

## Form C: Application Narrative

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

#### Section 1: Need (250 words max)

1.1 Describe the LEA's need to participate in Technical Assistance (TA) that will develop, align, and improve: standards-based, universally designed instruction; and academic, behavioral, and social-emotional\* interventions using an MTSS Framework.

#### Section 2: Objectives and Planned Approach (3000 words max)

2.1 Describe all of the applicant's existing resources, programs, initiatives, partnerships, and areas of specialty and how they will be used and/or leveraged to scale up MTSS using evidence-based academic, behavioral, and social-emotional\* programs, practices, and interventions. *(450 words max)*

2.2 Describe in detail how participating in Technical Assistance (TA) will support the LEA in developing, aligning, and improving standards-based, universally designed instruction (i.e. UDL) and academic, behavioral, and social-emotional\* interventions. Describe how participation in TA will assist the district in scaling up the use of MTSS. Specifically, describe how the district will:

- a. Demonstrate how the use of MTSS might assist the LEA in the development and improvement of their LCAP. *(300 words max)*
- b. Identify, select, improve and tailor existing evidence-based resources and professional learning activities. *(300 words max)*
- c. Determine which types of evidence-based practices, resources and programs will receive greater focus and attention. *(300 words max)*
- d. Develop plans, processes, and strategies for identifying and making necessary infrastructure adjustments to support a continuous improvement cycle and local sustainability. *(300 words max)*
- e. Apply/incorporate the principles of Implementation Science (See Appendix A: Description of Terms for Implementation Science). *(300 words max)*
- f. Assist in supporting all students with the most inclusive learning environments. *(300 words max)*
- g. Incorporate training and support in the principles of UDL as foundational to Tier 1 level instruction in MTSS. *(300 words max)*

2.3 Describe how the LEA district team will be the point of intervention to (a) develop an infrastructure for ongoing support for school-wide transformation; (b) establish a community of practice or Professional Learning Community (PLC) protocols that will support the LEA in meeting the objectives of this initiative; (c) function as the support agent for this community of practice or PLC, which will serve as a critical feedback loop to inform, support, and enhance the use of MTSS and evidence-based programs and

practices. Describe any previous successes or challenges with developing/supporting a community of practice(s) or Professional Learning Communities. (450 words max)

### **Section 3: Budget Summary and Budget Narrative (Forms D and E)**

**3.1** Complete the following forms:

- Form D, Proposed Initiative Budget Summary
- Form E, Proposed Budget Narrative

### **Section 4: Initiative Team (200 words max)**

**4.1** Describe the governance or management structure of the initiative. Describe initiative leadership and their assigned roles as well as other initiative staff roles. Describe how these roles will serve to accomplish the tasks described in this Request for Application (RFA). Include resumes for all initiative leaders. (For joint applicants, include how LEAs will prevent duplication of effort by detailing both inter-COE and intra-COE governance relationships. If applicable, describe any previous joint county office collaborations.)

All applicants must include at least two district leadership members who have related knowledge, skills, and experience commensurate with leading systems transformation. Applicants that are applying as a consortium may have a team comprised of leaders from each LEA that have demonstrated a commitment to systems transformation. A one-page resume is required for all leadership staff identified.

Suggested team composition may include:

#### **Single LEA**

- District LEA Team (Single LEA Application)
  - Superintendent/Associate Superintendent
  - District Student Services
  - District Curriculum and Instruction
  - District Special Education
  - Site Principal(s)
  - Teacher Leader
  - Pupil Services (School Counselors, School Psychologists)
- Independent Charter School
  - Executive Director/Site Leader
  - Assistant Principal/Dean of Students/Dean of Instruction
  - Director of Special Education or Student Support

#### **Consortium**

- District LEA Team (Consortium Application with one or more dependent charter schools)
  - Superintendent/Associate Superintendent

- Director/Coordinator of Charter School Support
- Site Principal(s)/Leader(s)

- Independent Charter Schools (Part of a Charter Management Organization)

- President/CEO/Vice President
- Chief Academic Officer
- Director
- Area Coordinator
- Site Leaders/Principal/Assistant Principal/Dean of Students
- Director/Coordinator of Special Education or Student Support

\*As specified in AB 104, Chapter 13, Statutes of 2015: (b) (1): behavioral, and social emotional programs include but are not limited to: Response to Instruction and Intervention (RTI<sup>2</sup>), positive behavior interventions and support (PBIS), restorative justice, bullying prevention, social-emotional learning, trauma-informed practice, and cultural competency. (b) (3): includes collaborations with local mental health agencies, to provide school-based mental health services.