

# OFFERED SERVICES

## Colorado Multi-Tiered System of Supports (CO-MTSS)



**COLORADO**  
Department of Education

### EASI Route: Offered Services

#### Introduction

**Colorado Multi-Tiered System of Supports (CO-MTSS)** is defined as a prevention-based framework of team-driven data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, district, region, and state level. Our mission is to shape, develop, and increase the collective capacity of schools and districts to implement and sustain a multi-tiered system of supports through a problem-solving culture that integrates data, practices, and systems to improve educational outcomes for every student.

CO-MTSS sees our partnerships with districts as an integral collaboration to achieve five major goals: 1) increase state leadership capacity for CO-MTSS infrastructure; 2) increase regional and district CO-MTSS capacity and sustainability; 3) increase preschool-12, school level capacity for CO-MTSS through the implementation of evidence-based practices, data-based problem solving, and short-cycle action planning; 4) support improved teacher effectiveness in the classroom; and 5) increase partnering with families, schools, and the community.

CO-MTSS includes five Essential Components that create a more efficient and effective system of supports that benefit the outcomes of all students including those in low performing schools:

- 1. Team-Driven Shared Leadership:** Teaming structures and expectations to distribute responsibility and shared decision-making across school, district, and community members (e.g. students, families, generalists, specialists, and district administrators) to organize coordinated systems of training, coaching, resources, implementation, and evaluation for adult activities.
- 2. Data-Based Problem Solving and Decision-Making:** A consistent process is used by stakeholder teams and applied at multiple levels to analyze and evaluate relevant information to plan and implement strategies that support sustainable improved student and system outcomes.
- 3. Family, School, and Community Partnering:** The collaboration of families, schools, and communities as active partners in improving learner, classroom, school, district, and state outcomes.
- 4. Layered Continuum of Supports:** Ensuring that every student receives equitable academic and behavioral support that is culturally responsive, matched to need, and developmentally appropriate, through layers that increase in intensity from universal (every student) to targeted (some students) to intensive (few students).
- 5. Evidence-Based Practices:** Approaches to instruction, intervention, and assessment that have been proven effective through research indicating improved outcomes for students.

#### Eligible Applicants and Prioritization

**Eligibility.** Eligible applicants are school districts that meet the following criteria:

1. Identified for support and improvement under ESSA (i.e., Comprehensive, Targeted, Additional Targeted), OR

#### For More Information, Contact:

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## 2. Have a Priority Improvement or Turnaround plan type on the most recent School Performance Framework

**Prioritization.** In the event that not all EASI proposals can be funded, proposals that meet grant expectations will be funded in the order of the EASI school-level prioritization list. Schools with the highest number of prioritization points will be funded first. Consideration will be given to:

Districts that commit to partnering with CO-MTSS staff to focus on systemic change through professional learning and capacity-building. CO-MTSS staff work primarily with designated **MTSS Leadership Teams (MLTs)** within each district. MLTs will:

- Include at least one designated executive district leader, who will attend at least 75% of monthly meetings;
- Include an MLT team lead and point of contact for communications with CDE and meeting facilitation;
- Attend a full-day, yearly CO-MTSS kickoff with a majority of the district/school team
- Attend regional, monthly meetings with the CO-MTSS staff to complete various activities, including infrastructure evaluation, implementation plan development, initiative inventory completion, professional development planning, and ongoing monitoring of school-level implementation;
- Ensure that district and building leadership possess the qualifications and have committed the time necessary to accomplish activities to lead to student achievement gains;
- Conduct action planning-related professional development and technical assistance with participating Building Leadership Teams (with the support of CO-MTSS staff);
- Foster principal leadership in schools and support leadership growth opportunities;
- Ensure that funds are being leveraged with other local, state, and federal funds (e.g., Titles I, II, III, V and IDEA) and that accountability for cost-effective management is provided; and
- Provide student, school, and MLT-related data to CDE within the time frames specified.

### MLT Support

Technical Assistance from CO-MTSS staff will include the following:

- Monthly on-site meetings to support action planning and implementation of CO-MTSS;
- Identification of clear goals and outcomes focused on student outcomes;
- Development of action plans that align with other initiatives and result in high quality, sustained implementation; and
- Creation of evidence-based personnel development and technical assistance activities for local schools.

### Available Funds

Funds are available to districts for supporting CO-MTSS implementation for 2 ½ years. For new districts in the project, during the first six months (through June 2021), \$5,000 is available per district for meeting with CO-MTSS staff and initiating exploration activities. Then, starting July 1, 2021, districts in the project can receive up to \$65,000 each year for two additional school years (2021-2022 and 2022-2023).

Districts that have already gone through exploration work with CO-MTSS through the State Personnel Development Grant (SPDG) are eligible for \$32,500 during the first six months (through June 2021), as well as \$65,000 each year for two additional school years (2021-2022 and 2022-2023). Importantly, these funds must supplement and do not replace SPDG funds.

### Allowable Use of Funds

Funding from this opportunity is limited to FTE for a MTSS implementation coach and costs associated with CO-MTSS implementation. MLTs may use funds for activities related to professional development, including training fees, curricula, implementation tools, outcome measurement, time for collaboration, staff stipends, substitute pay to create time for job embedded learning opportunities, or other planned activities.



Prior to acceptance into the project, districts must provide a budget for 2020-21 (remaining), 2021-22, and 2022-23 (2 ½ years of total funding). Funds provided each year will be contingent on project implementation and adequate use of funds from previous years.

Funds from this opportunity must be used to **supplement and not supplant** any federal, state, and local funds currently being used to provide activities.

## Important Program Dates

<b>September– December</b>	Meet with CO-MTSS Staff to discuss application and next steps
<b>January</b>	MLTs will be notified of acceptance
<b>February</b>	CO-MTSS New District kick-off event
<b>Monthly Meetings starting February</b>	Working through Exploration activities to build capacity for systems change within the MLT
<b>August</b>	CO-MTSS Annual Summit event to collaborate with other project districts, and plan next steps
<b>Monthly Meetings Starting August</b>	Ongoing technical assistance provided to build effective Personnel Development and Technical Assistance for schools.

## Evaluation and Reporting

Because successful implementation of CO-MTSS depends on the use of data to inform decisions, participating MLTs will be expected to use data throughout their implementation efforts. Additionally, data collection and submission to CDE will be expected. The data from participating MLTs and schools includes facilitated submission of relevant aggregated academic, behavioral, implementation, teacher performance, and family partnering data and will be a function of program participation. The MLT and CO-MTSS staff will mutually decide upon, record, and monitor data throughout the project. This may be collected in the form of student outcome data, teacher input data, fidelity data, questionnaires, self-assessments, and participant reflections.

Each MLT will complete and submit the following to CDE each year of the project:

- Capacity building tools:
  - MLT Meetings Foundations Checklist;
  - MLT Self-Assessment;
  - MLT Personnel Development Plan;
  - MLT Initiative Inventory; and
  - Aggregated School Short Cycle Action Plans;
- End of Grant Year Report; and
- Annual Financial Report.

## Program Assurances

### School Leadership Commitments:

Participating schools will implement a CO-MTSS Building Leadership Team (BLT). Each BLT will:

- Provide CDE with evaluation information required by the MLT and CDE;
- Attend online and face-to-face state-sponsored professional development opportunities;
- Budget sufficient funds and time to participate in required activities; and
- Exercise leveraging of Title I, IDEA, and other funding sources.



### **District Commitments:**

Districts will designate an MLT to work with and coordinate with CO-MTSS staff regarding technical assistance for implementation efforts. The MLT will:

- Include at least one (preferably multiple) designated executive district leader, who will attend at least 75% of monthly meetings;
- Assign an MLT team lead and point of contact for communications with CDE and meeting facilitation;
- Attend a full-day, yearly CO-MTSS kickoff with a majority of the district/school team
- Attend monthly meetings with the CO-MTSS staff to complete various activities, including infrastructure evaluation, implementation plan development, initiative inventory completion, and professional development planning;
- Ensure that district and building leadership possess the qualifications and have committed the time necessary to accomplish grant activities to lead to student achievement gains;
- Conduct action planning-related professional development and technical assistance with participating Building Leadership Teams (with the support of CO-MTSS staff);
- Foster principal leadership in the schools and support leadership growth opportunities;
- Ensure that funds are being leveraged with other local, state, and federal funds (e.g., Titles I, II, III, V, and IDEA) and that accountability for cost-effective management is provided; and
- Provide student, school, and MLT-related data to CDE for the CO-MTSS funding opportunity within the time frames specified.

## **ADDITIONAL INFORMATION AND RESOURCES**

Colorado Department of Education's EASI Website  
[www.cde.state.co.us/fedprograms/easiapplication](http://www.cde.state.co.us/fedprograms/easiapplication)

EASI: CO-MTSS  
[www.cde.state.co.us/fedprograms/districtwide-comtss](http://www.cde.state.co.us/fedprograms/districtwide-comtss)

CDE: CO-MTSS  
[www.cde.state.co.us/mtss](http://www.cde.state.co.us/mtss)