meetings
- Discuss agenda items for State Leadership Team meeting scheduled for August 15

#### State Leadership Team Meeting - August 15, 2016

- Review meeting minutes from June 20
- Update on Regional Leads Job Description
- Update on My Digital Chalkboard
- Upcoming professional development and training opportunities for team members
- Review SWIFT Professional Leadership Institute, July 21-22 debrief notes
- Review project timeline and outcomes
- Job-alike partner presentations
- Discuss Region Lead Training scheduled for September 8-9

#### State Leadership Team Meeting - September 7, 2016

- Review meeting minutes from August 15
- TA Handbook presentations
- Timeline activity
- SWIFT FIT Assessor planning
- Review Region Lead Training scheduled for September 8-9
- Discuss agenda items for State Leadership Team meeting scheduled for October 17

In addition, the resources have been developed and are included as attachments:

- Developing, Aligning, and Improving Systems of Academic and Behavioral Supports (ISABS) California Scale-Up MTSS Statewide (SUMS) Initiative Executive Summary
- ISABS (aka SUMS) scale up information
- ISABS (aka SUMS) Fact Sheet
- Roles and Responsibilities of Region Leads
- Whole System Engagement diagram

### **B. A list of LEAs that participated in sub-agreements including the dates the funds were issued**

As previously described, ISABS (aka SUMS) built a four-tier, trainer-of-trainer infrastructure for statewide professional learning and technical assistance. Leads, Trainers, and sub-grantees will receive training and technical assistance valued at over \$20,000, at no cost to them.

#### Tier I Sub-Agreements (State Leadership Team)

The first tier is the State Leadership Team (OCDE, Butte COE, and SWIFT Center). Sub-agreements with SWIFT and Butte COE have been drafted and efforts are underway to bring both documents into compliance with grant requirements and to align with each other.

#### Tier II Sub-Agreements (Region Transformation Teams)

The second tier is made up of eleven (11) Region Transformation Teams based on the California County Superintendents Educational Services Association (CCSESA) regions. Each Region Transformation Team (see Table 2) will receive a sub-agreement for \$10,000 per year for two years to incentivize team members and supplement the cost of travel, staff time, and materials. The roles and responsibilities of each Region Lead are to attend the State SWIFT Trainer of Trainers at OCDE on September 8-9, 2016, host and/or assist with a Regional SWIFT Trainer of Trainers during the year, provide regional assistance to COE Leads, participate in a Community of Practice (monthly), act as a resource and liaison to the State Leadership Team, and support the State Leadership Team in screening LEA sub-grant applications. To date, ISABS (aka SUMS) has identified which COEs will serve as the Region Leads and sub-

agreements are currently being drafted. Fully executed sub-agreements and funds are expected to be issued by December 2016.

**Table 2. Region Transformation Teams**

Region	COE	Date Funds Issued
Region 1	Humboldt COE	In Process
Region 2	Shasta COE	In Process
Region 3	Placer County COE	In Process
Region 4	San Mateo COE	In Process
Region 5	San Benito COE	In Process
Region 6	Stanislaus COE	In Process
Region 7	Fresno COE	In Process
Region 8	Kern Co. Supt. of Schools	In Process
Region 9	San Diego COE	In Process
Region 10	San Bernardino COE	In Process
Region 11	LACOE	In Process

Tier III Sub-Agreements (County Transformation Teams)

The third tier is made up of the 57 County Transformation Teams lead by a COE Trainer and LEA Leads (sub-grantees) within their county. The role of each County Transformation Team is to attend the Regional SWIFT Trainer of Trainer, provide technical assistance and training to local districts as they implement their sub-grant projects, participate in a Community of Practice, act as a resource and liaison to Region Leads, and encourage LEAs to apply for sub-grants. COEs may also apply for Technical Assistance awards based on COE Average Daily Attendance (ADA). This would be to offset the cost of travel for teams to attend the MTSS Scale-Up Training in their Region as well as provide technical assistance to their districts; a template for sub-agreements with County Transformation Teams is currently being drafted. Awardees will be required to submit an expenditure plan, and data and invoices to show how they spent the money to assist their districts. The total estimated award amount for COEs is \$2,320,000:

- 0-10000 ADA (up to \$10,000 per COE; \$170,000 maximum)
- 10,001-50,000 ADA (up to \$25,000 per COE; \$450,000 maximum)
- 50,001-150,000 ADA (up to \$50,000 per COE; \$600,000 maximum)
- Above 150,000 ADA (up to \$100,000 per COE; \$1,100,000 maximum)

Tier IV Sub-Agreements (Knowledge Development Sites, LEAs and Charter Schools)

The final tier consists of Knowledge Development Sites (KDS), LEAs and charter schools. There will be \$21,500,000 allocated for Tier IV sub-grants and applications will be received at three different times (see Table 3). Categories include:

- Knowledge Development Sites (\$5000/school in LEA; \$1,500,000 maximum)

- Individual LEA (e.g., charter school, remotely located school) (\$2,500-\$5,000)
- LEAs (\$2,501-\$25,000)
- Cohort LEAs (\$25,001-\$50,000)

**Table 3. Scale-Up MTSS Sub-grant Awards Timeline**

Year	Award	Amount
2016-2017:		
October 2016- December 2016	MOU: COE - ADA Allocation with MOU and Technical Assistance Plan	\$2,540,000
	MOU: Knowledge Development Sites (\$5000 per school in district) 1-2 districts per County (potential 116 districts/300 schools)	\$1,500,000
April 2017	Cohort 1 RFA Awarded up to 300 districts	\$5,820,000
2017-2018:		
December 2017	Cohort 2 RFA Awarded up to 300 districts	\$5,820,000
May 2018	Cohort 3 RFA Awarded up to 300 districts	\$5,820,000
<b>Total</b>		<b>\$21,500,000</b>

Knowledge Development Sites are to be identified early on so as to become a resource to sub-grant funded sites as these awards are made. They will be chosen based on their current implementation of MTSS:

- Has a District Leadership Team (DLT) or a School Transformation Team (STT)
- DLT or STT members hold a commitment to equity-based, inclusive educational reform
- DLT or STT is committed to the use of data-based decision making
- DLT or STT has a history of demonstrated commitment to collaborating with all stakeholder groups essential to building capacity for MTSS implementation success and sustainability

Award amounts will be determined by the scope of work and potential impact. All sub-grantees will be expected to complete their scope of work. Deliverables include accounting of expenditures, reporting progress on implementation, reporting of SWIFT-FIA and SWIFT-FIT results, and collection of data on student outcomes that OCDE will report annually to CDE and DOF. Sub-grant funds will focus on supporting specific needs of LEAs to scale-up MTSS that are not being addressed through current technical assistance services. Funds could support participation in trainings and conferences, substitute coverage or travel costs, consultants, or information technology support to enable specialists (e.g., School Psychologist, Behaviorist) to participate in MTSS trainings from geographically remote LEAs.

Request for Application (RFA) Process for Cohorts 1-3

OCDE will establish a request for application (RFA) process to invite LEAs from throughout the state to apply for sub-grant funding; applications will be received at three different times (see Table 3). The RFP process will include a two-stage screening method. During Stage 1, applicants will prepare a short concept paper including how they intend to use the funds.

Concept papers will be screened by the Region Leads and Trainers in their area. This initial screening will allow the Region Transformation Teams to: 1) gain insight on the technical assistance needs in their counties; and 2) stretch funds by determining if any needs can be met by existing services within their counties. Applications that indicate the need for more intensive, specialized, or long-term support will advance to Stage 2. During Stage 2, applicants will complete and include SWIFT-FIA self-assessment data to provide a preliminary score for their stage of MTSS implementation. They will also indicate how the project is aligned with their LCAP goals and supported by matching LCAP funds. Stage 2 applications will be scored by the State Leadership Team. Panelists will utilize a rubric with scoring criteria to measure feasibility of completing the scope of work within the time frame and adequacy of requested funds.

## C. The number of educators and pupils served by the activities and resources

OCDE intends to provide sub-grants within all 57 COEs to maximize the number of educators and pupils reached by MTSS efforts throughout the state. Current estimates include over 1,000 districts:

- Potentially 116 districts/300 schools as Knowledge Development Sites (December 2016)
- Up to 300 districts in Cohort 1 RFA (April 2017)
- Up to 300 districts in Cohort 2 RFA (December 2017)
- Up to 300 districts in Cohort 3 RFA (May 2018)

The number of LEAs, educators, and students served will be reported once sub-grants are awarded. Sub-grant funds will focus on supporting specific needs of LEAs that are not being addressed through current technical assistance services. Funds could support participation in trainings and conferences, substitute coverage or travel costs, or information technology support to enable specialists (e.g., School Psychologist, Behaviorist) to participate in MTSS trainings from geographically remote LEAs.

## D. A description of effective evidence-based strategies identified for implementing the practices described in Section II, Program Description Part D

### Objective 1: Identify existing evidence-based resources

#### *SWIFT Domains and Features*

A framework of evidence-based framework of five domains and 10 features that lead to achievement gains for students with and without disabilities (see Figure 2 at the end of the report)

1. Administrative Leadership
  - a. Strong & Engaged Site Leadership
  - b. Strong Educator Support System
2. Multi-Tiered System of Support
  - a. Inclusive Academic Instruction
  - b. Inclusive Behavior Instruction
3. Integrated Educational Framework
  - a. Fully Integrated Organizational Structure
  - b. Strong & Positive School Culture
4. Family & Community Engagement

- a. Trusting Family Partnerships
- b. Trusting Community Partnerships
- 5. Inclusive Policy Structure & Practice
  - a. Strong LEA/School Relationship
  - b. LEA Policy Framework

Evidence from SWIFT Center installation in five states thus far suggests that the Critical Features associated with Domains 1, 3, 4, and 5 are essential supports to the installation and implementation with fidelity of Domain 2, MTSS. Direct positive impact on student-level valued outcomes is primarily associated with MTSS.

### *Implementation Science*

Using principles of Applied Implementation Science, district leadership teams assess their unique needs; build linked implementation leadership teams; establish practice profiles for MTSS components; install evidence-based interventions; and solidify staff and organizational structures to sustain success. Other tools, such as Practice Profiles, Hexagon Tool, and District Initiative Inventory, will assist teams to identify practices to explore, install, implement, or refine to scale up their MTSS initiatives. Trainers will assist LEAs in selecting the appropriate resources and interventions to match their self-determined needs. The professional learning series will help LEAs conduct a Stages Assessment to determine where to begin and how to: evaluate current practices; create a shared vision; articulate the key components of that vision; determine their core team members' roles and responsibilities; create working agreements; complete a District Capacity Assessment (DCA); and begin to build an action plan to advance implementation stages. Each activity will allow LEAs to build capacity as new processes are introduced, keep teachers invested in rapidly changing methods, and by supporting a "Practice Informs Policy, Policy Enables Practice" (PIP-PEP) environment. Implementation Science helps LEAs discover the specific drivers that promote sustainability (organizational, leadership, competency) and provide protocols for identifying, evaluating, and improving the core components of those drivers. LEAs will engage in the stages of system change through data analysis. This process will be constant and recursive to allow multiple entry points for LEAs. Implementation Science also offers tools for vetting new initiatives and determining readiness to implement. It provides a process for creating indicators of progress and action-planning tools to determine next steps.

### *Universal Design for Learning*

UDL principles will guide the development of flexible learning environments that accommodate diverse learners by reducing barriers at each tier. According to the Conceptual Framework for Special Education Task Force Successful Educational Evidence-Based Practices 2014-2015, "[UDL] is a set of principles for curriculum development that gives all [students] equal opportunities to learn. UDL is the instructional 'How' for the 'What' of Common Core State Standards." ISABS (aka SUMS) will build statewide capacity to create a more inclusive learning environment for all PreK-12 students by infusing UDL practices throughout. Over the past five years, SWIFT Center has developed an evidence-based framework for statewide MTSS scale-up initiatives. It will serve as the foundation for the professional learning series, with UDL principles as the philosophical cornerstone. The series will promote strategies that provide students opportunities for engagement, expression, and representation of learning, which will give all students access to a rigorous curriculum.

The technical assistance model will also guide LEAs as they establish universal access within Tier 1 best first instruction. State Leadership and Region Transformation Teams will receive instruction in UDL principles for improving inclusive practices in the classroom and at the school

and district levels. Teams will be trained in how to provide Tier 1-3 interventions that reduce barriers and meet students' academic, behavior, and social-emotional needs. For academic interventions, participants will improve their use of: universal screeners (e.g., DIBELS, AIMSWEB); formative assessments and multiple measures to determine which students need Tier 1 or Tier 2 interventions; strategies to support literacy shifts and mathematical practices; data analysis strategies to determine entry and exit criteria for interventions; problem solving protocols to identify evidence-based interventions; small group and differentiated instruction; scaffolds for reading, math, and content-area literacy; tools and protocols for teacher collaboration; coaching strategies; and communication protocols to share data and outcomes with stakeholders.

For behavioral interventions, participants will implement core elements at each of the three tiers. Universal interventions focus on establishing school-wide behavioral expectations; continuum of reinforcements; clearly defined consequences; differentiated instruction for behavior; and universal screening. Targeted interventions include the Check In/Check Out Behavior Education Program; mentoring; targeted social skills instruction; and team initiated problem solving. Intensive interventions include function based assessment; Prevent, Teach, Reinforce; Wraparound planning; continuous progress monitoring; and linking of supports at each tier through data-driven practices.

For social-emotional interventions, participants will learn the uses of social-emotional screeners and how to select evidence-based SEL curriculum for their needs; assessment measures and strategies for providing social-emotional interventions at Tiers 2 and 3; and how to integrate student mental health supports within MTSS.

#### *The Whole Child*

The ISABS (aka SUMS) Initiative understands that each student is a complex individual with unique experiences, abilities, and potential barriers to learning. Thus, the Whole Child approach is integrated throughout the professional learning and technical assistance model. The following are ways that OCDE has expertise in key strategies for successful MTSS implementation and development using this Whole Child perspective.

#### *Academic*

Through Regional Systems of District and School Support (RSDSS), OCDE has provided intensive support to Title I Schools in need of reviving their Adequate Yearly Progress (AYP) Reports and have entered Program Improvement (PI) status. OCDE provides 27 school districts support on how to effectively teach reading, writing, and enhance pedagogical knowledge while using the ELA/ELD Framework and culturally responsive practices. OCDE has also built a strong partnership with David T. Conley to create a College and Career Readiness Consortium with seven school districts. The consortium serves as a community of practice to develop programs to increase student readiness for California State Standards assessments and transition to college and career. OCDE provides support to district preschool programs in utilizing California's Early Learning and Development System through trainer-of-trainers on preschool learning standards, assessment tools, and data-driven instruction.

#### *Behavioral*

OCDE's successful history of providing training at each tier of School-Wide PBIS began in 2009. OCDE currently offers professional development and technical assistance to over 250 schools involved in Tier 1, 2, and 3 cohorts and a Sustainability Schools' Network for schools with three years of PBIS implementation. OCDE has also trained over 250 state preschool sites in the

Teaching Pyramid, which maximizes collaboration between LEAs and families to deliver appropriate interventions for children's mental health, special education, and medical services.

#### *Social-Emotional*

OCDE has expertise in Trauma-Informed Practices, including two Certified Trainers in Restorative Practices who provide regional trainings in Basic Restorative Practices, Community Circles, and Restorative Conferences. OCDE also has trained trainers in the Eliminating Barriers to Learning evidence-based curriculum on student mental health and the Cultural Competency approach, which increase LEAs' responsiveness to all student needs through training, tools, and resources.

#### *Health and Well-Being*

OCDE is the only COE in the state that has its own Medical Officer funded in partnership with the Orange County Health Care Agency, Orange County United Way, and Orange County Commission for Families and Children. This multi-agency collaboration allows a board certified Pediatrician to bridge the medical, mental health, and educational fields to inform policy, best practices, and the impacts of physical health, well-being, and safety on all students. The Medical Officer works in collaboration with the OCDE Center for Healthy Kids & Schools, which includes experts that address the needs of the Whole Child. These include school nurses, nutrition and physical education educators, mental health and wellness practitioners, as well as behavioral and social-emotional support professionals. The Medical Officer, Center for Healthy Kids & Schools, and public health agencies regularly collaborate to streamline access to students and disseminate health related information to schools.

To strengthen these efforts, OCDE has partnered with SWIFT and Butte COE to develop a scalable model that integrates evidence-based supports within an MTSS framework. ISABS (aka SUMS) will provide processes for LEA to assess their strengths, coordinate supports to the Local Control Accountability Plans (LCAP), and align their MTSS efforts with the eight state priorities.

#### Objective 2: Identify, develop, and implement professional learning activities

ISABS' (aka SUMS) professional learning and technical assistance will inform MTSS implementation at each tier of intervention: Universal, Targeted, and Intensive. The ISABS (aka SUMS) will place equal importance on all MTSS components (academic, behavioral, and social-emotional) and promote a community of practice across teams charged with integrating MTSS at every stage of implementation. State Leadership Team members will be responsible for developing a two day professional learning series to be conducted over the 2016-2017 school year. The series will be rooted in the SWIFT Center's 6 Steps of Technical Assistance Process to ensure long-term sustainability of the MTSS infrastructure. Butte COE will support the development of the professional learning series and technical assistance model by providing insight on the barriers and unique needs faced by rural districts, small communities, and remotely located LEAs. They will also support the design, management, and editing of the ISABS (aka SUMS) website. Butte COE also created a dedicated space on the Digital Chalkboard website for MTSS professional learning tools and resources. OCDE created a protocol for vetting resources to ensure content is aligned with current best practices and research. OCDE will collaborate with field experts such as California PBIS Coalition (CPC); California Association of School Psychologists (CASP); Center for Applied Special Technology (CAST); Collaborative for Academic and Social-Emotional Learning (CASEL); and International Institute for Restorative Practices (IIRP) to select resources. Content will include hyperlinks to



partner websites; training modules and videos; archived webinars; exemplars of LEA approaches from across the state; and group discussion boards.

In addition to the professional learning series and technical assistance with sub-grantees, the ISABS (aka SUMS) Initiative will host a statewide Professional Learning Institute to bring together experts, professional associations, and teams from each tier to review, showcase, and celebrate MTSS scale-up efforts. Lastly, online training modules and an online clearinghouse of resources will allow LEAs to engage in professional learning anytime in spite of their location or fiscal limitations.

### Objective 3: Identify other efforts currently available at the state, federal, and local levels

Over the last decade, OCDE has participated in and led a number of initiatives, programs, and policies relevant to the California SUMS Initiative. The following is an overview of projects that will be built upon or leveraged during this statewide effort. OCDE has provided leadership to the National Title I Association and presented at California Title I Conferences on: MTSS best practices; models for implementation of California state standards and the ELA/ELD Framework; and lessons learned on addressing the needs of Title I children and families. OCDE is a core member of CPC, which provides statewide leadership for professional development, technical assistance, Coaching Institutes, and standards for statewide recognition for PBIS programs. The OCDE PBIS Professional Development Model is closely aligned with the Technical Assistance Center on PBIS established by OSEP and the National Implementation Research Network (NIRN), allowing OCDE to support the LEAs as they establish, scale up, and sustain PBIS frameworks. OCDE has trainers and a demonstration site for CA CSEFEL, which adapted the National Center on the Social Emotional Foundations in Early Learning (CSEFEL) evidence-based practice, known as the Teaching Pyramid (preschool PBIS). OCDE works with school teams to ensure alignment between PreK and K-12 behavioral and social-emotional support. OCDE works closely with IIRP and has two Certified Trainers who provide training and support in Restorative Practices. OCDE is a member and leader within multiple statewide associations key to informing policy, best practices, and technical assistance to LEAs. These include, but are not limited to: CCSESA; Association of California School Administrators (ACSA); California Association of School Psychologists (CASP); California Association of School Counselors (CASC); California State School Attendance Review Boards (SARB); California Association of Pupil Personnel Services Administrators (CAPPA); County Offices of Education Child Welfare and Attendance (COECWA); California Association of Supervisors of Child Welfare and Attendance (CASCWA); CPC; and Social-Emotional Learning (SEL) Consortium.

### Objective 4: Develop and disseminate new evidence-based resources and activities

OCDE worked with SWIFT Center and Butte COE to develop a professional learning series to train Region Transformation Teams across the state. The series delivery model will include regional workshops, online training modules, and virtual discussion boards geared to reach educators at all implementation stages. In addition to in-person training, professional learning modules will be hosted on Digital Chalkboard to support MTSS efforts at the state, region, county, district, and LEA levels. The series will cover how to integrate MTSS and other foundational approaches with fidelity; how to grow stakeholder, community, and family engagement; and how to use data to identify evidence-based strategies appropriate for local needs.

#### Objective 5: Develop and support a community of practice

The SUMS team will create a community of practice with the Regional leads by hosting a monthly phone conference with them to support them in the process of providing technical assistance for other COEs in their region.

Digital Chalkboard will also allow for the creation of communities of practice through virtual discussion boards differentiated for: rural, small communities, and remotely located schools; alternative education or high-risk factor LEAs (e.g., high numbers of foster youth, incarcerated youth, low socio-economic status, English learners); early childhood educators; and charter schools. This allows educators across the state, who are facing similar issues, to share best practices, receive technical assistance, and build their capacity through expanded professional networks of support. Each team tier will also share successes and discuss organizational difficulties encountered during scale-up.

#### Objective 6: Develop a tool to capture qualitative information regarding LEAs' MTSS implementation policies and processes

Sub-grantees will provide annual qualitative reports describing their process and progress in implementing, integrating, and scaling up their MTSS supports. Reports will describe the process for identifying and aligning evidence-based interventions in each MTSS component with other LEA and community initiatives, local resources, and LCAP goals. Sub-grantees will demonstrate advancement through the stages of implementation, utilization of data for continuous improvement, alignment of MTSS efforts with LCAP goals for sustainability, benefits of technical assistance and training received, and examples of successes or lessons learned.

#### **E. A summary of outcome data resulting from the activities conducted under this grant and generated from the implementation tool developed by the successful applicant to capture qualitative information regarding LEAs' MTSS implementation policies and processes**

Through the provision of project services described previously, ISABS (aka SUMS) intends to result in school and LEA changes in the following areas: 1) implementation of integrated MTSS supports using principles of UDL that demonstrate how services provided for low income pupils, foster youth, and English learners are increased or improved; 2) providing strategies that support student success in the least restrictive environment and foster greater access and inclusion; 3) leveraging and coordinating multiple school and community resources; 4) integration of multi-tiered, evidence-based, data-driven LEA-wide systems of academic, behavioral, and social-emotional supports; and 5) incorporating the specific and explicit practices described in outcomes 1-4 as part of their action plans and LCAP goals. The State Leadership Team will: 6) provide evidence of statewide use of academic and behavioral practices within a MTSS framework. Growth in these areas are expected to lead to positive student outcomes over time, including decreased rates of suspension or expulsion; discipline referrals; referrals to special education; incidents of bullying; truancy; and, absenteeism; and increased graduation rates and other measures of academic achievement. The evaluation will include formative and summative elements to examine the delivery and quality of the ISABS (aka SUMS) Initiative.

### Process Evaluation

Evidence of successful implementation will consist of documents and artifacts pertaining to each proposed activity, service, and product; technical assistance logs; and, evaluation surveys. Documents and artifacts may include: meeting agendas and minutes; training materials; website content; sub-grant application review sheets; and module completion data. Quarterly technical assistance logs will record the amount and types of technical assistance provided. Evaluation surveys of technical assistance will gather sub-grantees' feedback on service quality, relevance, and usefulness to determine the degree to which they perceive an increase in confidence or efficacy to:

- Implement, integrate, and scale up their MTSS initiatives utilizing principles of UDL, Implementation Science, and the Whole Child approaches.
- Utilize data-driven decision making to identify evidence-based practices and assessment tools in each MTSS component to align efforts with LCAP goals.
- Develop a common vision and action plan for scaling up MTSS efforts by engaging LEA leadership, educators, families, and community stakeholders.

The Evaluator will collect these measures and summarize all data with respect to the process outcomes. Data summaries will be presented at State Leadership Team meetings to allow for modification of project elements as necessary.

### Outcome Evaluation

Multiple measures will assess sub-grantees' increased capacity to integrate and sustain MTSS initiatives, improve fidelity of implementation, and show positive student outcomes over time. In addition to the annual qualitative reports previously described, annual review of LEA LCAPs will confirm sub-grantees' progress in incorporating MTSS into their plans as stated in their reports. Semi-annual administrations of the District Capacity Assessment (DCA) will monitor sub-grantees' increased capacity to assess resources within nine subscales. Results will be used by LEAs to action plan, monitor progress towards goals, measure capacity for implementation and sustainability, support an infrastructure for implementing practices, and adjust action plans as necessary. Fidelity of implementation will be assessed using LEA scores on the SWIFT-FIT, a reliable and valid measure for assessing SWIFT implementation status. SWIFT-FIT scores can be used to understand a school's current implementation status and to support priority setting and action planning. Region Leads and Trainers will serve as trained external assessors to administer the SWIFT-FIT with sub-grantees annually. A second tool, the SWIFT-FIA, addresses the same five domains as the SWIFT-FIT, however it is completed by LEA Implementation Teams as a self-assessment to make quick adjustments to their short-term action plans, rather than waiting for annual SWIFT-FIT data. The SWIFT-FIA is administered twice per year to monitor LEA progress on a regular basis. The LEA Leads will become proficient in how to complete the SWIFT-FIA through the County Transformation Team technical assistance. LEA Implementation Team members will participate in a structured conversation and review evidence to assign a score for each item. Sub-grantees that achieve SWIFT-FIT progress in all domains but particularly Domain 2, MTSS, are expected to also have positive student academic and socio-behavioral outcome effects over time.

## **F. A summary of any additional outcome data resulting from the activities conducted or new practices implemented.**

Evidence of LEA and student effects will be documented in sub-grantees' annual outcome reports, which report changes in: rates of suspension or expulsion; discipline referrals; referrals to special education; attendance rates; chronic absenteeism; incidents of bullying; graduation

rates; dropout rates; measures of academic achievement; average instructional minutes; and average instructional time in inclusive settings for students with IEPs.

## G. Recommendations for improving state-level activities or policies

At the local level, systemic change relies on the strong, supportive and reciprocal relationship between school and district. As indicated by the SWIFT domain of Inclusive Policy Structure & Practice, promoting a shared vision and fostering inclusive teaching and learning paves the way for developing policies that will "formally organize and integrate initiatives and programs, address barriers to success, and address ways to more effectively use resources". A solid policy framework guarantees that policies can be evaluated and rewritten as needed to support quality practices.

The ISABS (aka SUMS) Initiative supports a similar continuous feedback loop at the state level relying on in-person trainings, virtual discussion boards, and communities of practice. When common challenges arise, Region Transformation Teams will research evidence-based tools and resources to support LEAs. OCDE will highlight these findings in reports to CDE to inform policy or process adjustments.

## Figures & Attachments



## California Scale Up MTSS Statewide (SUMS) Initiative Evaluation Plan 2016-2020

Inputs (What's in place)	Process/Outputs Activities, Services & Products	Outcomes	
		Proximal (Shorter-term)	Distal (Longer-term)
<p>State-level activities, programs, policies, and initiatives</p> <p>OCDE resources, programs, initiatives, partnerships, and leadership staff</p> <p>Partnerships with leading experts and service providers (i.e, SWIFT Center, Butte COE)</p> <p>State Leadership Team and Region Transformation Teams</p> <p>Implementation Science training</p> <p>Universal Design for Learning Model</p> <p>ASCD Whole Child Model</p> <p>Evidence-based practices academic, behavioral, and social-emotional supports</p>	<p>Establish a State Leadership Team with representatives from CDE, OCDE, Swift Center, and Butte COE to guide the California SUMS Initiative</p> <p>Identify Region Leads from all eleven CCSESA regions and Trainers from each COE across the state</p> <p>Establish Region Transformation Teams to be trained by Swift Center</p> <p>Region Leads and Trainers provide technical assistance and direct support to LEAs</p> <p>Develop RFA for sub-grants and select awardees</p> <p>Host regional meetings and statewide conference</p> <p>Professional learning activities (regional workshops, online training modules, TOT series, etc.)</p> <p>MTSS website (Butte COE Digital Chalkboard)</p> <p>Establish a Communities of Practice (State, Region, County, &amp; LEA)</p> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• <b>Documents and artifacts for each activity, service, and product</b></li> <li>• <b>Technical Assistance logs</b></li> <li>• <b>Evaluation surveys</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Increased or improved services provided for low income pupils, foster youth, and ELs</li> <li>2. Strategies that effectively support student success in the least restrictive environment and foster greater inclusion</li> <li>3. Leveraged and coordinated multiple school and community resources</li> <li>4. Implemented multi-tiered, evidence-based, data-driven district-wide and school-wide systems of academic and behavioral supports</li> <li>5. Outcomes 1-4 incorporated into LCAPs</li> <li>6. Statewide use of academic and behavioral programs and practices using a MTSS framework (State Leadership Team)</li> </ol> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• <b>Sub-grantee qualitative reports</b></li> <li>• <b>District LCAPs</b></li> <li>• <b>District Capacity Assessment (DCA)</b></li> <li>• <b>SWIFT-Fidelity Implementation Tool (FIT)</b></li> <li>• <b>SWIFT-Fidelity Integrity Assessment (FIA)</b></li> </ul>	<p>Decreases in:</p> <ul style="list-style-type: none"> <li>• Suspension and expulsion rates</li> <li>• Discipline referrals</li> <li>• Referrals to special education</li> <li>• Chronic absenteeism</li> <li>• Incidents of bullying or harassment</li> <li>• Dropout rates</li> <li>• Risk Factors</li> </ul> <p>Increases/Improvements in:</p> <ul style="list-style-type: none"> <li>• Pupil attendance</li> <li>• Graduation rates</li> <li>• Measures of student academic achievement</li> <li>• School climate</li> <li>• Average instructional minutes</li> <li>• Average instructional time in integrated settings for students with IEPs</li> <li>• Students' social-emotional competence</li> <li>• Protective Factors</li> </ul> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• <b>Sub-grantee outcome reports</b></li> </ul>

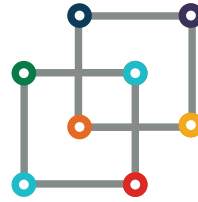
# DOMAINS & FEATURES



## Administrative Leadership



## Multi-Tiered System of Support



## Integrated Educational Framework



## Family & Community Engagement



## Inclusive Policy Structure & Practice



### Strong & Engaged Site Leadership

- Lead development of a vision
- Attend instructional meetings and classes
- Create a leadership team
- Create opportunities to contribute
- Use data to guide decisions



### Strong Educator Support System

- Provide access to instructional coaching
- Seek input from teachers
- Make learning opportunities available to all
- Use data
- Conduct strengths-based evaluations



### Inclusive Academic Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic supports
- Provide targeted interventions and supports
- Provide individualized interventions and supports
- Develop guidelines to implement curriculum with universal design for learning (UDL)



### Inclusive Behavior Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal behavior supports
- Provide targeted interventions and supports
- Provide individualized interventions and supports



### Fully Integrated Organizational Structure

- Identify who has access
- Use non-categorical language and practices
- Use collaborative instruction among peers
- Use paraeducators to support inclusive education



### Strong & Positive School Culture

- Foster collaborative relationships
- Create a shared vision
- Identify ways for all staff to contribute
- Ensure all students have access to extra-curricular activities
- Demonstrate culturally responsive practices



### Trusting Family Partnerships

- Engage with students and families
- Obtain input and feedback
- Provide engagement opportunities
- Facilitate home-school communication
- Provide information



### Trusting Community Partnerships

- Engage with the community
- Identify mutual interests and goals
- Ensure reciprocity
- Maintain an open door policy
- Invite community members to serve



### Strong LEA/School Relationship

- Develop a district-based team
- Attend school-level meetings
- Provide district-level professional learning
- Identify and remove barriers
- Regularly communicate outcomes



### LEA Policy Framework

- Link multiple initiatives
- Review data
- Review and revise policy
- Select research-based practices
- Expand

## Attachment 1

## SUMS Grant Meeting Agenda

May 9, 2016

8:30-3:00

Board Room-OCDE

<b>State Transformation Team Members:</b>			
<b>OCDE</b>	<b>Butte COE</b>	<b>SWIFT</b>	<b>CDE</b>
Dr. Christine Olmstead, Assistant Superintendent	Susan Hukkanen, Assistant Superintendent	Dr. Amy McCart	Jennifer Moreno
Dr. Jami Parsons, Grant Project Director	Rindy Devoll, Coordinator	Dr. Wayne Sailor	Kristin Wright, SBE
Dr. Lucy Vezzuto, Coordinator, Mental Health/SEL	Sandra Azevedo, Coordinator	Mr. Mark Irvin	
Dr. Dori Barnett, PBIS Coordinator	Jennifer Garcia, Coordinator		
Hillary Wolfe, Coordinator, Academic Interventions	Frank Quinn, Digital Chalkboard		
Toby Espley and Catherine Darker, Early Childhood Education			
Lauren Duran, Program Evaluator			
Peggy Tunstall, Administrator			
Pam Tupy, Program Specialist UDL/Special Ed			
Patty Banuelos, Budget Office			
Administrative Technician			
Data Technician			
Program Accountant			
Contracts Analyst			
4 Program Specialists (PBIS, Mental Health/SEL, Student Services & Academic)			



## Attachment 1

## SUMS Grant Meeting Agenda

May 9, 2016

8:30-3:00

Board Room-OCDE

<b>Schedule</b>	<b>Lead</b>	<b>Agenda Item</b>
<b>8:15-8:30</b>	<b>Breakfast/Meet and Greet</b>	
<b>8:30-9:00</b>	Dr. Parsons	Welcome/Introductions---Name, Title, connection to grant
<b>9:00-9:30</b>	Dr. Barnett	Connections Activity—Getting to know our core Beliefs
<b>9:30-9:45</b>	Dr. Parsons	Review Norms of Collaboration
<b>9:45-10:00</b>	Dr. Parsons	Review Norms of Communication for Email/Basecamp—Demo Basecamp URL will be <a href="http://camtss.org">camtss.org</a>
<b>10:00-10:15</b>	Dr. Parsons	Review Draft Vision and Mission Statement
<b>10:15-10:30</b>	Dr. Parsons	Review Timeline for Year 1
<b>10:30-11:30</b>	Dr. Amy McCart	SWIFT Overview –Introduction to SWIFT Discuss content and dates for SWIFT training for state team in summer 2016 and regional trainings in 2016-17
<b>11:30-12:00</b>	<b>Lunch</b>	
<b>12:00-12:30</b>	Ms. Lauren Duran, Evaluator	Data Collection Discussion <ul style="list-style-type: none"> <li>● Review what is written in grant related to data</li> <li>● Review CDE form</li> <li>● Discuss data collection schedule</li> <li>● Discuss documentation</li> <li>● Fidelity Baseline</li> </ul>
<b>12:30-1:15</b>	Dr. Amy McCart	SWIFT Training <ul style="list-style-type: none"> <li>● Can SWIFT model be adapted to needs of CA Counties/Schools?</li> <li>● Designing training series for years 1,2 and 3</li> <li>● Online training modules/resources</li> <li>● Behavior, MH/SEL and Academic Intervention online modules—when to start?</li> </ul>
<b>1:15-1:30</b>	<b>Break</b>	
<b>1:30-1:50</b>	Dr. Olmstead Mrs. Hukkanen	Discuss Recruitment process for Regional Leads and Trainers for Regional Transformation Teams
<b>1:50-2:15</b>	Dr. Olmstead Dr. Parsons	Discuss Plan for Regional SWIFT trainings—schedule, locations, dates
<b>2:15-2:30</b>	Dr. Parsons, Dr. Olmstead	How will our state team communicate? Meeting Structure, Frequency, Recurring topics, call in vs. in person
<b>2:30-3:00</b>	Dr. Olmstead	PPT presentation

Attachment 1

## SUMS Grant Meeting Agenda

May 9, 2016

8:30-3:00

Board Room-OCDE

3:00-3:15	Dr. Parsons	Close, Next Steps
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### Communication Norms

1. Email
  - a. Meeting notifications will be sent via Outlook Meeting Invites
  - b. For short direct communications such as Q and A, use email to specific parties but,
  - c. Cc: Jami on all email related to the grant—Do not CC Christine Olmstead—Jami will communicate with her weekly and give updates as needed.
2. Basecamp
  - a. Will serve as a repository of information and a storage area for mini project completion
  - b. Only use message board or campfire If you want to generate a large group discussion but not for questions of one person, it creates confusion
  - c. Agree to Check Basecamp regularly (at least twice a week)

### Meeting Norms:

1. Honor the 8 norms of collaborative work (Table tents will be placed on tables)
2. Send Agenda in advance to team members with an opportunity to contribute to agenda
3. Start/End on Time
4. Minutes to be kept of Meetings
5. Stay on Topic, make best use of time
6. Need a Time keeper/topic monitor at each meeting
7. Use of Parking lot concept for later topics, if not on agenda

DRAFT Vision Statement for Statewide Transformational Team:

***Every student in California will have access to a well-rounded education in a fully inclusive educational environment facilitated by a multi-tiered system of support.***

Attachment 1

## SUMS Grant Meeting Agenda

May 9, 2016

8:30-3:00

Board Room-OCDE

DRAFT Mission Statement for Statewide Transformational Team:

***The California SUMS (ISABS) Statewide Transformational team utilizes Universal Design for Learning (UDL), Implementation Science and the Whole Child model as a conceptual framework to provide training and supports for schools and districts to develop, enhance, and align their multi-tiered system of supports (MTSS).***

***We will provide technical assistance for determining which evidenced based interventions schools will use to address universal, targeted and intensive needs related to behavioral, academic and mental health/social-emotional concerns.***



## SUMS State Leadership Team

6/20/16

10:00-12:00

D 1001

**Zoom Video Conference:**  
**Conference Call:**  
**In Person:**

**SWIFT or Butte COE**  
**Butte COE Coordinators**  
**OCDE Team**

### Norms of Collaboration:

1. *Pause--to allow time for thought*
2. *Paraphrase--to ensure deep listening.*
3. *Pose Questions--to reveal and extend thinking*
4. *Put ideas on the table and pull them off--to facilitate group thinking.*
5. *Provide data as evidence--to structure conversations*
6. *Pay attention to self and others--to monitor our ways of working collaboratively*
7. *Presume positive intention--to support a non-judgmental atmosphere*



## AGENDA

10:00-10:05	Welcome	Jami Parsons
10:05-10:10	Review Norms	Jami Parsons
10:10-10:20	Update on State Budget	Jami for Christine
10:20-10:25	Update on Region Lead Selection	Jami for Christine
10:25-10:40	Review Team Configurations and Roles and Responsibilities MTSS Scale-up Handout	Jami/Christine
10:40-11:00	Approved Handouts to share	Jami/Christine Team

Attachment 2

<b>11:00-11:10</b>	<b>Partnership request protocol</b>	<b>Jami</b>
<b>11:10-11:30</b>	<b>Job Alike Partner Assignments/Homework</b>	<b>Jami, Christine, Coordinators</b>
<b>11:30-11:45</b>	<b>Summer Leadership Institute, July 21-22</b>	<b>Amy, Mark, Wayne</b>
<b>11:45-11:50</b>	<b>Region Lead Training on 9/8 and 9/9</b>	<b>Jami/Amy</b>
<b>11:50-11:55</b>	<b>Upcoming State Leadership Meetings</b>	<b>Jami</b>
<b>11:55-12:00</b>	<b>Agenda Items for August 15</b>	<b>Team</b>
	<b>Next Steps</b>	<b>Jami/team</b>



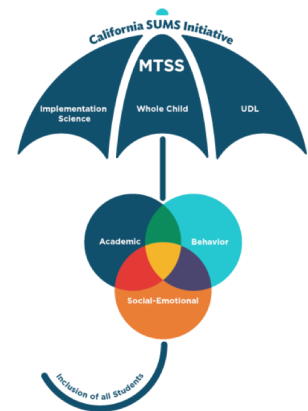
**SUMS State Leadership Team**  
 8/15/16 8:30-3:00  
 OCDE Building A, Board Room

Zoom Video Conference: SWIFT (Amy McCart)

In Person: OCDE Team, Butte COE, Wayne Sailor

**Norms of Collaboration:**

1. *Pause--to allow time for thought*
2. *Paraphrase-to ensure deep listening*
3. *Pose Questions-to reveal and extend thinking*
4. *Put ideas on the table and pull them off-to facilitate group thinking*
5. *Provide data as evidence-to structure conversations*
6. *Pay attention to self and other-to monitor our ways of working Collaboratively*
7. *Presume positive intention-To support a non judgemental atmosphere*



**AGENDA**

TIME	TOPIC	WHO
8:30-9:00	Breakfast/Check In	<i>Team</i>
9:00-9:05	Welcome	<i>Dr. Parsons</i>
9:05-9:10	<a href="#">6/20/16 Meeting Minutes</a>	<i>Dr. Parsons</i>
9:10-9:30	Icebreaker	<i>Krista Murphy</i>
9:30-9:40	<a href="#">Update on Regional Leads Job Description for RLs</a>	<i>Dr. Parsons</i> <i>Dr. Olmstead</i>
9:40-9:50	My Digital Chalkboard update <a href="https://www.mydigitalchalkboard.org/">https://www.mydigitalchalkboard.org/</a>	<i>Frank Quinn</i>



<b>9:50-10:00</b>	<ul style="list-style-type: none"> <li>• UDL Training Opportunity</li> <li>• APBS Webinar</li> <li>• The Diagnostic Center</li> </ul>	<i>Pam Tupy Dr. Dori Barnett</i>
	<a href="#"><u>PLI Debrief Notes - July 2016</u></a>	<i>Dr. Parsons Dr. Olmstead</i>
<b>10:00-10:30</b>	<b>Timeline and Outcomes Review Activity</b>	<i>Dr. Parsons</i>
<b>10:30-12:15</b>	<b>20-30 min Partnership Presentations</b>	<i>Coordinator Partnerships</i>
<b>12:15-12:30</b>	<b>Regional Lead Training September 8/9</b>	<i>Dr. Wayne Sailor, SWIFT</i>
<b>12:30-12:40</b>	<b>Next Steps</b>	<i>Team</i>
<b>12:40-1:40</b>	<b>Lunch</b>	
<b>1:40-3:00</b>	<b>Time for work with each other on your own</b>	



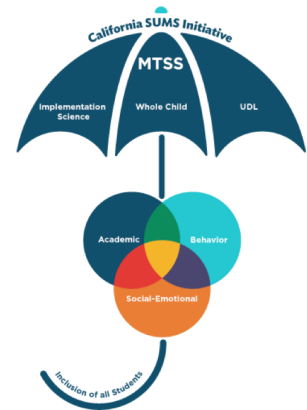
## SUMS State Leadership Team

9/7/16 9:00am-3:00pm  
Ayres Hotel, Breton West

Zoom: Frank Quinn

### Norms of Collaboration:

1. *Pause--to allow time for thought*
2. *Paraphrase-to ensure deep listening*
3. *Pose Questions-to reveal and extend thinking*
4. *Put ideas on the table and pull them off-to facilitate group thinking*
5. *Provide data as evidence-to structure conversations*
6. *Pay attention to self and other-to monitor our ways of working Collaboratively*
7. *Presume positive intention-To support a non judgemental atmosphere*



## AGENDA

TIME	TOPIC	WHO
8:30-9:00	Breakfast/Check In	Team
9:00-9:05	Welcome/Introductions	Dr. Parsons
9:05-9:10	<a href="#">August 15 Meeting Minutes</a>	Dr. Parsons
9:10-9:40	Icebreaker/Team Building	Dr. Lucy Vezzuto
9:40-11:00	<a href="#">TA Handbook Presentations</a>  <a href="#">TA Handbook</a>	OCDE pgs 1-20 BCOE pgs 21-40
11:00-11:30	BCOE Team Building Activity	BCOE
11:30-12:00	Timeline Activity	Dr. Parsons
12:00-1:00	Lunch on Patio by pool	Team
12:00-4:00	Fit Assessors will meet (Ayres Lobby or by	Dan, Allison, Mike, Sandra





	pool)	
<b>1:00-4:00</b>	<b>Review SWIFT Training 9/8-9/9</b>	<b>Amy, Mark, Wayne</b>
	<b>Get to know your SWIFT TA Counterparts</b>	<b>Wayne, Amy</b>
<b>4:00</b>	<b>Close</b>	<b>Jami</b>
	<b>Next Steps-October Meeting</b> <ul style="list-style-type: none"> <li>● Resource Mapping</li> <li>● Evaluation Discussions</li> <li>● RFA</li> <li>● Content creation for MDC</li> <li>● FIT Assessor Cadre</li> </ul>	



## California Scale-Up MTSS Statewide (SUMS) Initiative Executive Summary

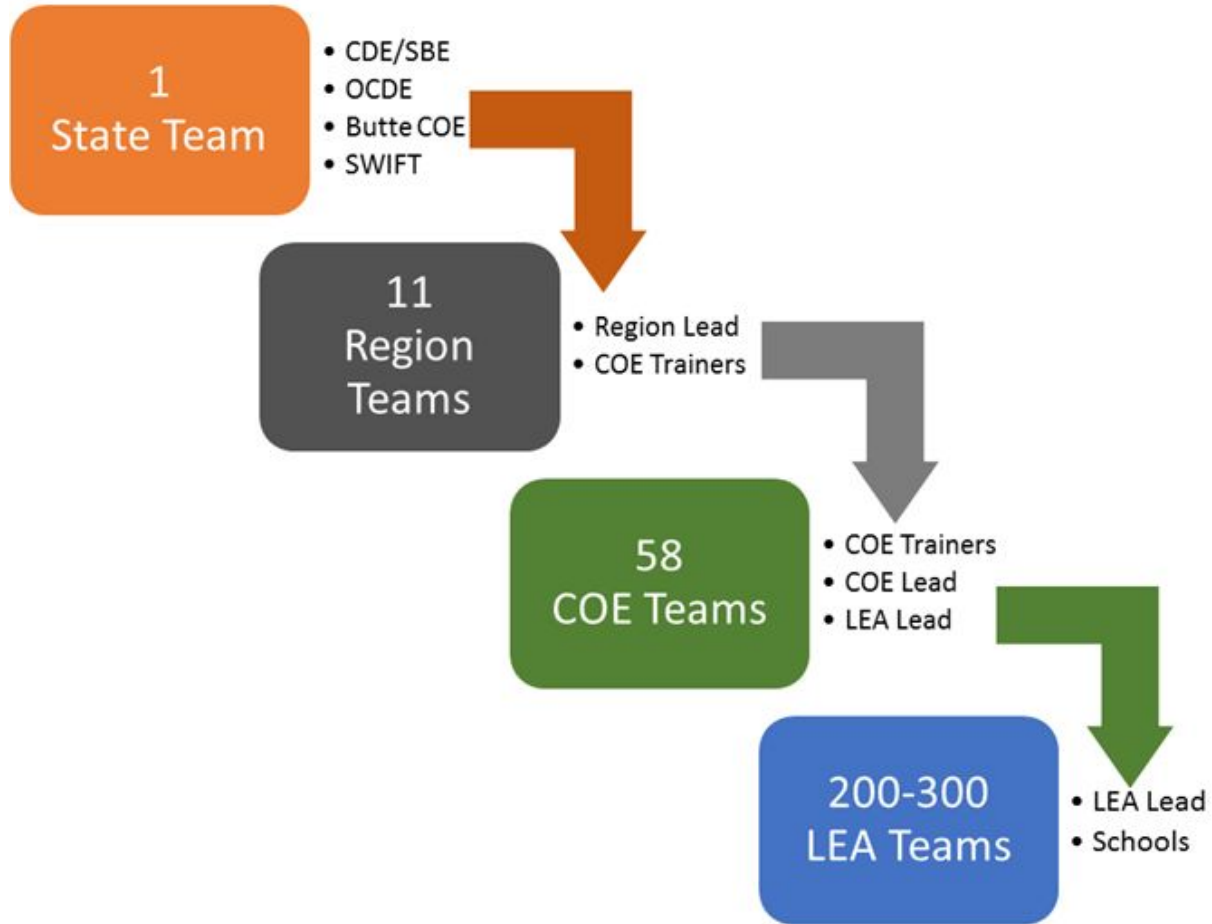
The Orange County Department of Education's (OCDE) application for the California Department of Education's (CDE) Developing, Aligning, and Improving Systems of Academic and Behavioral Supports grant received the highest score in the state. OCDE has been selected as the Lead Agency to receive \$10 million in funding over the next four years to scale-up a sustainable statewide Multi-Tiered System of Support (MTSS) technical assistance infrastructure. OCDE has titled this effort the California Scale-Up MTSS Statewide (SUMS) Initiative. OCDE will leverage the expertise its built over the past ten years in the areas of Implementation Science, Universal Design for Learning (UDL), and the Whole Child approach in relation to teaching and learning to scale-up this work across the state of California.

The goal of this funding is to:

1. Enhance equitable access for all students
2. Develop the whole child
3. Create a culture of collaboration among all stakeholders
4. Align fragmented support systems.

OCDE will subcontract with the Butte County Office of Education (COE) and the School-wide Integrated Framework for Transformation Center (SWIFT Center) to implement this large scale effort. Butte COE will support this work through statewide communication utilizing the online portal known as Digital Chalkboard, as well as professional learning and engagement strategies that meet the needs of rural, geographically isolated school districts. The California SUMS Initiative will develop a customized professional learning series based on SWIFT's five evidence-based domains and national technical assistance model. This series will be completed by members of a four-tier, trainer-of-trainers infrastructure during Year 1 and Year 2 of the grant. Trainers include representatives from the 11 California County Superintendents Educational Services Association (CCSESA) regions and 58 COEs in California. Local Education Agencies (LEA) Sub-Grants will be awarded in Year 2, implemented in Year 3, and completed by Year 4. Trainers will provide technical assistance with sub-grantees across the state. Grant leadership will include a State Leadership Team, consisting of representatives from OCDE, Butte, SWIFT, and CDE; Region Transformation Teams (based on the 11 CCSESA regions), consisting of a Region Lead and a minimum of one Trainer from each COE in the region; County Transformation Teams, consisting of the Trainers and LEA Sub-Grant Leads in the county; and LEA Implementation Teams, consisting of the Sub-Grant Lead, LEA Leadership, and stakeholders.

As one of the most diverse states in the nation, California serves as a leader in world-class, 21<sup>st</sup> Century learning. SUMS will prioritize inclusive practices to increase access to high-quality education and resources for all students. It will re-engage marginalized students, reduce disproportionality of discipline referrals for minority and Special Education students, and address the unique needs of underserved populations such as children living in poverty, foster youth, juvenile justice involved youth, charter school students, and rural schools.



# MTSS Scale-Up Roles and Responsibilities



## **Regional Leadership Team**

COE Receives \$10,000 per year for serving as region lead  
Region Leads (11)  
Names to be submitted to OCDE by July 1, 2016

- Attends State SWIFT Trainer of Trainers at OCDE September 8-9, 2016
- Hosts and/or assists with a Regional SWIFT Trainer of Trainers (4-8 days)
- Provides regional assistance to COE Leads
- Participates in a Community of Practice (monthly)
- Acts as a resource and liaison to State Leadership Team
- Supports State Leadership Team in screening of LEA sub-grant applications

## **COE Leads (58)**

TBD (by August 2016)

- Attends Regional SWIFT Trainer of Trainers (Dates TBA)
- Provides technical assistance and training to Local Districts
- Participates in a Community of Practice
- Acts as a resource and liaison to Region Leads
- Encourages LEAs to apply for sub-grants (COE may apply for Sub-grant as consortium lead)



## SUMS FACT SHEET

### California Scale-Up MTSS Statewide Initiative (SUMS)



#### • **BACKGROUND:**

- ✓ The \$10 million award will be used to encourage local educational agencies (LEAs) to establish and align schoolwide, data-driven systems of academic and behavioral supports for the purpose of meeting the needs of California's diverse learners in the most inclusive environment, as specified by Assembly Bill 104, Chapter 13, and Statutes of 2015.

#### • **PURPOSE/GOAL OF FUNDING:**

- ✓ Enhance equitable access for all students
- ✓ Focus on the whole child
- ✓ Create a culture of collaboration among all stakeholders
- ✓ Align support systems

#### • **STATE TRANSFORMATION TEAM:**

- ✓ Members of CDE, OCDE, Butte COE, and SWIFT (Schoolwide Integrated Framework for Transformation)

#### • **CA SUMS INITIATIVE:**

- ✓ Overall vision includes the CA SUMS initiative as the overarching umbrella of the program
- ✓ SUMS grant supports the statewide scale-up of MTSS by focusing on Implementation Science (IS), Universal Design for Learning (UDL), and the Whole Child approach
- ✓ Whole Child approach-Each child, in each school, in each of our communities deserves to be healthy, safe, engaged, supported, and challenged
- ✓ Overlap of the MTSS components of Academic, Behavioral, and Social-Emotional which is anchored by the inclusion of all students

#### • **REGIONAL TRANSFORMATION TEAMS:**

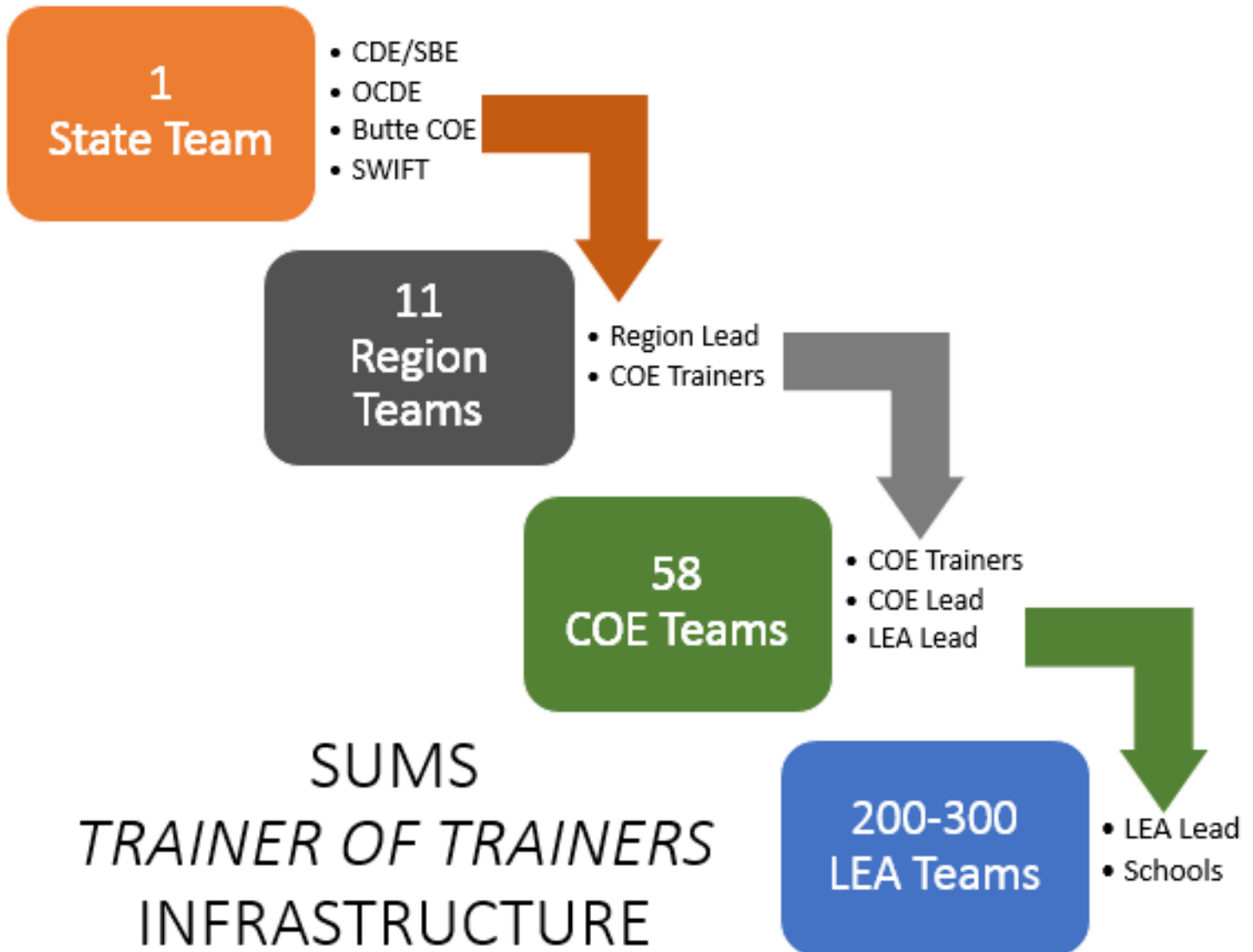
- ✓ Eleven regional transformation teams will be formed based on the California County Superintendents Educational Services Association (CCSESA) regions.
- ✓ Each team will include a regional lead supported by a team of regional trainers selected by the COEs in the region who will complete the professional learning series and serve as trainers, technical advisors and implementation specialists.

#### • **COUNTY TRANSFORMATION TEAMS:**

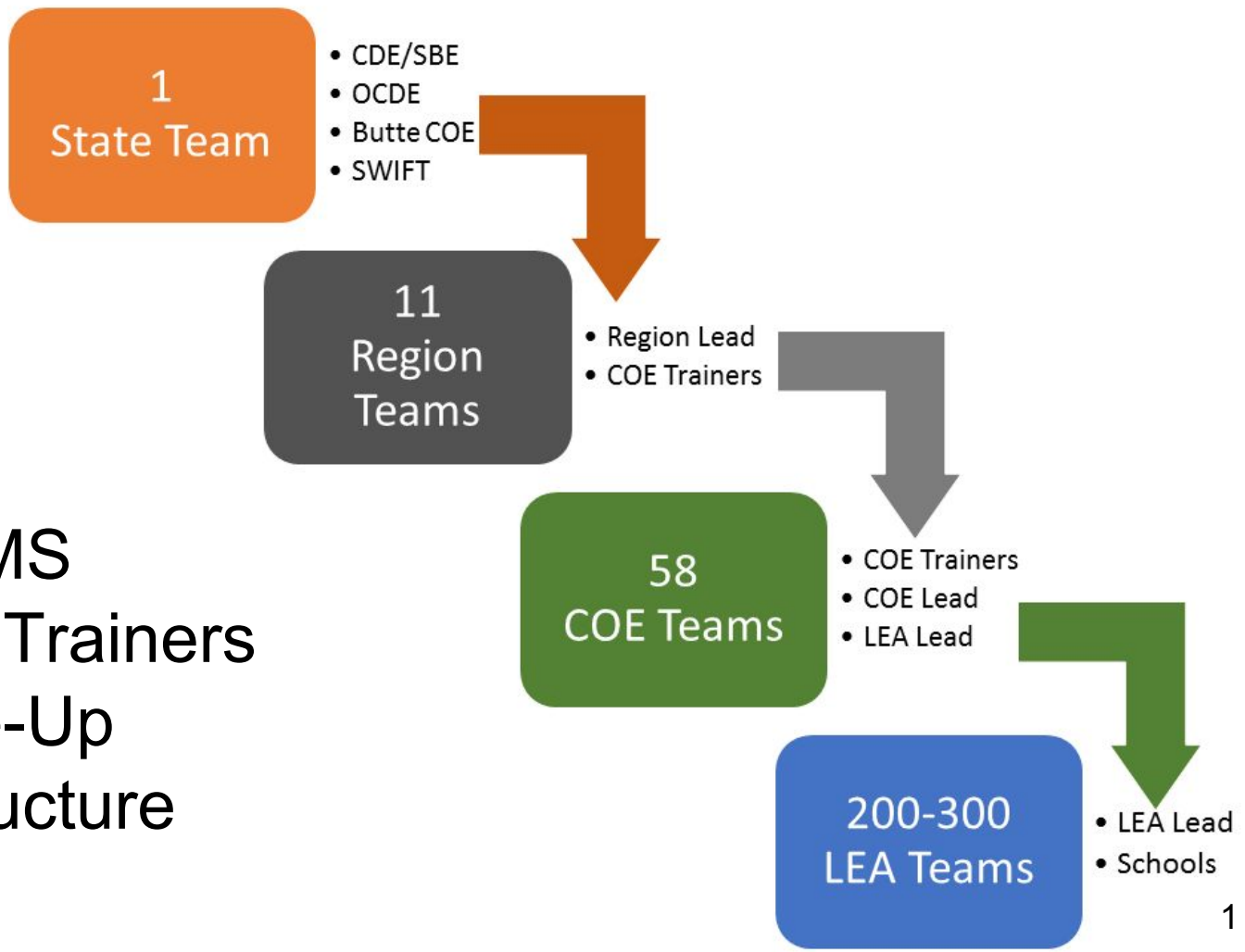
- ✓ Each of the 58 counties will create a county transformation team led by a COE trainer and LEA leads (from sub-grantees)

## LEA IMPLEMENTATION TEAMS:

- ✓ LEA implementation teams (LEA leadership and stakeholders) will be formed and supported to develop, align, or enhance evidence-based supports within an MTSS framework
- **SUMS-RURAL CA**
  - ✓ Population Density-Rural defined as Bands 1-5  
[www.usa.com/rank/californiapopulationdensity](http://www.usa.com/rank/californiapopulationdensity)
  - ✓ Geographic Barriers- e.g. travel conditions, health care and facilities access, public transportation, HSN, etc.
  - ✓ Educational Barriers for Teachers- e.g. professional learning, recruitment, single teacher for multiple grades, no sub pool, low county and LEA hiring capacity, models of success, etc.
  - ✓ Educational Barriers for Students- e.g. accessible universities/community colleges, internships, state-of-the-art technology, preschool, after-school, diversity, enrichment, high adverse childhood experiences (ACEs), nutrition, etc.
  - ✓ Funding Inequities- e.g. grants awarded to urban populated educational systems/agencies, limited to no foundation support, etc.
- **ASPECTS of MTSS Framework**
  - ✓ ***Integrated, comprehensive framework*** that focuses on California State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social-emotional success
  - ✓ ***High-quality, differentiated classroom instruction:*** ALL students, regardless of language, disability or zip code, receive high-quality, standards-based, culturally and linguistically relevant instruction in their general education classroom settings by highly qualified teachers, who have high academic and behavioral expectations
  - ✓ ***Systemic and sustainable change:*** MTSS principles utilize Implementation Science to promote continuous improvement processes at all levels of the system (district, school site, and grade/course levels). Initiatives will be linked for a comprehensive school framework
  - ✓ ***Integrated data system:*** District and site staff collaborate to create an integrated data collection system that includes assessments such as state tests, universal screening, diagnostics, progress monitoring, and teacher observations at the site to inform decisions about tiered support placement, as well as data collection methods such as parent surveys to enhance engagement and create continuous systemic improvement
  - ✓ ***A Whole Child approach*** that includes positive behavioral and social-emotional support. District and school staff collaboratively select and implement schoolwide, classroom, and research-based positive behavioral/social-emotional supports for achieving important social and learning outcomes



# SUMS Trainer of Trainers Scale-Up Infrastructure





# MTSS Scale-Up Roles and Responsibilities



<b>Executive Leadership Team</b>	<p><b><u>Orange County DOE-Lead</u></b> Superintendent, Al Mijares Assistant Superintendent, Christine Olmstead Grant Project Director, Jami Parsons</p> <p><b><u>Butte COE-Partner</u></b> Superintendent, Tim Taylor Assistant Superintendent, Susan Hukkanen</p> <p><b><u>SWIFT Center-Partner</u></b> Director of Technical Assistance, Amy McCart</p>	<ul style="list-style-type: none"><li>•Works in collaboration with CDE, SBE, and DOF on grant deliverables</li><li>•Interacts at the Policy and Legislative level</li><li>•Oversees implementation of grant deliverables</li></ul>
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# MTSS Scale-Up Roles and Responsibilities

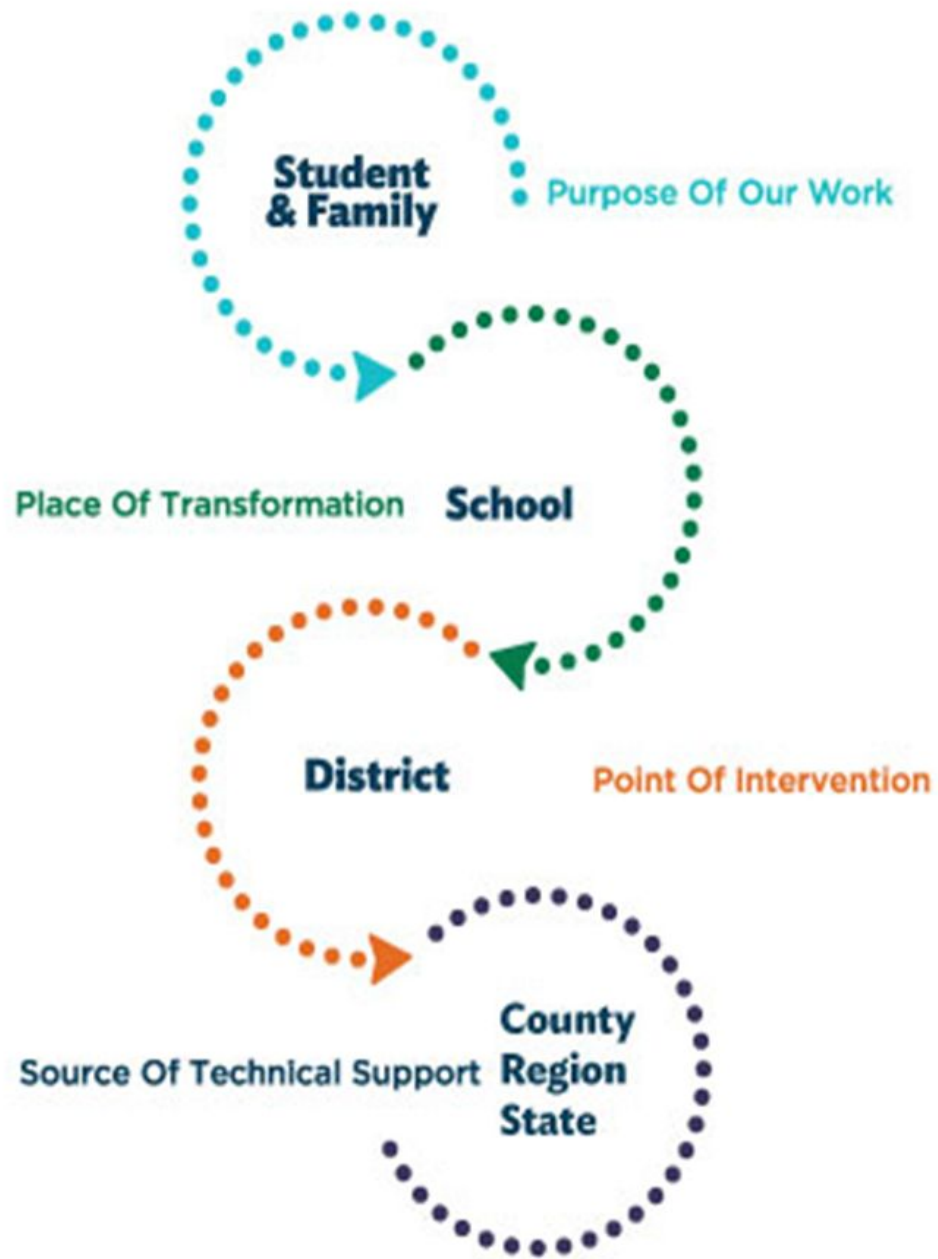


<p><b>State Leadership Team</b> (Monthly SBE/CDE joins 4 x year)</p>	<p><b><u>Orange County DOE-Lead</u></b> Assistant Superintendent, Christine Olmstead Grant Project Director, Jami Parsons Administrators Coordinators Program Specialists Evaluator</p> <p><b><u>Butte COE-Contracted Partner (Rural)</u></b> Assistant Superintendent, Susan Hukkanen Coordinators</p> <p><b><u>SWIFT Center-Contracted Partner (SWIFT Framework)</u></b> Director of Technical Assistance, Amy McCart SWIFT TA Providers</p> <p><b><u>CDE and SBE Representatives</u></b> Jennifer Moreno, CDE Kristin Wright, SBE</p>	<ul style="list-style-type: none"> <li>•Implements, supports and monitors grant deliverables</li> <li>•Attends State SWIFT Trainer of Trainers at OCDE September 8-9, 2016</li> <li>•Participates in regional SWIFT training</li> <li>•Provides technical assistance and training to region Leads</li> <li>•Curates and creates online resources/modules to contribute to <i>My Digital Chalkboard</i></li> <li>•Host, maintain and provide technical support for professional learning modules</li> <li>•Provide technical support for online Communities of Practice</li> <li>•Leads a Community of Practice (monthly)</li> <li>•Acts as a resource and liaison to Executive Leadership Team</li> <li>•Participates in screening of LEA sub-grant applications</li> </ul>
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# MTSS Scale-Up Roles and Responsibilities

<p><b>Regional Leadership Team</b> COE Receives \$10,000 per year for serving as region lead</p> <p>Region Leads (11) Names to be submitted to OCDE by July 1, 2016</p>	<ul style="list-style-type: none"><li>•Attends State SWIFT Trainer of Trainers at OCDE September 8-9, 2016</li><li>•Hosts and/or assists with a Regional SWIFT Trainer of Trainers (4-8 days)</li><li>•Provides regional assistance to COE Leads</li><li>•Participates in a Community of Practice (monthly)</li><li>•Acts as a resource and liaison to State Leadership Team</li><li>•Supports State Leadership Team in screening of LEA sub-grant applications</li></ul>	<p><b>COE Leads (58)</b> TBD (by August 2016)</p>	<ul style="list-style-type: none"><li>•Attends Regional SWIFT Trainer of Trainers (Dates TBA)</li><li>•Provides technical assistance and training to Local Districts</li><li>•Participates in a Community of Practice</li><li>•Acts as a resource and liaison to Region Leads</li><li>•Encourages LEAs to apply for sub-grants (COE may apply for Sub-grant as consortium lead)</li></ul>
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# Whole System Engagement