



**U.S. Department of Education**  
**Grant Performance Report Cover Sheet (ED 524B)**

OMB No.

*Check only one box per Program Office instructions.*

☐ Annual Performance Report    ☐ Final Performance Report

**General Information**

1. PR/Award #: S184F140033

2. Grantee NCES ID#: 09

*(Block 5 of the Grant Award Notification - 11 characters.)*

*(See instructions. Up to 12 characters.)*

3 Project Title: Connecticut's School Climate Transformation Grant: Implementing Multi-Tiered Behavioral Supports to improve the social, emotional, and behavioral outcomes of all students

*(Enter the same title as on the approved application.)*

4. Grantee Name *(Block 1 of the Grant Award Notification.):* Connecticut State Department of Education

5. Grantee Address *(See instructions.):* 165 Capitol Avenue

Hartford, CT 06106

6. Project Director *(See instructions.):* Name: Dr. Donald E. Briere

Title: Education Consultant

Ph #: ( 860 ) 713- 6931 Ext: (     )

Fax #: ( 860 ) 713-7051

Email Address: donald.briere@ct.gov

**Reporting Period Information *(See instructions.)***

7. Reporting Period:    From: 10/01/2014                      To: 05/31/2015    (mm/dd/yyyy)

**Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)***

8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds <i>(Match/Cost Share)</i>
a. Previous Budget Period		
b. Current Budget Period	\$228,004.19	\$37,268.10
c. Entire Project Period <i>(For Final Performance Reports only)</i>		

**Indirect Cost Information *(To be completed by your Business Office. See instructions.)***

9. Indirect Costs

a. Are you claiming indirect costs under this grant? ☒ Yes    ☐ No

b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal Government? ☒ Yes    ☐ No

c. If yes, provide the following information:

Period Covered by the Indirect Cost Rate Agreement:              From: 07/ 01/2014              To: 06/30/2015 (mm/dd/yyyy)

Approving Federal agency: ☒ ED    ☐ Other *(Please specify):* \_\_\_\_\_

Type of Rate *(For Final Performance Reports Only):*    ☐ Provisional    ☐ Final    ☐ Other *(Please specify):* \_\_\_\_\_

d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☒ Is included in your approved Indirect Cost Rate Agreement?

☐ Complies with 34 CFR 76.564(c)(2)?

**Human Subjects (Annual Institutional Review Board (IRB) Certification) *(See instructions.)***

10. Is the annual certification of Institutional Review Board (IRB) approval attached? ☐ Yes    ☐ No    ☒ N/A

**Performance Measures Status and Certification *(See instructions.)***

11. Performance Measures Status

a. Are complete data on performance measures for the current budget period included in the Project Status Chart? ☒ Yes    ☐ No

b. If no, when will the data be available and submitted to the Department?    \_\_\_\_ / \_\_\_\_ / \_\_\_\_    (mm/dd/yyyy)

12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Dr. Dianna R. Wentzell

Title: Commissioner

Name of Authorized Representative:

DR Wentzell

Date: 6/19/15

Signature:

ED 524B



**U.S. Department of Education**  
**Grant Performance Report (ED 524B)**  
**Executive Summary**

OMB No. 1894-0003  
Exp. 06/30/2017

PR/Award # (11 characters): S184F140033

As the Connecticut State Department of Education (CSDE) continues to provide guidance and support for local education agencies (LEAs), establishing a multi-tiered system of support (MTSS) remains an integral component of district and school improvement efforts. In Connecticut, this three-tiered framework is known as Scientific Research-Based Intervention (SRBI). The School Climate Transformation Grant (SCTG) (CFDA 84.184F) award provides the CSDE the ability to enhance and expand the statewide systems of support for, and technical assistance (TA) to, LEAs and schools implementing an evidence-based, multi-tiered behavioral framework (MTBF) and to assess the current status of the selected MTBF, positive behavioral interventions and supports (PBIS) across the state.

The CSDE selected the State Education Resource Center (SERC) to serve as a primary grant partner to help coordinate all grant related activities with the SCTG. SERC has a strong history of evidence-based professional development (PD), leadership regarding PBIS in the state and effective grant management as evidenced by prior collaborations on federal projects, such as the State Personnel Development Grant. The CSDE collaborates with SERC and the Center for Behavioral and Education Research (CBER) at the University of Connecticut (UConn) to align grant activities that focus on: (1) establishing a high-quality cadre of endorsed professional trainers (n=20) available to support the implementation of PBIS across the state; (2) conducting a statewide assessment of the implementation fidelity of PBIS in schools (n=300) to inform further PD and training needs; (3) establishing a small cadre of schools implementing PBIS with high fidelity (n=6) through job-embedded training and TA; and (4) aligning CSDE efforts and resources around the PBIS framework. Additionally, an external grant evaluation firm, Glen Martin Associates was contracted through a competitive request for proposal process. (see Section C for related materials)

In line with the National Implementation Research Network's (NIRN) seminal study (Fixsen, Naoom, Blasé, Friedman, Wallace, 2005) related to implementation frameworks, the Connecticut SCTG (CT SCTG) Management Team focused on the exploration and development of necessary structures and systems to ensure the successful implementation of the grant in subsequent years. In terms of evaluation, substantial time was allocated to developing a crosswalk between the management plan submitted as part of the SCTG application and the evaluation framework included here with our initial Annual Performance Report (APR). The objectives listed in the management plan were consolidated into a smaller set of specific, measurable, achievable, realistic and timely objectives. For more information see [Section C](#) for the [Management Plan – Evaluation Framework Crosswalk](#) document. These five objectives, which fall under the three original grant goals, are included in this report along with the various performance measures that will be used to measure their progress.

In terms of grant implementation, great strides were made in engaging all grant partners' as well as in developing the materials and processes necessary to effectively recruit and select participants (i.e., schools and trainers) in all phases of the grant. A Web site was developed and launched that houses grant information, and will track grant processes and products throughout the project. Some of the highlights organized by each of the CT SCTG's three main goals are as follows:

Goal 1: Build the CSDE's capacity for supporting the sustained and broad-scale implementation of an MTBF.

- Recruitment and evaluation materials for identifying candidates to participate in the beginner (n=10) and advanced training cohorts during the 2015-16 academic year.
  - With respect to advertising the NorthEast Positive Behavioral Interventions and Supports Training of Trainer model, a recruitment e-mail and flier was distributed to a variety of stakeholders (e.g., PBIS collaborative members, institutions of higher education and PBIS

specialization certificate holders from the UConn) on May 15, 2015. A poster was also developed and presented at the Northeast PBIS Conference in Mystic, CT with information about the opportunity on May 21, 2015.

- Based on initial feedback from the field, CBER will be hosting an informational webinar on Monday, June 8, 2015, to provide guidance around application preparation.
- Training and recruitment materials necessary for the consultants to successfully implement the schoolwide PBIS Tiered Fidelity Inventory (TFI) were developed and disseminated.
  - With respect to building the capacity of SERC, regional educational service centers and independent consultants to conduct the TFI in identified schools, 46 seats have been booked for the trainings scheduled for June 30, 2015, and July 8, 2015.

Goal 2: Enhance LEA capacity for implementation and sustaining an MTBF by providing training and TA to LEAs.

- Recruitment materials were developed and continue to be disseminated to schools across Connecticut in order to schedule the TFI. Notably, an online form for schools to request a TFI was developed and embedded on the grant Web site.
  - With respect to identifying schools to participate in the statewide TFI, a recruitment e-mail was sent to 182 individual school leaders from 142 targeted schools.
- Recruitment and evaluation materials were developed to identify the three schools that will participate in the first cohort of the three-year PBIS training and TA model.
  - With respect to identifying the three schools, eight applications were received and scored by consultants from the CSDE and SERC. The eight applications represent seven school districts, schools with a variety of configurations, include Grades PK-12 and the majority are from CSDE designated Alliance Districts (i.e., the 30 lowest performing districts in the state). Site visits are being scheduled as part of the second phase of the process for early June 2015.

Goal 3: Coordinate CSDE efforts with appropriate federal, state and local resources in order to align statewide improvement efforts focused on school climate.

- A crosswalk of major CSDE projects and initiatives was developed to determine the breadth and alignment of social-emotional/behavioral supports available in districts. This document will be revisited annually.

In order to sustain momentum and further mobilize the various scopes of work related to CT's SCTG, the SCTG Management Team will continue to disseminate project updates and actively recruit participants. Further, the planning and selection of tools and targets necessary to assess the gains anticipated when full implementation begins in September 2015, will be completed during the summer of 2015.

To date, the CT SCTG has demonstrated the importance of the goals identified and intends to further capitalize on these by:

- encouraging widespread participation in training opportunities to expand the capacity of the CSDE to support MTBF implementation;
- compiling and analyzing procedural documents and data to inform future selection of grant participants implementing an MTBF; and
- coordinating CSDE efforts and alignment through continued partnerships with multiple offices of the CSDE, as well as with other agencies, supporting districts and schools in the implementation of a MTSS.



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

OMB No. 1894-0003  
Exp. 06/30/2017

PR/Award # (11 characters): S184F140033

**SECTION A - Performance Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**1. Project Objective**      ☐ Check if this is a status update for the previous budget period.

**Project Objective 1:** To expand the cadre of high-quality trainers in the state who can deliver effective, meaningful support to schools and districts in implementing an evidence-based, multi-tiered behavioral framework. (Goal 1)

1.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		999	/			/	

1.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

**Explanation of Progress** (include qualitative data and data collection information):

Goal 1 of the Connecticut School Climate Transformation Grant (CT SCTG) is to build the state's capacity to support local education agencies' (LEAs') sustained and broad-scale implementation of a multi-tiered behavioral framework (MTBF). Two primary strategies are being implemented to meet this goal: 1) a TOT model (Project Objective 1, as described below) and 2) a statewide needs assessment of positive behavioral interventions and supports (PBIS) implementation using the School-wide PBIS (SW-PBIS) Tiered Fidelity Inventory (TFI) (Project Objective 2, as described under Status Chart 2).

The Center for Behavioral Education and Research (CBER) at the University of Connecticut (UConn) serves as the contract partner for the development of the New England PBIS Training of Trainers (NEPBIS TOT) series. Upon notification of an SCTG award, the grant's project director began communicating and informally meeting with representatives from CBER on November 20, 2014, to develop the scope of work. The contract commenced December 1, 2014, and will continue through June 30, 2019. Since that time, the CT SCTG project director and project coordinator have been meeting on a regular basis (bi-weekly) with CBER representatives to design, develop and refine a comprehensive and layered TOT model that will: (a) develop new incoming PBIS trainers; and (b) enhance current, experienced PBIS trainers' skills and experience levels. The TOT model, as outlined below and in the Training of Trainers flier (attached in Section C), will consist of a combination of training events, supported training activities and participation in the ongoing PBIS network of support. The two layers of professional development (PD) will occur at the main campus of the UConn in Storrs, Conn. and will include:

- For New Trainers: The TOT will consist of on-site training (six days in Year One and three days in Year Two); three days of team-based training with a mentor trainer (Years One and Two); and attendance at Northeast PBIS conferences (one in Year One and two in Year Two). Upon completion, new trainers will obtain endorsement as PBIS trainers within the Northeast PBIS Network.

- For Experienced Trainers: The TOT will consist of a one-day Northeast PBIS Trainer Summit (Year One); two to three days of booster activities (Year One); and attendance at two Northeast PBIS conferences (Years One and Two). Upon completion, experienced trainers will obtain endorsement as a Northeast PBIS Network trainer.

The above referenced flier and applications for the first TOT cadre were distributed to a wide variety of stakeholder groups on May 15, 2015. Both documents are available on the Northeast PBIS Network Web site ([www.neswpbs.org](http://www.neswpbs.org)) and can also be accessed from the grant's own Web site (<http://ctserc.org/sctg>). In addition, an informational poster was developed and presented at the Northeast PBIS Conference on May 21, 2015. Following the conference, the CT SCTG project director e-mailed the same information to several cross-state collaborators and the Northeast Advisory Group (NAG) partners who may be interested (if seats are available) in the TOT series.

The application (also attached in Section C) is an online process that asks candidates to indicate if they are applying as a new or experienced trainer and subsequently share information and evidence that supports their ability to meet readiness requirements in the following broad areas:

- educational, professional and theoretical foundation (e.g., relevant coursework, school-based experience and fluency in applied behavior analysis, instruction and/or multi-tiered system of support);
- PBIS implementation (e.g., support via participation, coaching, training and/or TA);
- adult behavior change (e.g., provision of PD/training via coaching, consultation and/or formal training);
- professionalism (e.g., strength-based approach, constructive communication skills and commitment to on-going skill development); and
- tech literacy (e.g., fluency with technology associated with training, coaching and collaboration with stakeholders).

Applicants are encouraged and/or required (depending on whether they are applying as a new or experienced trainer) to submit transcripts, a resume or curriculum vitae, a personal statement, evidence of their effectiveness as a trainer (e.g., training evaluations), two letters of reference and a 30-minute video clip of a training they have delivered. Lastly, applicants are asked to demonstrate their commitment to the TOT series by agreeing, if accepted, to a series of conditions for participation. Due to the expected selectivity of the experienced trainer cohort, CBER has scheduled an informational webinar on June 8, 2015, to further clarify and provide guidance to those interested in this training sequence. The application review process (for new and experienced trainers) is set to begin on June 15, 2015.

**Performance Measure 1.a:** This indicator will measure the number of individuals who complete the TOT series. The target, as established in our grant application is to have 20 new trainers complete the training series by the end of the five-year grant period. Because the TOT series takes two full years to complete, this five-year target will be assessed beginning in Year Three of the grant, with between 6-10 trainers expected to be fully trained by the end of the 2016-17 school year. Progress towards this target will be reported in next year's Annual Performance Report (APR).

**Performance Measure 1.b:** This will be a qualitative measure. Under this measure, we will report on progress towards the readiness and quality standards being constructed by CBER for trainers who are accepted into the TOT series. It is expected there will be two sets of standards, one for the new trainer cohort and one for the experienced trainer cohort. The standards, which will likely include specific skills and/or competencies under the bulleted "readiness requirements" outlined above, will be sequential and additive in nature, so that trainers can easily transition from one group to the next (i.e., the exit requirements for new trainers will inform the entry requirements for experienced trainers).

**Additional Measures:** At this time, additional performance measures discussed under Project Objective 1 have focused on avenues for collecting qualitative feedback from the individuals enrolled in the NEPBIS TOT series. These evaluation planning discussions are expected to continue this summer, with additional data collection decisions made as the grant moves into its second year of funding during the 2015-16 school year. As applicable, these performance measures will be included in next year's APR





U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart

OMB No. 1894-0003  
Exp. 06/30/2017

PR/Award # (11 characters): S184F140033

**SECTION A - Performance Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**2. Project Objective** [ ] Check if this is a status update for the previous budget period.

**Project Objective 2:** To accurately assess the current status of PBIS implementation in schools throughout the state in order to identify areas of strength and need. (Goal 1)

2.a. Performance Measure	Measure Type	Quantitative Data					
The number of training and TA events provided by the state educational agency (SEA) SCTG program to assist LEAs in implementing a multi-tiered behavioral framework. (Government Performance and Results Act [GPRA] Measure 1)	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		999	/			/	

2.b. Performance Measure	Measure Type	Quantitative Data					
Updates on the findings of the statewide PBIS needs assessment will be provided to stakeholders at least annually in an effort to inform a more efficient deployment of PD and technical assistance (TA) focused on MTBFs.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

**Explanation of Progress** (include qualitative data and data collection information):

As was previously noted, Project Objective 2 focuses on conducting a statewide needs assessment of PBIS implementation as part of the grant's first goal to build the state's capacity to support LEAs' sustained and broad-scale implementation of an MTBF. Since 2000, more than 350 schools from roughly one-half of the state's LEAs have received some level of training in PBIS. While the past 15 years have provided the state with a strong PBIS foundation, it has undoubtedly also resulted in varying levels of implementation in some of those schools and districts. As such, the state is utilizing the CT SCTG to roll out its first comprehensive, statewide audit of PBIS implementation using the SW-PBIS TFI. The assessments will begin in the fall of 2015 and will be conducted over the course of three school years, with a goal of reaching at least 300 schools by the grant's conclusion.

In preparation for this statewide rollout of the TFI, the CSDE has collaborated with the Office of Special Education Programs (OSEP) Technical Assistance Center on Positive Behavioral Interventions and Supports, to conduct two TFI facilitator trainings. The half-day trainings, scheduled for June 30, 2015, and July 8, 2015, will provide a comprehensive overview of the TFI tool, the opportunity to practice using the tool with a case study and an outline of the data collection process related to conducting the TFI for grant purposes. Registration, which is open to consultants, trainers, coaches and facilitators from the State Education Resource Center (SERC), the Regional Educational Service Centers (RESCs) and other local agencies, is limited to roughly 70 participants. Registration opened on April 20, 2015, (See Section C for the [TFI Training](#) flier) and as of this writing, approximately two-thirds of the seats have been filled.

As previously noted, CT's SCTG intends to assess the fidelity of PBIS implementation using the SW-PBIS TFI in approximately 100 schools per year over the next three years. Recruitment efforts to schedule schools to participate in the PBIS needs assessment began in full May 2015.



Approximately 140 schools have been identified as potential sites for TFI visits during the 2015-16 school year. Portions of the CT SCTG Web site have been dedicated to recruitment efforts, including posting the informational brochure on the home page carousel to raise awareness (<http://ctserc.org/sctg>) and establishing an online submission form for requesting a TFI (<http://serc.info/sctgtfi>). Additional recruitment strategies have included presentations to schools currently completing PBIS statewide training and targeted e-mails to targeted school personnel describing the TFI process and the benefits of participation. Moving forward, additional promotional e-mails are scheduled for dissemination on June 2, and June 22, 2015. Additionally, the SCTG Management Team will request assistance from the participants attending the TFI facilitator trainings to broaden our recruitment efforts. Schools who choose to participate in the grant-administered TFI will receive a half-day of high-quality facilitated TA yielding feedback on implementation fidelity across their PBIS framework. Deliverables from this session will include: (a) an action plan for improving PBIS implementation fidelity; (b) a fidelity score for each of the three tiers; and (c) a synthesized follow-up report highlighting school achievements, prioritized recommendations and identified statewide resources for improved implementation assistance. An additional anticipated outcome will be the school-based leadership team's capacity to use the TFI independently as an ongoing progress monitoring tool. (See the [TFI Informational Brochure in Section C](#)).

**Performance Measure 2.a** (GPRA Measure 1): This indicator will measure the number of training and TA events provided by the CT SCTG to assist LEAs in implementing an MTBF through two avenues: 1) the administration of the TFI in schools participating in the grant's statewide PBIS needs assessment (as discussed above); and 2) the on-site job-embedded PD and TA provided to schools participating in the school cohort model (will be discussed later under Project Objective 3). In total, the target for this measure during the 2015-16 school year will be 136 events. One event (i.e., the TFI) in each of the 100 schools expected to participate in the first year of the statewide needs assessment and 12 events in each of the three schools selected for the school cohort model. Progress towards the 2015-16 target will be reported in next year's APR.

**Performance Measure 2.b:** This indicator will form the basis for the CSDE annual report on PBIS implementation fidelity across the state. Outcomes, lessons learned and recommendations for structured statewide support will be disseminated to a variety of stakeholders. Under this measure, we anticipate reviewing aggregate levels of implementation, trends and highlighted state needs specific to PBIS implementation. This process will allow the CSDE to more effectively disseminate information on statewide need and exemplars of quality practice in order to inform more efficient deployment of PD and recognize model sites.





**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

OMB No. 1894-0003  
Exp. 06/30/2017

PR/Award # (11 characters): S184F140033

**SECTION A - Performance Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**3. Project Objective**      ☐ Check if this is a status update for the previous budget period.

**Project Objective 3:** To establish six model/demonstration sites as exemplars of PBIS implementation through site-based professional learning and TA. (Goal 2)

3.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The number of training and TA events provided by the SEA SCTG program to assist LEAs in implementing a MTBF. (GPRA Measure 1)	GPRA	999	/			/	

3.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The number and percentage of LEAs provided training or TA by the SEA SCTG program that report an improvement in knowledge and understanding of the implementation of MTBF. (GPRA Measure 2)	GPRA		999/999			/	

3.c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The number and percentage of LEAs provided training or TA by the SEA SCTG program that implements a MTBF. (GPRA Measure 3)	GPRA		999/999			/	

**Explanation of Progress** (include qualitative data and data collection information):

Goal 2 of the CT SCTG is to enhance the LEA's capacity for implementing and sustaining an MTBF by providing training and TA to schools and districts. This goal will be achieved via a cohort model in which six schools, chosen through a competitive application process, will receive targeted onsite PD and TA. The schools' leadership teams will be the immediate, intended primary units of change (i.e., Project Objective 3 as described below) in order to subsequently meet the needs of the target population (i.e., students, and the school at large, as described under Project Objective 4 in Status Chart 4).

A significant portion of the grant's focus during the past six months has been devoted to developing the school cohort model proposed in our grant application, including establishing a targeted recruitment strategy with a particular consideration given to schools in high-need and low-performing Alliance Districts; in districts with other initiatives that are aligned with the goals and objectives of the CT SCTG; and to schools with demographic characteristics (e.g., urban versus rural and elementary versus secondary) that as a whole would represent the diversity of the state. Consideration was also given to school readiness requirements (e.g., data, systems and practices) that will be used to assess schools during the selection process.

The culmination of this work was the release of the SCTG Implementation of Positive Behavioral Interventions & Supports Invitation to Apply and SCTG Application 2015 on May 1, 2015, (both documents are attached in Section C). Both documents were posted on SERC's main Web site ([www.ctserc.org](http://www.ctserc.org)) and the grant's new Web site (<http://pbis.serc.co/index.php/sctg>) as well as e-mailed directly to school administrators identified through the strategic recruitment process described in paragraph two above. Information outlined in the application documents included:

- **Eligible Applicants:** All public schools, PreK-12, including public charter and magnet schools that are not currently implementing a comprehensive PBIS framework, were invited to apply. It was noted that priority would be given to schools located in an LEA that has received the designation of "Alliance District" from the CSDE and to schools defined as "low-performing," "high poverty," and/or "persistently lowest-achieving" as defined by the Federal Register.
- **Benefits of Participation:** Targeted supports were outlined for three years of participation, including on-site, job-embedded professional learning and TA around PBIS at mutually agreed upon dates and times (10 days in Year One, seven days in Year Two and five days in Year Three); a facilitated "How Welcoming is Your School Walkthrough" (Years One and Three); periodic facilitated assessment of fidelity via the School-wide Evaluation Tool (SET) and/or TFI (Years One, Two, and Three); and an annual \$5,000 stipend to defray costs related to substitute coverage, School-wide Information System (SWIS) data collection systems and instructional materials (Years One, Two and Three).
- **School Readiness/Requirements:** Schools were asked to demonstrate their readiness for grant participation by responding to a series of short-answer questions about factors known to predict successful implementation and sustainability of PBIS. Specifically, (1) commitment of district- and school-level administration; (2) the presence of a school leadership team; and (3) a commitment to regularly examine and use data. Schools were also asked to describe any potential barriers to their success, as well as what they saw as key factors for their success, should they be selected for participation.

Eight applications were received by the May 22, 2015, deadline. The eight schools came from seven districts of which the majority were Alliance Districts (i.e., lowest-performing districts in the state) and included a variety of grade-level configurations with all grades (PK-12) represented. Each application was reviewed and scored (See the [CT SCTG Phase I Application Rubric](#) in Section C) by two individuals on May 26, 2015. The readers were recruited from the CSDE and SERC. Site visits are currently being scheduled with the highest ranked applicants and will include a meeting with the school principal, members of the team who wrote the grant and/or who are anticipated to serve as the PBIS leadership team and a focused tour of the building. The full faculty will be polled online using the PBIS Buy-In Measure (See [PBIS-BIM v2.0](#) in Section C) to assess their understanding and buy-in to PBIS. Once site visits have occurred and buy-in measures have been administered, a final review of all collected data will occur and the accepted schools will be notified. It is expected that the three slots for the 2015-2018 cohort will be filled by the end of June 2015.

**Performance Measure 3.a** (GPRA Measure 1): As was previously reported under Performance Measure 2.a, this indicator will measure the number of training and TA events provided by the CT SCTG to assist LEAs in implementing an MTBF through two avenues: 1) the administration of the TFI in schools participating in the grant's statewide PBIS needs assessment (discussed under Project Objective 2); and 2) the on-site job-embedded PD and TA provided to schools participating in the cohort model (as has been discussed here under Project Objective 3). In total, the target for this measure during the 2015-16 school year will be 136 events. One event (i.e., the TFI) in each of the 100 schools expected to participate in the first year of the statewide needs assessment and 12 events in each of the three schools selected for the initial cohort. As was outlined above, the 12 events are expected to include 10 days of on-site, job-embedded PD and TA; one day of a facilitated "How Welcoming is Your School Walkthrough" and a facilitated assessment of PBIS implementation. In order to effectively monitor the 136 scheduled events, the CT SCTG project officer will use SERC's online TA database, which tracks all PD and TA provided by consultants to schools. This system will be used to log and monitor all events and hours provided under the CT SCTG. Progress towards the 2015-16 target will be reported in next year's APR.

**Performance Measure 3.b** (GPRA Measure 2): This indicator will measure the number and percentage of schools provided training and TA through the school cohort model who report an improvement in knowledge and understanding of the implementation of an MTBF. The most effective approach for collecting these data are still being explored in consultation with the OSEP National Technical Assistance Center on PBIS and the Training and TA design team at SERC.

Discussions thus far, have centered on a “participant knowledge and understanding survey” (i.e., a self-assessment of learning) given at the end of each year of grant implementation, versus pre- and post-tests given at the beginning and end of each year. The brief tests would be constructed by the PBIS Training and TA design team at SERC and would be designed to measure educators’ knowledge and understanding of the intended learning objectives of each year of grant participation. Irrespective of the evaluation method chosen, once the instrument has been developed, a definition of an “improvement in knowledge and understanding” will be defined and relevant targets will be set. These definitions and targets will be reported in next year’s APR.

**Performance Measure 3.c** (GPRA Measure 3): This indicator will measure the number and percentage of schools participating in the cohort model that implement an MTBF. Implementation of an MTBF will be measured by the TFI, which will be completed annually by school teams with the assistance of an external facilitator. We consulted with the OSEP National Technical Assistance Center on PBIS regarding the best method for setting targets for this measure and their guidance was that 80% was an appropriate target for Tier I but targets for Tier II and Tier III should not be set until each school has completed a baseline TFI and subsequent action plan. As such, incremental growth targets will be set for each school as soon as a baseline TFI is conducted. These data, as well as the resulting targets for the first cohort of schools, will be reported in next year’s APR.



U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart

OMB No. 1894-0003  
Exp. 06/30/2017

PR/Award # (11 characters): S184F140033

**SECTION A - Performance Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**4. Project Objective**      ☐ Check if this is a status update for the previous budget period.

**Project Objective 4:** To improve school- and student-level outcomes with respect to school climate and student behavior in the six model/demonstration sites. (Goal 2)

4.a. Performance Measure	Measure Type	Quantitative Data					
The number of schools participating in the school cohort model who meet their school climate targets.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		999	/			/	
4.b. Performance Measure	Measure Type	Quantitative Data					
The number of schools participating in the school cohort model who meet their family engagement targets.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		999	/			/	
4.c. Performance Measure	Measure Type	Quantitative Data					
The number of schools participating in the school cohort model who meet their student behavior targets.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		999	/			/	

**Explanation of Progress** (include qualitative data and data collection information):

As was previously noted, Project Objective 4 is the second of two objectives (PBIS implementation fidelity being the first) that will help demonstrate that CT SCTG is making progress toward its longer term goal of enhancing LEA's capacity for implementing and sustaining an MTBF (Goal 2). As is outlined in Performance Measures 4.a-4.c below, targeted areas for data collection include school climate, family engagement and student behavior. While the information included in this report will focus on the use of data collected for evaluation purposes (i.e., the efficacy of the CT SCTG), school leadership teams and their assigned technical advisors will also be expected to use the same data for problem solving and decision-making purposes at the school level. As such, we are currently working to select and finalize evaluation instruments and data sources that can serve this dual function. In addition, we are trying to be very deliberate in any data collection requirements we place on schools, choosing instruments and processes already in use by the school, district and/or state whenever possible, and/or by choosing instruments that can be easily integrated into grant activities.

For all three performance measures, we are currently exploring an approach that would ask each school to set individual targets, mostly likely a composite of several indicators or data points. With guidance from their grant-assigned technical advisors, schools will consider various baseline data (either collected through the grant or already available through typical school practices) to develop targets most relevant and useful to their individual school's context. However, the feasibility of this approach is still being considered. As such, under each of the following measures we discuss the evaluation instruments that are being explored (Performance Measure 4.a) or have been selected (Performance Measures 4.b and 4.c) and the different data points from each that may eventually inform these

composite targets. All final decisions regarding instrument selection, data collected during the schools' first year of implementation and corresponding targets will be included in next year's APR.

**Performance Measure 4.a:** This indicator will measure the number of participating schools who meet their school climate target. Several student, parent and staff school climate surveys have been reviewed and considered at this time, including:

- the Georgia Brief School Climate Surveys;
- the California Healthy Kids Surveys; and
- the Comprehensive School Climate Inventory.

A final decision on a school climate instrument will be made this summer.

**Performance Measure 4.b:** This indicator will measure the number of participating schools that meet their family engagement targets. The instrument to be used for this measure is the Welcoming Schools Tool, developed in partnership by the Capital Region Education Council and the CSDE, as part of the Connecticut Welcoming Schools Initiative. The tool, which is part of a three-hour welcoming walkthrough activity facilitated by an external facilitator, will be administered during participating schools' first and third year of CT SCTG participation. Prior to the baseline walkthrough, schools will be asked to recruit approximately 12 team members (six parents, four staff and two community members) to participate in the activity. On the day of the walkthrough, participants will be divided into four teams and each team will examine one dimension of the tool: 1) physical environment (24 indicators); 2) school-wide practices and policies (30 indicators); welcoming school staff (14 indicators); and 4) written materials (15 indicators). The teams will rate the indicators according to a 4-point scale ("1"=no, "2"=somewhat, "3"=mostly true, and "4"=yes), discuss areas of strength and concern and prioritize their recommendations. The schools' leadership team will be expected to consider these recommendations and work with their grant-assigned technical advisors to develop mid- and long-term action steps and targets.

**Performance Measure 4.c:** This indicator will measure the number of participating schools that meet their annual target with respect to student behavior. Participating schools will use the SWIS to monitor office discipline referral (ODR) data in addition to suspensions and expulsions. Data points to be considered include school-wide ODR trends, such as: (1) year-over-year changes in the total number of ODRs per school year; (2) a comparison of ODRs per 100 students per school day to the national median rate; (3) analyses of ODRs by ethnicity; (4) a comparison of a school's ODRs to "triangle" targets (e.g., fewer than 5% of students receiving six or more referrals); and (5) school-wide suspension and expulsion patterns. In addition to these aggregate common indicators and as part of their annual target, schools will also be expected to "drill-down" into their SWIS data in order to identify areas for improvement (e.g., grade level, location, time of day, time of year and perceived motivation) specifically relevant to their school community.



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

OMB No. 1894-0003  
Exp. 06/30/2017

PR/Award # (11 characters): S184F140033

**SECTION A - Performance Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**5. Project Objective**      ☐ Check if this is a status update for the previous budget period.

**Project Objective 5:** To build a system of collaboration across external and internal boundaries to integrate Connecticut initiatives and other policies and grants focused on positive school climate and safety efforts. (Goal 3)

5.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Interagency partnerships are strengthened and cross-functional expertise is leveraged in order to address in a more comprehensive manner statewide concerns around school climate, school safety and students' mental health needs.	Project		/			/	

5.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Stakeholder groups are consistently and actively engaged in supporting the grant's programs and services, and in promoting the importance of MTBFs to the state's larger education reform efforts.	Project		/			/	

**Explanation of Progress** (include qualitative data and data collection information):

Goal 3 of the CT SCTG is to coordinate SEA efforts with appropriate federal, state and local resources in order to align statewide improvement efforts focused on school climate. In order to achieve this goal and ensure that investments are efficiently leveraged, the project will coordinate its activities with other initiatives funded through various resources in the state, relying on interagency partnerships (Performance Measure 5.a) and diverse stakeholder groups (Performance Measure 5.b) to support and promote the grant's work.

Members of the CT SCTG Management Team will be critical drivers of this goal, working across their respective organizations and agencies to advance a commitment to Connecticut's SCTG. The core group includes the grant's leaders: Project Director Donald Briere (CSDE, Bureau of Special Education); Assistant Project Director Kimberly Traverso (CSDE, Bureau of Health/Nutrition, Family Services and Adult Education); Project Officer Sarah Jones and Education Services Specialist Lauren Johns (SERC). Extended team members include: Education Consultant Scott Newgass (CSDE, Bureau of Health, Nutrition, Family Services and Adult Education); Assistant Director for Program Development & LEA Services Alice Henley; Assistant Director for Technology & Media Services Matthew Dugan; and Educational Consultant Sarah-Anne Nicholas (SERC). Since notification of the award, the group has met on a bi-weekly basis to plan, prepare and support initial implementation activities, including early efforts (as described below) to make progress under Project Objective 5.

**Performance Measure 5.a:** This is a qualitative measure, intended to capture the CSDE's progress in utilizing the grant's work to initiate, expand and strengthen interagency partnerships focused on school climate initiatives and policies. Progress under this measure for Year One has included a "project alignment meeting" held on March 3, 2015. The CT SCTG Management Team organized, scheduled and facilitated this cross-agency effort. The meeting was attended by education consultants from across the CSDE (e.g., Turnaround Office, Bureau of Special Education, Bureau of Health, Nutrition, Family Services and Adult Education), the



Department of Mental Health and Addiction Services (DMHAS) and SERC. A major outcome of this meeting was the development of a crosswalk document that identifies the different supports currently being provided to LEAs across the state in the areas of school climate, social/emotional behavioral supports, multi-tiered systems of support (SRBI), mental health, chronic disease and health (See the [Spring 2015 CSDE Crosswalk Document](#) attached in Section C). The CT SCTG Management Team subsequently used this document and follow-up conversations with colleagues to inform the project's current coordinated strategy to recruit schools from the state's highest-need LEAs (i.e., Turnaround/Alliance Districts) as well as from LEAs that are currently involved in complementary initiatives focused on strengthening MTBTs (e.g., Safe Schools/Health Students and State Personnel Development Grant).

In the coming year, members of the CT SCTG Management Team will continue to facilitate cross-agency dialogue, collaboration and strategic alignment across the CSDE, DMHAS and SERC. It is anticipated that this group will reconvene annually to revise the document as needed.

**Performance Measure 5.b:** This qualitative measure will focus on existing and emerging state levers of change in the form of diverse stakeholder groups; namely, the CT PBIS Collaborative and the Scientific Research-Based Intervention Advisory Council. The CT PBIS Collaborative is a well-established group and includes a core group of PBIS trainers from SERC, consultants from six RESCs and representatives from the CBER at UConn. The group meets quarterly and works to standardize the state's approach to training and supporting districts and school-based teams in PBIS implementation through shared training materials and resources. All members of the CT SCTG Management Team are active members of the PBIS Collaborative. Over the past year, the CT SCTG Management Team provided regular grant details, progress updates and next steps. The PBIS Collaborative will continue to be leveraged across the five years of the CT SCTG capitalizing the statewide perspectives of the membership. Over the past year, the members of the PBIS Collaborative have entered into initial discussions concerning the group's mission and the vision for PBIS implementation statewide. During Year Two, the CT PBIS Collaborative Group's engagement with the grant is expected to include conducting a needs assessment and developing an action plan.

The SRBI Advisory Council (the Council), intended to provide oversight, and leverage visibility and support for the underlying principles of SRBI and MTBF related to student achievement, is still in the development phase. The vision is that this council, whose members would include those with decision-making authority at the state level, could serve as a foundation for district and school-wide implementation of MTBFs by providing consistent messaging, organizational leadership and resource management. An initial step in establishing the Council was the development, administration and subsequent data analysis of Connecticut's first statewide SRBI survey. Results of the survey were shared at a statewide SRBI symposium convened on May 21, 2015. Currently, the CSDE is using the survey outcomes to inform SRBI related activities in/from the 2015-16 school year including the anticipated convening of the Council.

**Additional Measures:** As varying levels of partnerships and stakeholder groups are explored under the prior two measures, instruments that can measure the depth and quality of these collaboratives and/or help the groups strategically plan ways to work together will be assessed. Potential instruments to measure the impact of one or more of the collaboration's efforts could include a survey such as the Wilder Collaboration Factors Inventory (Mattessich, Monsey and Close, 2001) or the social network tool Program to Analyze, Record and Track Networks to Enhance Relations (PARTNER) (University of Colorado Denver, 2012); while evaluation measures focused on strategic action planning could include tools such as the Goal Attainment Scale (Kiresuk, Sumith, and Cardillo, 1994), the State Capacity Assessment (Fixsen, Blasé, Duda and Horner, 2012) or other evidence-based tools provided by the OSEP National Technical Assistance Center on PBIS. Decisions regarding the applicability of such instruments to the CT SCTG efforts will be made once the activities and responsibilities of the various groups engaging with the project are further fleshed out during the grant's second year.



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

OMB No. 1894-0003  
Exp. 06/30/2017

PR/Award # (11 characters): S184F140033

---

**SECTION C - Additional Information** (See Instructions. Use as many pages as necessary.)

**Summary of Materials Provided**

- Referenced in Executive Summary
  - Evaluator Selection Process Documents
  - Management Plan – Evaluation Document
    - Outcome Map (This document was the source material for the Management Plan – Evaluation Document and is not cited specifically)
- Referenced in Project Objective One
  - NorthEast Positive Behavioral Interventions and Supports Training of Trainer (NEPBIS TOT) Flyer
  - NorthEast Positive Behavioral Interventions and Supports Training of Trainer (NEPBIS TOT) Application Preview for Applicant Preparation
- Referenced in Project Objective Two
  - School-wide Positive Behavioral Interventions and Supports Tiered Fidelity Inventory (TFI) Training Flyer
  - School-wide Positive Behavioral Interventions and Supports Tiered Fidelity Inventory (TFI) Informational Brochure
- Referenced in Project Objective Three
  - School Climate Transformation Grant Invitation to Apply
  - School Climate Transformation Grant Application for Individual Schools
  - School Climate Transformation Grant Phase I Application Rubric
  - Positive Behavioral Interventions and Supports Buy-In Measure Version 2.0 (PBIS-BIM v2.0)
- Referenced in Project Objective Five
  - Connecticut State Department of Education Spring 2015 Crosswalk Document

**Public Notice**  
**Connecticut State Department of Education**  
**School Climate Transformation Grant (SCTG) (CFDA 84.184F)**  
**Project Evaluator Request for Proposals**  
**RFP #14SDE0019**

The State seeks to contract with a vendor for the services of a project evaluator for the recently awarded School Climate Transformation Grant (SCTG). Work from this grant will improve school climates, student behavioral outcomes, and trainers' capacities to deliver high-quality support. The project evaluator will perform all required evaluation activities prescribed for under this funding opportunity. Interested parties should respond with a proposal to provide services for a comprehensive project evaluation, using an integrated process and outcome evaluation approach. Specific evaluation components and requirements are outlined in the Request for Proposal (RFP) package, which is now available for review on the State Department of Education's Web site at [http://www.biznet.ct.gov/SCP\\_Search/BidDetail.aspx?CID=34365](http://www.biznet.ct.gov/SCP_Search/BidDetail.aspx?CID=34365).

The posting period for this RFP is from December 8, 2014 to January 6, 2015. Written inquiries may be directed to Dr. Don Briere, Bureau of Special Education, Connecticut State Department of Education, via e-mail at [donald.briere@ct.gov](mailto:donald.briere@ct.gov). All questions must be submitted to Dr. Briere by December 17, 2014. Responses to all questions will be responded to collectively and posted publicly on the State Department's Web site on December 19, 2014.

---

# Request for Proposals

---

## **SCHOOL CLIMATE TRANSFORMATION GRANT PROJECT EVALUATOR (CFDA 84.184F) RFP# 14SDE0019-RFP**

Connecticut State Department of Education

Procurement Contact: Donald E. Briere, Ph.D.

E-Mail: [Donald.briere@ct.gov](mailto:Donald.briere@ct.gov)

Date Issued: December 8, 2014

Due Date: January 6, 2015



## **Affirmative Action Statement**

The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to:

Levy Gillespie  
Equal Employment Opportunity Director/American with Disabilities Act Coordinator  
State of Connecticut Department of Education  
25 Industrial Park Road  
Middletown, Connecticut 06457  
(860) 807-2071.  
[levy.gillespie@ct.gov](mailto:levy.gillespie@ct.gov)

**AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER**

## TABLE OF CONTENTS

BACKGROUND _____	4
SCOPE OF SERVICES _____	5
PRODUCT AND/OR SERVICES SPECIFICATIONS _____	6
SUBMITTAL REQUIREMENTS _____	8
PROPOSAL REQUIREMENTS _____	9
CONTRACT _____	11
SELECTION CRITERIA _____	11
INSTRUCTIONS TO BIDDERS _____	12
APPENDICIES _____	14

## BACKGROUND

### **Connecticut State Department of Education (CSDE)**

On July 9, 2014, the Connecticut State Board of Education (CSBE) approved the submission of the School Climate Transformation grant (SCTG) application. Additionally, on June 23, 2014, Governor Dannel P. Malloy wrote a letter of support to the U.S. Department of Education in favor of this grant application. On September 22, 2014, Connecticut (CT) was one of twelve states awarded this multi-year grant award. The SCTG (CFDA 84.184F) is a five-year, \$750,000 annual renewable award that has been established to assist state agencies develop, enhance and expand their statewide systems of support for, and technical assistance to, local education agencies (LEAs) and schools implementing an evidence-based, multi-tiered behavioral framework (MTBF) (e.g., positive behavior interventions and supports (PBIS)) for improving behavioral outcomes and learning conditions for all students. This project is in accordance with 34 CFR 75.105(c)(3).

This proposal aims to work collaboratively with local educators in partner districts and schools to:

- build capacity for supporting the sustained and broad-scale implementation of a MTBF;
- enhance LEA capacity for implementing and sustaining a MTBF by providing training and technical assistance to LEAs; and
- coordinate efforts with appropriate federal, state and local resources, including LEAs funded under the School Climate Transformation Grants - LEA Program (84.184G).

The goals of this project directly address the state's educational agenda to (a) improve the behavioral health of all students, (b) support student growth and development by enhancing their ability to learn, and (c) create innovative teaching and learning environments for all students. The goal of this RFP is to engage a vendor to perform all required evaluation activities prescribed for under this funding opportunity as described below.

Research indicates that the implementation of an evidence-based MTBF, such as positive behavioral interventions and supports (PBIS), can help improve overall school climate and safety. A critical aspect of this systems-change approach is providing differing levels of support and interventions matched to student needs. Positive behavior interventions and supports is a three-tiered proactive approach, which emphasizes explicitly teaching and reinforcing students' appropriate behaviors while consistently responding to inappropriate behaviors across all settings and through all staff in a school building. When implemented with fidelity, PBIS efficiently and effectively provides every student with timely behavioral interventions and supports, in turn leading to reductions in a school's level of behavioral violations. In CT, this

systems-change approach aims to establish an explicit and replicable model in LEAs across our state to guide the delivery of high-quality instruction to all students.

By expanding the infrastructure already present in CT, this project will focus on increasing development of the state's technical assistance providers, our educational leaders, and our community members to effectively implement this MTBF statewide. Specifically, this project will coordinate with other related activities currently underway in the state and work toward facilitating interagency partnerships and strategies to address the issues of school climate, school safety, and mental health needs in a comprehensive manner. Additionally, through this grant, substantial progress will be made in CT toward improving the quality, effectiveness, and implementation fidelity of this evidence-based behavioral framework in schools. This project will have a statewide impact, directly supporting six new schools over the next five years with initial developmental and subsequent roll-out trainings. This project will also review and evaluate the approximate 315 CT schools currently implementing this framework and will provide recommendations for supplemental, booster trainings to ensure framework sustainability and maintained implementation fidelity.

Through funding from this grant CT will be able to: (a) enhance and deliver high-quality training to participating schools around the development of MTBF, (b) expand the cadre of trained professionals in our state by building their capacity to deliver effective, meaningful support to schools and districts, and (c) more effectively align statewide improvement efforts focusing on school climate. Work from this grant will improve school climates, student behavioral outcomes, and trainers' capacities to deliver high-quality support.

## SCOPE OF SERVICES

*The State seeks to contract with a vendor for the services of a project evaluator. Interested parties should respond with a proposal to provide services for a comprehensive project evaluation, using an integrated process and outcome evaluation approach. Specific evaluation components and requirements are outlined in the following sections.*

### **Monitor and Evaluate Performance:**

The project evaluator will be primarily responsible for developing an evaluation process that is multi-faceted and comprehensive in scope, providing both formative and summative data to the project's management team; but also flexible, as multiple dynamics and change processes are likely to be occurring within the project at any given point in time. Specific examples of anticipated outcome measures are provided below in the "Product and/or Specifications Required for Proposal" section.

**Note:** To help structure the proposed evaluation process, the identified vendor will be responsible for developing targeted evaluation questions in order to garner information on both the effects of the SCTG project (outcome evaluation) and the critical implementation activities that directly influence outcomes (process evaluation). Broad evaluation questions



have been derived directly from the grant's federal priorities and requirements as well as from CT's three primary project goals. They are as follows:

**Goal 1:** What evidence exists to document that that implementation at the State Education Agency (SEA) level is sufficient to successfully support LEAs through all phases of the SCTG project implementation? (process) How has the SCTG affected the SEA's capacity for supporting the sustained and broad-scale implementation of a MTBF by LEAs statewide? (outcome)

**Goal 2:** What evidence exists to document that participating LEAs have been able to adopt and install core components of the SCTG project? (process) How has the SCTG affected LEA's capacity to implement and sustain a MTBF (i.e., fidelity and sustainability of Tiers 1, 2, and 3)? (outcome)

**Goal 3:** What evidence exists to document that the SEA has coordinated its SCTG efforts with the appropriate federal, state, and local resources? (process) How have these efforts enhanced the overall statewide implementation fidelity and sustainability of MTBF efforts? (outcome)

## **PRODUCT AND/OR SERVICES SPECIFICATIONS REQUIRED FOR PROPOSAL**

***Please clearly identify and describe the following components in your submitted proposal.***

### **1. Monitor and Evaluate Performance:**

The grant evaluator must work in collaboration with the SCTG staff designated by the CSDE during the development and implementation of the SCTG's evaluation plan. Specifically, the grant evaluator will work with the CSDE personnel to develop and implement a CT SCTG evaluation process that measures progress towards the project's overarching purpose: to build and sustain a statewide system of support for implementing a MTBF in order to improve school climate and increase positive student behavior. The monitoring and evaluation process should include, but not be limited to the following:

- Objective measures of progress for each goal will be established during the initial stages of implementation (Year 1). Data sources, indicators, and targets will be defined for all process and outcome objectives. To ensure that the effectiveness of implementation strategies are examined, process data will be collected on a regular basis in areas pertaining to demographics (e.g., schools, districts, technical assistance providers, collaborative partners), dosage (e.g., professional development, technical assistance, collaboration activities), and quality (e.g., satisfaction, needs assessments). Evaluation instruments that may be utilized to collect the necessary process data include technical assistance and professional development logs, training session evaluation forms for technical assistance providers, satisfaction surveys for trained school teams, and self-assessments of implementation.
- The process evaluation, with careful attention to key implementation factors, will inform the outcome evaluation, which will strive to measure project impact along

a continuum of change: (a) short-term (changes the project expects to see); (b) mid-term (changes the project wants to see); and (c) long-term (changes the project hopes to see). Using multiple performance measures at different time intervals, especially for those objectives that are inherently hard to measure, will allow the external evaluation team to compare and confirm findings from multiple sources, thus providing a more comprehensive representation of the project's efforts.

- Outcome evaluation data will include data from multiple PBIS fidelity measures such as the Tiered Fidelity Inventory (TFI); School-wide Evaluation Tool (SET) and the Benchmarks of Quality (BoQ) instrument; as well as referral, and suspension and expulsion data from the School-Wide Information System (SWIS). The external evaluation team should be familiar with each of these tools as they will need to work with the project management team to establish viable outcome data related to the SCTG's capacity building and sustainability efforts. Specifically, the project evaluator will work to synthesize a variety of outcome measures to evidence state MTBF scale-up efforts, which may include the identification of Banner Schools and Model Sites from across CT, expansion of PBIS Trainer of Trainers' networks, and further institutionalization of the CT PBIS Collaborative.
- To ensure that the evaluation provides performance feedback and permits periodic assessment of progress, the evaluation team will work collaboratively with various state partners and teams (PBIS Collaborative, SRBI Council, SPDG Partner group, NAG, National PBIS TA Center) to determine the most useful format for timely formative reporting. All data will be presented objectively with project improvements in mind, but also with an independent external perspective that can be useful to those deeply involved in the project's day-to-day activities.
- The evaluation team will also produce and disseminate an annual summative evaluation report to project management (Don Briere, Kim Traverso, and TBD Project Coordinator), the United States Department of Education (USDOE), and other interested stakeholder groups (PBIS Collaborative, SRBI Council, SPDG Partner Group, NAG, National PBIS TA Center). These reports will be a compilation of all data gathered and will delineate progress towards the project's intended outcomes, the strategies and activities most effective in meeting these outcomes, significant project successes, and lessons learned. These annual reports will be developed in conjunction with, and as a complement to, the Department's ED 524B Performance Reports. The external evaluation team will be responsible for collecting, analyzing and reporting the necessary data to respond accurately to the three GPRA measures established by the program (identified previously in the "scope of services section." All final evaluation reports will be submitted to project management personnel (Don Briere, Kim Traverso, and TBD Project Coordinator) and approved prior to submission to the federal government.

- The external evaluator will be expected to provide project management (Don Briere, Kim Traverso, and TBD Project Coordinator) with information that facilitates accurate, well-informed decisions regarding project performance.

## SUBMITTAL REQUIREMENTS

Proposers must address each of the items detailed below in their submitted proposals.

### 1. **Qualifications and Experience**

#### **a. Demonstrated ability to provide services: Experience**

*Please provide a detailed explanation of the experience you or your organization has to support the CSDE as requested.*

#### **b. Demonstrated ability to provide services: Staff (working on project)**

*Please provide a detailed explanation of your experience to support the CSDE as requested.*

### 2. **Methodology**

#### **a. Proposed method of providing service**

*Please provide a detailed explanation of the methodology you will use in order to provide the services requested.*

#### **b. Proposed resources providing services**

*Please provide a detailed explanation of the resources you will use in order to provide the services requested.*

### 3. **Pricing**

#### **a. Proposed Pricing**

*Please provide a detailed budget including a proposed total cost for each year of this 5-year project.*

#### **b. Cost Efficiency and Sustainability Plan**

*Please provide an explanation of how your evaluation process/methodology will be (a) implemented with fiscal efficiency, and (b) sustained beyond the 5 years of the SCTG.*

### 4. **Organizational Information**

#### **a. Financial Stability**

#### **b. References**

#### **c. Quality Assurance**

#### **d. Appropriate Insurance/Bonding**

## PROPOSAL REQUIREMENTS

### 1. **Contract Period**

The State intends that this contract shall be in effect for a period of five years, beginning on February 1, 2015, and ending June 30, 2019. The State reserves the right to extend this contract for a period up to the full original contract term or parts thereof with mutual consent between both parties.

### 2. **Quantities and/or Usages**

These are estimated quantities and/or usages only and in no way represent a commitment and/or intent to purchase. Actual quantities may vary and will be identified on individual purchase orders issued by the requesting state entity.

### 3. **Brand Name Specifications and/or References**

The use of the name of a manufacturer or of any particular make, model or brand in describing an item does not restrict proposers to that manufacturer or specific article unless limited by the term "no substitute." However, the article being offered must be of such character and quality so that it will serve the purpose for which it is to be used equally as well as that specified, and the proposer shall warrant to the State that it is fit for that purpose. Proposals on comparable items must clearly state the exact article being offered including any and all applicable options and the proposer shall furnish such other information concerning the article being offered as will be helpful in evaluating its acceptability for the purpose intended. If the proposer does not indicate that the article offered is other than as specified, it will be understood that the proposer is offering the article exactly as specified. **Proposers must submit complete documentation on the specifications and quality levels of the proposed products. Proposals submitted that do not contain this documentation are subject to rejection.**

### 4. **Contract Award**

The State reserves the right to award this Contract in a manner deemed to be in the best interest of the State and may include, but not be limited to:

- A. by item, group of items, or in its entirety
- B. geographic location to adequately service the entire State of Connecticut in the best possible manner
- C. Multiple Vendor Awards

### 5. **Stability of Proposed Prices**

Any price offerings from proposers must be valid for a period of 120 days from the due date of the proposals.

**6. Amendment or Cancellation of the RFP**

CSDE reserves the right to cancel, amend, modify or otherwise change this RFP at any time if it deems it to be in the best interest of the State to do so.

**7. Proposal Modifications**

No additions or changes to any proposal will be allowed after the proposal due date, unless such modification is specifically requested by CSDE. CSDE, at its option, may seek proposer retraction and/or clarification of any discrepancy or contradiction found during its review of proposals.

**8. Proposer Presentation of Supporting Evidence**

Proposers must be prepared to provide any evidence of experience, performance, ability, and/or financial surety that CSDE deems to be necessary or appropriate to fully establish the performance capabilities represented in their proposals.

**9. Proposer Demonstration of Proposed Services and or Products**

At the discretion of CSDE, proposers must be able to confirm their ability to provide all proposed services. Any required confirmation must be provided at a site approved by CSDE and without cost to the State.

**10. Erroneous Awards**

CSDE reserves the right to correct inaccurate awards. This may include, in extreme circumstances, revoking the awarding of a contract already made to a proposer and subsequently awarding the contract to another proposer. Such action on the part of CSDE shall not constitute a breach of contract on the part of CSDE since the contract with the initial proposer is deemed to be void and of no effect as if no contract ever existed between CSDE and such proposer.

**11. Proposal Expenses**

Proposers are responsible for all costs and expenses incurred in the preparation of proposals and for any subsequent work on the proposal that is required by CSDE.

**12. Ownership of Proposals**

All proposals shall become the sole property of the State and will not be returned.

**13. Ownership of Subsequent Products**

Any product, whether acceptable or unacceptable, developed under a contract awarded as a result of this RFP shall be the sole property of the State unless otherwise stated in the contract.

**14. Oral Agreement or Arrangements**

Any alleged oral agreements or arrangements made by proposers with any State agency or employee will be disregarded in any State proposal evaluation or associated award.

**15. Subcontractors**

CSDE must approve any and all subcontractors utilized by the successful proposer prior to any such subcontractor commencing any work. Proposers acknowledge by the act of submitting a proposal that any work provided under the contract is work conducted on behalf of the State and that the Commissioner of CSDE or his/her designee may communicate directly with any subcontractor as the State deems to be necessary or appropriate. It is also understood that the successful proposer shall be responsible for all payment of fees charged by the subcontractor(s). A performance evaluation of any subcontractor shall be provided promptly by the successful proposer to CSDE upon request. The successful proposer must provide the majority of services described in the specifications.

## **CONTRACT**

This RFP is not a contract and, alone, shall not be interpreted as such. Rather, this RFP only serves as the instrument through which proposals are solicited. The state may pursue negotiations with any of the three highest scoring proposals. If, for some reason, CSDE and the selected proposer fail to reach consensus on issues relative to a contract, then CSDE may commence contract negotiations with one of the other of the three highest scoring proposers. Thereafter, the selected proposer will be required to sign a formal contract, and all required attachments.

CSDE may decide at any time to start the RFP process again.

## **SELECTION CRITERIA**

A selection committee will review and score all proposals. The following information, in addition to the requirements, terms and conditions identified throughout this RFP Document, will be considered as part of the Selection process.

### **Selection Criteria:**

**1. QUALIFICATIONS/ EXPERIENCE**

**2. METHODOLOGY**

**3. PRICING**

**4. ORGANIZATIONAL INFORMATION**

## INSTRUCTIONS TO BIDDERS

### I. Proposal Schedule

Release of RFP:	<b>December 8, 2014</b>
Mandatory Site Visit:	<b>Not Applicable</b>
Receipt of Questions:	<b>December 17, 2015</b>
Answer to Questions will be Posted as an Addendum	<b>December 19, 2015</b>
Proposal Due Date:	<b>January 6, 2015</b>

During the period from your receipt of this Request for Proposals, and until a contract is awarded, you shall not contact any employee of the State of Connecticut for additional information, except in writing, directed to the "Department Contact" listed on the cover page of this document.

### II. Bidder Information

Company/Vendor

---

Bidder's Address

---

Bidder's Representative

---

Telephone #'s:

---

Email Address

---

### III. Questions

Questions for the purpose of clarifying the RFP must be submitted in writing and must be received no later than 12:00 p.m. (noon) on December 17, 2014 to:

Dr. Don Briere, CSDE [donald.briere@ct.gov](mailto:donald.briere@ct.gov)

Answers to questions received will be posted as an Addendum.

#### **IV. Proposal Submission**

**All responses to this solicitation must be submitted as follows:**

**Proposal must include 5 complete copies and must be stamped in as received, by 4:00 p.m. eastern time on January 6, 2015, at:**

**The Connecticut State Department of Education  
C/o Regina Gaunichaux  
Bureau of Special Education, Room 369  
165 Capitol Avenue  
Hartford, CT 06106**

**\*\*Expedited services (Fed Ex, USPS, and UPS) are acceptable providing a signed receipt identifies the delivery time prior to the above stated time.**



## APPENDICIES

### Appendix A

## Statement of Assurances

PROJECT: School Climate Transformation Grant Project Evaluator: Bureau of Special Education

THE APPLICANT, \_\_\_\_\_, HEREBY ASSURES THAT:  
(Insert Name)

1. The applicant has the necessary legal authority to submit a proposal in response to this RFP and to contract for the provision of the services described therein.
2. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application.
3. The activities and services for which assistance is sought under this RFP will be administered by or under the supervision and control of the applicant.
4. The project will be operated in compliance with all applicable state and federal laws and in compliance with the regulations and other policies and administrative directives of the Connecticut State Board of Education and the State Department of Education. The applicant, if selected as a contractor shall employ appropriate fiscal control and accounting procedures to ensure proper disbursement of all funds related to the contract.
5. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the State Department of Education, including information relating to the project records and access thereto as the State Department of Education may find necessary;
6. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records, and materials resulting from this project;
7. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including fees and legal fees and costs, if any, arising out of any breach of the duties, in whole or in part, described in the application and in the contract, if awarded;

8. If the applicant is selected as the contractor, the applicant shall permit the State Department of Education, pursuant to Sections 4e-29 and 4e-30, to inspect the applicant's plant or place of business and to audit the books and records of the applicant to ensure compliance with the contract. The applicant shall maintain books and records related to the contract for a period of three years from the date of final payment under the contract.

9. The applicant acknowledges and agrees that nothing in this solicitation shall be construed as a modification, compromise or waiver by the State of any rights or defenses of any immunities provided by federal law or the laws of the State of Connecticut to the State or any of its officers and employees, which they may have had, now have or will have with respect to all matters arising out of this solicitation. To the extent that this section conflicts with any other section, this section shall govern.

10. Executive Orders. Applicant understands that any contract awarded pursuant to this RFP is subject to the provisions of Executive Order No. Three of Governor Thomas J. Meskill, promulgated June 16, 1971, concerning labor employment practices, Executive Order No. Seventeen of Governor Thomas J. Meskill, promulgated February 15, 1973, concerning the listing of employment openings and Executive Order No. Sixteen of Governor John G. Rowland promulgated August 4, 1999, concerning violence in the workplace, all of which are incorporated into and are made a part of the Contract as if they had been fully set forth in it. The Contract may also be subject to the applicable parts of Executive Order No. 7C of Governor M. Jodi Rell, promulgated July 13, 2006, concerning contracting reforms and Executive Order No. 14 of Governor M. Jodi Rell, promulgated April 17, 2006, concerning procurement of cleaning products and services, in accordance with their respective terms and conditions. If Executive Orders 7C and 14 are applicable, they are deemed to be incorporated into and are made a part of the Contract as if they had been fully set forth in it. At the Contractor's request, the Department shall provide a copy of these orders to the Contractor.

11. Applicant acknowledges and agrees that a contract awarded pursuant to the RFP may be subject to the provisions of section 1-218 of the Connecticut General Statutes. In accordance with this statute, each contract in excess of two million five hundred thousand dollars between a public agency and a person for the performance of a governmental function shall (a) provide that the public agency is entitled to receive a copy of records and files related to the performance of the governmental function, and (b) indicate that such records and files are subject to FOIA and may be disclosed by the public agency pursuant to FOIA. No request to inspect or copy such records or files shall be valid unless the request is made to the public agency in accordance with FOIA. Any complaint by a person who is denied the right to inspect or copy such records or files shall be brought to the Freedom of Information Commission in accordance with the provisions of sections 1-205 and 1-206 of the Connecticut General Statutes.

12. Required Contract Language regarding the Protection of Confidential Information:

a. Contractor and Contractor Parties, at their own expense, have a duty to and shall protect from a Confidential Information Breach any and all Confidential Information which they come to

possess or control, wherever and however stored or maintained, in a commercially reasonable manner in accordance with current industry standards.

b. Each Contractor or Contractor Party shall develop, implement and maintain a comprehensive data - security program for the protection of Confidential Information. The safeguards contained in such program shall be consistent with and comply with the safeguards for protection of Confidential Information, and information of a similar character, as set forth in all applicable federal and state law and written policy of the Department or State concerning the confidentiality of Confidential Information. Such data-security program shall include, but not be limited to, the following:

- (1) A security policy for employees related to the storage, access and transportation of data containing Confidential Information;
- (2) Reasonable restrictions on access to records containing Confidential Information, including access to any locked storage where such records are kept;
- (3) A process for reviewing policies and security measures at least annually;
- (4) Creating secure access controls to Confidential Information, including but not limited to passwords; and
- (5) Encrypting of Confidential Information that is stored on laptops, portable devices or being transmitted electronically.

c. The Contractor and Contractor Parties shall notify the Department and the Connecticut Office of the Attorney General as soon as practical, but no later than twenty-four (24) hours, after they become aware of or suspect that any Confidential Information which Contractor or Contractor Parties have come to possess or control has been subject to a Confidential Information Breach. If a Confidential Information Breach has occurred, the Contractor shall, within three (3) business days after the notification, present a credit monitoring and protection plan to the Commissioner of Administrative Services, the Department and the Connecticut Office of the Attorney General, for review and approval. Such credit monitoring or protection plan shall be made available by the Contractor at its own cost and expense to all individuals affected by the Confidential Information Breach. Such credit monitoring or protection plan shall include, but is not limited to reimbursement for the cost of placing and lifting one (1) security freeze per credit file pursuant to Connecticut General Statutes § 36a-701a. Such credit monitoring or protection plans shall be approved by the State in accordance with this Section and shall cover a length of time commensurate with the circumstances of the Confidential Information Breach. The Contractors' costs and expenses for the credit monitoring and protection plan shall not be recoverable from the Department, any State of Connecticut entity or any affected individuals.

d. The Contractor shall incorporate the requirements of this Section in all subcontracts requiring each Contractor Party to safeguard Confidential Information in the same manner as provided for in this Section.

e. Nothing in this Section shall supersede in any manner Contractor's or Contractor Party's obligations pursuant to HIPAA or the provisions of this Contract concerning the obligations of the Contractor as a Business Associate of the Department.

f. Definitions:

- (1) "Confidential Information" shall mean any name, number or other information that may be used, alone or in conjunction with any other information, to identify a specific individual including, but not limited to, such individual's name, date of birth, mother's maiden name, motor vehicle operator's license number, Social Security number, employee identification number, employer or taxpayer identification number, alien registration number, government passport number, health insurance identification number, demand deposit account number, savings account number, credit card number, debit card number or unique biometric data such as fingerprint, voice print, retina or iris image, or other unique physical representation. Without limiting the foregoing, Confidential Information shall also include any information that the Department classifies as "confidential" or "restricted." Confidential Information shall not include information that may be lawfully obtained from publicly available sources or from federal, state, or local government records which are lawfully made available to the general public.
- (2) "Confidential Information Breach" shall mean, generally, an instance where an unauthorized person or entity accesses Confidential Information in any manner, including but not limited to the following occurrences: (1) any Confidential Information that is not encrypted or protected is misplaced, lost, stolen or in any way compromised; (2) one or more third parties have had access to or taken control or possession of any Confidential Information that is not encrypted or protected without prior written authorization from the State; (3) the unauthorized acquisition of encrypted or protected Confidential Information together with the confidential process or key that is capable of compromising the integrity of the Confidential Information; or (4) if there is a substantial risk of identity theft or fraud to the client, the Contractor, the Department or State.

13. Required Contract Language:

(1) For the purposes of this section, "Commission" means the Commission on Human Rights and

Opportunities. For the purposes of this section, "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (a) who are active in the daily affairs of the enterprise, (b) who have the power to direct the management and policies of the enterprise and (c) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes Section 32-9n; and "good faith" means that the degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. "Good faith efforts" shall include, but shall not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements. For the purposes of this section, "sexual orientation" means having a preference for heterosexuality,

homosexuality or bisexuality, having a history of such preference or being identified with such preference, but excludes any behavior which constitutes a violation of part VI of chapter 952 of the

general statutes.

(2) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or the State of Connecticut. If the contract is for a public works project, the contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such project. The contractor further agrees to take affirmative action to insure that applicants with job related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation, or physical disability, including, but not limited to, blindness, unless it is shown by the contractor that such disability prevents performance of the work involved; (b) the contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the commission; (c) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the commission, advising the labor union or worker's representative of the contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (d) the contractor agrees to comply with each provision of this section and Connecticut General Statutes Sections 4a-62, 32-9e, 46a-46a and 46a-68b to 46a-68k, inclusive and with each regulation or relevant order issued by said commission pursuant to said sections; (e) the contractor agrees to provide the commission on human rights and opportunities with such information requested by the commission, and permit access to pertinent books, records, and accounts, concerning the employment practices and procedures of the contractor as related to the provisions of this section and section 46a-56.

(3) Determination of the contractor's good faith efforts shall include but shall not be limited to the following factors: the contractor's employment and subcontracting policies, patterns and practices; affirmative advertising; recruitment and training; technical assistance activities and such other reasonable activities or efforts as the commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

(4) The contractor shall develop and maintain adequate documentation, in a manner prescribed by the commission, of its good faith efforts.

(5) The contractor shall include the provisions of subsection (2) of this section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding in a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the commission. The contractor shall take such action with respect to any such subcontract or purchase order as the commission may direct as a means of reinforcing such provisions including sanctions for noncompliance in accordance with this section and Connecticut General Statutes Sections 4a-62, 32-9e, 46a-56 and 46a-68b to 46a-68k, inclusive; provided if such contractor becomes involved in, or is threatened with

litigation with a subcontractor or vendor as a result of such direction by the commission, the contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

(6) The contractor agrees to comply with the regulations referred to in this section as the term of this contract and any amendments thereto as they exist on the date of the contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.

(7) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated, when employed, without regard to their sexual orientation; (b) the contractor agrees to provide each labor union or representative of workers with which such contractors has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the commission on human rights and opportunities advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said commission pursuant to section 46a-56 of the Connecticut General Statutes; (d) the contractor agrees to provide the commission on human rights and 21opportunities with such information requested by the commission and permit access to pertinent books, records and accounts, concerning employment practices and procedures of the contractor which related to the provisions of this section and section 46a-56 of the general statutes.

(8) The contractor shall include the provisions of subsection (7) of this section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor, or manufacturer unless exempted by regulations and orders of the commission. The contractor shall take such action with respect to any such subcontract or purchase order as the commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56 of the general statutes; provided, if such contractor or vendor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the commission, the contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

The signature of the authorized official on the Statement of Assurances Signature Page indicates the intent to comply with the provisions referenced in each section. Assurances not agreed to by the authorized official must be identified on a separate sheet with a rationale for the disagreement.

I, the undersigned authorized official, hereby certify that these assurances shall be fully implemented.

Signature \_\_\_\_\_

Name (typed) \_\_\_\_\_

Title (typed) \_\_\_\_\_

Name of Organization \_\_\_\_\_

Date \_\_\_\_\_

**Connecticut State Department of Education  
School Climate Transformation Grant (SCTG) (CFDA 84.184F)  
Project Evaluator Request for Proposals  
RFP #14SDE0019**

Date Received	Generating Party	Received Inquiries	Generated Response
12/9/2014	University of Massachusetts Donahue Institute	Did CSDE identify an evaluator in its federal funding proposal? If yes, why is the evaluation being put out to bid and is that evaluator eligible to bid on this opportunity? If no, did CSDE engage an external consultant to develop the evaluation section of its federal proposal? Is that consultant eligible to bid on this opportunity?	<p>Per guidance from the U.S. Department of Education, state agencies were to not identify a specific vendor for the purposes of project evaluation through their application. Further, the USDOE's general administrative regulations (EDGAR) state that all procurements using Federal funds must be conducted in a manner that will allow for fair and open competition and in accordance with applicable laws and regulations for your state. As such and per Section II of the State of Connecticut's Office of Policy and Management Procurement standards: For personal service agreements and purchase of service contracts document, page. 6 states:</p> <p>In general terms, a "competitive procurement" is the purchase or acquisition of services by a State agency through an open and fair process, where all responsible sources have an equal opportunity to pursue, and possibly be selected for, a contract to provide the agency with the desired services.</p> <p>Using an RFP, a State agency publicly communicates (to the market) information about what the agency wishes to procure. Interested parties submit written proposals in response to the agency's solicitation. The submitted proposals are evaluated and rated according to an agency's predetermined criteria. The agency selects the proposal that best meets the interests of the State and offers the selected proposer an opportunity to negotiate a contract.</p> <p>The competitive procurement process is designed to foster an impartial and comprehensive evaluation of multiple proposals, leading to the selection of the most responsible proposer who can provide the best value to the State. This procurement method also eliminates improprieties, favoritism, and unethical practices – <i>or the appearance of such</i> – in the State's contracting processes. No RFP shall specify or contain any feature that inappropriately discriminates, directly or indirectly, against any prospective proposer.</p> <p>As such, the RFP #____ has been established as an open and transparent process to identify the highest quality independent evaluator for this project. All interested parties may submit their written proposals in response to the CSDE's solicitation by January 6, 2015.</p>



			Further details around Connecticut's procurement process and requirements may be found at the following website: <a href="http://www.ct.gov/opm/lib/opm/PSA_POS_Procurement_Standards_5-22-14.pdf">http://www.ct.gov/opm/lib/opm/PSA_POS_Procurement_Standards_5-22-14.pdf</a>
		How much funding did CSDE budget for evaluation in each of the five years?	<b>The CSDE has budgeted for the following amounts within each year of this opportunity: Year 1: ; Year 2: ; Year 3: ; Year 4: ; and Year 5: .</b>
		It would be helpful to see the federal proposal and any reviewer comments, particularly the evaluation section. Can this be provided for bidders?	<b>Review comments have not yet been received; therefore, the CSDE cannot share the requested information at this time.</b>
		Have there been any substantial changes to the implementation plan from what was proposed?	<b>No substantial changes have been made to the implementation plan from what was proposed.</b>
		How much flexibility is there to propose methods that differ from the evaluation section in the federal proposal?	<p><b>The evaluation section in the CSDE's federal proposal specified the general structure and approach this project would require. While specific tools were mentioned (e.g., Tiered Fidelity Inventory), the specific timeline, outcome variables, and</b></p> <p><b>Broad evaluation questions were posed (i.e., ) as well as Objective measures of progress for each goal will be established during the initial stages of implementation. Data sources, indicators, and targets will be defined for all process and outcome objectives. Outcome evaluation data was not specifically identified; however, particular tools were mentioned as potential sources of information</b></p> <p><b>Outcome evaluation data will likely include data from multiple PBIS fidelity measures such as the School-wide Evaluation Tool (SET) and Benchmarks of Quality (BoQ); as well as referral, and suspension and expulsion data from the School-Wide Information System (SWIS).</b></p>
		Will the evaluator be responsible for annual and final GPRA reporting as described on page 16 of the federal application packet?	<b>Yes</b>
		Should the evaluation budget include	<b>Yes, the evaluation budget should include funds for the evaluator to attend</b>

		funds for the evaluator to attend the annual meeting in Washington DC?	<b>both an annual meeting in Washington D.C. as well as an annual meeting in Chicago, IL.</b>
--	--	--	---

Hi Don:

The Department's general administrative regulations (EDGAR) state that all procurements using Federal funds must be conducted in a manner that will allow for fair and open competition, and in accordance with applicable laws and regulations for your state. Therefore all contracted positions/services must be solicited openly and applicants should not name a specific vendor. You may describe the scope of work to be completed or qualifications, however.

If you have experience with collection/reporting of performance data through other projects or research, and will be conducting your own evaluation, you may describe your capacity to successfully carry out data collection and reporting for the project, as well as identify any internal staff that will implement your evaluation plan.

In addition, please note that EDGAR states that anyone involved in the writing of the application is excluded from any contracts with the grant.

Please let me know if you have any further questions.

Thanks,

Bryan

## **QUALITY OF THE PROJECT EVALUATION**

A comprehensive evaluation plan, using an integrated process and outcome evaluation approach, will be implemented in each of the project's five years. A series of targeted questions will garner information on both the effects of the SCTG project (outcome evaluation) and the critical implementation activities that directly influence outcomes (process evaluation). Broad evaluation questions, defined for each of the project's primary goals, are as follows:

**Goal 1:** What evidence is there that implementation at the SEA level is sufficient to successfully support LEAs through all phases of SCTG project implementation? (process) How has the SCTG affected the SEA's capacity for supporting the sustained and broad-scale implementation of an MTBF by LEAs statewide? (outcome) **Goal 2:** What evidence is there that participating LEAs have been

able to adopt and install core components of the SCTG project? (process) How has the SCTG affected LEAs' capacity to implement and sustain a multi-tiered behavioral framework (i.e., fidelity and sustainability of Tiers 1, 2, and 3)? (outcome) **Goal 3:** What evidence is there that the SEA has coordinated its SCTG efforts with the appropriate federal, state, and local resources? (process) How have these efforts enhanced the overall statewide implementation fidelity and sustainability of the MTBFs? (outcome) Objective measures of progress for each goal will be established during the initial stages of implementation. Data sources, indicators, and targets will be defined for all process and outcome objectives. To ensure that the effectiveness of implementation strategies are examined, process data will be collected on a regular basis in areas pertaining to demographics (e.g., schools, districts, technical assistance providers, collaborative partners), dosage (e.g., professional development, technical assistance, collaboration activities), and quality (e.g., satisfaction, needs assessments). Evaluation instruments that may be utilized to collect the necessary process data include technical assistance and professional development logs, session evaluation forms, satisfaction surveys, and self-assessments of implementation.

The process evaluation, with its careful attention to key implementation factors, will inform the outcome evaluation, which will strive to measure project impact along a continuum of change: short-term (changes the project expects to see); mid-term (changes the project wants to see); and long-term (changes the project hopes to see). Using multiple performance measures at different time intervals, especially for those objectives that are inherently hard to measure, will allow the external evaluation team to compare and confirm findings from multiple sources, thus providing a more comprehensive representation of the project's efforts.

Outcome evaluation data will likely include data from multiple PBIS fidelity measures such as the School-wide Evaluation Tool (SET) and Benchmarks of Quality (BoQ); as well as referral, and suspension and expulsion data from the School-Wide Information System (SWIS). The external evaluation team will also work with project leaders to establish viable outcome data related to the SCTG's capacity building and sustainability efforts, such as evidence of expansion of Banner Schools and Model Sites, expansion of PBIS Trainer of Trainers' networks, and further institutionalization of the CT PBIS Collaborative.

To ensure that the evaluation provides performance feedback and permits periodic assessment of progress, the evaluation team will work collaboratively with project stakeholders to determine the most useful format for timely formative reporting. All data will be presented objectively with project improvements in mind, but also with an independent external perspective that can be useful to those deeply involved in the project's day-to-day activities.

The evaluation team will also produce and disseminate an annual summative evaluation report to project leaders, the USDOE, and other interested stakeholders. These reports will be a compilation of all data gathered and will delineate progress towards the project's intended outcomes, the strategies and activities most effective in meeting these outcomes, significant project successes, and lessons learned. These annual reports will be developed in conjunction with, and as a complement to, the Department's ED 524B Performance Reports. As part of this effort, the external evaluation team will also ensure that the SCTG project collects the necessary data to respond accurately to the three GPRA measures established by the program.

The external evaluator will be expected to provide project leaders with information that facilitates accurate, well-informed decisions regarding project performance.

# CONNECTICUT SCHOOL CLIMATE TRANSFORMATION GRANT

## Management Plan – Evaluation Framework Crosswalk

### Purpose

The purpose of this document is to provide a crosswalk between the Management Plan submitted as part of the Connecticut State Department of Education (CSDE), Bureau of Special Education's School Climate Transformation Grant (SCTG) application and the Evaluation Framework included with our initial Annual Performance Report (APR). We provide this document to show that all three grant goals have remained the same; all objectives listed in the Management Plan have been integrated into the Evaluation Framework; and most importantly, to demonstrate that we have remained true to the original intent of our grant application.

### Evaluation Framework

In an effort to make evaluation reporting more meaningful and streamlined, and in an effort to accommodate the structured format of the APR, we have consolidated the objectives listed in the Management Plan into a smaller set of "SMART" (specific, measurable, achievable, realistic and timely) objectives. The following outlines these objectives, as they are presented in our 2015 APR. Progress towards the project objectives will be measured through a series of performance measures (qualitative and quantitative), including the Government Performance and Results Act (GPRA) measures established by the SCTG program. Progress towards these objectives, including whether annual targets have been met, will provide evidence of the CT SCTG's effort to meet its three primary goals.

**Goal 1:** Build the CSDE's capacity for supporting the sustained and broad-scale implementation of a multi-tiered behavior framework (MTBF).

***Project Objective One:*** To expand the cadre of high-quality trainers in the state who can deliver effective, meaningful support to schools and districts in implementing an evidence-based, multi-tiered behavioral framework.

***Project Objective Two:*** To accurately assess the current status of Positive Behavioral Interventions and Supports implementation in schools throughout the state in order to identify areas of strength and need.

**Goal 2:** Enhance local education agency (LEA) capacity for implementation and sustaining a MTBF by providing training and technical assistance to LEAs.

***Project Objective Three:*** To establish six model/demonstration sites as exemplars of PBIS implementation through site-based professional learning and technical assistance.

***Project Objective Four:*** To improve school- and student-level outcomes with respect to school climate and student behavior in the six model/demonstration sites.

**Goal 3:** Coordinate CSDE efforts with appropriate federal, state, and local resources in order to align statewide improvement efforts focused on school climate.

***Project Objective Five:*** To build a system of collaboration across external and internal boundaries to integrate Connecticut initiatives and other policies and grants focused on positive school climate and safety efforts.

## Management Plan Crosswalk

The following table provides a crosswalk between the Evaluation Framework presented on the previous page and the Management Plan submitted with our original grant application. As is shown, all objectives ( A-F, A-N, and A-I) from the Management Plan have been incorporated into the Evaluation Framework as strategies or activities that will be implemented to ensure progress is made towards Project Objectives 1-5.

### Management Plan – Evaluation Framework Crosswalk

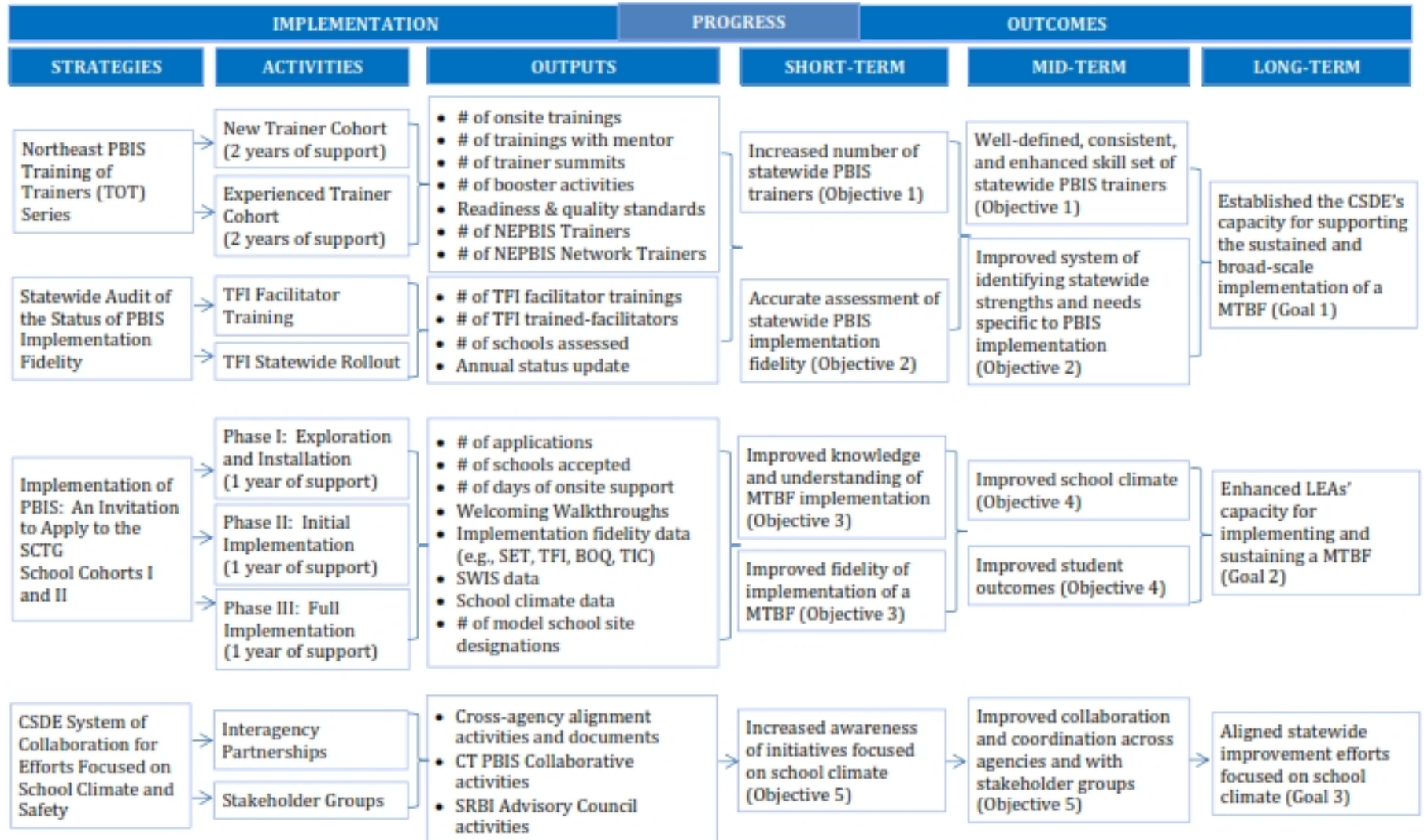
Management Plan Objectives		Strategies Under Project Objective(s)
<b>GOAL 1</b>	A. Engage in targeted outreach to coordinate with existing resources and initiatives that address student safety and behavioral health, particularly when planning Professional Development and Technical Assistance for universal interventions, school-based preventions and vulnerability assessment.	1, 3, and 5
	B. Design a multi-tiered system for delivering PD and TA to address the specific needs of high-need and low performing LEAs.	3
	C. Design, pilot and refine a system for assessing current levels of PBIS implementation across the state.	2
	D. Train additional qualified professionals to provide training and ongoing coaching to support LEA implementation of MTBF.	1
	E. Provide professional learning opportunities for CSDE staff to develop content expertise and delivery of skills including fluency, depth of knowledge, and ability to connect relevant research around MTBF training and coaching.	5
	F. Analyze twice annually state-level PBIS implementation fidelity data and student outcome data to inform future delivery of support to LEAs.	2
<b>GOAL 2</b>	A. Examine PBIS sustainability and level of implementation in all schools (~300+) that have been trained in order to identify strengths and areas of need to inform professional learning opportunities.	2
	B. Select and train three new school/district teams per year in implementation of MTBF.	3 and 4
	C. Partner with any districts that receive funding through the SCTG - LEA Grant Program to support MTBF implementation and sustainability with additional levels of implementation analysis.	n/a
	D. Ensure LEA-level coordination by establishing a District Leadership Team to meet regularly, create a district mission/vision statement for MTBF, review district implementation fidelity data as well as student outcome data, and prepare a 3-5 year action plan around MTBF implementation and sustainability.	3 and 4
	E. Create and embed cultural context into the MTBF based on LEAs uniqueness.	3 and 4
	F. Identify District Facilitators to build capacity in behavioral expertise/SWPBIS implementation.	3
	G. Build capacity of District Facilitators to become School-Wide Information System (SWIS) Facilitators, reliable School-wide Evaluation Tool (SET) evaluators and PBIS Assessment Coordinators to ensure use of reliable and valid evaluation tools.	3
	H. Support LEA staff by providing culturally responsive outreach to parents/families ensuring that schools share all pertinent information about the content of and children's progress in behavior programs to promote communication in order to benefit from feedback from families and the community.	3 and 4
	I. Ensure school-level coordination by establishing a School Leadership Team, including active involvement of administration and one or two school-level PBIS Coaches.	3
	J. Develop professional development schedule for training, coaching, and evaluation.	3
	K. Provide annual orientations to pertinent school personnel to explain project and evaluation goals, timeline, expectations.	3
	L. Provide coaching to school/district teams as they implement structures and practices to address individual school and practitioner needs.	3
	M. Train school-level coaches and District Facilitators to provide leadership that supports implementation of MTBF to increase positive student behavior to support sustainability beyond life of grant.	3 and 4
	N. Identify and advertise local Model/Demonstration Schools as exemplars of PBIS to increase state-level visibility and political support.	3 and 4

### Management Plan – Evaluation Framework Crosswalk (continued)

Management Plan Objectives		Strategies Under Project Objective(s)
Goal 3	A. Establish a statewide Scientific Research-Based Intervention (SRBI) Advisory Council by inviting key stakeholders from student safety and mental health programs, and expanding on current partnerships between CSDE, State Education Resource Center (SERC), Center for Behavioral Education and Research (CBER), Regional Education Service Center (RESC) Alliance, LEAs, Institutes of Higher Education (IHES), Connecticut's Birth to Three Program, CT Parent Information Resource Center (PIRC), Connecticut Parent Advocacy Center (CPAC), Preschool programs, Dept of Labor, Dept of Mental Health Addiction and Services (DMHAS) and the Juvenile Justice System.	5
	B. Convene SRBI Advisory Council quarterly to address broader issues of systems change (i.e., capacity, development and sustainability of MTBF), promote visibility and garner political support, and identify funding priorities.	5
	C. Meet quarterly as the CT PBIS Collaborative, a state-level comprehensive stakeholder group that invests in systems for training, coaching and evaluation to address the growing demand for training and scaling-up in CT districts.	5
	D. Build a system of collaboration across external and internal boundaries to integrate CT initiatives and other policies and grants including ongoing positive climate and safety efforts.	5
	E. Engage in focused outreach and collaboration with Substance Abuse Mental Health Services Administration (SAMHSA) regarding mental health and coordination with School Climate/Safety Committee.	5
	F. Collaborate and coordinate with CSDE's Turnaround Office to support high need and low-performing LEAs.	3, 4, and 5
	G. Coordinate action planning with the Positive and Effective Discipline Work Group.	5
	H. Collaborate and coordinate grant activities with the Bureau of Special Education, Bureau of Health/Nutrition, Family Services and Adult Education and the Academic Office.	5
	I. Collaborate and coordinate with SERC and the Office of Special Education Programs (OSEP) Technical Assistance Center on Positive Behavioral Interventions and Supports.	1, 2, 3, 4, and 5

# CONNECTICUT SCHOOL CLIMATE TRANSFORMATION GRANT

## Outcome Map





The CT State Department of Education and Northeast Positive Behavioral Interventions and Supports (NEPBIS) Network are pleased to announce...

## NEPBIS Training of Trainers

In the fall of 2014, the Office of Safe and Healthy Students awarded School Climate Transformation Grants (SCTG) to 12 states and 71 districts. The Connecticut State Department of Education (CSDE) was honored to be the recipient of one of these highly competitive state-level grants. The purpose of this 5-year grant is to enhance Connecticut's current capacity to implement multi-tiered behavioral frameworks (MTBF) by building on our state's strong Positive Behavioral Interventions and Supports (PBIS) foundation.

One of the specific goals of the CT SCTG is building and enhancing the network of state-level trainers who provide on-going, sustainable MTBF training and coaching to districts. Through a collaboration between the CSDE and the Center for Behavioral Education and Research (CBER) at UConn, we are developing a comprehensive and layered training of trainers (TOT) model designed to both develop new, incoming trainers and to enhance current, experienced trainers' skills and experience levels.

We are currently seeking applications for the first training of trainers (TOT) cadre. This TOT will consist of a combination of training events, supported training activities, and participation in an ongoing network of support.

For **new trainers**, the TOT will consist of:

### Year 1

- 6 days of on-site TOT training (UConn)
- 3 days of team-based training with mentor trainer (training site)
- Attendance at 1 Northeast PBIS conference

### Year 2

- 3 days of on-site TOT training (UConn)
- 3 days of team-based training with mentor trainer (training site)
- Attendance at 2 Northeast PBIS conferences

Upon completion, new trainers will:

- Obtain endorsement as a PBIS trainer within the Northeast PBIS Network,
- Gain access to a comprehensive support network, including extensive training materials and structured mentoring, and
- Build connections with partners at the district/ agency, state, regional, and national levels (e.g., PBIS networks).

For **experienced trainers**, the TOT will consist of:

### Year 1

- Attendance at a Northeast PBIS Trainer Summit (1 day, UConn)
- Participation in 2-3 days of booster activities (.5-1 days, UConn)
- Attendance at 2 Northeast PBIS conferences

### Year 2

- Attendance at TOT events at PBIS Northeast Conferences

For experienced trainers, participation in the TOT will provide opportunities to:

- Enhance skills and knowledge,
- Obtain endorsement as a Northeast PBIS network trainer,
- Mentor new trainers, and
- Participate in the leadership team for the ongoing development of the Northeast Network.

We are currently accepting applications for a limited number of participants (first priority given to CT applicants). For more information regarding the scope, sequence, timing, and application process of the NEPBIS TOT, please visit [...neswpbs.org](http://neswpbs.org) or contact Susannah Everett at the Center for Behavioral Education and Research ([susannah.everett@uconn.edu](mailto:susannah.everett@uconn.edu); 860-486-7972).

## Preview of NEPBIS TOT Application Preview

*Please use this document to a) preview the survey and b) prepare and collect all documents before logging into the NEPBIS Training of Trainers electronic application survey at [neswpbs.org](http://neswpbs.org).*

Applications will be reviewed based on readiness requirements in the following broad areas (including, but not limited to, examples of specific skills/competencies listed below):

**Educational, Professional, & Theoretical Foundation** (e.g., relevant coursework, school-based experience, and fluency in ABA, instruction, and/or MTSS)

**PBIS Implementation** (e.g., support via participation, coaching, training, and/or technical assistance)

**Adult Behavior Change** (e.g., provision of professional development/training via coaching, consultation, and/or formal training)

**Professionalism** (e.g., strength-based approach, constructive communication skills, commitment to on-going skill development)

**Tech Literacy** (e.g., fluency with technology associated with training, coaching, and collaboration with stakeholders)

Please feel free to address any areas where you may not meet minimum requirements in your personal statement.

What is your name?

What email address should we use to contact you?

What phone number should we use to contact you?

Are you applying for beginning or advanced training of trainers?

- ☐ Beginning
- ☐ Advanced

*Applicants not meeting minimum requirements in one or more of these areas may be considered based on the availability of positions and the balance of skills across the cohort.*

Do you currently have relevant graduate course work in Special Education, School Psychology, Psychology, Education, or related field?

- ☐ Yes
- ☐ No

If yes, please attach transcript showing relevant graduate work.

Do you have 2 or more years of professional school-based experience?

- ☐ Yes
- ☐ No

Please summarize relevant experiences in 1-3 sentences.

Please describe your experience with a school based PBIS or other multi-tiered framework leadership team.

***2 or more years criteria:***

**Minimum:** 2 or more years of experience as an active participant on or with a school-based intervention team in a multi-tiered framework

**Preferred:** 2 or more years of experience as an active participant on a PBIS team, as a PBIS coach (internal or external), as a PBIS technical assistance provider, or as a PBIS trainer

***Less than 2 years criteria:***

**Minimum:** Experience with supporting professional development (e.g., coaching, performance feedback, skill-based training) or related professional supports

**Preferred:** Provided coaching, consultation, or direct training on topic related to PBIS and/or behavior (e.g., classroom management) and collected evaluation data to support training effectiveness

**Please upload the following documents in support of your application**

Please upload a copy of your [resume or CV](#)

Please attach (in a word document or PDF file) a [personal statement](#) that describes your:

- 1) experience with and approach to group training and coaching
- 2) theoretical background and approach to providing behavior supports
- 3) future plans for providing PBIS training, and
- 4) addresses any areas for which minimum requirements are not currently met

Please upload (as a word or PDF document) [evidence](#) of your effectiveness as a trainer (e.g., training evaluations or feedback from participants, outcome data in supported schools; Optional for new trainers, Strongly encouraged for advanced)

Please upload (as a word document or PDF file) [two letters of reference](#) that speak to your experience with training and or coaching.

Please provide a link (via Dropbox or Youtube private link) to a [video clip](#) (at least 30 mins) of a training you have delivered. (Encouraged for new trainers, Strongly recommended for advanced trainers)

If accepted to the training of trainers' cohort, I commit to the following:

	I agree	I do not agree
Maintaining privacy and confidentiality	<input type="radio"/>	<input type="radio"/>
Use of person first language	<input type="radio"/>	<input type="radio"/>
Using a strengths based approach	<input type="radio"/>	<input type="radio"/>
Using positive, preventative and constructive communication skills	<input type="radio"/>	<input type="radio"/>
Obtaining and submitting district approval for participation	<input type="radio"/>	<input type="radio"/>
Completing 6 days of ToT events in year 1 and 3 in year 2	<input type="radio"/>	<input type="radio"/>
Completing on-going skill development activities (e.g., booster sessions to maintain active trainer status and to work toward advanced trainer status	<input type="radio"/>	<input type="radio"/>
Leading (or co-leading) at least one team training sequence per year	<input type="radio"/>	<input type="radio"/>
Consistently using the NEPBIS training curriculum and evaluation structures when providing PBIS training	<input type="radio"/>	<input type="radio"/>
Staying current with new research and practices by participating in the PBIS professional network (via national, regional, and state conferences)	<input type="radio"/>	<input type="radio"/>

# School Climate Transformation Grant

## ***Tiered Fidelity Inventory Training***

In October 2014, the Connecticut State Department of Education (CSDE) was awarded a federal State Education Agency School Climate Transformation Grant. The SCTG project in Connecticut will include a statewide audit of the status of Positive Behavioral Interventions & Supports (PBIS) implementation fidelity. Over the next three years, the State Education Resource Center (SERC), along with contracted assistance, will assess PBIS fidelity using the new School Wide PBIS Tiered Fidelity Inventory (TFI) tool in 100+ schools a year.

In order to facilitate an excellent rollout of the TFI in Connecticut, the CSDE has partnered with the Center for Behavioral Education and Research (CBER) at the University of Connecticut to conduct two TFI Facilitator Trainings this summer. The half-day program, facilitated by evaluation expert Susannah Everett, Ph.D., will provide a complete walk-through of the tool, best practices for implementation, and facilitator dialogue.

### **ELIGIBILITY**

All interested parties seeking to know more about the School Wide PBIS Tiered Fidelity Inventory (TFI). Each session will be limited.

### **POTENTIAL BENEFIT OF PARTICIPATION**

Attendees who participate in the half-day training and are currently training on PBIS on behalf of SERC or a RESC may be eligible for contract work through the SCTG grant for data collection.

*This statement is not a promise of employment or guarantee of contract.*

### **INSTRUCTIONS FOR REGISTRATION**

**Free. First-come, first-served.**

**To register, please click on the link under the date/time/location for the session you would like to attend.**

For registration questions, please contact: Lauren Johns, Education Services Specialist, SERC, [johns@ctserc.org](mailto:johns@ctserc.org) or (860) 632-1485 x256

**Session A: Tuesday, June 30, 2015 — 9:00 a.m.-12:00 p.m. SERC Classroom**

[\(https://15-62-315.eventbrite.com\)](https://15-62-315.eventbrite.com)

**or**

**Session B: Wednesday, July 8, 2015 — 1:00-4:00 p.m. SERC Classroom**

[\(https://15-62-316.eventbrite.com\)](https://15-62-316.eventbrite.com)

*It is the policy of the State Education Resource Center (SERC) that no person shall be discriminated against or excluded from participation in any SERC programs and activities on the basis of race, color, religion, age, marital status, national origin, ancestry, sex/gender, intellectual disability, physical disability, political beliefs, sexual orientation, or gender identity or expression. Inquiries regarding SERC's nondiscrimination policies should be directed to Alfred P. Bruno, SERC General Counsel, at [bruno@ctserc.org](mailto:bruno@ctserc.org).*





## School-Wide PBIS Tiered Fidelity Inventory

The Connecticut State Department of Education (CSDE) was awarded a federal School Climate Transformation Grant (SCTG) in October 2014. The SCTG is a five-year award to assist state agencies to expand their support for districts and schools implementing an evidence-based multi-tiered behavioral framework. CSDE has partnered with the State Education Resource Center (SERC) to assess the status of Positive Behavioral Interventions and Supports (PBIS) implementation across the state.

### Understanding the School-wide PBIS Tiered Fidelity Inventory

By visiting schools that have been trained in PBIS and conducting the School-wide PBIS Tiered Fidelity Inventory (TFI), SERC will be able to assist schools in evaluating their progress, guiding their implementation, and developing action plans for improvement.

The SWPBIS Tiered Fidelity Inventory (TFI) is a tool schools can use to efficiently assess their implementation of PBIS.

By measuring the core functions across all three Tiers, schools get:

- ♦ A snapshot of their implementation fidelity; and
- ♦ An action plan for addressing the areas in need of improvement.

Completion of the TFI provides a series of scores that indicate the extent to which the core structures of each tier are in place.

### What Does the School Need to Participate in the SWPBIS TFI?

In order to participate in the grant-funded TFI:

- ♦ Contact SERC to schedule an assessment visit;
- ♦ Allow your school team 45-90 minutes of meeting time with the external evaluator;
- ♦ Allow the external evaluator to ask questions of several staff and students; and
- ♦ Provide the necessary materials to the evaluator to review.

### Why Is the SWPBIS TFI Important?

Unlike the other evaluation tools, the TFI examines **ALL THREE** tiers in one instrument.

The grant-administered TFI provides:

- ♦ Feedback on implementation fidelity;
- ♦ A report outlining fidelity scores for each of the three Tiers, highlights, and recommendations;
- ♦ An action plan for improving areas of need; and
- ♦ Access to specialized trainings to address areas of need.

### School Climate Transformation Grant Contacts

Questions about the process? Please visit <http://ctserc.org/sctg>

Contact: Sarah L. Jones, Project Officer  
(860) 632-1485 ext. 307 or [sjones@ctserc.org](mailto:sjones@ctserc.org)

Ready to schedule your TFI? Please visit <http://serc.info/sctatfi>

Contact: Lauren D. Johns, Education Services Specialist  
(860) 632-1485 ext. 256 or [johns@ctserc.org](mailto:johns@ctserc.org)



## *Implementation of Positive Behavioral Interventions & Supports* Invitation to Apply

### A. GRANT OVERVIEW

The School Climate Transformation Grant (SCTG) is a five-year, annual renewable award established by the U.S. Department of Education to assist state education agencies in developing, enhancing, and expanding their statewide systems of support for, and technical assistance to, local education agencies (LEAs) and schools implementing an evidence-based, multi-tiered behavioral framework (MTBF). Connecticut was one of the recipients in October 2014. For the purposes of Connecticut's project, Positive Behavioral Interventions and Supports (PBIS) is the multi-tiered behavioral framework that will be implemented to improve behavioral outcomes and learning conditions for all students.

This grant is a collaborative effort between the Connecticut State Department of Education (CSDE), the Center for Behavioral Education & Research (CBER) at the University of Connecticut, and the State Education Resource Center (SERC) to:

- (a) enhance and deliver high-quality professional learning to participating schools around the development of an MTBF;
- (b) expand the cadre of trained professionals in Connecticut by building their capacity to deliver effective, meaningful support to schools and districts around the systemic installation of an MTBF; and
- (c) align statewide improvement efforts focusing on school climate.

Work from this grant will improve school climates, student behavioral outcomes, and trainers' capacities to deliver high-quality support.

Over the course of the grant, the SCTG will support six (6) schools in implementing a multi-tiered behavioral framework (PBIS). Through site-based professional learning, technical assistance, and coaching, the participating schools will work to improve educational outcomes through a continuum of supports for all students. After participating in the SCTG, schools will effectively implement and sustain all three tiers of PBIS under Connecticut's Scientific Research-Based Interventions framework.

### B. ELIGIBLE APPLICANTS

All public schools, PreK-12, including public charter and magnet schools, within the state of CT are eligible to apply. Schools should not be currently implementing PBIS.

Priority will be given to schools who meet any of the following:

- School is located in an LEA that has received the designation of Alliance District from the Connecticut State Department of Education.
- School is defined as "low-performing" as defined by the **Federal Register**.
- School is designated as "high poverty" as defined by the **Federal Register**.
- School is designated as "persistently lowest-achieving" as defined by the **Federal Register**.

### C. BENEFITS OF PARTICIPATION

Each school selected for participation in the 2015-2018 cohort will receive the following supports:

#### **Year I**

- Ten (10) days of on-site, job-embedded professional learning and technical assistance around PBIS at mutually agreed upon dates and times (anticipated September 2015-June 2016);
- One (1) day of a facilitated “How Welcoming Is Your School Walk Through” with analysis and recommendations for parent and community engagement; and
- A \$5000 stipend to defray costs related to substitute coverage, SWIS data collection systems, and instructional materials.

#### **Year II**

- Seven (7) days of on-site, job-embedded professional learning and technical assistance around PBIS at mutually agreed upon dates and times (anticipated September 2016-June 2017); and
- A \$5000 stipend to defray cost for substitute coverage, SWIS data collection systems, and instructional materials.

#### **Year III**

- Five (5) days of on-site, job-embedded professional learning and technical assistance around PBIS at mutually agreed upon dates and times (anticipated September 2017-June 2018);
- One (1) day post “How Welcoming Is Your School Walk Through” to determine successes with parent and community engagement; and
- A \$5000 stipend to defray cost for substitute coverage, SWIS data collection systems, and instructional materials.

In addition, participant schools will complete the following at mutually agreed upon times:

- Annual facilitated assessment of implementation via the School wide Evaluation Tool (SET); and
- Periodic facilitated assessment of fidelity via the Tiered Fidelity Inventory (TFI).

#### **D. DESCRIPTION OF PHASES OF IMPLEMENTATION**

##### **Phase I: Exploration and Installation**

- During Phase I, using CT’s SRBI Framework, school-based teams will be provided with professional learning around the implementation of School-wide Positive Behavioral Interventions and Supports. On-site, job- embedded technical assistance/coaching will be provided to facilitate strategic decision-making regarding implementation of a continuum of support (Tier 1/universal supports). The grant will work to strengthen the skills and capacity of district and school leadership to ensure fidelity and sustainability of implementation of PBIS.

##### **Phase II: Initial Implementation**

- Phase II of the grant will provide school-based teams with professional learning and coaching on the identification and development of Tier II systems and practices. This includes, but is not limited to, assessing current structures and practices in place that support students with problem behavior patterns.

##### **Phase III: Full Implementation**

- Phase III of the grant will provide school-based teams with professional learning around the identification and development of Tier III systems and practices. On-going support for school-based facilitators/coaches will foster sustainability of the project beyond the life of the grant.

#### **E. SCHOOL REQUIREMENTS AND PREPARING THE APPLICATION**

The SCTG requires schools to commit to three years of training to implement the multi-tiered behavioral framework. In addition, selected schools will be subject to periodic data reviews and will be required to submit requested data related to school climate and student achievement.

In order to assess the school’s readiness for participation in the grant, the application focuses on those items that predict successful implementation and sustainability. The application and evaluation process will occur in three parts.



#### PART ONE

Interested schools will be asked to complete an application and provide supporting documentation. See the attached ***SCTG Application 2015***.

#### PART TWO

Two impartial reviewers will review and score each received ***SCTG Application 2015***. Top scoring schools will be identified for a site visit. The visit will include a meeting with members of the administration and school climate committee as well as a meeting with the full faculty. The faculty will be polled to assess understanding and buy-in to PBIS.

#### PART THREE

Accepted schools and SERC will sign a Memorandum of Agreement regarding services to be provided, scheduling of training and technical assistance as well as stipend payments.

Applications will be reviewed on a rolling basis, beginning no earlier than May 4, 2015. All applications must be received no later than 4:00 p.m. on Friday, May 22, 2015. It is expected that the three slots for the 2015-2018 cohort will be filled by June 18, 2015.

#### F. Submitting the Application

The completed application packet must be emailed to SERC no later than Friday, May 22, 2015.

#### ELECTRONIC COPY EMAILED TO:

Lauren Johns

[johns@ctserc.org](mailto:johns@ctserc.org)

Subject: SCTG Application

Questions regarding specifics of the grant and the professional learning and expectations should be directed to Sarah Jones, Project Officer, at 860.632.1485 x307 or via email at [sjones@ctserc.org](mailto:sjones@ctserc.org).

Questions regarding the application process and/or submission should be directed to Lauren Johns, Educational Services Specialist, at 860.632.1485 x256 or via email at [johns@ctserc.org](mailto:johns@ctserc.org).

#### G. PROPOSAL REVIEW AND SELECTION

School proposals will be reviewed through a multi-step process as follows:

- 1) Screening – Applications will be reviewed and scored by committee, including various grant partners as feasible, including the CSDE, SERC, and CBER;
- 2) Verification Call/Visit – A pre-arranged, conference call and/or an on-site visit of highest-ranked applicants may be conducted by SERC (schools will be contacted to schedule); and
- 3) Selection – CSDE and SERC will select up to 3 schools for the 2015-2018 Cohort. Schools that are not selected for the 2015-18 Cohort may be recommended for the 2016-2019 Cohort.

---

*It is the policy of the State Education Resource Center (SERC) that no person shall be discriminated against or excluded from participation in any SERC programs and activities on the basis of race, color, religion, age, marital or civil union status, national origin, ancestry, sex/gender, intellectual disability, physical disability, political beliefs, sexual orientation, or gender identity or expression. Inquiries regarding SERC's nondiscrimination policies should be directed to Alfred P. Bruno, SERC Counsel at [bruno@ctserc.org](mailto:bruno@ctserc.org).*



**School Climate Transformation Grant**  
**Implementation of Positive Behavioral Interventions & Supports**  
**Application for Individual Schools**

**CONTACT INFORMATION & REQUIRED SIGNATURES**

School: Click here to enter text.

District: Click here to enter text.

School Address: Click here to enter text.

Town: Click here to enter text.

Zip: Click here to enter text.

Phone: Click here to enter text.

Principal Name: Click here to enter text.

Principal Email: Click here to enter text.

Principal Phone: Click here to enter text.

Superintendent Name: Click here to enter text.

Superintendent Email: Click here to enter text.

Superintendent Phone: Click here to enter text.

***We, the undersigned, support the school's application for the School Climate Transformation Grant project for Implementation of Positive Behavioral Interventions & Supports. Should the school be selected to participate in the project, we further support the implementation process as outlined in the Invitation to Apply. [Electronic signatures can be accepted.]***

Click here to enter text.

Principal Printed Name

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

Click here to enter text.

Superintendent Printed Name

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date

Should the school be selected to participate, the Superintendent will designate a district- level staff person to participate and support the school in the implementation processes. Please identify the district level staff person who will provide support to the school in the event this school is selected to participate. This staff person will be referred to as the District Coach for training and technical assistance purposes going forward.

District Coach Name: [Click here to enter text.](#)

Title: [Click here to enter text.](#)

Email: [Click here to enter text.](#)

Phone: [Click here to enter text.](#)

#### REQUIRED ATTACHMENTS

- District Improvement Plan or Similar (*This can be submitted as an attachment or a hyperlink can be inserted in the beginning portion of the narrative*)
- School Improvement Plan or Similar (*This can be submitted as an attachment or a hyperlink can be inserted in the beginning portion of the narrative*)
- List of programs or grant projects currently happening in the school/district and who the sponsoring agency is (Character Education, Love & Logic, bullying prevention, suicide prevention, nutrition or health promotion, etc.)

#### SHORT ANSWER QUESTIONS

In an attached document using 250 words or less, please respond to each of the following prompts. Attach documentation where requested. For each section, please note the names of those staff members who contributed to the development of the response.

##### 1) ESTABLISHING COMMITMENT

Research on PBIS implementation has determined that a significant predictor of successful implementation and sustainability is the commitment of both district- and school-level administration. ***Please describe how the school and district administration will support implementation by outlining the following:***

- (a) Current implementation of the PBIS framework in other schools in the district and/or the intention to add additional schools (please include a timeline if applicable);***
- (b) Concerns about implementation;***
- (c) Community partners that support the school and a brief description of the support provided; and***
- (d) Identification of which school administrator, by name, will participate in ALL of the training and technical assistance.***

2) ESTABLISHING & MAINTAINING A TEAM

Successful implementation of the PBIS framework requires schools to establish a representative team of staff members to serve as the leaders of the process. *Please describe a team currently operating in the school that reviews student progress (behavioral or other). (In addition to the description, attach the mission of the team, dates and agendas (redacted of personally identifiable information) of meetings this school year, and team membership by titles of staff.)*

3) SELF-ASSESSMENT & DATA-DRIVEN DECISION MAKING

Successful implementation of the PBIS framework requires that the team consistently and regularly examine data to determine action plans and to assess their implementation fidelity. *Please describe what data the team identified above accesses and how the team uses data to inform their work. (Examples could include attaching a data summary of behavior or school climate data.)*

4) POTENTIAL BARRIERS TO SUCCESS

Successful implementation of the PBIS framework requires that schools give the process time to achieve stated goals, generally 3-5 years. During the time of training (generally, 3 years), time needs to be dedicated to both, team and school-wide professional learning. In addition, teams will have work that needs to be completed between visits from the facilitator. *Please describe any initiatives or large-scale projects currently in process or scheduled to begin in the next three (3) years and how they may impact implementation of the PBIS framework. (Examples could include an accreditation process, extended day, etc.)*

5) KEY FACTORS FOR SUCCESS

*Please describe how the school is poised for success in implementing the PBIS framework.*

## School Climate Transformation Grant Part I Application Rubric

INDICATOR	DESCRIPTION	RATING
1 Attached Documentation	<b>1.1 District Improvement Plan</b> <i>School was asked to submit a copy of or link to their district improvement plan or similar.</i>  0 = Not attached or link not provided 1 = School climate was included as a goal. 2 = School climate was included as a top three goal. 3 = School climate was included as a goal and indicated a specific reference to student behavior.	
	<b>1.2 School Improvement Plan</b> <i>School was asked to submit a copy of or link to their school improvement plan or similar.</i>  0 = Not attached or link not provided 1 = School climate was included as a goal. 2 = School climate was included as a top three goal. 3 = School climate was included as a goal and indicated a specific reference to student behavior.	
	<b>1.3 List of Programs</b> <i>School was asked to provide a list of programs or grant projects currently happening in the school/district and who the sponsoring agency is (Character Education, Love &amp; Logic, bullying prevention, suicide prevention, nutrition or health promotion, etc.)</i>  0 = Not attached or link not provided 1 = School provided list or link.	
		TOTAL
INDICATOR	DESCRIPTION	RATING
2 Establishing Commitment	<b>2.1 Current Implementation of PBIS</b> <i>School was asked to describe the current implementation of the PBIS framework in the school and/or district.</i>  0 = There are no other examples of PBIS implementation in the district; no plan is provided. 1 = No schools are currently in training or in implementation, but the school provides a detailed plan for expanding PBIS in the district. 2 = There is a minimum of one (1) school in the district participating in training; there are no schools fully implementing. 3 = A minimum of one (1) school in the district is at full implementation.	
	<b>2.2 Concerns about Implementation</b> <i>School was asked to document any concerns they have about implementing PBIS.</i>  0 = School does not address concerns. 1 = Concerns are listed but not described. 2 = Concerns demonstrate cursory analysis of potential concerns.	

	3 = Concerns demonstrate a thorough, critical analysis of potential concerns.	
	<b>2.3 Community Partnerships</b> <i>School was asked to list any community partners that support the school and to briefly describe the support provided.</i>  0 = Schools indicate no community partners exist or school indicates there isn't a need for community partners. 1 = School indicates a willingness to partner, but no current partners exist. 2 = School has established a relationship with a minimum of one (1) community partner but assistance is less than quarterly. 3 = There is a minimum of one (1) community partner operating at least quarterly in collaboration in the school.	
	<b>2.4 Administrator Identification</b> <i>School was asked to identify, by name, a school administrator who will participate in all of the training and technical assistance.</i>  0 = School does not list an administrator or indicates the potential for turn-over. 3 = School lists administrator by name.	
		TOTAL
INDICATOR	DESCRIPTION	RATING
3 Establishing & Maintaining a Team	<b>3.1 School-Based Student Behavior Team</b> <i>School was asked to describe a team currently operating in the school that reviews student progress.</i>  0 = School does not have a team that reviews student behavior currently operating and provides no alternative. 1 = School has no team reviewing student behavior, but describes another team that addresses students. 2 = School has a team that reviews student behavior. 3 = School has a team that reviews student behavior and demonstrates action planning.	
	<b>3.2 Team Mission</b> <i>If the school indicated that there is a team (either type), then the school was asked to attach the mission of the team.</i>  0 = School does not have a team reviewing student behavior or school described another team but no mission exists and/or was provided. 1 = Mission is attached but provides little guidance to the role and responsibility of the team. 2 = Mission is attached and clearly outlines the role and responsibility of the team.	
	<b>3.3 Date Attachments</b> <i>If the school indicated that there is a team (either type), then the school was asked to attach dates for meetings for the school year.</i>  0 = School does not have a team reviewing student behavior or school did not provide dates.	



	<p>1 = Dates were provided - the team meets less than monthly on average.</p> <p>2 = Dates were provided - the team meets at least monthly on average.</p> <p>3 = Dates were provided - the team meets more than monthly on average.</p>	
	<p><b>3.4 Agenda Attachments</b>  <i>If the school indicated that there is a team (either type), then the school was asked to attach agendas (redacted) for meetings for the school year.</i></p> <p>0 = School does not have a team reviewing student behavior or school did not provide agendas.</p> <p>1 = Agendas were provided - the agendas indicate inconsistent process for completing the business of the group.</p> <p>2 = Agendas were provided - the agendas indicate a consistent process for completing the business of the group. (Examples: a consistent format [old business/new business/votes], agenda items moving from agenda to agenda with check-ins, etc.)</p>	
	<p><b>3.5 Team Membership</b>  <i>If the school indicated that there is a team, then the school was asked to attach the membership of the team by titles of the staff who regularly attend.</i></p> <p>0 = School did not provide membership documents.</p> <p>1 = Membership was provided and was limited to support staff only.</p> <p>2 = Membership was provided and indicated consistent participation of a general education and special education teacher.</p> <p>3 = Membership was provided and indicated all of the above as well as consistent participation of a school administrator.</p>	
		TOTAL
<b>INDICATOR</b>	<b>DESCRIPTION</b>	<b>RATING</b>
<p>4</p> <p>SELF-ASSESSMENT &amp; DATA-DRIVEN DECISION MAKING</p>	<p><b>4.1 Accessing Data</b>  <i>If the school described a team above, then the school was asked to describe what data the team accesses.</i></p> <p>0 = School does not have a team reviewing student behavior or school did not provide a description of the data used.</p> <p>1 = Data was provided.</p>	
<p>4</p> <p>SELF-ASSESSMENT &amp; DATA-DRIVEN DECISION MAKING</p>	<p><b>4.2 Using Data Routinely</b>  <i>If the school described a team above, then the school was asked to describe how the team uses the data.</i></p> <p>0 = School does not have a team reviewing student behavior or school did not provide a description of how the data is used.</p> <p>1 = School described the team using data sporadically.</p> <p>2 = School described the team using data routinely, but less often than monthly.</p> <p>3 = School described the team using data monthly.</p>	
<p>4</p> <p>SELF-ASSESSMENT &amp;</p>	<p><b>4.3 Using Data in Decision Making</b>  <i>If the school described a team above, then the school was asked to describe how the team uses the data.</i></p>	

DATA-DRIVEN DECISION MAKING	<p>0 = School does not have a team reviewing student behavior or school did not provide a description of how the data is used.</p> <p>1 = School described the team using data, but gave no indication of a change in practice based on what the data described.</p> <p>2 = School described the team using data, but gave little indication of a change in practice based on what the data described.</p> <p>3 = School described the team using data, and provided an example of a change in practice due to data.</p> <p>4 = School described the team using data, and provided more than one example of a change in practice due to data.</p>	
		TOTAL
<b>INDICATOR</b>	<b>DESCRIPTION</b>	<b>RATING</b>
5 POTENTIAL BARRIERS TO SUCCESS	<p><b>5.1 Initiatives</b>  <i>The school was asked to describe any large-scale projects or initiatives currently in process or scheduled to begin in the next three years.</i></p> <p>0 = School described <b>more than 3</b> other initiatives currently being implemented or scheduled for roll out in the next 3 years.</p> <p>1 = School described 2 or 3 other initiatives currently being implemented or scheduled for roll out in the next 3 years.</p> <p>2 = School described 1 other initiative currently being implemented or scheduled for roll out in the next 3 years.</p> <p>3 = School indicated that there will be no other initiatives scheduled for roll out in the next 3 years or that any other initiatives will be in full implementation by next year.</p>	
5 POTENTIAL BARRIERS TO SUCCESS	<p><b>5.2 Impact of the Initiatives</b>  <i>The school was asked to describe the anticipated impact of any large-scale projects or initiatives currently in process or scheduled to begin in the next three years.</i></p> <p>0 = School did not address the anticipated impact of other initiatives.</p> <p>1 = School provided an incomplete analysis of anticipated impact of other initiatives.</p> <p>2 = School provided a thoughtful analysis of anticipate impact of other initiatives.</p>	
		TOTAL



INDICATOR	DESCRIPTION	RATING
6 KEY FACTORS FOR SUCCESS	<b>6.1 Poised for Success</b> <i>The school was asked to describe how it is poised for success in implementing PBIS.</i>  0 = The school did not provide a description of success factors. 1 = The school provided an incomplete analysis of potential success factors. 2 = The school provided a thoughtful analysis of potential success factors.	
		TOTAL

Lingering Questions (In preparation for the site visit, if warranted, please list any clarifying questions you have based upon the responses above.)

## PBIS Buy-In Measure (PBIS-BIM) v2.0

PBIS is a prevention-based whole-school approach to managing student behavior that is based on teaching behavior expectations, acknowledging students for appropriate behavior, consistent discipline, and team-managed data-based decision-making.

The following questions relate to your current buy-in level in PBIS-related activities. Whether you are beginning PBIS training or currently implementing PBIS, please rate your buy-in on a scale of “0” to “3”. Each item inquires about your willingness to participate, current level of participation, and the value you place on these activities.

### 1. In regards to DIRECTLY TEACHING BEHAVIOR EXPECTATIONS TO STUDENTS.

How willing are you to participate?

0	1	2	3
I won't participate	I'm not very willing to participate	I'm willing to try to participate	I will fully participate

How often do you currently do this?

0	1	2	3
I don't do this.	I rarely do this.	I often do this.	I do this whenever possible.

How much do you value this?

0	1	2	3
I place no value on this.	I place minimal value on this.	I place moderate value on this.	I place maximum value on this.

### 2. In regards to REMINDING STUDENTS OF BEHAVIOR EXPECTATIONS.

How willing are you to participate?

0	1	2	3
I won't participate	I'm not very willing to participate	I'm willing to try to participate	I will fully participate

How often do you currently do this?

0	1	2	3
I don't do this.	I rarely do this.	I often do this.	I do this whenever possible.

How much do you value this?

0	1	2	3
I place no value on this.	I place minimal value on this.	I place moderate value on this.	I place maximum value on this.

### 3. In regards to ACKNOWLEDGING STUDENTS FOR APPROPRIATE BEHAVIOR WITH PRAISE.

How willing are you to participate?

0	1	2	3
I won't participate	I'm not very willing to participate	I'm willing to try to participate	I will fully participate

How often do you currently do this?

0	1	2	3
I don't do this.	I rarely do this.	I often do this.	I do this whenever possible.

How much do you value this?

0	1	2	3
I place no value on this.	I place minimal value on this.	I place moderate value on this.	I place maximum value on this.

### 4. In regards to ACKNOWLEDGING STUDENTS FOR APPROPRIATE BEHAVIOR WITH TANGIBLE REWARDS.

How willing are you to participate?

0	1	2	3
I won't participate	I'm not very willing to participate	I'm willing to try to participate	I will fully participate

How often do you currently do this?

0	1	2	3
I don't do this.	I rarely do this.	I often do this.	I do this whenever possible.

How much do you value this?

0	1	2	3
I place no value on this.	I place minimal value on this.	I place moderate value on this.	I place maximum value on this.

### 5. In regards to DOCUMENTING BEHAVIOR VIOLATIONS ON A DISCIPLINE/REFERRAL FORM.

How willing are you to participate?

0	1	2	3
I won't participate	I'm not very willing to participate	I'm willing to try to participate	I will fully participate

How often do you currently do this?

0	1	2	3
I don't do this.	I rarely do this.	I often do this.	I do this whenever possible.

How much do you value this?

0	1	2	3
I place no value on this.	I place minimal value on this.	I place moderate value on this.	I place maximum value on this.

**6. In regards to MANAGING MINOR BEHAVIOR VIOLATIONS IN YOUR CLASSROOM.**

How willing are you to participate?

0	1	2	3
I won't participate	I'm not very willing to participate	I'm willing to try to participate	I will fully participate

How often do you currently do this?

0	1	2	3
I don't do this.	I rarely do this.	I often do this.	I do this whenever possible.

How much do you value this?

0	1	2	3
I place no value on this.	I place minimal value on this.	I place moderate value on this.	I place maximum value on this.

**7. In regards to IMPLEMENTING PBIS STRATEGIES (e.g., teaching PBIS behavior expectations and acknowledging appropriate behavior) IN CLASSROOM SETTINGS.**

How willing are you to participate?

0	1	2	3
I won't participate	I'm not very willing to participate	I'm willing to try to participate	I will fully participate

How often do you currently do this?

0	1	2	3
I don't do this.	I rarely do this.	I often do this.	I do this whenever possible.

How much do you value this?

0	1	2	3
I place no value on this.	I place minimal value on this.	I place moderate value on this.	I place maximum value on this.

**8. In regards to IMPLEMENTING PBIS STRATEGIES (e.g., teaching PBIS behavior expectations and acknowledging appropriate behavior) IN NON-CLASSROOM SETTINGS (e.g. hallways and lunchroom).**

How willing are you to participate?

0	1	2	3
I won't participate	I'm not very willing to participate	I'm willing to try to participate	I will fully participate

How often do you currently do this?

0	1	2	3
I don't do this.	I rarely do this.	I often do this.	I do this whenever possible.

How much do you value this?

0	1	2	3
I place no value on this.	I place minimal value on this.	I place moderate value on this.	I place maximum value on this.

**9. In regards to IMPLEMENTING PBIS STRATEGIES WITH *INDIVIDUAL STUDENTS with significant behavior needs* (e.g. students at a Tier 3 level of support).**

How willing are you to participate?

0	1	2	3
I won't participate	I'm not very willing to participate	I'm willing to try to participate	I will fully participate

How often do you currently do this?

0	1	2	3
I don't do this.	I rarely do this.	I often do this.	I do this whenever possible.

How much do you value this?

0	1	2	3
I place no value on this.	I place minimal value on this.	I place moderate value on this.	I place maximum value on this.

**10. In regards to IMPLEMENTING PBIS STRATEGIES WITH *GROUPS OF STUDENTS who are at risk* (e.g. students at a Tier 2 level of support).**

How willing are you to participate?

0	1	2	3
I won't participate	I'm not very willing to participate	I'm willing to try to participate	I will fully participate

How often do you currently do this?

0	1	2	3
I don't do this.	I rarely do this.	I often do this.	I do this whenever possible.

How much do you value this?

0	1	2	3
I place no value on this.	I place minimal value on this.	I place moderate value on this.	I place maximum value on this.

Connecticut State Department of Education												
Crosswalk Document Spring 2015:												
school climate, social/emotional/behavioral supports, mental health, engagement, multi-tiered systems of support (SRBI), chronic disease, and health												
District ↓	Project →	State Personnel Development Grant (SPDG) CFDA 84.323A)	School Climate Transformation Grant (SCTG) CFDA 84.184F)	School and District Turnaround: Alliance Districts	Safe Schools/Healthy Students State Program (SSHS) (CFDA) No.: 93.243	Promoting Adolescent Health through School-Based HIV/STD Prevention and School Based Surveillance	Expanded Learning Time – TIME Collaborative	Wraparound Services Grant Program	Coordinated School Health Coordinator Pilot	SHAPE- Enhanced	Primary Mental Health Program (PMHP)	Raise the Grade
		<i>Focus:</i> Scientifically Research Based Interventions	<i>Focus:</i> Multi-Tiered Behavioral Framework	<i>Focus:</i> Systemic improvement, planning, implementation.	<i>Focus:</i> Cross Agency State and Community collaboration Promoting Wellness for Students	<i>Focus:</i> Reducing teen pregnancy using 4 key approaches (ESHE, SHS, SSE, and Policy)	<i>Focus:</i> Increased exposure to classroom instruction	<i>Focus:</i> Comprehensive wraparound strategies	<i>Focus:</i> Coordinated School health system	<i>Focus:</i> Promote physical activity, healthy nutrition environments and supports for students with chronic health conditions.	<i>Focus:</i> Early detection and prevention of school maladjustment in elementary schools	<i>Focus:</i> Achievement of children under DCF custody or who are being served by the CSSD
		<i>Contact:</i> <a href="mailto:donald.briere@ct.gov">donald.briere@ct.gov</a>	<i>Contact:</i> <a href="mailto:donald.briere@ct.gov">donald.briere@ct.gov</a>	<i>Contact:</i> <a href="mailto:Iris.White@ct.gov">Iris.White@ct.gov</a>	<i>Contact:</i> <a href="mailto:Cynthia.Randolph@ct.gov">Cynthia.Randolph@ct.gov</a> ; <a href="mailto:Jocelyn.Mackey@ct.gov">Jocelyn.Mackey@ct.gov</a>	<i>Contact:</i> <a href="mailto:Bonnie.Edmondson@ct.gov">Bonnie.Edmondson@ct.gov</a>	<i>Contact:</i> <a href="mailto:Iris.White@ct.gov">Iris.White@ct.gov</a>	<i>Contact:</i> <a href="mailto:Kari.Sullivan@ct.gov">Kari.Sullivan@ct.gov</a>	<i>Contact:</i> <a href="mailto:Kari.Sullivan@ct.gov">Kari.Sullivan@ct.gov</a>	<i>Contact:</i> <a href="mailto:donna.heins@ct.gov">donna.heins@ct.gov</a>	<i>Contact:</i> <a href="mailto:Norma.Sproul@ct.gov">Norma.Sproul@ct.gov</a>	<i>Contact:</i> <a href="mailto:Sergio.Rodriguez@ct.gov">Sergio.Rodriguez@ct.gov</a>
Ansonia			Actively identifying/ recruiting schools								X	X
Ashford											X	
Bridgeport	X			X	X			X				
Bristol				X								
Brookfield	X											
Canterbury											X	
Cheshire											X	
Colchester	X											
CT Technical HS						X				X		
CREC										X		
Danbury				X							X	
Derby	X			X								
East Hampton	X										X	
East Hartford				X			X				X	
East Haven				X							X	
Eastford											X	
East Windsor				X								
Franklin	X											
Griswold	X										X	
Groton	X											
Hartford	X			X				X				X
Hamden				X		X						
Jumoke Academy	X											
Killingly	X			X							X	
LEARN											X	
Lisbon	X											
Manchester	X											
Marlborough	X											
Meriden				X			X					
Middletown				X	X	X					X	
Montville	X											
New Britain				X	X		X	X				
New Fairfield	X										X	
New Haven	X			X				X	X			X
New London	X			X		X	X					
Norwalk				X		X						
Norwich				X					X	X		

Norwich Tech										X		
Odyssey Community	X											
Old Saybrook	X											
Plainfield	X										X	
Plainville	X											
Plymouth	X											
Pomfret	X											
Preston	X											
Putnam			X									
RSD #4	X											
RSD #10	X											
RSD #12	X											
RSD #14	X											
RSD #16	X											
Shelton	X											
Somers	X										X	
Stamford			X									
Stratford					X							
Suffield											X	
Thompson	X											
Tolland	X										X	
Torrington	X										X	
Vernon	X		X									
Waterbury			X	X			X				X	
Watertown	X											
West Hartford					X							
Whitney Tech									X			
Winchester			X									
Windham	X		X			X						
Windsor Locks											X	
Windham Tech									X			
Windsor			X									
Wolcott Tech									X			
Woodbridge										X		
Woodstock Acad.					X				X			
Key Resources ➔	<a href="http://spdg.serc.co/">http://spdg.serc.co/</a>	<a href="http://pbis.serc.co/">http://pbis.serc.co/</a>	<a href="http://www.sde.ct.gov/sde/cwp/view.asp?a=2683&amp;Q=334226">http://www.sde.ct.gov/sde/cwp/view.asp?a=2683&amp;Q=334226</a>	<a href="http://sshs.sahsa.gov">http://sshs.sahsa.gov</a>								

Project/Initiative Description CSDE Crosswalk Document Spring 2015	
Project	Description
State Personnel Development Grant (SPDG) CFDA 84.323A)	A five year professional development project focused on expanding and sustaining a coordinated, statewide system of professional development and support to schools, PreK-12, to improve the educational outcomes of all students. The CT SPDG’s work focuses on scaling-up the state’s system for Response to Intervention (RtI), titled Scientifically Research-Based Interventions ( <b>SRBI</b> ). This project engages a variety of state-partners (e.g., CPAC, Birth to Three, RESC Alliance, CT PIRC, CBER) and stakeholders to achieve its goals and is currently providing structured support to 77 participating schools from across the state. Schools participating in the CT SPDG receive three years of comprehensive professional development to strengthen their implementation of the SRBI framework. The three primary goals of this project are to: (1) increase state-level capacity to provide SRBI-focused professional development, (2) increase the number of schools implementing the SRBI continuum framework with fidelity, and (3) improve the educational outcomes for all students, with a particular focus on students with disabilities, students of color and students who are English Language Learners.
School Climate Transformation Grant (SCTG) CFDA 84.184F)	The SCTG is a five-year award that has been established to assist state agencies develop, enhance and expand their statewide systems of support for, and technical assistance to, local education agencies (LEAs) and schools implementing an evidence-based, multi-tiered behavioral framework (MTBF) (e.g., positive behavior interventions and supports (PBIS)) for improving behavioral outcomes and learning conditions for all students. This project will work collaboratively with schools and select state partners (i.e., Center for Behavioral Education Research/CBER, and SERC) to: (a) enhance and deliver high-quality training to participating schools around the development of MTBF, (b) expand the cadre of trained professionals in our state by building their capacity to deliver effective, meaningful support to schools and districts, and (c) more effectively align statewide improvement efforts focusing on school climate. Work from this grant will improve school climates, student behavioral outcomes, and trainers’ capacities to deliver high-quality support.

School and District Turnaround: Alliance Districts	During the 2013-2014 school year, the CSDE introduced a framework for school and district transformation efforts. The framework guides school turnaround planning process, implementation efforts and progress monitoring in the 30 Alliance Districts. The framework also serves as a foundation for Alliance District annual planning, plan implementation, and quarterly progress monitoring. The framework identifies four overarching and research-based leverage points for school and district improvement. One of these leverage points is Culture and Climate. The annual Alliance District application lists suggested optional reforms to address Culture and Climate. Districts may choose to address one or more of these reforms in their plan: positive behavior management, wraparound strategy, attendance, and graduation and dropout prevention. Districts may also decide to address other reforms, such as family engagement. All Alliance District plans are posted on the CSDE webpage: <a href="http://www.sde.ct.gov/sde/cwp/view.asp?a=2683&amp;Q=334226">http://www.sde.ct.gov/sde/cwp/view.asp?a=2683&amp;Q=334226</a> .
Safe Schools/Healthy Students Program (SSHS) – (CFDA) No.: 93.243 SM-13-006	The SS/HS State Program is a four year grant that establishes a collaborative model and infrastructure at the state and local levels involving the educational, mental/behavioral health, and criminal/juvenile justice systems. Community partners at both the state and local levels join the state-led effort to promote the healthy development of children and youth through the development of a Comprehensive Plan to improve access to evidence-based prevention and wellness promotion practices. The SS/HS Comprehensive Plan includes activities, services and strategies based on the SS/HS Framework. State/tribal and local partners work to leverage resources to establish and sustain learning environments where appropriate services and interventions are in place to prevent violence and support all students. Time period for the grant is September 2013 thru September 2017.
FOA PS13-1308, Promoting Adolescent Health through School-Based HIV/STD Prevention and School Based Surveillance	The primary purpose of this funding is to build the capacity of districts and schools to effectively contribute to the reduction of HIV infection and other STD among adolescents; the reduction of disparities in HIV infection and other STD experiences by specific adolescent sub-populations; and the conducting of school-based surveillance through YRBS and Profiles implementation. Program activities are expected to reinforce efforts to reduce teen pregnancy rates, due to the shared risk factors for, and intervention activities to address, HIV infection, other STD, and teen pregnancy. Education agencies awarded under this strategy will implement the planning activities, as well as the activities outlined under each required approach (i.e., Exemplary Sexual Health Education, Key Sexual health Services, Safe and Supportive Environments for Students and Staff, and Educating decision makers on policy)
Expanded Learning Time – TIME Collaborative	Launched in 2012, the TIME Collaborative is a partnership between the Ford Foundation and the National Center on Time & Learning (NCTL) to develop <u>high-quality</u> and <u>sustainable</u> expanded learning time schools in five states, including Connecticut. NCTL provides these schools with technical assistance to add significantly more school time for academic and enrichment opportunities. Redesigned school schedules must add at least 300 hours (or 8-hour school day equivalent) for all students and integrate cost-lowering strategies such as renegotiated collective bargaining agreements, staggered teacher schedules, partnerships and blended learning.
Wraparound Services Grant Program	The Wraparound Services Grant provides state funding to selected Commissioner’s Network Schools located in Educational Reform Districts, as defined in C.G.S. § 10-262u, to implement comprehensive wraparound strategies, including social-emotional behavioral supports, family involvement and support, student engagement, physical health and wellness and social work and case management. These funds are used to enhance coordination and implementation of wraparound services in alignment with the core academic program and school model. Key elements of wraparound services include; family engagement, parent leadership and adult education; extended learning opportunities and youth development; physical, dental and mental health programs and social services; after school, mentoring and tutoring programs; early childhood development; and full utilization of federal and state child nutrition programs (breakfast, lunch, supper, snack, and Healthy Food Certification). All services are coordinated to increase the academic performance of district students.
Coordinated School Health Coordinator Pilot	Grant funding supports two school districts (New Haven and Norwich) in developing the infrastructure required to institutionalize and sustain a coordinated approach to school health. Each district conducts the following core Coordinated School Health strategies: appoint a full time CSH Director; convene district and school wellness teams; assess school health policies and practices; draft wellness related action plans based on data collected; and communicate activities to stakeholders.
Focused Monitoring	Process facilitated by the Bureau of Special Education designed to improve the outcomes for students with disabilities (SWDs) in Connecticut, and to ensure compliance with federal and state special education requirements. The FM system in Connecticut is one designed to offer district’s an IDEA compliance review as well as assistance and support in analyzing data from high-priority areas related to SWDs, identifying needs, and developing theories of action and associated implementation plans that lead to systemic changes to improve educational outcomes for students.
<i>State Public Health Actions to Prevent and Control Diabetes, Heart Disease, Obesity and Associated Risk Factors and Promote School Health (SHAPE)</i> (CDC-RFA-DP13-1305). <u>Enhanced</u>	<p>Centers for Disease Control and Prevention Cooperative Agreement to the Department of Public Health. Project runs from July 2013-June 2018. CSDE is contracted to provide resources, professional development and technical assistance to <u>four targeted school districts</u>. This project is called: <i>The Healthy School Communities for Successful Students Partnership</i> (HSCSS), Component Two. There is no funding associated with this project for participating districts.</p> <p>Required areas of focus.</p> <ol style="list-style-type: none"><li><b>Create supportive nutrition environments.</b><ul style="list-style-type: none"><li>Establish standards (including sodium) for all competitive foods.</li><li>Prohibit advertising of unhealthy foods.</li><li>Promote healthy foods in schools, including school meal programs and other venues.</li></ul></li><li><b>Implement Comprehensive School Physical Activity Programs.</b><ul style="list-style-type: none"><li>Provide quality physical education.</li><li>Deliver physical activity programming before, during and after school (recess, classroom activity breaks, walk/bike to school, physical activity clubs).</li></ul></li><li><b>Support students with chronic health conditions.</b><ul style="list-style-type: none"><li>Develop a system for identifying, referring and tracking students with chronic health conditions.</li><li>Track absenteeism rates for students with chronic health conditions.</li><li>Identify and refer students for enrollment in health insurance programs.</li><li>Identify and refer students to medical home providers.</li></ul></li></ol> <p>Participating districts conduct the following activities:</p> <ul style="list-style-type: none"><li>attend professional development opportunities offered by the partnership on the three required areas, including implementing policies and practices;</li><li>assess existing policies; develop action plans and implement selected policies;</li><li>build and sustain effective teams and advisory committees;</li><li>strengthen community partnerships and parent engagement;</li><li>track policy adoption and monitor policy implementation; and</li></ul> <p>participate in required data collection activities including the <a href="#">Connecticut School Health Survey</a> and <a href="#">School Health Profiles</a>.</p>



Primary Mental Health Program (PMHP)	<p>The Primary Mental Health Program (PMHP) is a program for the early detection and prevention of school maladjustment. The program greatly increases the amount of effective services that elementary schools can offer children. The PMHP focuses mainly on primary grade children experiencing problems that interfere with effective learning (e.g., poor peer relations, frequent aggressiveness or withdrawn behavior, family crisis situations, lack of academic motivation). With early intervention, these children’s behavior can change significantly for the better before the early behavioral warning signs escalate into serious problems that require costly treatment.</p> <p>Each year the General Assembly allocates funds to be administered as grants to public school districts to develop local programs based on the PMHP model. Grants to public schools are awarded annually on a competitive basis. Requests for proposals (RFP) are disseminated to all public schools, through the superintendent’s office, between mid-March to mid-April each year. Public schools are invited to submit an application for funds to develop programs for children in kindergarten through the third grade (K-3). The application must be in the form of a proposal describing how the school district plans to implement the PMHP model in one or more elementary schools in the district.</p> <p>Funding for the PMHP was established under the Connecticut General Statutes, Section 10-76t-w. The PMHP model is an intervention model based on five key features:</p> <ol style="list-style-type: none"><li>1. It focuses mainly on young primary-grade children who, with early intervention, can improve behaviorally, before early school maladjustment difficulties develop into more severe problems.</li><li>2. It uses systematic early detection and screening procedures to identify children experiencing problems that interfere with effective learning.</li><li>3. It specifies clear behavioral intervention goals for each child assigned to the program and employs a standardized evaluation battery to assess, from multiple perspectives, changes in each child’s adjustment.</li><li>4. It brings prompt, effective, prevention-oriented help to large numbers of identified children through the use of carefully selected, vetted and supportive paraprofessional counselor assistants.</li><li>5. It modifies the role of school mental health professionals as individual service providers, to working as a team which trains and supervises the counselor assistants and consults more often with teachers and parents so that children may receive help.</li></ol>
Raise the Grade	<p><b>Focus:</b> The Department of Children and Families, in consultation with the Department of Education, shall establish the Raise the Grade pilot program, to be implemented in the cities of Hartford, Bridgeport and New Haven for a two-year period beginning July 1, 2013, to increase the academic achievement of children and youth who live in the custody of the Department of Children and Families or who are being served by the Court Support Services Division in said cities.</p>

STATEWIDE EFFORTS			
Project	Contact	Description	Key Resources
School Climate Basic Training (statewide/ongoing)	<a href="mailto:JoAnn.Freiberg@ct.gov">JoAnn.Freiberg@ct.gov</a>	This two-day professional development training session is focused exclusively on <i>School Climate</i> : What School Climate is (definition and scope), the difference between School Climate and School Culture and the role of adults in school to foster a positive school climate. We will explore the conflict cycle and adults’ professional responsibilities as it pertains to School Climate improvement. During the two days, participants will be introduced to the School Climate Development Model, the School Climate/Culture Model, four strength-based models that are at the core of School Climate and School Climate improvement (School Connectedness, Resiliency, The Circle of Courage and Youth as Resources). Participants will also learn about student motivation and be introduced to Restorative Discipline. Throughout the two highly interactive days, participants will learn countless strategies to foster and improve School Climate. Once completed, Basic School Climate Training allows participants to enroll in School Climate Advanced Training. Basic training is the prerequisite for the three-day advanced session.	
School Climate Advanced Training (statewide/ongoing)	<a href="mailto:JoAnn.Freiberg@ct.gov">JoAnn.Freiberg@ct.gov</a>	This three-day professional development training session can only be taken after successful completion of School Climate Basic Training. Advanced training is an “extension” of School Climate Basic Training. In this session, participants dig deeper into the topics that are covered in the two day Basic training session, to allow everyone to gain a much richer understanding of the content central to school climate improvement. In addition, participants receive information about different learning styles as well as how to facilitate training for adults. There are two major goals for Advanced training. First is to be much more knowledgeable and comfortable with school climate “content.” The second goal is to be able to return to their schools/organizations and share/facilitate topics introduced in Basic training to colleagues and other community members. As with Basic training, Advanced training is highly interactive. After the successful completion of Advanced training, participants are provided with all materials necessary for such in-school training in all of the topics covered in Basic training.	
School Climate Training for Committees/Teams (statewide/ongoing)	<a href="mailto:JoAnn.Freiberg@ct.gov">JoAnn.Freiberg@ct.gov</a>	This two-day training session is designed for members of the schools’ Safe School Climate Committees to receive information about the intersection between School Climate Improvement and the “Bullying” arena. In this highly interactive session, participants will be introduced to the central features of School Climate. However, the majority of the content is devoted to the world of bullying, the CT state statutes around anti-bullying/school climate and requirements within these laws. The National School Climate Standards will be introduced as well as what is required of schools around assessments, use of data and working as a committee. The content in this School Climate for Committee/Team training is <i>additive</i> to the Basic training and Advanced training. In other words, participants who have attended Basic and/or Advanced training will gain a great deal of additional information around bullying, the National School Climate Standards and how data can be used to help facilitate planning for school climate improvement. However, because the bulk of the content in this training is devoted to Safe School Climate Committee roles and responsibilities and the content needed to fulfill this role, this training is <i>not</i> allowable for entry into Advanced training. “Teams” from school are encouraged to register, although it is not required. Safe School Climate Specialists and Safe School Climate Coordinators are highly encouraged to attend.	

State Public Health Actions to Prevent and Control Diabetes, Heart Disease, Obesity and Associated Risk Factors and Promote School Health (SHAPE) (CDC-RFA-DP13-1305). <u>Basic</u>	<a href="mailto:donna.heins@ct.gov">donna.heins@ct.gov</a>	<p><b>Focus:</b> Chronic disease prevention through the implementation of best practices in school settings. Centers for Disease Control and Prevention Cooperative Agreement to the Department of Public Health. Project runs from July 2013-June 2018. CSDE is contracted to provide resources, professional development and technical assistance to school districts to enhance their capacity to:</p> <ul style="list-style-type: none"><li>• promote the adoption of Physical Education/Physical Activity in schools; and</li><li>• promote the adoption of guidelines/nutrition standards (including sodium).</li></ul> <p>Technical assistance is provided on, but not limited to, the following topics:</p> <ul style="list-style-type: none"><li>• development, implementation and evaluation of <a href="#">School Wellness Policies</a>,</li><li>• use of the <a href="#">School Health Index</a> (a CDC designed Self-Assessment and Planning Guide);</li><li>• implementation of a comprehensive school physical activity program (<a href="#">CSPAP</a>); and</li><li>• <a href="#">Smarter Lunchrooms</a> concept.</li></ul>	
Promotion of the <a href="#">Whole School, Whole Community, Whole Child Initiative</a> (WSCC)	<a href="mailto:donna.heins@ct.gov">donna.heins@ct.gov</a>	<p><b>Focus:</b> The focus of the WSCC model is an ecological approach that is directed at the whole school, with the school in turn drawing its resources and influences from the whole community and serving to address the needs of the whole child.</p> <p>The (WSCC) model <a href="#">expands on the eight elements</a> of the Centers for Disease Control and Prevention (CDC) coordinated school health (<a href="#">CSH</a>) approach and is combined with the <a href="#">whole child framework</a><sup>PDF</sup>. The CDC and the Association for Supervision and Curriculum Development (ASCD) developed this expanded model to strengthen a unified and collaborative approach designed to improve learning and health in schools. CSDE provides resources, professional development and technical assistance to all school districts to promote this model.</p> <p>ASCD and the <a href="#">U.S. Centers for Disease Control and Prevention</a> (CDC) encourage use of the model as a framework for improving students' learning and health in our nation's schools. This is an ongoing project.</p>	
<a href="#">Connecticut School Health Profiles Survey.</a>	<a href="mailto:donna.heins@ct.gov">donna.heins@ct.gov</a>	<p><b>Focus:</b> The School Health Profiles (Profiles) is a system of surveys assessing school health policies and practices in states, large urban school districts, territories and tribal governments. Profiles surveys are conducted every two years (even years) through the Connecticut State Department of Education. Surveys are completed by middle and high school principals and lead health education teachers.</p> <p>Profiles monitors the status of:</p> <ul style="list-style-type: none"><li>• school health education requirements and content;</li><li>• physical education requirements;</li><li>• school health policies related to HIV infection/AIDS, tobacco-use prevention, and nutrition;</li><li>• asthma management activities; and</li><li>• Family and community involvement in school health programs.</li></ul> <p><b>How are Profiles data used?</b></p> <p>Education and health officials use Profiles data to</p> <ul style="list-style-type: none"><li>• Describe school health policies and practices and compare them across jurisdictions</li><li>• Identify professional development needs</li><li>• Plan and monitor programs</li><li>• Support health-related policies and legislation</li><li>• Seek funding</li><li>• Garner support for future surveys</li><li>• Results are disseminated statewide.</li><li>• Randomly selected middle and high schools from across the state.</li></ul>	