Developing, Aligning, and Improving Systems of Academic and Behavioral Supports (ISABS) grant
Purpose

• The fundamental purpose of the ISABS grant is to scale up the development, alignment, and improvement of academic and behavioral supports in California through the use of an MTSS process and framework as appropriated as part of Assembly Bill 104, Chapter 13, Section 57, Statues of 2015
(c) The designated county office of education or county offices of education shall identify and develop the resources and activities pursuant to subdivision (b) with the goal of maximizing their availability, efficacy, and usage across the state. To achieve this goal, the designated county office of education or county offices of education shall employ strategies that may include the following:

2. Develop train-the-trainer models and online training modules.
3. Offer regional conferences and workshops-
   - Statewide COE and Knowledge Development District Trainings—September-December 2016 in partnership with SWIFT
   - MTSS Professional Learning Institute: July 2017 and July 2019
4. Provide technical assistance to local educational agencies and charter schools.
5. Develop a network of educators who can provide coaching and training to other local educational agencies and charter schools.
6. Provide stipends for school personnel to attend training sessions.
7. Develop evaluation tools to measure the effectiveness of evidence-based strategies.
   - SWIFT RIA/RT, PBIS TRI, and other evidence-based evaluation tools
8. Provide competitive startup grants to help local educational agencies and charter schools implement the practices described in subdivision (b).
   - RFA Process, April 2017, December 2017, May 2018
9. Provide demonstration grants to local educational agencies and charter schools for the purpose of identifying, evaluating, learning about, or testing the feasibility of effective approaches, for the purposes of informing the other activities and resources developed pursuant to this subdivision.
   - MOU with COEs and Knowledge Development Sites
Whole System Engagement
SUMS Teaming

Scaling Up MTSS through Multiple Teams Across the System
## MTSS Scale-Up

### Roles and Responsibilities

<table>
<thead>
<tr>
<th>Regional Leadership Team</th>
<th>COE Leads (58)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region Leads (11)</td>
<td></td>
</tr>
<tr>
<td>• Attends State MTSS Trainer of Trainers at OCDE September 8-9, 2016</td>
<td></td>
</tr>
<tr>
<td>• Hosts and/or assists with a Regional MTSS Trainer of Trainers (4-8 days)</td>
<td></td>
</tr>
<tr>
<td>• Provides regional assistance to COE Leads</td>
<td></td>
</tr>
<tr>
<td>• Participates in a Community of Practice (monthly)</td>
<td></td>
</tr>
<tr>
<td>• Acts as a resource and liaison to State Leadership Team</td>
<td></td>
</tr>
<tr>
<td>• Supports State Leadership Team in screening of LEA sub-grant applications</td>
<td></td>
</tr>
<tr>
<td>• Attends Regional MTSS Trainer of Trainers Provides technical assistance and training to Local Districts</td>
<td></td>
</tr>
<tr>
<td>• Participates in a Community of Practice</td>
<td></td>
</tr>
<tr>
<td>• Acts as a resource and liaison to Region Leads</td>
<td></td>
</tr>
<tr>
<td>• Encourages LEAs to apply for sub-grants</td>
<td></td>
</tr>
</tbody>
</table>
# COE Allocations

<table>
<thead>
<tr>
<th>COE ADA</th>
<th>Maximum Amount COE Can Request</th>
<th>#of COE*Max Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-10,000</td>
<td>$10,000</td>
<td>(17) $170,000</td>
</tr>
<tr>
<td>10,001-50,000</td>
<td>$25,000</td>
<td>(18) $450,000</td>
</tr>
<tr>
<td>50,001-150,000</td>
<td>$50,000</td>
<td>(12) $600,000</td>
</tr>
<tr>
<td>Above 150,000</td>
<td>$100,000</td>
<td>(11) $1,100,000</td>
</tr>
</tbody>
</table>

Total $2,320,000

- Allocation to be used to offset the cost of travel for teams to attend the MTSS Scale-Up Training in their Region as well as provide Technical Assistance to their Districts.
- Districts would need to submit an expenditure plan and data and invoices to show how they spent the money to assist their districts.
Knowledge Development Sites

• We have a District Leadership Team (DLT) or a School Transformation Team (STT)
• Our DLT or STT members hold a commitment to equity based inclusive educational reform
• Our DLT or STT is committed to the use of data
• Our DLT or SLT has a history of demonstrated commitment to collaborating with all stakeholder groups essential to building capacity for MTSS implementation success and sustainability
# Domains & Features

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strong &amp; Engaged Site Leadership</strong></td>
<td><strong>Inclusive Academic Instruction</strong></td>
<td><strong>Fully Integrated Organizational Structure</strong></td>
<td><strong>Trusting Family Partnerships</strong></td>
<td><strong>Strong LEA/School Relationship</strong></td>
</tr>
</tbody>
</table>
| - Lead development of a vision  
- Attend instructional meetings and classes  
- Create a leadership team  
- Create opportunities to contribute  
- Use data to guide decisions | - Identify a comprehensive assessment system  
- Create and utilize teams  
- Provide universal academic supports  
- Provide targeted interventions and supports  
- Provide individualized interventions and supports  
- Develop guidelines to implement curriculum with universal design for learning (UDL) | - Identify who has access  
- Use non-categorical language and practices  
- Use collaborative instruction among peers  
- Use paraeducators to support inclusive education | - Engage with students and families  
- Obtain input and feedback  
- Provide engagement opportunities  
- Facilitate home-school communication  
- Provide information | - Develop a district-based team  
- Attend school-level meetings  
- Provide district-level professional learning  
- Identify and remove barriers  
- Regularly communicate outcomes |
| **Strong Educator Support System** | **Inclusive Behavior Instruction** | **Strong & Positive School Culture** | **Trusting Community Partnerships** | **LEA Policy Framework** |
| - Provide access to instructional coaching  
- Seek input from teachers  
- Make learning opportunities available to all  
- Use data  
- Conduct strengths-based evaluations | - Identify a comprehensive assessment system  
- Create and utilize teams  
- Provide universal behavior supports  
- Provide targeted interventions and supports  
- Provide individualized interventions and supports | - Foster collaborative relationships  
- Create a shared vision  
- Identify ways for all staff to contribute  
- Ensure all students have access to extra-curricular activities  
- Demonstrate culturally responsive practices | - Engage with the community  
- Identify mutual interests and goals  
- Ensure reciprocity  
- Maintain an open door policy  
- Invite community members to serve | - Link multiple initiatives  
- Review data  
- Review and revise policy  
- Select research-based practices  
- Expand |
California SUMS Initiative

MTSS

Academic
Behavior
Social-Emotional

Whole Child

Inclusion of all Students

Family & Community Engagement
Administrative Leadership
Integrated Ed. Framework
Inclusive Policy & Practice

MULTI-TIERED SYSTEM OF SUPPORT
Next Steps

• Form your COE MTSS Scale-Up Team and select a lead contact and enter lead information into form http://tinyurl.com/coemtsslead

• Select/Recruit a Knowledge Development Site/District that is already scaling-up MTSS in their district (KDS Selection Guide forthcoming)

• Develop COE Support Plan and sign MOU (coming)

• Attend a Region Training November-December (Dates to be announced)
## Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>October-December 2016</td>
<td>Scale-Up MTSS Sub-grant Awards  $21,500,000</td>
<td></td>
</tr>
<tr>
<td>MOU</td>
<td>COE—ADA Allocations with MOU and Technical Assistance Plan  $2,320,000</td>
<td></td>
</tr>
<tr>
<td>MOU</td>
<td>Knowledge Development Sites ($5000 per school in district) 1-2 districts per County (potential 116 districts/300 schools)  $1,500,000</td>
<td></td>
</tr>
<tr>
<td>April 2017</td>
<td>Cohort 1 RFA Awarded up to 300 districts  $5,893,000</td>
<td></td>
</tr>
<tr>
<td>December 2017</td>
<td>Cohort 2 RFA Awarded up to 300 districts  $5,893,000</td>
<td></td>
</tr>
<tr>
<td>May 2018</td>
<td>Cohort 3 RFA Awarded up to 300 districts  $5,893,000</td>
<td></td>
</tr>
<tr>
<td>July 2017</td>
<td>MTSS Professional Learning Institute  OCDE Allocation</td>
<td></td>
</tr>
<tr>
<td>July 2019</td>
<td>MTSS Professional Learning Institute  OCDE Allocation</td>
<td></td>
</tr>
</tbody>
</table>