



District Application to Participate in Intensive Technical Assistance

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District Application to Participate in Intensive Technical Assistance

The MiMTSS Technical Assistance Center is offering two options for MTSS intensive technical assistance:

1. Integrated Behavior and Reading MTSS (application questions are on pages 4-8)
2. Promoting Positive School Climate (Behavioral Components of an MTSS Framework) (application questions are on pages 8-12)

Additional information about the Technical Assistance Center, intensive technical assistance benefits, requirements for participation, and way ISDs can assist your district's efforts in successfully using the components of an MTSS framework can be found by accessing the Overview of Intensive TA Opportunities found on the [application page](https://mimtsstac.org/applications) of the MiMTSS TA Center website. (<https://mimtsstac.org/applications>)

How to Complete an Intensive Technical Assistance Application

Select the Intensive TA option for which your district is applying. Applications must be submitted online using the application survey on the MiMTSS Technical Assistance Center website. Applications submitted via any other format (email, fax, mailed paper copies) will NOT be reviewed.

Applications must be submitted online by 5:00 p.m. EST May 28, 2021

Application Timelines

- April 15** Application is released to the public.
- April 19** Informational webinar (9:30 - 10:30 a.m. EST). *
- May 28** Applications are due (entered online by 5:00 p.m. EST).
- June 4** Applicants are notified of potential partnership.
- June 8, 9, or 11** Conversations with potential district partners to discuss the district's application, answer additional questions, and mutually determine if intensive TA for supporting MTSS is a good fit. These meetings will clarify the work and expectations.

* Webinar connection information is available on the [application webpage](https://mimtsstac.org/applications) (<https://mimtsstac.org/applications>)

Selection Process

Selection of applicants will reflect geographic and demographic diversity (size, locale, race, socio-economic status), experience, and previous success with supporting district-wide change efforts, as well as a need to improve academic performance. Based on the quality of the applications, those receiving the highest scores will be considered for partnership.

Option 1: Integrated Behavior and Reading MTSS Application

Application Questions

The following questions should be answered online through the [application survey](https://survey.alchemer.com/s3/6239996/2021-2022-District-Application-for-Intensive-MTSS-Technical-Assistance) (<https://survey.alchemer.com/s3/6239996/2021-2022-District-Application-for-Intensive-MTSS-Technical-Assistance>). For responses to open-ended questions, it is helpful to type responses in this or another document and then paste as text into the online application system. The application system does not accept tables or other formatting (i.e., bold, underline, italics, bullets).

Selection

We are submitting an application to receive intensive technical assistance for (select one):

- Integrated Reading and Behavior MTSS
- Promoting Positive School Climate (Behavior Components of an MTSS Framework)

Contact

Contact information for primary and alternate contacts (first name, last name, title, district name, email address, phone number)

Question 1

How do you envision the potential partnership with the MiMTSS TA Center will add value to your district's efforts to improve student outcomes, including addressing state and federal mandates/initiatives? (See the Overview of Intensive TA Opportunities on the [application webpage](https://mimtsstac.org/applications) (<https://mimtsstac.org/applications>))

Question 2

Planning for scale-up of a Multi-Tiered System of Supports (MTSS) framework:

- List all schools in your district. Based on each school's level of readiness, indicate whether it will either be the first cohort of school(s) to install the MTSS components (referred to as a model demonstration school) or the second cohort to go through the professional learning scope and sequence (See the Integrated Behavior and Reading MTSS scope and sequence documents on the [Integrated Behavior and Reading MTSS application webpage](https://mimtsstac.org/applications) (<https://mimtsstac.org/applications>):
 - School name
 - Grade levels (e.g., K-5, 7-8, 9-12, K-12)
 - Anticipated cohort and start date for professional learning (Jan 2022, Jan 2023, other)

Question 3

Please upload letters of support from all school administrators/principals (with signatures). Up to ten files can be uploaded with a maximum file size of 10MB. If you have more than ten administrators/principals, scan them into ten or fewer files before submitting.

Question 4

Will your ISD provide support to your district and/or schools during your MTSS implementation efforts? (Yes/No)

Question 5 (if you selected “yes” to the previous question)

Please select all of the following supports that your ISD will provide. **For each of the selected supports, provide a summary of the agreement that has been made between your district and ISD.**

- Member of the District Implementation Team
- Coaching support in the form of systems-level coaching (to the School Leadership Team).
- Data coordination support (support with installation, initial implementation, and ongoing use of measures and data systems). Describe the specific assessments and data coordination roles the ISD will support.
- Data Systems, technology integration support.
- Reading content expertise.
- Social, emotional, behavioral content expertise.

Question 6

Please upload a signed letter of support from your ISD outlining the agreed-upon MTSS implementation supports that will be provided to your district. Up to two files can be uploaded with a maximum file size of 10MB per file.

Question 7

Select all grade levels where Acadience Reading is currently being used for universal screening:

- | | |
|----------------------------|-------------------------------|
| <input type="checkbox"/> K | <input type="checkbox"/> 6 |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 9 |
| <input type="checkbox"/> 4 | <input type="checkbox"/> None |
| <input type="checkbox"/> 5 | |

Question 8

Provide information related to the **current use** and **commitment** for each **Elementary** School Assessment in the table below. Select all that apply.

Elementary School Assessment	Current Use	We Commit to New/Sustained Use in ALL Elementary Schools
Acadience Reading for universal screening	<input type="checkbox"/> No Schools <input type="checkbox"/> Some Schools <input type="checkbox"/> All Schools	<input type="checkbox"/>
School-wide Information System (SWIS via PBISApps.org)	<input type="checkbox"/> No Schools <input type="checkbox"/> Some Schools <input type="checkbox"/> All Schools	<input type="checkbox"/>
School-wide PBIS Tiered Fidelity Inventory (via PBISApps.org)	<input type="checkbox"/> No Schools <input type="checkbox"/> Some Schools <input type="checkbox"/> All Schools	<input type="checkbox"/>
Reading Tiered Fidelity Inventory (Elementary-Level Edition)	<input type="checkbox"/> No Schools <input type="checkbox"/> Some Schools <input type="checkbox"/> All Schools	<input type="checkbox"/>
School Climate Survey (via PBISApps.org)	<input type="checkbox"/> No Schools <input type="checkbox"/> Some Schools <input type="checkbox"/> All Schools	<input type="checkbox"/>

Question 9

Provide information related to the **current use** and **commitment** for each **Secondary** School Assessment in the table below. Select all that apply.

Secondary School Assessment	Current Use	We Commit to New/Sustained Use in ALL Secondary Schools
Early Warning Indicators (attendance, behavior, course performance) for universal screening (via MiEWIMS)	<input type="checkbox"/> No Schools <input type="checkbox"/> Some Schools <input type="checkbox"/> All Schools	<input type="checkbox"/>
School-wide Information System (SWIS via PBISApps.org)	<input type="checkbox"/> No Schools <input type="checkbox"/> Some Schools <input type="checkbox"/> All Schools	<input type="checkbox"/>
School-wide PBIS Tiered Fidelity Inventory (via PBISApps.org)	<input type="checkbox"/> No Schools <input type="checkbox"/> Some Schools <input type="checkbox"/> All Schools	<input type="checkbox"/>

Secondary School Assessment	Current Use	We Commit to New/Sustained Use in ALL Secondary Schools
Reading Tiered Fidelity Inventory (Secondary-Level Edition)	<input type="checkbox"/> No Schools <input type="checkbox"/> Some Schools <input type="checkbox"/> All Schools	<input type="checkbox"/>
School Climate Survey (via PBISApps.org)	<input type="checkbox"/> No Schools <input type="checkbox"/> Some Schools <input type="checkbox"/> All Schools	<input type="checkbox"/>

Question 10

Provide information related to the **current use** and **commitment** for **District** Assessments and Evaluation Tools listed in the table below. Select all that apply.

Assessment	Current Use	We Commit to New/Sustained Use
District Capacity Assessment	<input type="checkbox"/> Have not used before <input type="checkbox"/> Have used at least once before	<input type="checkbox"/>
MiMTSS Data System	<input type="checkbox"/> Have not used before <input type="checkbox"/> Have an active Use Agreement signed via MiDataHub	<input type="checkbox"/>

Question 11

List all other reading assessments being used in your district.

Question 12

List all other social, emotional, behavioral assessments being used in your district.

Question 13

What do you see as the potential challenges of engaging in a multi-year collaboration to implement an MTSS framework district-wide? Describe how you plan to address each of the challenges:

- a. Any pedagogical/philosophical differences in beliefs around PBIS & Scientifically-Based Reading Research?
- b. Other major initiatives or practices that draw on existing resources (staff, time, fiscal)?

Question 14

As a district, we understand and are committed to the allocation of resources to support the behavior and reading components of an MTSS framework at the district and school levels in the following areas (check all boxes below).

- Staff time to attend district- and school-level trainings.
- Associated sub costs.
- Travel costs associated with sending district and/or school staff to a regional location to attend professional learning.
- Ensuring staff are addressing the functions to support MTSS (e.g., MTSS coordination, data coordination, coaching).
- Purchase of measures/data systems.

Question 15

Have you begun conversations within your district about the allocation of resources to support the reading and behavior components of an MTSS framework (Yes/No)? If yes, please provide a brief description of who these conversations have been with and any decisions.

Question 16

Identify current capacity (name, role/title, and time per week they have allocated) for each of the following functions. If ISD staff are currently supporting any of the functions related to coaching or data coordination, please provide their name and role. It is possible that an individual may fulfill multiple functions. If an individual(s) is not currently fulfilling a function, please leave that row blank.

- Coaching:
 - School Leadership Team level
- Data Coordination:
 - Acadience Reading Mentor
 - Reading Tiered Fidelity Inventory Facilitator
 - SWIS Facilitator
 - SWPBIS Tiered Fidelity Inventory Facilitator
 - PBIS Assessment Coordinator
 - Early Warning System Coordinator

Question 17

As a district we understand that these are critical functions to supporting MTSS implementation, and we are committed to building capacity for these functions within our district staff and/or in partnership with our ISD (check “yes”).

Question 18

Please provide time ranges during the offered days (**June 8th, 9th, or 11th**) when your superintendent and other district executive leaders would be available for an initial one-hour meeting via Zoom.

Option 2: Promoting Positive School Climate Application

Application Questions

The following questions should be answered online through the [application survey](https://survey.alchemer.com/s3/6239996/2021-2022-District-Application-for-Intensive-MTSS-Technical-Assistance) (<https://survey.alchemer.com/s3/6239996/2021-2022-District-Application-for-Intensive-MTSS-Technical-Assistance>). For responses to open-ended questions, it is helpful to type responses in this or another document and then paste as text into the online application system. The application system does not accept tables or other formatting (i.e., bold, underline, italics, bullets).

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Contact

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- Promoting Positive School Climate (Behavior Components of an MTSS Framework)

Question 1

How do you envision the potential partnership with the MiMTSS TAC will add value to your district's efforts to improve student outcomes, including addressing state and federal mandates/initiatives? (See the Overview of Intensive TA Opportunities on the [application webpage](https://mimtsstac.org/applications) (<https://mimtsstac.org/applications>)).

Question 2

Planning for scale-up of the behavioral components of a Multi-Tiered System of Supports (MTSS) framework:

- List all schools in your district. Based on each school's level of readiness, indicate whether it will either be the first cohort of school(s) to install the behavioral components of an MTSS framework (referred to as a model demonstration school) or the second cohort to go through the professional learning scope and sequence (See the Promoting Positive School Climate scope and sequence documents on the [Promoting Positive School Climate application webpage](https://mimtsstac.org/applications#promoting-positive-school-climate-ppsc) (<https://mimtsstac.org/applications#promoting-positive-school-climate-ppsc>):
 - School name
 - Grade levels included (e.g., K-5, 7-8, 9-12, K-12)
 - Anticipated cohort and start date for professional learning (January 2022, January 2023, other)

Question 3

Please upload letters of support from all school administrators/principals (with signatures). Up to ten files can be uploaded with a maximum file size of 10MB. If you have more than ten administrators/principals, scan them into ten or fewer files before submitting.

Question 4

Will your ISD provide support to your district and/or schools during your implementation efforts for the behavioral components of an MTSS framework? (Yes/No)

Question 5 (if you selected “yes” to the previous question)

Please select all of the following supports that your ISD will provide. **For each of the selected supports, provide a summary of the agreement that has been made between your district and ISD.**

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- Data coordination support (support with installation, initial implementation, and ongoing use of measures and data systems). Describe the specific assessments and data coordination roles the ISD will support.
- Data Systems, technology integration support.
- Social, emotional, behavioral content expertise.

Question 6

Please upload a signed letter of support from your ISD outlining the agreed upon MTSS implementation supports that will be provided to your district. Up to two files can be uploaded with a maximum file size of 10MB per file.

Question 7

Provide information related to the current use **and** commitment for each assessment in the table below. Select all that apply.

Assessment	Current Use	We Commit to New/Sustained Use in ALL Schools
School-wide Information System (SWIS via PBISApps.org)	<input type="checkbox"/> No Schools <input type="checkbox"/> Some Schools <input type="checkbox"/> All Schools	<input type="checkbox"/>
School Climate Survey (via PBISApps.org)	<input type="checkbox"/> No Schools <input type="checkbox"/> Some Schools <input type="checkbox"/> All Schools	<input type="checkbox"/>
School-wide PBIS Tiered Fidelity Inventory (via PBISApps.org)	<input type="checkbox"/> No Schools <input type="checkbox"/> Some Schools <input type="checkbox"/> All Schools	<input type="checkbox"/>

Question 8

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Question 9

List all other social, emotional, behavioral assessments being used in your district.

Question 10

What do you see as the potential challenges of engaging in a multi-year collaboration to implement an MTSS framework district-wide? Describe how you plan to address each of the challenges:

- c. Any pedagogical/philosophical differences in beliefs around PBIS?
- d. Other major initiatives or practices that draw on existing resources (staff, time, fiscal)?

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- Travel costs associated with sending district and/or school staff to a regional location to attend professional learning.
- Ensuring staff are addressing the functions to support MTSS (e.g., MTSS coordination, data coordination, coaching, intervention implementation).
- Purchase of measures/data systems.

Question 12

Have you begun conversations within your district about allocation of resources to support the behavioral components of an MTSS framework (Yes/No)? If yes, please provide a brief description of who these conversations have been with and any decisions.

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Michigan’s MTSS Technical Assistance Center is funded by the
Michigan Department of Education and the U.S. Department of Education,
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