

Funding Opportunity

Applications Due: **Friday, January 7, 2022, by 11:59 pm**

## **[please note the new deadline, extended from November 22, 2021]**

Intent to Apply Due: **Monday, October 25, 2021, by 11:59 pm**

Application Information Webinar:

**Monday, October 11, 2021, from 1 - 2 pm**

Colorado Multi-Tiered System of Supports (COMTSS) Implementation Grant

FUNDED BY THE OSEP STATE PERSONNEL DEVELOPMENT GRANT (SPDG)



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**Colorado Multi-Tiered System of Supports (COMTSS) Implementation Grant**

**Applications Due: Friday, January 7, 2022, by 11:59 pm**

# Introduction

The Colorado Department of Education Office of Learning Supports (CDE/OLS) Colorado Multi-Tiered System of Supports (COMTSS) seeks to work with districts and schools to integrate academic, behavioral, and social-emotional supports into a comprehensive system of student supports. The OLS received a State Personnel Development Grant (SPDG) from the

* 1. Department of Education Office of Special Education Programs.

COMTSS is a framework applied at all educational levels that uses implementation science to create one integrated system. This system is designed to support the needs of all students. COMTSS is defined as a prevention-based framework of team-driven, data-based problem solving to improve the outcomes of every student through family, school, and community partnering, comprehensive screening and assessment, and a layered continuum of evidence- based practices applied at classroom, school, district, region, and state level.

This grant opportunity focuses on professional learning activities that target the development, implementation, and sustainability of a COMTSS.

# Purpose

The purpose of the proposed project is to increase equitable academic and behavioral outcomes and improve access to whole child supports for students, especially students with disabilities. The two goals of this project are to: (1) Increase district level capacity and infrastructure to support COMTSS and (2) Increase schools’ fidelity of COMTSS to support student academic, behavioral, and social-emotional outcomes.

# Eligible Applicants

Eligible applicants are school districts, including charter school authorizers, demonstrating a clear commitment to building sustainable systems to support COMTSS implementation. The applicant will begin supporting COMTSS implementation in at least two schools in Year One of funding and add four additional schools in Year Two if applicable.

### Eligible applicants include:

* + - School Districts;
		- Facility Schools approved pursuant to C.R.S. 22-2-402 (1); and
		- The Charter School Institute (CSI) on behalf of a school or a collaborative group of schools.

**Note:** Charter school applicants must obtain signatures from their authorizing district or CSI. If awarded a grant, the charter school’s authorizer or CSI will be the fiscal agent.

The funding allocation process includes an application submission, CDE review and award determination, budget submission, potential revision(s), and final approval by CDE.

The determination process for award amounts prioritizes the following factors:

* + - the 2019 rate of students eligible for free and reduced lunch (compared to the 2020-2021 statewide average of 39.7%);
		- the rate of minority students (compared to the 2020-2021 statewide average of 47.5%);
		- the rate of students with disabilities (compared to the 2020-2021 statewide average of 11.8%); and
		- representation from all regions of the state.

# Available Funds

$1,670,000 is available for this 2022-2026 grant for approximately 18 districts. Full funds will be awarded by CDE no later than January 21, 2021. Grant awardees will be responsible for spending awarded funds per the approved budget and timeline within the grant application.

Each participating district will receive $10,000 in Year One (January 21, 2022 - August 31, 2022) and $20,000 for the next four years (September 1, 2022 – September 1, 2026) to support participation in the grant. Grant awardees will be responsible for spending awarded funds per the approved budget and timeline within the grant application.

# Requirements and Commitments

Project grantees will designate a COMTSS District Coordinator to coordinate COMTSS work in partnership with a CDE/OLS COMTSS Specialist regarding technical assistance for implementation efforts. The COMTSS District Coordinator will lead a District Implementation Team (C-DIT) and support School Implementation Teams (C-SITs) in their COMTSS efforts.

### The CDE/OLS will:

* + - Partner with districts by assigning a CDE/OLS COMTSS Specialist to mentor and support COMTSS District Coordinators with training, coaching and technical assistance (TA).
		- Provide COMTSS District Coordinators quarterly training to district and school teams (one in-person training and three virtual).
		- Provide COMTSS District Coordinators, districts, and schools (including teachers) TA with Online Academy training modules.
		- Provide COMTSS District Coordinators, districts, and schools guidance around grant requirements for completion.
		- Provide quarterly coaches training to COMTSS District Coordinators, districts and schools with additional TA and planning support.
		- Provide funding to support COMTSS District Coordinators, districts, and schools in COMTSS implementation efforts.

Grantees will designate a COMTSS District Coordinator to lead and support a C-DIT and support C-SITs in implementing COMTSS. The coordinator will collaborate with CDE staff regarding training and technical assistance for implementation efforts. The coordinator must have time and flexibility in their schedule to attend to the role’s responsibilities. (A full- time teacher without specific COMTSS FTE as a part of their job would not be the best fit.) The coordinator’s approximate FTE requirement is 0.25. The district will begin supporting COMTSS implementation in at least two schools in Year One of funding and add four additional schools in Year Two if applicable.

### The COMTSS District Coordinator will:

* + - Lead monthly district and school implementation meetings and coordinate with COMTSS Specialist in the planning of and reflection on those meetings.
		- Attend quarterly COMTSS District Coordinator trainings and quarterly team trainings throughout the grant (eight full-day trainings: two in-person and six remote) and participate in the Online Academy training modules.
		- Support the COMTSS District and School Team Coordinators in the planning, facilitating, and reflecting on monthly COMTSS implementation meetings.
		- Support COMTSS District and School Teams through professional development and TA in implementing COMTSS and achieving staff and student outcomes.
		- Support the administration of district assessments, PD plans, school fidelity tool which includes a family engagement component and a classroom checklist among other tools and resources.
		- Provide evaluation and reflection data within the time frames specified by the COMTSS SPDG requirements.
		- Support the creation, monitoring and revisions of district and school budgets with support and approval from assigned CDE/OLS COMTSS Specialists.

### The COMTSS District Implementation Team will:

* + - Include at least one member of cabinet administration with decision-making authority who will attend at least 75% of monthly meetings.
		- Attend four CDE/OLS COMTSS quarterly trainings in the 2022/2023 school year (one in person and three remote) and subsequent meetings in 2023-2026.
		- Attend monthly meetings with the District Coordinator and COMTSS Specialist to complete various activities, including infrastructure evaluation, implementation plan development, initiative inventory completion, and professional development planning.
		- Ensure that district and school leadership commit the time necessary to accomplish grant activities to increase student achievement.
		- Prioritize and support school COMTSS teams in implementing COMTSS and achieving staff and student outcomes.
		- Annually complete the required capacity assessment, surveys, and plans.
		- In partnership with CDE/OLS, define, record, and monitor data throughout the grant, which may include student outcome data, teacher input, and evaluation data, fidelity data, questionnaires, self-assessments, and participant reflections.

### School Commitments:

Participating schools will create or combine with another school team to function as a COMTSS School Implementation Team. Each COMTSS School Implementation Team will:

* + - Meet monthly.
		- Provide a lead (COMTSS School Coordinator) that supports the COMTSS work.
		- Attend quarterly training (one in person and three virtual) provided by CDE/OLS.
		- Budget sufficient funds and time to participate in required grant activities.

# Allowable Use of Funds

It is anticipated that COMTSS Capacity Coordinators will require at least 0.25 FTE to meet the role requirements. This position may be funded with awarded funds if needed. If accepted into the program, grantees will be asked to coordinate with the CDE/OLS staff to develop a budget proposal for program participation and get approval for the overall budget.

Funds must be submitted for reimbursement by August 15 to show up as paid within the CDE fiscal system by August 31 each year. Funds must be spent every year to receive the next iteration of funds until September 1, 2026. There will be no carryover of funds from year to year of the grant. Unobligated funds at the end of each fiscal year and/or the end of the grant may be redistributed to other COMTSS regions, districts, and schools.

### Awarded funds can be used for the following purposes:

1. FTE for the COMTSS District Coordinator (benefits excluded).
2. Activities related to professional development, including:
	1. training fees
	2. curricula
	3. school climate surveys
	4. implementation tools
	5. outcome measurement
	6. time for collaboration
	7. remote technology
	8. travel
	9. staff stipends
	10. salaries (benefits excluded)
	11. substitute pay to create time for job-embedded learning opportunities or other planned activities
	12. other planned activities (excluding food purchases).
3. Monitoring and execution of the distribution, collection, standardization, and analysis of data collected.
4. Monitoring and performance of the distribution, collection, and analysis of implementation data indicate the degree to which the school, leadership team, and school staff implement MTSS.
5. Administrative costs (maximum of 5% of total funds).

# Application Timeline

|  |  |
| --- | --- |
| **Monday, October 4, 2021** | RFA released |
| **Monday, October 11, 2021, 1 - 2 pm** | Application Information Webinars |
| **Monday, October 25, 2021** | Intent to Apply due by 11:59pm. See **Attachment D**. [Fill out ITA survey.](https://www.surveymonkey.com/r/SPDG2021) |
| **Friday, January 7, 2022** | Applications due to CDE by 11:59 pm |
| **January 10 - January 14, 2022** | Review of applications |
| **Wednesday, January 19, 2022** | Applicants notified of award status |
| **Monday, January 26, 2022, 9:30 - 11:30 am** | Grantees attend the informational webinar about grant requirements, COMTSS District Coordinator role description, training schedule, TA structure, budgets, etc. |
| **January 18-21, 2022** | Grantees awarded funds |
| **Friday, January 28, 2022** | LEAs must identify COMTSS Coordinators and School Implementation Leads |

# Duration of Grant

Grants will be awarded for a five-year term beginning in January 2022. The grant will expire on September 1, 2026. Funded applicants will be eligible for continued funding in subsequent years of the grant cycle after successfully demonstrating the following in a timely manner:

* Completion and submission of all required annual evaluation materials;
* Attend COMTSS required trainings;
* Monthly COMTSS meetings; and
* Submission of budgets, reimbursements (by August 15 of each year of the grant) and financial reports.

# Evaluation and Reporting

Because successful implementation of COMTSS depends on the use of data to inform decisions, grant participants will be expected to use data throughout their implementation efforts. Additionally, data collection and submission to CDE/OLS will be expected. The data from participating districts and schools includes facilitated submission of relevant academic, behavioral, social-emotional, implementation, teacher performance, and family engagement data and will be a function of grant program participation. The grantees and the CDE/OLS COMTSS staff will mutually decide upon, record, and monitor data throughout the grant. This may be collected in the form of student outcome data, teacher input data, fidelity data, questionnaires, self-assessments, and participant reflections.

Each grantee is required to report, at a minimum, the following information to the CDE/OLS on or before September 1, 2022, and each subsequent year of the grant:

* [District Capacity Assessment](https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/DCA%207.7%2010-18-19.pdf);
* School Fidelity Tool for each participating school (see **Attachment A**);
* Approved annual proposed and final budgets;
* An End of Year report (see **Attachment B**);
* A Professional Development (PD) plan (see **Attachment C**); and
* [Family, School, and Community Partnerships P-12 Self-Assessment.](https://www.cde.state.co.us/uip/self-assessment-rubric-users-guide)

# Data Privacy

CDE takes seriously its obligation to protect the privacy of student and educator Personally Identifiable Information (PII) collected, used, shared, and stored. PII will not be collected through COMTSS Implementation Grant. All program evaluation data will be collected in the aggregate and will be used, shared, and stored in compliance with [CDE’s privacy](https://www.cde.state.co.us/cdereval/cdeinformationsecurityandprivacypolicy) [and security policies and procedures.](https://www.cde.state.co.us/cdereval/cdeinformationsecurityandprivacypolicy)

**Note:** Documents submitted must not contain any personally identifiable student or educator information including names, identification numbers, or anything that could identify an individual. All data should be referenced/included in the aggregate and the aggregate counts should be redacted to remove small numbers under n=16 for students or n=5 for educators.

Information reported to CDE in relation to grant activities is not confidential and is subject to public request. Grantees should ensure reported information does not contain Personally Identifiable Information (PII) or confidential information.

# Application Assistance and Intent to Apply

An application information webinar will be held on October 11, 2021:

### October 11, 2021 from 1 - 2 pm

Microsoft Teams meeting [Click here to join the meeting](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_MjI2ODQ2YjctMDY0Mi00MDAwLWJlMjEtNmFhODBkMjZmMTUw%40thread.v2/0?context=%7b%22Tid%22%3a%22a751cfc8-1f9a-4edb-8370-9f1c6d4bea5a%22%2c%22Oid%22%3a%22a6b1d257-fe4d-42c4-b05c-d8e2dbc8d93c%22%7d) Or call in (audio only)

+1 929-341-4269, 332927362#

Phone Conference ID: 332 927 362#

If interested in applying for this funding opportunity, submit the [Intent to Apply](https://www.surveymonkey.com/r/SPDG2021) (see **Attachment D**) by **Monday, October 25, 2021, by 11:59 pm**. The Intent to Apply is encouraged but is informational only and completion is not required to submit an application.

# Review Process and Timeline

Applications will be reviewed by CDE/OLS staff to ensure they contain all required components. This funding opportunity is a competitive process. There is no guarantee applying will result in funding or funding at the requested level.

Applicants must score at least 56 points out of the 80 possible points on the application to be approved for funding. Applications that score below 56 points may be asked to submit revisions to bring the application up to a fundable level. Additional prioritized points may be added to an application based on focus areas (see page 12).

All award decisions are final. Applicants not meeting the qualifications will be notified and may reapply for future funding opportunities. Applicants will be notified of the final award status no later than Wednesday, January 19, 2022.

# Submission Process and Deadline

Completed applications (in PDF format) and budget workbooks (in Excel format) must be submitted to CompetitiveGrants@cde.state.co.us by **Friday, January 7, 2022, by 11:59 pm**. The PDF file should include all required components of the application as one document (except the Excel budget). Attach the budget workbook in Excel format as a separate document. Incomplete or late applications will not be considered. If you do not receive an email confirmation of receipt of your application within 24 hours after the deadline, email CompetitiveGrants@cde.state.co.us. Application materials and budget are available for download on [CDE’s MTSS webpage](https://www.cde.state.co.us/mtss).

Submit application and Excel budget to: CompetitiveGrants@cde.state.co.us

By: **Friday, January 7, 2022, by 11:59 pm**

# Application Format

* The total narrative (Sections A-D) of the application cannot exceed six pages. See below for the required elements of the application. **Note:** Applications that exceed six pages will not be reviewed.
* All narrative response pages must be standard letter size, 8-1/2” x 11”, using no smaller than 12-point font, single- spaced with 1-inch margins and numbered pages. Applications not adhering to formatting requirements may be disqualified.
* The signature page must include original signatures of the lead organization/fiscal agent.

# Required Elements

The format outlined below must be followed in order to assure consistent application of the evaluation criteria. See evaluation rubric for specific selection criteria needed in Part II (pages 13-14).

**Part I: Application Introduction** [not scored, does not count towards six-page limit] Part IA: Cover Page - Applicant Information

Part IB: Recipient School Information Part IC: Program Assurances Form

Executive Summary [not to exceed one page]

**Part II: Narrative** [scored, does count toward six-page limit] Section A: Needs Assessment

Section B: Goals and Program Description Section C: Alignment

Section D: Budget Narrative

**Required Attachments** [scored, does not count toward the six-page limit] Excel Budget Workbook

**Colorado Multi-Tiered System of Supports (COMTSS) Implementation Grant**

**Applications Due: Friday, January 7, 2022, by 11:59 pm**

# Part IA: Cover Page - Applicant Information

|  |
| --- |
|  |
| **Lead Local Education Provider (LEP)/BOCES Information** |
| **LEP/BOCES Name:** |  | **LEP/BOCES Code:** |  |
| **Mailing Address:** |  |
| **Requested Funding:** | $ |
| **Type of Education Provider**[check box below that best describes your organization or authorizer] |
| □ School District ☐ BOCES ☐ Facility School ☐ Charter School Institute |
| **Region**[indicate region of Colorado this program will directly impact] |
| * Metro ☐ Pikes Peak ☐ North Central ☐ Northwest
* West Central ☐ Southwest ☐ Southeast ☐ Northeast
 |
| **Authorized Representative Information** |
| **Name:** |  | **Title:** |  |
| **Telephone:** |  | **E-mail:** |  |
| **Program Contact Information** |
| **Name:** |  | **Title:** |  |
| **Telephone:** |  | **E-mail:** |  |
| **Fiscal Manager Information** |
| **Name:** |  |
| **Telephone:** |  | **E-mail:** |  |

# Part IB: Recipient Schools Information

|  |
| --- |
|  |
| **Recipient School Information** |
| **School Name:** |  | **School Code:** |  |
| **Mailing Address:** |  | **Charter School:** | □ Yes ☐ No |
| **Principal Information** |
| **Name:** |  |
| **Telephone:** |  | **E-mail:** |  |

|  |
| --- |
| **Recipient School Information** |
| **School Name:** |  | **School Code:** |  |
| **Mailing Address:** |  | **Charter School:** | □ Yes ☐ No |
| **Principal Information** |
| **Name:** |  |
| **Telephone:** |  | **E-mail:** |  |

# Part IC: Program Assurances Form

The appropriate Authorized Representatives must sign below to indicate their approval of the contents of the application for the **Colorado Multi-Tiered System of Supports Implementation Grant**, and the receipt of program funds.

On , 2021, the Board of

(date) (District/BOCES/Facility School/CSI)

hereby agrees to the following assurances:

District Commitments: Grantees will designate a COMTSS District Coordinator to lead and support a District Implementation Team (C-DIT) and support COMTSS School Implementation Teams in implementing COMTSS. The coordinator will collaborate with CDE staff regarding training and technical assistance for implementation efforts. The coordinator must have time and flexibility in their schedule to attend to the role’s responsibilities. (A full-time teacher without specific COMTSS FTE as a part of their job would not be the best fit.) The coordinator’s approximate FTE requirement is 0.25. The district will begin supporting COMTSS implementation in at least two schools in Year One of funding and add four additional schools in Year Two if applicable.

### The COMTSS District Coordinator will:

* Lead monthly district and school implementation meetings and coordinate with COMTSS Specialist in the planning of and reflection on those meetings.
* Attend quarterly COMTSS District Coordinator trainings and quarterly team trainings throughout the grant (Eight – full-day trainings, two in-person, and six remote) and participate in the Online Academy training modules.
* Support the COMTSS District and School Team Coordinators in the planning, facilitating, and reflecting on monthly COMTSS implementation meetings.
* Support COMTSS District and School Teams through professional development and TA in implementing COMTSS and achieving staff and student outcomes.
* Support the administration of district assessments, PD plans, school fidelity tool which includes a family engagement component and a classroom checklist among other tools and resources.
* Provide evaluation and reflection data within the time frames specified by the COMTSS SPDG requirements.
* Support the creation, monitoring and revisions of district and school budgets with support and approval from assigned CDE/OLS COMTSS Specialists.

### The COMTSS District Implementation Team will:

* Include at least one member of cabinet administration with decision-making authority who will attend at least 75% of monthly meetings.
* Attend four CDE/OLS COMTSS quarterly trainings in the 2022/2023 school year (one in person and three remote) and subsequent meetings in 2023-2026.
* Attend monthly meetings with the District Coordinator and COMTSS Specialist to complete various activities, including infrastructure evaluation, implementation plan development, initiative inventory completion, and professional development planning.
* Ensure that district and school leadership commit the time necessary to accomplish grant activities to increase student achievement.
* Prioritize and support school COMTSS teams in implementing COMTSS and achieving staff and student outcomes.
* Annually complete the required capacity assessment, surveys, and plans.
* In partnership with CDE/OLS, define, record, and monitor data throughout the grant, which may include student outcome data, teacher input, and evaluation data, fidelity data, questionnaires, self-assessments, and participant reflections.

### School Commitments:

Participating schools will create or combine with another school team to function as a COMTSS School Implementation Team. Each COMTSS School Implementation Team will:

* Meet monthly
* Provide a lead (COMTSS School Coordinator) that supports the COMTSS work
* Attend quarterly training (one in person and three virtual) provided by CDE/OLS
* Budget sufficient funds and time to participate in required grant activities

The Colorado Department of Education may terminate a grant award upon thirty days’ notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

The districts and schools will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.

Funds are used to supplement and not supplant any money currently used to provide services, and the appropriate fiscal agent will administer grant dollars. Funded projects will maintain proper budgetary and program records, and the grantees will conduct fiscal audits of this program as a part of their regular audits. If any findings of misuse of funds are discovered, project funds will be returned to CDE. Finally, the grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.

Project modifications and changes in the approved budget must be requested in writing and be approved in writing by the Colorado Department of Education before improvements are made to the expenditures. Please contact your CDE/OLS COMTSS Specialist for any modifications.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name of Organization Board President (School Board, BOCES, Charter School) |  | Signature |  | Date |
| Name of Organization Authorized Representative (Superintendent, Charter School Institute, BOCES Executive Director) |  | Signature |  | Date |
| Name of COMTSS Program Contact |  | Signature |  | Date |
| Name of Fiscal Contact |  | Signature |  | Date |

**Note:** If grant application is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

#  Colorado Multi-Tiered System of Supports (COMTSS) Implementation Grant Application Scoring

CDE Use Only

|  |  |  |
| --- | --- | --- |
| **Part I:** | **Application Introduction** | Not Scored |
| **Part II:** | **Narrative** |  |  |
|  | Section A: | Needs Assessment | /10 |
|  | Section B: | Goals and Program Description | /40 |
|  | Section C: | Alignment | /10 |
|  | Section D: | Budget Narrative | /10 |
|  |  | **Subtotal:** | /70 |
|  |  | **Priority Points:** | /10 |
|  |  | **Total:** | **/80** |

|  |
| --- |
| **Priority Points:** [CDE staff will indicate whether this application meets priority criteria, based on CDE-collected data.] |
| LEAs serve a high percentage of students eligible for free and reduced lunch (exceeding the statewide average of 39.7%) | LEAs that serve a high percentage of minority students (exceeding the statewide average of 47.5%) | LEAs that serve a high percentage of students with disabilities (exceeding the state average of 11.8%) | Priority will be given to the top scoring applicant from each region of the state. | New Applicants |
| ☐ | ☐ | ☐ | ☐ | ☐ |
| **2 points** | **2 points** | **3 points** | **2 points** | **1 point** |
| **Priority Points Total:** | **/10** |

**GENERAL COMMENTS:** Indicate support for scoring by including overall strengths and weaknesses. These comments will be provided to applicants with their final scores.

### Strengths:





### Weaknesses:





### Required Changes:





|  |  |  |  |
| --- | --- | --- | --- |
| **RECOMMENDATION:** | Funded  | Funded with Changes  | Not Funded |

# Selection Criteria and Evaluation Rubric

**Part I: Application Introduction** [Not Scored] Cover Pages and Assurances

Complete applicant information and program assurances and include as the first pages of the application.

Executive Summary

Provide a brief description (no more than one page) of the applicant’s program to be funded by the COMTSS Implementation Grant. This summary does not count toward the six-page narrative page limit.

**Part II: Narrative** [80 Points]

The following criteria will be used by reviewers to evaluate the application. For the application to be recommended for funding, it must receive at least 56 points out of the 80 possible points and all required elements must be addressed. An application that receives a score of zero on any required elements will not be funded without revisions.

Completion of Sections A - D in a narrative format cannot exceed six pages. All pages must be standard letter size, 8-1/2” x 11”, using 12-point font, and single-spaced with 1-inch margins and numbered pages. The signature page must include the original signatures of the lead organization/fiscal agent.

### Scoring Definitions

Minimally Addressed or Does Not Meet Criteria - information not provided Met Some but Not All Identified Criteria - requires additional clarification

Addressed Criteria but Did Not Provide Thorough Detail - adequate response, but not thoroughly developed or high-quality response Met All Criteria with High Quality - clear, concise, and well thought out response

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section A: Needs Assessments** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** | **TOTAL** |
| 1. Identify the district needs that can be addressed through participation in the State Personnel Development Grant, including:
	1. Needs related to equity (i.e., FRL, minority students, students with special needs, and rural districts)
	2. Needs related to student academic, behavioral, and social- emotional needs.
	3. Needs related to staff professional development and capacity.
 | 0 | 3 | 7 | 10 |  |
| **Total:** | **/10** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section B: Goals and Program Description** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** | **TOTAL** |
| 1) Identify the goals at the system-level that the district hopes to accomplish to benefit staff, teachers, and students through involvement in the COMTSS project. | 0 | 3 | 7 | 10 |  |
| 2) Provide the expected outcomes related to staff, teacher capacity to support students and student academic, behavioral, and social emotional supports. | 0 | 3 | 7 | 10 |  |
| 3) Describe how you will choose your COMTSS District Coordinator. How will you ensure they have time, flexibility, and capacity to meet the position requirements? | 0 | 3 | 7 | 10 |  |
| 4) Describe how you will ensure relevant stakeholder representation on the District and School COMTSS Implementation Teams. | 0 | 3 | 7 | 10 |  |
| **Total:** | **/40** |
| **Reviewer Comments:** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section C: Alignment** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** | **TOTAL** |
| 1) Describe the current priorities identified in Unified Improvement Plans (UIPs), Strategic Plans, or the Mission/Vision of the district and how the COMTSS Implementation Grant will fit within those priorities. | 0 | 3 | 7 | 10 |  |
| **Total:** | **/10** |
| **Reviewer Comments:** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section D: Budget Narrative** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** | **TOTAL** |
| 1. Describe:
	* All expenditures contained in the electronic budget and connect all expenditures to project objectives and activities; and
	* How the funds awarded under the program will be used to supplement, not supplant, the level of funds available for programs and activities already provided to the students, school, families, and community.

**Note:** The costs of the proposed project as presented in the Excel Budget Workbook must be reasonable and the budget sufficient in relation to the objectives, design, scope, and sustainability of project activities. | 0 | 3 | 7 | 10 |  |
| **Total:** | **/10** |

# Attachment A: School Fidelity Tool

### The Colorado Multi-Tiered System of Support School Fidelity Tool

The School Fidelity Tool is a self-assessment to measure the fidelity of Colorado Multi-Tiered System of Supports (COMTSS). As a COMTSS School Implementation Team (C-SIT), read each item and agree on the degree to which the item is in place at the school level.

|  |  |  |  |
| --- | --- | --- | --- |
|  | In Place | Partially in Place | Not in Place |
| **Team-Driven Shared Leadership** |
| 1 | C-SIT forms a Representative team to lead COMTSS work. Includes administrator(s) with decision-making power. | 2 | 1 | 0 |
| 2 | C-SIT establishes a vision for and commitment to COMTSS. | 2 | 1 | 0 |
| 3 | C-SIT selects priorities for COMTSS implementation and aligns those priorities with the vision of the Unified Improvement Plan (UIP) or strategic plan. | 2 | 1 | 0 |
| 4 | C-SIT guides all decision-making teams (e.g., grade-level teams, department teams, implementation teams, multi-disciplinary teams) at the school to consistently use evidence-based teaming structures and processes. | 2 | 1 | 0 |
| 5 | C-SIT uses a communication plan to communicate COMTSS priorities to stakeholders. | 2 | 1 | 0 |
| 6 | C-SIT examines current school teams’ purposes to identify overlap and reduce redundancies. | 2 | 1 | 0 |
| 7 | C-SIT evaluates and adjusts allocation of resources as part of a continuous improvement cycle. | 2 | 1 | 0 |
| 8 | C-SIT ensures time and resources are allocated to educators to support ongoing, high-quality professional learning (e.g., Professional Development Plan) for the COMTSS components. | 2 | 1 | 0 |
| 9 | C-SIT uses fidelity data to inform planning at least once a year using the COMTSS School Fidelity Tool. | 2 | 1 | 0 |
| **Data-based Problem Solving and Decision Making** |
| 10 | School decision-making teams consistently use a formal problem solving process that includes: problem identification, problem analysis, plan implementation, and plan evaluation. | 2 | 1 | 0 |
| 11 | C-SIT coordinates training, coaching, and evaluation of the problem-solving process throughout the school community. | 2 | 1 | 0 |
| 12 | Staff members meet formally and informally to support individuals and groups of students using the problem-solving process and identifying solutions when making decisions in academics & behavior | 2 | 1 | 0 |
| 13 | C-SIT collects, analyzes, and disaggregates student-level outcome data at least twice a year for the purpose of examining trends and systemic issues. | 2 | 1 | 0 |
| 14 | C-SIT uses various types of assessment data to continuously improve the quality, equity, and effectiveness of curriculum, instruction, interventions, and environment. | 2 | 1 | 0 |
| 15 | C-SIT uses fidelity and outcome data to make decisions about instruction, interventions, and supports. | 2 | 1 | 0 |
| 16 | C-SIT develops and implements short-cycle action plans (e.g., 90-day) to determine progress and next steps for COMTSS implementation. | 2 | 1 | 0 |
| 17 | C-SIT regularly evaluates the adherence to and effectiveness of their decision- making protocol. | 2 | 1 | 0 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | In Place | Partially in Place | Not in Place |
| **Layered Continuum of Supports** |
| 18 | C-SIT creates and maintains an inventory that defines and organizes Tier 1, 2, and 3 academic and behavioral supports across the school (e.g., resource map, committee audit). | 2 | 1 | 0 |
| 19 | C-SIT uses a formal process to select and deselect evidence-based programs (e.g., Hexagon Tool, district’s written process). | 2 | 1 | 0 |
| 20 | C-SIT coordinates training and coaching for stakeholders on the implementation of each evidence-based practice included in the inventory, indicating its core features, how delivery occurs, and fidelity and impact measures. | 2 | 1 | 0 |
| 21 | C-SIT identifies a process for determining entrance and exit criteria for how each tier is established (e.g., district’s written process). | 2 | 1 | 0 |
| 22 | C-SIT defines Best First Instruction for Tier 1 including effective classroom management strategies (e.g., Universal Design for Learning, High Leverage Instructional Practices). | 2 | 1 | 0 |
| 23 | Ongoing professional development is available to educators focusing on the ability to provide equitable access to instructional practices, interventions, and supports intended to meet the needs of the whole child. | 2 | 1 | 0 |
| 24 | School decision making teams horizontally and vertically align curriculum in key academic and behavioral content areas across the system. | 2 | 1 | 0 |
| 25 | C-SIT creates and executes a schedule for frequent teaching and reteaching of 3-5 school-wide behavioral expectations to students, staff, and families. | 2 | 1 | 0 |
| 26 | C-SIT designs a tiered discipline system that is proactive and instructional (e.g., 4:1 positive to redirects, using effective de-escalation strategies) | 2 | 1 | 0 |
| 27 | C-SIT ensures all staff are trained with the current safety and crisis plans annually. | 2 | 1 | 0 |
| **Comprehensive Screening and Assessment System**  |
| 28 | C-SIT uses a communication plan to regularly share assessment data to various stakeholder groups (e.g., district’s written guidance). | 2 | 1 | 0 |
| 29 | C-SIT evaluates the clarity and usability of their assessment data communication for relevant stakeholders in the learning community. | 2 | 1 | 0 |
| 30 | School decision-making teams align relevant assessment measures for academic and/or behavioral content areas to the four assessment purposes including universal screening & benchmarking, diagnostic/prescriptive, formative (progress monitoring), and summative assessments (outcome). | 2 | 1 | 0 |
| 31 | C-SIT orchestrates ongoing training and coaching on the efficient use of the data- management system. | 2 | 1 | 0 |
| 32 | C-SIT coordinates training and/or coaching for the administration of assessments and the connection between assessment, curriculum, and instruction. | 2 | 1 | 0 |
| 33 | C-SIT systematically evaluates all assessment practices to ensure overall functionality, efficiency, and usefulness. | 2 | 1 | 0 |
| 34 | C-SIT identifies the frequency of universal screeners and progress monitoring assessments needed to monitor growth and target supports across the tiers. | 2 | 1 | 0 |
| 35 | C-SIT collects, analyses, and responds to fidelity of implementation data for each initiative (e.g., district supported initiatives, programs, instruction, interventions, and supports) | 2 | 1 | 0 |

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| --- | --- | --- | --- |
|  | In Place | Partially in Place | Not in Place |
| **Family, School, and Community Partnerships** |
| 36 | C-SIT includes high impact Family, School, and Community Partnering strategies in the school’s Unified Improvement Plan (UIP). | 2 | 1 | 0 |
| 37 | C-SIT prioritizes shared responsibility with families in data-based problem-solving and decision making at all levels. | 2 | 1 | 0 |
| 38 | School decision-making teams embed family voice and shared leadership throughout the system. | 2 | 1 | 0 |
| 39 | Family engagement lead provides capacity building opportunities for families to be active partners in school. | 2 | 1 | 0 |
| 40 | C-SIT has a process to inform learners and families about assessments and their purposes, frequencies, dates, outcomes, and how to interpret results. | 2 | 1 | 0 |
| 41 | School decision-making teams utilize multiple means for two-way communication with families to create an inclusive culture. | 2 | 1 | 0 |
| 42 | C-SIT uses multiple data sources to inform and improve school climate | 2 | 1 | 0 |
| 43 | School decision-making teams practice high-impact strategies for staff to build trusting relationships with learners and families. | 2 | 1 | 0 |
| 44 | C-SIT evaluates FSCP implementation by completing the FSCP Self-Assessment Rubric User’s Guide as needed. | 2 | 1 | 0 |

# Attachment B: End of Year Evaluation

### Colorado Multi-Tiered System of Supports (COMTSS) End of Year Evaluation

Each COMTSS District Implementation Team (C-DIT) must submit an End of Year Evaluation to the Colorado Department of Education Office of Learning Supports (CDE/OLS) on or before June 30, each year of the project. Please submit the report via the electronic form emailed to the C-DIT lead.

**Part 1**: Provide information about your C-DIT’s processes this school year.

1. How many times has your C-DIT met this year?
2. Which tools/activities have you investigated or engaged in as a C-DIT? Check all that apply.
	* Action planning
	* Analyzing MLT self-assessment scoring
	* Budget/funding considerations
	* Clarifying mission/vision
	* Communication planning
	* Developing norms/common agreements
	* Developing common knowledge/understanding
	* Establishing roles/responsibilities
	* Establishing team membership
	* Initiative inventory
	* Planning for personnel development
	* Other:
3. Between the kickoff and the end of the school year, how much time has your C-DIT focused on improving each COMTSS Component?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| [Team Driven Shared](https://drive.google.com/file/d/1k2n8QweSJiA7UeMGu7uf2dMtWzOqE8Vc/view?usp=sharing) [Leadership](https://drive.google.com/file/d/1k2n8QweSJiA7UeMGu7uf2dMtWzOqE8Vc/view?usp=sharing) (TDSL) | Data-based Problem Solving and Decision Making(DBPS&DM) | [Family, School, and](https://drive.google.com/file/d/1JVf-l8r-LljrOuQ4BvGw-GMItmcxn-sg/view?usp=sharing) [Community](https://drive.google.com/file/d/1JVf-l8r-LljrOuQ4BvGw-GMItmcxn-sg/view?usp=sharing) [Partnerships](https://drive.google.com/file/d/1JVf-l8r-LljrOuQ4BvGw-GMItmcxn-sg/view?usp=sharing) (FSCP) | [Comprehensive](https://docs.google.com/document/d/1GePl2U_AeD1T6eDQEnmBfyDH4WrW3vLRFqYyTgfaOt8/edit?usp=sharing) [Screening and](https://docs.google.com/document/d/1GePl2U_AeD1T6eDQEnmBfyDH4WrW3vLRFqYyTgfaOt8/edit?usp=sharing) [Assessment](https://docs.google.com/document/d/1GePl2U_AeD1T6eDQEnmBfyDH4WrW3vLRFqYyTgfaOt8/edit?usp=sharing) [System](https://docs.google.com/document/d/1GePl2U_AeD1T6eDQEnmBfyDH4WrW3vLRFqYyTgfaOt8/edit?usp=sharing) (CSAS) | Layered Continuum of Supports (LCS) (Evidence-Based Practices, Instruction, and Interventions) |
| Teaming processes and structures that focus on distributing responsibility and shared decision making across and within regions, districts, and schools to effectively design and use systems of training, coaching, resources, implementation, and evaluation. | A continuous improvement process used by teams to collect, analyze, and evaluate information to inform decision making at the system and student levels. | Families, early childhood programs, schools, and communities actively partnering to develop, implement, and evaluate effective and equitable practices to improve educational outcomes for children and youth. | A Comprehensive Screening and Assessment System is the coordinated effort of gathering information across multiple measures to support decision making at the system and student level for the whole child. | Ensuring that every student receives equitable whole child supports that are evidence based, culturally responsive, matched to need, and developmentally appropriate through layered supports. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| TDSL | 1 – None | 2 – A little | 3 – Some | 4 – A great deal |
| DBPS&DM | 1 – None | 2 – A little | 3 – Some | 4 – A great deal |
| FSCP | 1 – None | 2 – A little | 3 – Some | 4 – A great deal |
| CSAS | 1 – None | 2 – A little | 3 – Some | 4 – A great deal |
| LCS | 1 – None | 2 – A little | 3 – Some | 4 – A great deal |

**Part 2**: Provide feedback on the following **five** questions. To help CDE/OLS provide the best services, please be as specific and candid as possible with your answers. The response should not be more than **three typed pages**.

1. Discuss how planned activities/strategies did or did not occur as planned.
2. Include a description of how the grant activities supported alignment with other initiatives (e.g., UIP, READ ACT, Connect for Success, School Turnaround).
3. Discuss how this grant led to MTSS implementation successes and how the district/BOCES will continue to build on these successes.
4. Discuss any pitfalls or lessons learned that you would share with another district/BOCES doing the same work.
5. Please complete the following table as applicable:

|  |  |
| --- | --- |
| Number of schools participating within the project: |  |
| Number of educators served through the project: |  |
| Number of students served through the project: |  |

**Part 3** (to be completed by participants that integrated PD planning into their C-DIT activities during the past school year): Please respond to the following questions related to your C-DITs PD plan.

1. Describe your implementation of the PD Plan and the components of the PD you found most beneficial for high- quality implementation in your schools. Please reference specific segments of your PD Plan and items on the EBPD rubric.
2. Describe the greatest challenges you faced in the implementation of your PD plan and how you will modify future plans and strategies to address those challenges. Please reference specific segments of your PD Plan and items on the EBPD rubric most related to the most challenging PD components.
3. Please indicate the Guskey levels of evaluation you were able to conduct in the implementation of your PD Plan. Were you able to implement all levels of evaluation indicated in your submitted PD plan? See columns N-S on the PD Plan and Items 11-16 on the EBPD rubric.
4. For each level of your PD evaluation conducted, please describe the outcomes that your PD achieved. If possible, please describe data prior to implementation of the PD plan and the data after the implementation of the PD plan. For example, if you indicated in your PD plan that you would evaluate your PD on participant learning (column P on the PD Plan and 13 on the EBPD rubric), please describe (with data) the impact of the PD on participant learning.

**Optional Feedback:** The OLS is looking for feedback on the support they provide to C-DITs. If possible, please complete some or all of the following questions as it will help the OLS refine the technical assistance they provide.

1. What has been the most helpful aspect of technical assistance (TA) from the Office of Learning Supports?
2. How have pre-planning meetings with your TA providers been helpful or contributed to moving the work of the C-DIT forward? Do you have any suggestions to help improve pre-planning meetings?
3. How have post C-DIT debrief meetings with your TA providers been helpful or contributed to the work of the C-DIT? Do you have any suggestions to help improve debrief meetings?
4. Do materials, tools, and/or activities make sense? If not, what specific materials, tools, and/or activities were confusing and how could they be improved?
5. Overall, how can your TA providers be more responsive to your needs?
6. What is one area, topic, skill, or specific training that you would like from your TA providers in the future?
7. Do you believe the C-DIT work will help you achieve improvements in your district? If so, how? If not, why not?

# Attachment C: Colorado Professional Development Plan

### Colorado Multi-Tiered System of Supports (COMTSS) Colorado Professional Development Plan

|  |  |
| --- | --- |
| **MTSS Implementation Team:** | **Creation Date:** |
| **Professional Development (PD) Topic:** | **Lead contact:** |
| **Why was this topic selected?** |
| **Long Term Desired Outcome:** |
| **SMART Goal(s):** |

|  |  |
| --- | --- |
| **Cohorts to Receive Professional Development** To list a cohort here, they should have been evaluated for needing differentiated PD. Because the PD will be different, each cohort may have its own PD Plan. The administration should be considered as its own cohort. | **Specific cohort (s) related to this plan:****(e.g.., elementary teachers, administration, 9-12 science teachers) A -****B -****C -****D -** |

**Professional Development Infrastructure**

|  |  |
| --- | --- |
| **Feature 1** | **Specifications, Guiding Questions, Possible Data Sources** |
| Resources are allocated for effective and sustainable delivery of High-Quality Professional Development (HQPD). | Resources are allocated for effective and sustainable PD, including coaching, team structures, and data systems.**Possible Data Sources**: Budget allocation, funding identification, PD action plan |
| CriteriaThe CIT will ensure that the PD has:* Sufficient resources allocated for the delivery of PD.
* Adequate resources provided for the sustainability of PD delivery.
* Sufficient resources provided for ongoing coaching of the PD.
* Sufficient resources allocated to the COMTSS Implementation Team (CIT) to support implementation.
* Adequate resources provided for data systems to evaluate PD.
 |

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| **Feature 2** | **Specifications, Guiding Questions, Possible Data Sources** |
| A system has been established to ensure the delivery of HQPD. | A description of specific training responsibilities is created along with a strategy for responding to implementation and outcome data to improve PD.**Possible Data Sources**: CIT agendas with data reviews, job description or contract, trainer evaluations, PD action plan |
| CriteriaThe CIT discussed and determined a training system considering:* Who will provide training?
* Written job descriptions for trainers
* Training of trainers if necessary
* Evaluation of trainers
* Collection and analyzing of training data
 |

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| **Feature 3** | **Specifications, Guiding Questions, Possible Data Sources** |
| A coaching system has been established to ensure follow-up of PD. | A description of specific coaching responsibilities is created along with a strategy for responding to coaching effectiveness.**Possible Data Sources**: Job descriptions, coaching evaluations, CIT agenda with data reviews, PD action plan |
| CriteriaThe CIT discussed and determined a coaching system considering:* Who will provide ongoing coaching?
* A written description of responsibilities for coaches.
* Training for coaches if necessary (possible Cohort).
* Evaluation of coaches.
* Collection and analyzing of coaches’ data to improve effectiveness.
 |

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| **Feature 4** | **Specifications, Guiding Questions, Possible Data Sources** |
| Problem-solving strategies, implementation strategies, and recognition systems are established. | Implementation data is used to inform modifications to PD infrastructure and delivery. Positive recognition processes are in place for high degrees of implementation.**Possible Data Sources**: PD Plan around problem-solving, written problem-solving protocols, documentation of celebrations, recognition, and communication of successes, PD action plan |
| CriteriaThe CIT ensures that implementation data is reviewed using problem-solving strategies and:* Is trained in and uses effective problem-solving strategies.
* Uses problem-solving strategies when reviewing PD implementation.
* Identifies modifications needed and action plans to implement the changes.
* Plans to celebrate and recognize progress toward goals on a regular basis.
 |

**Professional Development Delivery and Data Analysis**

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| --- | --- |
| **Feature 5** - Was the PD High-Quality? | **Specifications, Guiding Questions, Possible Data Sources** |
| PD activities are evaluated for representation of HQPD. | Is there a process to assess the preparation, introduction, demonstration, engagement, evaluation, and mastery of the HQPD?**Possible Data Source**: Observation Checklist for High-Quality Professional Development, PD action plan |
| CriteriaThe CIT discussed and evaluated HQPD delivery considering:* When selecting trainers, the CIT expects trainers to incorporate high-quality professional development in training. It will be discussed with the trainer before training.
* The CIT will evaluate the use of high-quality professional development principles by the trainers either when previewing the presentation or when doing post evaluation.
* An observer used the Observation Checklist for High-Quality Professional Development Training and presented that to the COMTSS Implementation Team for evaluation.
 |

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| **Feature 6 -** What can we do to make the training better? | **Specifications, Guiding Questions, Possible Data Sources** |
| PD activities are evaluated for **participant reaction**, and data is used to improve PD content and delivery. | * Was the trainer knowledgeable?
* Were effective opportunities for application provided?
* Did the session materials contribute to learning?
* Were facilities and equipment conducive to learning?
* Were the stated session objectives met?

**Possible Data Sources**: Exit tickets, Google participant surveys, open discussion (recorded), PD action plan |
| CriteriaThe CIT will use data to impact future PD to improve by:* CIT has developed or has a plan to establish a way to collect participant reaction data. This data should reflect some of the following information.
	+ Was the trainer knowledgeable?
	+ Were adequate opportunities for application provided?
	+ Did the session materials contribute to learning?
	+ Were facilities and equipment conducive to learning?
	+ Were the stated session objectives met?
* CIT has reviewed (or has scheduled a review of) the participant reaction data.
* CIT has developed (or is planning to create) an action plan to improve PD based on the participant reaction data.
 |

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| **Feature 7 -** Did they learn what we wanted them to know? | **Specifications, Guiding Questions, Possible Data Sources** |
| PD activities are evaluated for p**articipant learning.** | * Did the participants acquire the intended knowledge & skills?
* Did participants’ attitudes, beliefs, or dispositions change?

**Possible Data Sources**: Content quiz, staff pre/post survey, PD action plan |
| CriteriaThe CIT will use data to impact future PD to improve by:* CIT has developed or has a plan to establish a way to collect participant reaction data. This data should reflect some of the following information.
* Did the participants acquire the intended knowledge & skills?
* Did participants’ attitudes, beliefs, or dispositions change?
* CIT has reviewed (or has scheduled a review of) the participant reaction data.
* CIT has developed (or is planning to create) an action plan to improve PD based on the participant reaction data.
 |

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| **Feature 8 -** Are the learners applying the PD as intended (**fidelity**)? | **Specifications, Guiding Questions, Possible Data Sources** |
| PD activities are evaluated for participant **use of new knowledge and skills**. | * Do participants consistently apply the new knowledge and skills?
* Did participant practices change?
* Are the skills taught during the PD being implemented as intended?

**Possible Data Sources**: Administrator walk-throughs, peer observation, PD action plan |
| CriteriaThe CIT will use data to impact future PD to improve by:* CIT has developed or has a plan to establish a way to collect participant reaction data. This data should reflect some of the following information.
	+ Do participants consistently apply the new knowledge and skills?
	+ Did participant practices change?
	+ Are the skills taught during the PD being implemented as intended?
* CIT has reviewed (or has scheduled a review of) the participant reaction data.
* CIT has developed (or is planning to create) an action plan to improve PD based on the participant reaction data.
 |

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| **Feature 9 -** Is the PD producing positive outcomes for students? | **Specifications, Guiding Questions, Possible Data Sources** |
| PD activities are evaluated for participants **for student learning outcomes.** | * What was the impact on students?
* How did it affect student performance or achievement?
* How did it influence students’ physical or emotional well-being or student behavior?

**Possible Data Sources**: CMAS, SAT, Discipline Reports (ODR’s), student surveys, PD action plan |
| Criteria* CIT has developed or has a plan to develop a way to collect around the positive student outcomes resulting from the PD. The CIT will use data to impact future PD to improve by.
* This data should reflect some of the following information.
	+ What was the impact of the PD on students?
	+ How did the PD affect student performance or achievement?
	+ How did the PD influence students’ physical or emotional well-being or student behavior?
* CIT has reviewed (or has scheduled a review of) the student outcome data.
* CIT has developed (or is planning to create) an action plan to improve PD based on the student outcome data.
 |

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| **Feature 10 -** Staff implementing the training feel it is supported by the school/district, and is it making a difference? | **Specifications, Guiding Questions, Possible Data Sources** |
| PD activities are evaluated for**organizational support and change**. | * Was implementation advocated and supported?
* Were sufficient implementation resources allocated?
* Was the organization positively impacted?

**Possible Data Source**: Stakeholder survey, interviews, PD action plan |
| Criteria* CIT has developed or has a plan to establish a way to collect around the positive student outcomes resulting from the PD. The CIT will use data to impact future PD to improve by. This data should reflect some of the following information.
	+ Was implementation advocated and supported?
	+ Were sufficient implementation resources allocated?
	+ Was the organization positively impacted?
* CIT has reviewed (or has scheduled a review of) the student outcome data.
* CIT has developed (or is planning to create) an action plan to improve PD based on the student outcome data.
* CIT discussed how to share the data with all stakeholders and made a plan to share that data.
 |

**Professional Development Action Planning**

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| --- | --- | --- | --- | --- | --- |
| **Feature Number** | **By When (Date/Timeline)** | **Action Steps** | **Resources Needed** | **By whom?** | **Done?** |
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### Example

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| --- | --- | --- | --- | --- | --- |
| **Feature Number** | **By When (Date/Timeline)** | **Action Steps** | **Resources Needed** | **By whom?** | **Done?** |
| 6 | October 16, 2021 | The MLT will develop a Google Survey to give out to all participants of all district PD. The survey will collect participant reactions after each training. | Access to Google Surveys and time during the June MLT meeting to create the Google Survey. | John Smith will lead the creation of the survey by the MLT. | Not yet |

# Attachment D: Intent to Apply

The Intent to Apply form for the COMTSS SPDG grant is due **Monday, October 25, 2021 by 11:59 pm**. The Intent to Apply is encouraged, but not required to submit an application.

### Below is a screenshot of the information requested in the Intent to Apply:

