Amendment of Solicitation

Date of Issuance: 3/9/2018   **Solicitation No.** 2650000348

Requisition No. 2650005166   **Amendment No.** 1

Hour and date specified for receipt of offers is changed: ☒ No   ☐ Yes, to: _____   CST

Pursuant to OAC 260:115-7-30(d), this document shall serve as official notice of amendment to the solicitation identified above. Such notice is being provided to all suppliers to which the original solicitation was sent.

Suppliers submitting bids or quotations shall acknowledge receipt of this solicitation amendment <u>prior</u> to the hour and date specified in the solicitation as follows:

(1) Sign and return a copy of this amendment with the solicitation response being submitted; or,

(2) If the supplier has already submitted a response, this acknowledgement must be signed and returned prior to the solicitation deadline. All amendment acknowledgements submitted separately shall have the solicitation number and bid opening date printed clearly on the front of the envelope.

ISSUED BY and RETURN TO:

<u>**U.S. Postal Delivery or Personal or Common Carrier Delivery:**</u>

Office of Management and Enterprise Services
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Description of Amendment:

a. This is to incorporate the following:

The following questions have been submitted concerning the solicitation. All questions and procurement/agency responses are detailed below: **RFP 2650000348 SPDG Behavior Specialist**

Q1: What is the total budget allocated to this RFP?

Response: Budget information is not available for this acquisition.

Q2: How often would the supplier be expected to meet with the SPDG team?

Response: At a minimum the behavioral consultant would be expected to attend one planning meeting per month, one leadership meeting per month, and one advisory meeting per quarter. These meetings would need to be attended face-to face with no more than 20 % of the meetings being attended virtually or in an online format.

Q3: How many professional development training's are expected per year/per month?

Response: This is an area that the consultant will help the SPDG III Leadership Team determine; however, at a minimum, the behavior consultant will provide at least one face-to-face professional development training per quarter per site.

Q4: Are there certain time frames in which the professional development would be expected to be provided?

Response: This is an area that the consultant will help the SPDG III Leadership Team determine.

However the professional development will be ongoing throughout the year.

Q5: Where would the professional development training's be located?

Response: The behavior consultant, in conjunction with the SPDG III Leadership Team, would work together on an ongoing basis, to determine the most effective and efficient location for specific trainings. However, the training will be held face-to-face, with no more than 20% of the trainings being held in an online or virtual format. Additionally, the behavior consultant should be aware that the majority of the trainings will be held at the site or district level, but some trainings may be held off site.

Q6: Is the 'behavioral consultation' part of the professional development or is that a separate service? If behavioral consultation is a separate service, how often would the supplier be expected to consult with the schools?

Response: The behavioral consultation is a separate service from the professional development. The consultation would be at a minimum of once per month, per site.

Q7: Are there targeted schools for the behavior consultation and/or professional development or is it a statewide initiative?

Response: During the first few years of the previous grant, an application process was utilized to select participating sites. There are current sites that have been receiving consultation and professional development support through the previous grant for several years now. Additionally, new sites and districts are going to be selected through the OK SPDG III by a new application process that will align to our current priorities. These will be the sites and districts that will be receiving the majority of the consultation and professional development services. Also, occasionally the behavioral consultant may provide professional development at the state level.

Q8: In order to better ensure alignment of the professional development to the State Personnel Development Grant (SPDG) III (RFP Scope of Service section C.3.2), can the Oklahoma State Department of Education (OSDE) provide a copy of its awarded application?

Response: *The narrative for the OK SPDG III is attached and the abstract for to the OK SPDG III can be located at http://signetwork.org/content_pages/273-oklahoma-2017*

Q9: How does the proposed work under the SPDG III relate to previous work completed under SPDG I and II?

Response: The previous Oklahoma State Personnel Development Grant (OK SPDG II), 2011-2016, included the blending of the academics and behavior supports. Thus, through the SPDG II, OTISS was created. The successful bidder for this RFP, the OK SPDG III, will be training and supporting schools and districts on behavior supports within this blended model, OTISS.

Q10: What does the OSDE see as the key foci for each year in the anticipated five-year contract period? For example, would the focus for Year 1 be on exploration and planning?

Response: The focus of the SPDG III for year one will be primarily planning and scaling up. The focus of the following years will be determined by the SPDG III Leadership Team in conjunction with the supplier as priorities and needs are determined. The OK SPDG III staff and the successful bidder will be creating a detailed professional development plan for the grant initiatives on an ongoing basis.

Q11: Is the grant intended to support all tiers within the Oklahoma Tiered Intervention System of Support (OTISS) model or only Tier 3/Special Education supports?

Response: Yes, the grant is intended to support every tier within the OTISS model.

Q12: What is the anticipated number, frequency, and duration of each training described in Sections C.3 (Scope of Service) and C.4 (Performance Activities) for each year of the grant? Is it anticipated that individuals will participate in workshops on all content areas (i.e., classroom management, tiered systems of behavioral supports, functional analysis, and individualized behavior interventions plans)?

Response: This is an area that the consultant will help the SPDG III Leadership Team determine; however, at a minimum, trainings as described in C.3 and C.4 should be provided in a face-to-face format at least once per quarter per site. Yes, it is expected that individuals will participate in workshops on all content areas.

Q13: With respect to requirement C.4.2, what outcomes in participant knowledge and skills are desired?

Response: The supplier will be expected to work in conjunction with the SPDG III team to provide training and conduct workshops on classroom management, tiered systems of behavioral supports, functional analysis, and individualized behavior interventions plans. Because the trainings are diverse and because the audience for these trainings will also be diverse the desired outcomes for the participants' skills and knowledge will also be determined in conjunction with the SPDG III team as the trainings are developed, conducted, and evaluated for their efficacy.

Q14: With respect to requirement C.4.4, what are the types of various meetings and their anticipated number, frequency, and duration?

Response: At a minimum the supplier would be expected to attend one planning meeting per month, one leadership meeting per month, and one advisory meeting per quarter. These meetings would need to be attended face-to face with no more than 20% of the meetings being attended virtually or in an online format. The leadership and planning meetings last approximately six hours, the advisory meetings last three to four hours. Please note that these are the minimum required meetings, and that other meetings may be necessary; the SPDG Leadership Team in conjunction with the supplier will determine if and when such meeting attendance is required.

Q15: Where will the trainings and workshops be held?

Response: The supplier in conjunction with the SPDG III Leadership Team, would work together on an ongoing basis, to determine the most effective and efficient location for specific trainings. The supplier should be aware that the majority of the trainings will be held at the site or district level; however, some trainings may be held off site.

Q16: What modes of training are expected (e.g., face-to-face, virtual, or other)?

Response: The trainings will be expected to be held face-to-face. No more than 20% of the trainings may be held in virtual or online format, with prior agreement from the SPDG team.

Q17: With respect to the performance activities described in Section C.4, will the supplier be permitted to maintain ownership of and access to its current products if they are used or integrated into the work related to OK SPDG III?

Response: Yes, the supplier will be permitted to maintain ownership of and access to its current products if they are used or integrated into the work related to OK SPDG III. However, the supplier should be aware that any training materials, assessment tools, interventions specific to behavior management, and ALL other resources developed in collaboration with the OK SPDG III team may not be used by the supplier beyond its work with the OSDE, and rights/ownership of these materials will be retained by OSDE.

Q18: Similar to the question above, will the supplier be permitted to use any training materials, assessment tools, and interventions specific to behavior management developed in collaboration with the OK SPGD team beyond its work with the OSDE?

Response: No, any training materials, assessment tools, and interventions specific to behavior management developed in collaboration with the OK SPDG team may not be used by the supplier beyond its work with the OSDE. The SPDG III is a federally funded grant and ALL resources, including any training materials, assessment tools, and interventions specific to behavior management developed by the supplier for use on this grant cannot be used by the supplier beyond the scope of this grant, and rights/ownership of these materials will be retained by OSDE.

Q19: May access to proprietary software tools be used and made available to participating districts as optional resources/supports?

Response: No, the access to proprietary software and tools will be prohibited as optional resources.

Q20: What is the budget amount allocated per year for the qualified supplier to provide behavioral consultation support?

Response: Budget information is not available for this acquisition.

b. All other terms and conditions remain unchanged.

Supplier Company Name (**PRINT**)	Date

Authorized Representative Name (**PRINT**)	Title	Authorized Representative Signature

Part III

OKLAHOMA SPDG III

NARRATIVE

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Requirements

25____   (a) Projects funded under this notice must make positive efforts to employ and

advance in employment-qualified individuals with disabilities in project activities. (See

Section 606 of IDEA).

24 & 44   (b) Applicants and grant recipients funded under this notice must involve individuals

with disabilities or parents of individuals with disabilities ages birth through 26 in

planning, implementing, and evaluating the projects. (See Section 682(a)(1)(A) of

IDEA).

GEPA 427 (c) Applicant must describe steps to ensure equitable access to, and participation in,

its program for students, teachers, and other program beneficiaries with special needs.

(See Section 427, GEPA).

36____   (d) Projects funded under these priorities must budget for a three-day Project's

Directors' meeting in Washington, D.C. during each year of the project. (Budget

Narrative)

Competitive Preference Priority

20____   (e) Competitive Preference Priority: Evidence of Promise Supporting Methods to Improve

Outcomes for Children with Disabilities. Section ((B)(2)(IV))

(a) SIGNIFICANCE

(1) The Secretary considers the significance of the proposed project.

(2) In determining the significance of the proposed project, the Secretary considers the following factors:

(i)The extent to which the proposed project is part of a comprehensive effort to improve instruction and child outcomes and support rigorous academic standards for students, including those with the most significant support needs.

The Oklahoma State Department of Education (OSDE) has started planning and implementing innovative, capacity building processes to better support Oklahoma educators and students, as well as developing initiatives to meet the requirements of the Every Student Succeeds Act (ESSA). The goals included in the OSDE's ESSA plan include the provision of supports to low-performing schools through the implementation of a multi-tiered system of supports (MTSS) framework and the coordination of cross-functional working teams to decrease duplication of efforts. This requires increased collaboration between OSDE Special Education Services (SES) and other offices within the agency.

The overall goal of the Oklahoma SPDG III is to improve academic and social outcomes for students, both those with disabilities and their non-disabled peers who struggle academically. It proposes to achieve this goal by focusing on expanding and improving evidence-based professional development (E-B PD) offered through the Oklahoma Tiered Intervention System of Support (OTISS) framework to educational personnel and parents, and by improving and increasing the collaboration across offices at the Oklahoma State Department of Education (OSDE). The OK SPDG III's overall goal will provide the infrastructure for increased

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collaboration between offices and support schools with the implementation of evidence-based practices (EBPs).

OTISS, developed and supported through the current SPDG, is Oklahoma's Multi-Tiered System of Supports (MTSS) model for identifying and addressing academic and behavioral difficulties that interfere with PreK-12 student success. Support for OTISS implementation is provided through the resource framework, Training in Response to Assessment and Instructional Needs (TRAIN). TRAIN is a collaborative effort between the OSDE and its university partner, Oklahoma State University. It consists of professional development, coaching and a support web site. During the past five years, TRAIN has supported 45 sites to adopt and implement OTISS. TRAIN has been successful in creating resources and evidence-based professional development (E-B PD) around the eight core components of OTISS: Leadership, Teaming, Professional Development, Universal Screening/Benchmarking, Tiered Interventions, Progress Monitoring, Data-based Decision Making, and Family Engagement. Prior to the implementation of the current SPDG initiatives, there were no specific resources or professional development available from the OSDE on these core components. In addition to allowing the OSDE to enhance and expand the evidence-based professional development (E-B PD) provided to schools in addressing the needs of struggling students and students with disabilities, the proposed project plan will build an infrastructure at the OSDE to increase interoffice collaboration. Discussions held with executive directors of OSDE offices (i.e. Offices of Special Education, Curriculum and Instruction, School Support, 21st Century Community Learning Centers, and Federal Programs) responsible for implementing initiatives found in the Every Student Succeeds Act (ESSA), as well as the Oklahoma State Systemic Improvement Plan (OK SSIP), confirmed the need for this

infrastructure. For example, the Office of School Support provides support, financial assistance and/or resources needed to build capacity and sustain change that positively impact students and their academic achievement. These circumstances indicate a need for OSDE offices and the SPDG team to be in constant collaboration to ensure that vital information is shared and resources available through SPDG and other OSDE offices are aligned to successfully leverage positive outcomes. Over the past several years, the number of schools on the OSDE's low performing school list has increased. Due to revenue shortfalls, some schools are struggling to improve their instructional programs and make adequate progress. The infrastructure developed through the OK SPDG III will allow a process for organizing and integrating initiatives, addressing barriers to success, and supporting implementation of Evidence-based Practices (EBPs) across state initiatives in accordance with the OK ESSA Plan. In the development process for the grant, multiple sources of data were reviewed to ensure a comprehensive approach to developing project goals, objectives, and activities to enhance the structure of the OSDE's efforts to effectively align larger state and federal initiatives. This comprehensive approach will improve the professional development and support available to low performing schools. These data are presented in detail in the following section [(2)(ii)].

(ii) Extent to which specific gaps or weaknesses in services, state educational agency (SEA) infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps and weaknesses.

The Oklahoma State Department of Education (OSDE) currently supports 554 school districts across 77 counties. The total student enrollment for the 2016-2017 school year was 693,903, an increase of 1,233 from the previous school year. Of the total student population, 109,394 are

students on Individualized Education Programs (IEPs). Over the past five years, Oklahoma has experienced a 15% increase of students on IEPs.

According to the results from the 2016 Spring administration of the Oklahoma State Testing Program (OSTP), 27% of third grade students in Oklahoma scored below proficient in Reading (Limited Knowledge or Unsatisfactory). Even more concerning is that 73% of third grade students on IEPs, 52% of third grade English Learners (ELs), and 88% of ELs who are also on IEPs, scored below proficient in Reading. In 2013, the Oklahoma Legislature passed an amendment to Oklahoma's Reading Sufficiency Act (RSA), which requires that all students master grade-appropriate reading skills by the end of third grade in order to be promoted to fourth grade. This law includes provisions to ensure the delivery of scientific, research-based interventions within a Response to Intervention (RTI) framework before students face the prospect of retention, actual retention or probationary promotion to fourth grade. Beginning in 2014, students who scored below proficient on their OSTP reading test were subject to retention unless granted one of seven good cause exemptions. By 2016, more than 200,000 individual kindergarten through third grade students were affected by the RSA. At the end of 2016 there were a total of 14,988 (27%) third graders scoring below proficient in Reading. Of these students, 6,476 did not meet RSA criteria and 3,561 were retained in 3rd grade. Students on IEPs, EL, African American and Hispanic students were retained at higher rates relative to their share in the total student population. These outcomes demonstrate a need for dialogue on how instruction for these groups can be improved through providing E-B PD to teachers on evidence-based strategies for reading instruction.

Oklahoma schools employ 4,518 full-time equivalent (FTE) special education teachers and 42,395 FTE Pre-K to Grade 12 general education teachers. As Oklahoma continues to struggle

with teacher shortages, many of these teachers are "emergency certified," which means they enter classrooms with little or no educational background or training. As of December 2016, the state Board of Education has approved 1,082 emergency certificates for the current academic year, more than double the number from entire 2014-2015 academic year.

All educators in Oklahoma face the challenge of meeting the academic, behavioral, and social-emotional needs of more students than ever and they do this at a time when school districts are experiencing major funding shortfalls because of the downturn in the energy industry, the backbone of the state's economy. This cutback in state funding has forced schools to take drastic measures, including cutting back on PD for teachers and other educational personnel. However, poor student outcomes and an increase in emergency certified teachers make effective E-B PD critical for maintaining and expanding the skills of all teachers, and especially critical for emergency certified teachers.

Similar to academics, the absence of professional development for classroom management and behavioral supports provided to Oklahoma school administrators and educators has resulted in poor outcomes for students, as indicated by a substantial increase in requests for support from districts, schools, and parents. Our current SPDG has collected data through work with sites and project focus groups, and the results indicate that more behavioral training and support is needed both for schools and parents. Furthermore, conversations with, and data provided by, the Oklahoma Parents Center indicate concerns regarding the increase of parent requests for behavioral interventions and supports in their children's schools, with 1,830 phone calls received over the past two years. The OSDE has also received numerous requests for professional development in classroom management from middle and high schools.

In an attempt to resolve the behavior and academic issues described above, the current SPDG has provided support to school sites to implement Oklahoma's multi-tiered system of support (MTSS) framework, the Oklahoma Tiered Intervention System of Support (OTISS). OTISS is designed to improve academic and behavioral outcomes for students by providing tools and training to administrators and teachers on its eight core components: Leadership, Teaming, Professional Development, Screening, Tiered Interventions, Progress Monitoring, Decision-Making, and Family Engagement. OTISS has proved successful in ensuring that students who are struggling academically or experiencing behavioral difficulties are provided timely and appropriate interventions.

Data from sites currently implementing the OTISS framework at a high level of fidelity reveal a reduction in at-risk students in reading and behavior; however, these results have been limited. Implementation at the site level can be fragile and in some instances has not been maintained. Research has shown that it is necessary to consider schools in the context of their larger social system-the district level. District and school leaders must first achieve consensus on utilizing MTSS core components and then build the infrastructure to establish and sustain MTSS practices (Batsche, Dorman, Castillo, & Porter, 2007; Castillo et al., 2010). This supports what has been learned from implementation of the current SPDG, which is: first, implementation at the individual site level is often spearheaded by a small number of personnel. If these individuals leave, implementation quickly breaks down. A lack of system-level capacity building/infrastructure also can contribute to the disintegration of the framework; and second, site implementation is always moderated by alignment or misalignment of district level initiatives. It is very difficult to sustain support and ensure resources for any site-based framework that is not viewed as a priority by

district leadership. As a result of these lessons learned, the design for OK SPDG III will concentrate on 1) expanding current systems-level training, especially in the area of administrative support, to build capacity for sustainability; 2) expanding OTISS implementation focus from the site level to the district level; and 3) enhancing OTISS coaching support.

 (iii) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

Project evidence-based professional development (E-B PD) activities will be designed and conducted using a variety of adult learning methods, including Guided Design, Just-in-Time Training, and Coaching. Guided Design is a face-to-face approach to PD that incorporates decision making and problem solving using real world simulations, which take into account adult learners need to see that their PD learning and their day-to-day activities are related and relevant (Wales & Stager, 1978). The project will also deliver face-to-face PD to participants through Just-in-Time Trainings, which focus on meeting participants' real life challenges of immediate concern or need (Redding & Kamm, 1999). Coaching will provide follow-up for both types of face-to-face training designs to facilitate the transfer of learning in the training setting to practice in the field (district/site OTISS implementation and/or classroom academic instruction with a focus on early literacy and behavior supports).

Coaching is a critical component of OK SPDG III's PD framework. Thirty years ago, ground-breaking research by Joyce, Showers, & Bennett (1987) confirmed that the traditional one-shot workshop is not effective for transferring skills learned into practice. However, with follow-up coaching, transfer of skills into practice can be as high as 90%. Research that is more recent

indicates instructional coaching is highly effective when implemented in schools. OTISS Coaching will utilize joint planning and goal setting, information sharing, modeling, and feedback to guide participants to put into practice what they have learned in project-provided trainings. OTISS Coaches will not only provide support through modeling and feedback, but will also take advantage of opportunities to provide Just-in-Time Training during the coaching process. Coaches will form true partnerships with those they coach, adhering to the partnership principles of equality, choice, voice, reflection, dialogue, praxis, and reciprocity (Knight, 2011).

Although this combination of training methods (Guided Design, Just-in-Time Training, and Coaching) have proven effective in enhancing learning outcomes for adults, there is often a gap between trainings and the opportunities participants have afterwards to reflect on what they have learned, discuss their learning with others, and actually engage in the skills acquired. To bridge this gap, the project will utilize the latest technology in extending professional learning to develop and provide the OTISS Online Connected Learning Platform. This platform will serve as a vehicle for efficient and effective ongoing PD by providing extended training activities and opportunities for participants to interact with others about the training content. The platform will also be offered as a stand-alone resource, available to anyone interested in independent learning. Contents of the platform will include, among other PD resources, modules on the OTISS eight core components. Activity on the platform will be tracked for usage and mastery of content for all users.

All project PD will be designed and delivered taking into account adult learning theory and focus on relevant and realistic goals, active engagement, small-group activities, concrete experiences, modeling, reflection, "real-life" application, follow-up support, and timely feedback.

Project PD will focus on practices found to be very effective in presenting new information, engaging participants in application of the training content, and promoting deep understanding of the content: Practicing, Evaluation, Reflection, Mastery, and Out-of-Class Learner Activities (Staff, Donovan & Bransford, 1999, Dunst & Trivette, 2012). Project PD will also devote significant time to its PD and coaching, taking into consideration that research has shown that actual transference of new skills requires repeated practice, and may require as many as 25 follow-up sessions of coaching (Joyce et al., 1987).

The OK SPDG III's combination of proven effective adult learning methods delivered in accordance with adult learning theory and supplemented with an online connected learning platform will result in a well-articulated professional learning system. Teachers and other educational personnel completing OTISS PD will be able to demonstrate that they can apply the evidenced-based practices they have learned to improve outcomes for students with disabilities and their non-disabled peers.

(iv) The likelihood that the proposed project will result in sustained SEA system change or improvement.

The OK SPDG III will focus on statewide, research-based interventions in behavior and academics that will result in improved behavior and academic outcomes for Oklahoma's students with disabilities and their non-disabled peers who struggle academically. State-level infrastructure provides the necessary framework and resources to provide high-quality local implementation and sustainability over time. The OK SPDG III will collaborate with other OSDE offices such as the Curriculum and Instruction, School Support, Federal Programs, and 21st Century Community Learning Centers in order to promote OTISS implementation while

integrating state initiatives. The offices will collaborate to develop E-B PD and coaching support for Oklahoma schools in improving PreK-12 literacy skills. Through collaboration with the Schoolwide Integrated Framework for Transformation (SWiFT) Center, the OK SPDG III will continue to refine OTISS and expand it statewide. Oklahoma school districts realize the importance of reevaluating their current system of intervention in order to establish an interconnected system aligned with newly released state standards and updated assessments. As Oklahoma districts face the challenge of a major reduction in state education revenues, they remain compelled to provide effective professional development for administrators, educators, and parents in order to meet the state's new school accountability requirements.

The collaboration activities will focus on aligning state initiatives for early literacy development and intervention, and will increase the capacity of schools to use the OTISS framework for meeting the needs of struggling readers. The OK SPDG III will be building an infrastructure for professional development that is an evidence-based, technology-oriented delivery system encompassing a variety of options, including face-to-face coaching, with follow-up using an online connected learning platform hosted by the OTISS Web site.

As part of the OK SPDG III's plan to promote sustainability of the OTISS framework, it will focus on implementing OTISS at the district level. Research shows that in order to establish sustainability of implementation with fidelity, there has to be appropriate resources available as well as active leadership at the district level. District leadership teams will receive training on the OTISS framework and will have access to available supports and resources to better equip district and site staff to ensure systematic change and implementation fidelity.

The districts selected for support will receive initial training from the OTISS Leadership team on the implementation of the OTISS framework at the district level, as well as at individual sites, until implementation meets OTISS fidelity standards. Systems, literacy, and behavioral coaching will be available on-site. Follow-up feedback and guidance will be provided through the online connected learning platform, which has been proven to maintain motivation and skill transfer. The online connected learning platform will allow the OTISS leadership team at the state and district level to track usage, progress, and provide additional professional development resources and training to the schools implementing the OTISS framework. The project coaches will cross-train, collaborate, and interact with OSDE staff for capacity building. The online connected learning platform and OTISS Web site will be funded and maintained by the OSDE-SES.

The OSDE is uniquely positioned to engage Oklahoma public schools due to an increase in requests for PD from schools, an increase in seeking efficient and innovative solutions for student outcomes, and a positive relationship with schools developed by current OSDE leadership. Districts are actively seeking E-B PD similar to what will be offered through the OK SPDG III and are more likely to participate in collaborative methods as they become more aware of the needs of their students and effective ways to support their students.

(b) QUALITY OF THE PROJECT DESIGN

(1) The Secretary considers the quality of the design of the proposed project.

(2) In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project

are clearly specified and measurable.

Multiple factors were considered during the development of this project design, including professional development needs of educators who work with students with disabilities and their non-disabled peers who struggle academically, state initiatives, partner feedback, personnel resources, and desired student outcomes. Based on these factors, the project developed goals and measureable objectives with accompanying project performance measures to 1) guide the implementation of the project; 2) provide structure to the evaluation; and 3) ultimately, lead to improved academic and social outcomes for students. A detailed **OK SPDG III Project Design Chart** is included in **Appendix A**. In addition to project *goals* and *objectives*, this chart includes *performance measures, activities, timelines*, *staff responsibilities*, *partner links* and *outcomes*. Annual benchmarks were also established for each objective and its accompanying performance measures; these are included on the **OK SPDG III Evaluation Tables**, also found in **Appendix A**. Following are the OK SPDG III's goals and objectives, with specific expectations reflected in each objectives' performance measures.

GOAL 1: SCALE-UP AND IMPROVE THE SUSTAINABILITY OF THE OKLAHOMA TIERED INTERVENTION SYSTEM OF SUPPORT (OTISS)

Objective 1.1: Provide district personnel with high quality, evidence-based professional development (E-B PD), coaching support, and resources for implementing OTISS.

Objective 1.1 performance measures clearly provide expectations for its accomplishment:

- *80% of personnel participating in project provided E-B PD will report training increased their knowledge.*

- *Districts receiving E-B PD and coaching support for at least 2 years will be implementing OTISS with fidelity, as measured by the OTISS District Level Fidelity Assessment.*

- *OTISS districts provided coaching supports for at least 2 years, and implementing OTISS with fidelity, will show a reduction in the number of students at-risk in reading (for both students with disabilities __and__ their non-disabled peers who struggle academically).*

Objective 1.2: Develop and provide additional high quality, evidence-based professional development (E-B PD) and coaching supports, tools, and resources to support OTISS implementation and sustainability.

Objective 1.2 performance measures clearly define expectations for its accomplishment:

- *80% of administrators completing an OTISS Leadership Academy will report training increased their knowledge of, and skills to support, the OTISS framework.*

- *75% of participants in OTISS E-B PD will report an increase in knowledge and skills for implementing OTISS.*

- *60% of participants in OTISS E-B PD in Tier I Academics and Classroom Management will report they have used the practices learned in their training.*

GOAL 2: ENHANCE AND EXPAND PARENT PROFESSIONAL DEVELOPMENT

Objective 2.1: Increase the knowledge of parents (of both students with disabilities and their nondisabled peers who struggle academically) in evidence-based (E-B) behavior supports.

Objective 2.1 performance measures clearly define expectations for its accomplishment:

- *75% of parents who attend a parent training on E-B behavior supports and complete an end-of-training evaluation will report growth in knowledge in this area.*

- *75% of schools that have been provided a project PD for their parents on E-B behavior practices will report an increase in positive interactions with parents.*

Objective 2.2: Increase the knowledge of parents (of both students with disabilities and their nondisabled peers who struggle academically) in evidence-based (E-B) practices in reading.

Objective 2.2 performance measures clearly define expectations for its accomplishment:

- *75% of parents who attend a parent training on E-B practices in reading and complete an end-of-training evaluation will report growth in knowledge in this area.*

- *70% of schools that have been provided a project PD for their parents on E-B reading practices will report an increase in positive interactions with parents.*

GOAL 3: ENHANCE COLLABORATION ON INITIATIVES DESIGNED TO IMPROVE OUTCOMES FOR STUDENTS IN LOW PERFORMING SCHOOLS (ESSA, SSIP, AND SPDG)

Objective 3.1: Develop the capacity of General Education offices, Federal Programs, and Special Education Services at the Oklahoma State Department of Education (OSDE) to collaborate on shared initiatives (ESSA, SSIP & SPDG) to improve outcomes for students served in low performing schools.

Objective 3.1 performance measures clearly define expectations for its accomplishment:

- *By the end of Year I, 80% of members of the OSDE School Improvement Team have increased skills in collaborating to effectively support low-performing schools.*

- *By the end of Year I, the OSDE has a plan in place to provide more efficient and effective TA and E-B PD to low-performing schools in improving student achievement.*

- *OSDE has improved its capacity & infrastructure to support ESSA initiatives and SSIP strategies, as measured by a follow-up survey to schools served under the OSDE School Improvement Support Plan.*

Objective 3.2: In collaboration with the *OSDE School Improvement Team*, provide high-quality, evidence-based professional development (E-B PD) and coaching supports for OTISS implementation at low performing schools.

Objective 3.2 performance measures clearly define expectations for its accomplishment:

- *By the end of the second year of OTISS E-B PD and coaching, the number of students at OTISS Rising Schools identified as "at-risk" will decrease.*

- *60% of teachers at OTISS Rising Schools provided with OTISS E-B PD and coaching support at least 2 years will be using evidence-based reading practices.*

- *At least 75% of participants in E-B PD in literacy responding to an end-of-year survey will indicate that their K-3rd grade students on IEPs made progress in acquiring reading skills as a result of applying the practices they learned in training to their instruction.*

- *By the end of the project (Fall 2022), 70% of OTISS Rising Schools that have received E-B PD and coaching support for at least 2 years will show a decrease in Office Discipline Referrals (ODRs).*

- *Annually, 75% of OTISS Rising Schools that have received E-B PD and coaching support will increase their level of implementation of the OTISS framework, by one level (i.e., move from Initial Implementation to Partial Implementation) on the OTISS Fidelity Assessment.*

 (ii) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population.

The target populations for project services are district and school site leadership teams, parents of students with disabilities, and educators who work with struggling students and students with disabilities. Evaluation of the current Training in Response to Assessment and Intervention Needs (TRAIN) support structure demonstrated an increased need for evidence-based professional development (E-B PD) and coaching to assist schools in sustaining the OTISS model at "full implementation" level.

The project is also specifically addressing students and staff in low-performing schools. The literature on turning around low-performing schools cites the need for: strong leadership (Herman, et al., 2008; Public Impact, 2008); clear, focused instructional strategies (Herman et al., 2008), consistent use of data to identify student needs, make decisions, and monitor progress (Almanzan, 2005); continuous professional development focused on student needs (Herman, et al., 2008; Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010), and increased parent and community involvement (Kowal, Hassel, & Hassel, 2009). The OTISS framework provides a structure to develop all of these elements and move schools that implement the framework with fidelity towards the changes necessary for improvement in teachers' professional capacity and student performance.

The needs identified and described in (b) Significance (2)(ii) were taken into account in developing the project's three goals and accompanying objectives, performance measures, and activities. The proposed project will support school administrators to scale-up and improve the sustainability of OTISS via a Leadership Academy and continuing coaching support. It will support teachers of struggling students and students on IEPs through E-B PD in academics (focus on literacy) and follow-up coaching. The project's PD system includes face-to-face professional

development opportunities with extension through an online connected learning platform. In partnership with the Oklahoma Parents Center (OPC), parents of target students will be provided E-B PD to increase their knowledge of E-B behavior supports and reading practices. OSDE inter-office collaboration on ESSA and IDEA (SSIP) initiatives will be enhanced through intentional planning with the Schoolwide Integration Framework for Transformation (SWiFT) Center, so that TA and PD coming from the state agency will be consistent and effective in meeting the needs of struggling students in low performing schools.

(iii) The extent to which the proposed design coordinates activities with the work of SEA personnel to institute a coherent, sustained program of professional development .

Through the implementation of the Every Student Succeeds Act (ESSA), offices throughout the OSDE have been developing a collaborative plan to submit to the USDE to provide targeted support and intervention to schools so that students are provided equitable access to succeed; however, there is no infrastructure at the OSDE to support this group work and effective implementation of the plan, which is a huge barrier to the success of the plan. With assistance from the Schoolwide Integrated Framework for Transformation (SWiFT) Center, the necessary infrastructure will be created through the OK SPDG III in order to ensure coordination and decrease duplication of effort. Oklahoma's ESSA plan includes providing a framework (resources, guidance, and policies) to support districts and schools in creating school/family/community partnerships that support student learning. Goal 2 of the OK SPDG III will allow the OSDE offices, with assistance from the Oklahoma Parent Center (OPC), to collaborate in the development of high-quality evidence-based professional development (E-B PD) to parents in the areas of positive behavior supports and effective early reading practices. The Office of Curriculum and

Instruction has recently developed a *Family Guide to Pre-K* that will be available at schools and medical offices across the state. They are also in the process of developing *School Readiness Checklists* to assist parents in understanding major milestones in academic readiness. The OK SPDG III's Goal 2 includes collaborating with the Office of Curriculum and Instruction and the OPC to develop E-B PD around these resources. Oklahoma's ESSA plan also includes implementing a tiered system of support for schools with a designation. Goal 3 of the OK SPDG III proposal will provide the resources, support, and structure for the offices to work together to design an OSDE School Improvement Team. The plan includes providing guidelines for team functioning and E-B PD in collaboration skills to the team members. The main objective of this team will be to collaborate in developing an OSDE School Improvement Support Plan to provide E-B PD and guidance to low performing schools in implementing OTISS, with a focus on improving the outcomes of low performing students and students with disabilities.

Oklahoma's Reading Sufficiency Act (RSA) is another major focus for the OSDE. The intent and purpose of this law is to ensure that Oklahoma schools strive to provide individualized reading instruction to assist all students in becoming skilled readers. The E-B PD and resources developed in the current SPDG, along with additional E-B PD developed through OK SPDG III, will greatly support schools in meeting the requirements of RSA and provide an evidence-based framework to meet the individualized academic needs of all students, including students with disabilities.

In addition, the OK SPDG III will support several initiatives in the Oklahoma State Systemic Improvement Plan (OK SSIP). Strategies 5 and 6 of the Oklahoma SSIP include improving family access to early literacy resources and early literacy professional development. In collaboration with the OPC, the OK SPDG III will work closely with Jose Hernandez, OSDE's IDEA Early

Childhood Director, and Dr. Ginger Elliott-Teague, OSDE's Data Analyst. Dr. Elliott-Teague is also Oklahoma's SSIP lead and evaluator. Through a contract, OSDE's Special Education Services and the Office of Curriculum and Instruction currently collaborate to provide Language Essentials for Teachers of Reading and Spelling (LETRS) to educators across the state. This professional development has been successful in building educators' skills in addressing the needs of struggling readers. The OK SPDG III will allow the OSDE to provide follow-up coaching support in LETRS to educators at districts participating in the OK SSIP and OK SPDG III initiatives, which will improve retention of educators' knowledge and skills around effective early literacy practices, as well as significantly increase the sustainability of practices. Please see **OSDE Letters of Support** in **Appendix C**.

(iv) The extent to which the design of the proposed project reflects up to date knowledge from research and effective practice.

The OK SPDG III has made extensive use of research in selecting the appropriate strategies to include in its evidence-based professional development (E-B PD). The specific research used has been cited as these strategies have been described in this and other sections of the application. All citations are included on the **Reference List**.

Because reading/early literacy is a major initiative for the E-B PD that the OK SPDG III will offer both educators and parents, the project is addressing item *2) Reading instruction, including early literacy instruction, supported by evidence* to meet the Competitive Preference Priority for FY17, Evidence of Promise Supporting Methods to Improve Outcomes for Children with Disabilities. Several outcomes in the area of literacy improvement are included on the project's Logic Model in Appendix A.

The research base for reading instruction, especially for early literacy instruction, is quite large. To look for E-B practices in reading/early literacy to include in its training for target districts and sites, the project consulted the following IES Practice Guides: *Foundational Skills to Support Reading for Understanding in Kindergarten Through Third Grade* (Foorman et al., 2016), *Improving Reading Comprehension in Kindergarten Through Third Grade: A Practice Guide* (Shanahan et al., 2010) and *Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-tiered intervention in the Primary Grades* (Gersten et al., 2009). All these guides described numerous studies related to the recommendations made for educators. In developing the OK SPDG III E-B PD plan to improve the knowledge of principals, special education and general education teachers and principals in reading it plans to disseminate information related to the study *The Effectiveness of a Group Reading Instruction Program with Poor Readers in Multiple Grades*, (Rashotte, MacPhee, & Torgesen, 2001). This study met the What Works Clearinghouse (WWC) standards, related to 3 of the 4 recommendations made in the IES Practice Guide: *Foundational Skills to Support Reading for Understanding in Kindergarten Through Third Grade* (Foorman et al., 2016) and its effect sizes were statistically significant ($p \leq 0.05$) at 1.03 (for phonology).

A second study, *Intensive Remedial Instruction for Children with Severe Reading Disabilities: Immediate and Long-Term Outcomes from Two Instructional Approaches* was also consulted as it dealt specifically with students with disabilities (Torgensen et al. 2001). This study meets requirement for a study finding a statistically significant or substantively important favorable association between another component of the project's reading PD (phonemic awareness in early

literacy) and the desired outcome of improving literacy skills of children with disabilities and their non-disabled peers in low-performing schools.

Behavior supports/classroom management is another major initiative of SPDG III E-B PD offered to both educators and parents. Outcomes in this area (specifically for reductions in Office Discipline Referrals) are also reflected on the project's logic model in Appendix A. For this reason, the project also looked at research to guide in the development of E-B PD in these areas. In one randomized controlled study on Positive Behavior Intervention and Supports (PBIS) (Pas, Waasdorp & Bradshaw, 2014), it was determined that over the course of four years, a positive correlation was shown between the implementation of PBIS in the classroom and the reduction of discipline referrals. This study included 1,056 teachers in 37 elementary schools that were originally implementing PBIS School wide. The quality of implementation depended heavily on the school's climate, composition and the attitudes and beliefs of the staff. It incorporated behavioral, social learning, and organizational behavioral principles to promote changes in staff behavior as a means for positively influencing student discipline, behavior, and academic outcomes. Based in Maryland, the study used a training model that began at the state level. The state education agency trained school teams and in turn, the school teams trained the teachers to implement PBIS strategies in the classroom. The OK SPDG III will provide this type of systematic training and supports at the district, site and classroom level through E-B PD on positive behavioral supports and classroom management.

(v) The extent to which the proposed project will establish linkages between the SEA and other appropriate agencies and organizations providing services to the target population.

The activities outlined in the proposal will support and align with the goals and activities of other agencies and organizations in Oklahoma that are focused on improving educational outcomes for students with disabilities. The Cooperative Council of Oklahoma School Administration (CCOSA) is a non-profit organization that works to improve the effectiveness of professional school administrators and to communicate the needs of the schools. The Oklahoma Directors of Special Services (ODSS) provide local special education directors an opportunity to collaborate, problem-solve, and participate in professional development. The current Director of Special Services for CCOSA and the Executive Director for ODSS, Andrea Kunkel, currently serves on the OK SPDG II Advisory Panel and the IDEA B State Advisory Panel. Through discussion with Ms. Kunkel during the planning of this proposal, she indicated that CCOSA and ODSS are very interested in collaborating with the OK SPDG III staff, if funded, to improve the E-B PD provided to Oklahoma school administrators and Oklahoma Directors of Special Services in working with struggling learners and students with disabilities. CCOSA and ODSS have specifically expressed an interest in more professional development opportunities for educators in the area of evidence-based interventions and supports for academics and behavior.

In addition, the OSDE-SES has a contract in place with the Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS). The purpose of the contract is to provide classroom and school support to students with complex emotional and behavioral needs utilizing the OTISS framework. ODMHSAS provides guidance and support to the schools' Multi-Disciplinary Teams (MDT) on procedures that foster a positive environment. Behavioral Health Aides (BHA) are utilized to assist students in the classroom and families in the community setting. Due to the similarity of the activities in the current SPDG, the OK SPDG II's Leadership Team

has recently started meeting and planning with the ODMHSAS' team to collaborate, align, and support one another's initiatives. If funded, the OK SPDG III will allow the collaboration between the OSDE and ODMHSAS to be better defined and aligned, allowing a successful blending of initiatives.

The Oklahoma Parent Center (OPC) will continue to be a vital partner in the OK SPDG III. The OSDE is fortunate to have a consistent, productive partnership with the OPC on several state and federal initiatives. The executive director of the OPC serves on the IDEA B State Advisory Panel. During discussions with the OPC Leadership Team regarding the plans for the proposed activities, the current support and professional development provided to families through the OPC as part of the current SPDG were evaluated. As a result of this evaluation, plans were made to improve the quality and effectiveness of this professional development. Through the family engagement activities defined in the Oklahoma SSIP and the family engagement activities planned for the OK SPDG III, the OPC and the OSDE will collaborate regularly to develop E-B PD and resources for schools in improving effective family engagement practices and activities.

The Oklahoma School Psychological Association (OSPA) represents school psychologist in the state who serve students, families, and educators. The goals and objectives included in the OK SPDG III align with the National Association of School Psychologists (NASP) practice model which emphasizes the data-based decision making process in developing effective school-wide practices that promote learning, and both preventive and responsive services. If funded, the OK SPDG III will include an OSPA representative in the OK SPDG III Advisory panel.

See **Agency and Organization Letters of Support** in **Appendix C**.

(c) QUALITY OF THE PROJECT PERSONNEL

(1) The Secretary considers the quality of the personnel who will carry out the proposed project.

All SPDG project personnel have been and will continue to be selected based on their content expertise and experience in carrying out their assigned grant duties. The key personnel proposed for the project are described in detail in (c)(3)(i) below.

(2) In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

The Oklahoma State Department of Education (OSDE) ensures the principles of equal employment opportunity apply to all employment practices and personnel actions throughout the agency, including recruiting, hiring, promotions, demotions, separations, training, transfers, layoffs, recall, compensation, benefits, and all other terms and conditions of employment. The OSDE carries out its mission while providing equal employment and advancement opportunity in all job classifications without regard to political or religious opinion or affiliation, race, creed, gender, age, color, marital status, national origin, or disability, so long as the disability does not render the person unable to do the work for which employed. All staff positions in this proposal will be filled under stringent enforcement of these policies. If vacancies occur during the project, employment of new personnel will be subject to these provisions.

(3) In addition, the Secretary considers the following factors:

(i) The qualifications, including relevant training and experience and appropriate time commitments, of the project director or principal investigator.

SPDG Project Director (.33 FTE, Grant-funded): Ms. Christa Knight has been employed by the Oklahoma State Department of Education - Special Education Services (OSDE-SES) for over eleven years. She holds a master's degree in Special Education and is certified in both Special Education and Elementary Education. Before coming to the OSDE, she was a special education teacher for more than eight years. She is currently serving as the full-time Project Director for the current SPDG. Because of the success of the current SPDG goals and objectives and her commitment to grant initiatives, she will continue to serve as the Project Director for the Oklahoma SPDG III. Due to a recent promotion to Assistant Executive Director for the OSDE-SES; however, she will continue as SPDG director at a lower FTE. This new position will allow Ms. Knight to oversee SPDG activities and other professional development initiatives for improving outcomes for students with disabilities. Her position will allow for greater alignment of evidenced-based professional development (E-B PD) provided to schools through the OK SPDG III, the OK State Systemic Improvement Plan (SSIP), and OK Every Student Succeeds Act (ESSA) plan. In addition, her position will support increased collaboration and leveraging of resources between offices at the OSDE.

 (ii) The qualifications, including relevant training and experience and appropriate time commitments, of key project personnel (i.e., key project staff and project consultants or subcontractors).

SPDG Coordinator (1 FTE, Grant-funded, To-Be-Hired): This position will be filled on receipt of funding for the OK SPDG III. The educational background required will be a minimum of a bachelor's degree (master's preferred) in special education, school psychology, or a closely related field and possession of a valid Oklahoma certificate in special education, elementary education,

early childhood, or school psychology. The SPDG Coordinator will be able to demonstrate considerable knowledge of modern special education techniques, methods and practices, current trends, and sources of information in the field of special education, and multi-tiered system of supports. Responsibilities of the SPDG Coordinator will include: consulting with and reporting to the project director on a regular basis to provide updates on the OK SPDG III's goals and objectives; scheduling, planning, and facilitating SPDG/OTISS leadership meetings, informational meetings, and in-services; maintaining regular communication between OK SPDG III partners and supported schools; maintaining regular communication between OK SPDG III staff and leadership in other OSDE offices; and participating in SSIP and ESSA meetings on a regular basis to assist with aligning the support and professional development provided by the OSDE to Oklahoma schools.

SPDG Instructional Specialist (1 FTE, Grant-funded): Ms. Megan McElroy-Griffith will serve as the project's instructional specialist. She holds a bachelor's degree in Elementary Education and a master's degree in Educational Leadership & Elementary Education. Prior to coming to the OSDE, Ms. McElroy-Griffith taught at the elementary level for 10 years, and worked as an Instructional Coach with Oklahoma City Public Schools. Ms. McElroy-Griffith provided high quality professional development to teachers by developing strategic plans on evidence-based practices. She was a change catalyst for implementing new reading curriculum within the district and has also served as an Early Literacy Coach, Great Expectations Instructor, and Reading Academy Specialist/Coordinator. Her elementary teaching and coaching experience have well prepared her for her SPDG duties, which will include support for early literacy coaching and reading curriculum implementation with SPDG supported schools. She will also assist and support

the early literacy initiatives included in the OSDE's Office of Special Educations Services' OK SSIP and other state level reading initiatives lead by the OSDE's Office of Instruction and Curriculum.

SPDG Behavior Specialist (1 FTE, Grant-funded): Ms. Jessica Collins, whose background is in behavior therapy, will serve as the SPDG lead on behavior. Ms. Collins has a bachelor's degree in Psychology and is currently working on toward a master's degree in Psychology with an emphasis in Applied Behavior Analysis. She is also successfully pursuing national certification and has experience in both behavior analysis techniques and establishing multi-tiered systems of support. She has worked as a behavior therapist in public schools, home settings, and clinical settings. Her background and experience makes her a strong behavior resource for OSDE staff, Oklahoma educators, and parents. Her skills set will aid the OSDE with successful collaboration and blending of OSDE initiatives.

IDEA Director of Early Childhood (.20 FTE, In-Kind): Mr. Jose Hernandez, Early Childhood Director for the OSDE-SES, holds a bachelor's degree in Psychology, a master's degree in Educational Psychology, and is nationally certified in School Psychology. Mr. Hernandez is bilingual in English and Spanish, and has worked as a School Psychologist in public schools. He has also worked as a child welfare worker for the Oklahoma Department of Human Services. His background in school climate will be beneficial when working with participating site administrators to develop strategies to influence school climate. He has had extensive training in the area of multi-tiered systems of support, academic interventions, and behavioral interventions. Due to his knowledge and training in these areas, along with his bilingual abilities, Mr. Hernandez

will assist with the creation, alignment, and delivery of professional development provided through the OK SPDG III, OK SSIP, and OSDE-SES.

Director of Data Analysis (.20 FTE, In-Kind): Dr. Ginger Elliot-Teague, Director of Data Analysis for the Education Data Management Office at the OSDE, is an expert on the application of statistical theory to collect, analyze, and report data. Dr. Elliott-Teague has extensive experience in evaluation of research findings, data-based management, and grant writing. Her office is located in the Office of Special Education Services at the OSDE, allowing for consistent collaboration with the SPDG Project Director and staff. Dr. Elliott-Teague is also the state lead and evaluator for the OK SSIP. She will assist the SPDG team in ensuring that the activities of the SSIP and SPDG are aligned and will work closely with the OK SPDG III's external evaluator on evaluation components of the grant.

Director of Training in Response to Assessment and Instructional Needs (TRAIN) (.30 FTE, Contracted): Dr. Gary Duhon will continue to serve as a contracted consultant for the Oklahoma SPDG, contingent on approval through the OSDE's required Request for Proposal (RFP) process, to facilitate the planning and implementation of training for supported districts and sites and supervise the OTISS Systems Coaches assisting schools to set-in the OTISS framework. Dr. Duhon is a professor and the Director of Training for the Doctoral Program in School Psychology at Oklahoma State University. He has field experience as a special educator and is a Board Certified Behavior Analyst (BCBA). Dr. Duhon has served as a consultant for the OK SPDG since 2008 and has become very knowledgeable of the climate and culture of Oklahoma public schools. He has provided many academic lectures on the national level and has authored numerous publications regarding Response to Intervention (RtI) and school-based interventions. Dr. Duhon

also participates on several subcommittees of the OSDE assisting with topics that include teacher preparation, teacher evaluation, and Dyslexia.

External Evaluator (.30 FTE, Contracted): Ms. Cheryl Leever Huffman holds a Master of Arts in Education and will continue to serve as the External Evaluator for the Oklahoma SPDG, contingent on approval through the OSDE's required Request for Proposal (RFP) Process. Ms. Huffman is an independent consultant with over 40 years of experience in program development, implementation, and evaluation. She has seventeen years of program evaluation experience at the district, university, and state department of education levels in Oklahoma, Kansas, Texas, and Missouri in the areas of special education, English as a second language (ESL), bilingual education, and teacher preparation. She has served as the external evaluator of Oklahoma's SIG and SPDGs since 2000. Ms. Huffman's qualifications include, 1) knowledge of and involvement in federal grants, 2) familiarity with the priorities and performance measures of the SPDG, 3) familiarity and experience with OK special education personnel, agencies, councils, professional organizations, and families and persons with disabilities, 4) experience in conducting evaluations of complex projects, and 5) twelve years administrative experience at a state education agency.

External Behavior Consultant (.20 FTE, Contracted): This position will be for a contracted behavioral consultant for the Oklahoma SPDG III, and is contingent on approval through the OSDE's required Request for Proposal (RFP) process. This person will serve as an external consultant for the project and will conduct workshops on classroom management, tiered systems of behavioral supports, functional analysis, and individualized behavior intervention plans. In order to build capacity at the OSDE, the consultant will provide consultation services to the OK SPDG III team and work directly with the SPDG Behavior Specialist to develop training materials,

assessment tools, and interventions specific to behavior management. The consultant's educational background requirements will consist of a master's degree or greater in special education, school psychology, or a related field with specialty training in behavior analysis (i.e. BCBA or equivalent) and Positive Behavior Interventions and Supports (PBIS).   The consultant will meet as needed with the SPDG team and work closely with the SPDG Behavior Specialist over the course of the project.

External Literacy Consultant (.20 FTE, Contracted) This position will be for a contracted literacy consultant for the Oklahoma SPDG III, and is contingent on approval through the OSDE's required Request for Proposal (RFP) process. This person will serve as an external consultant for the project and will assist in developing and conducting high-quality professional development in the area of literacy. The External Literacy Consultant will collaborate and plan with the OK SSIP lead, OSDE-SES staff, the OK SPDG III team, and the Literacy Coaches (described below) to provide support to schools participating in the OK SSIP and OK SPDG III initiatives. In order to build capacity at the OSDE, the consultant will provide consultation services to the OK SPDG III team and work directly with the SPDG Instructional Specialist to develop training materials, assessment tools, and interventions specific to literacy skills. The coaching consultant will be utilized for the OK SSIP activities as well as the OK SPDG III to assist educators in effectively utilizing evidence-based reading strategies to meet the needs of struggling learners and students with disabilities. The selected candidate will have at minimum, a master's degree in reading or a field in education with an emphasis in reading (preferably Ph.D. or Ed.D.). Expert knowledge in the neuroscience behind reading and how to bridge this information to classroom implementation

is a necessity for this position. The consultant will meet as needed with the SPDG Leadership Team and work closely with the SPDG Instructional Specialist over the course of the project.

Literacy Coaches (4 FTE, Contracted, In-Kind): The OSDE-SES is in the process of developing a Request for Proposal (RFP) to contract with four literacy coaches to support OK SSIP initiatives (and OK SPDG III initiatives, if funded). The selected candidates will have at minimum, a master's degree in reading or a field in education with an emphasis in reading, successful experience teaching Pre-K to third grade, and experience as a lead reading or instructional coach. They must hold a valid Oklahoma elementary education, or early childhood, or special education teaching certificate. The candidates must demonstrate considerable knowledge of the core academic content for reading and evidence-based practices for the delivery of reading instruction. The primary role of the OSDE-SES Literacy Coaches will be to train school-based literacy coaches in evidence-based literacy strategies and the process of providing literacy coaching to their teachers. If the OK SPDG III is funded, the Literacy Coaches will work closely with the SPDG Instructional Specialist and the contracted External Literacy Consultant to develop an evidence-based coaching model to provide coaching support to schools participating in OK SSIP and OK SPDG III initiatives.

(d) ADEQUACY OF RESOURCES AND MANAGEMENT PLAN

(1) The Secretary considers the adequacy of resources and management plan for the proposed project.

(2) In determining the adequacy of resources and the management plan for the proposed project, the Secretary considers the following factors:

(i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

The applicant organization, the Oklahoma State Department of Education (OSDE), occupies five floors of the Oliver Hodge Building, located in the State Capitol Complex in Oklahoma City, Oklahoma. The Oliver Hodge Building is a spacious, accessible, five-floor, 66,469 square foot facility. Special Education Services (SES) occupies a large suite on the fourth floor and a smaller office area on the fifth floor. SPDG specialists occupy a separate office on the fourth floor. SES staff has full access to the latest technology and support for daily communications and formal presentations, as well as distance learning/videoconferencing facilities through a program sponsored by Title I. In addition to the provision of office space and conference rooms for meetings, additional supplies, resources, and materials, including office furniture and storage space, will be available to OK SPDG III staff.

Other resources the project proposes to draw upon include, but are not limited to, the support of the Oklahoma State Board of Education and the State Superintendent of Public Instruction for the overall goals of the project; OSDE statewide publications for dissemination of information and announcements; and coordination/collaboration for personnel development with a network of agencies and organizations through the utilization of IDEA Part B funds, such as University of Oklahoma; Oklahoma Department of Mental Health and Substance Abuse Services; Oklahoma Directors of Special Services; Cooperative Council for Oklahoma School Administration; Oklahoma ABLE Tech; Oklahoma Commission for Children and Youth; Oklahoma Council of Exception Children; Learning Disabilities Association of Oklahoma; Oklahoma School Psychological Association; and several others.

In addition, Oklahoma Career Technology Centers are located regionally across the state and are available for OSDE sponsored meetings and professional development. These facilities also have the capacity to support high levels of educational technology such as virtual broadcast, blending learning, and webinars that are accessible to multiple viewers.

(ii) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

University Partner: Oklahoma State University (OSU) will collaborate with the OK SPDG III to support site and district implementation of OTISS. University staff will oversee/provide direct systems coaching support, participate in developing evidence-based professional development (E-B PD) materials, and provide technical assistance and resources to the OTISS leadership team. This collaboration will also examine the technical adequacy of the assessment tools for OTISS. OSU and OK SPDG III will pool resources to revise and/or develop tools, guidance documents and E-B PD, and evaluate the effectiveness of OTISS implementation at the site and district level.

LEA Partnerships: As LEA partners with the OK SPDG III, Shawnee and Sand Springs Public Schools have sites that have been served by the current SPDG and will collaborate with the OSDE to promote and implement OTISS at a district level. These districts will be responsible for creating an OTISS team at the district level, which will include designating an internal coach for the district OTISS team. District administrators will be responsible for promoting and supporting OTISS implementation at the district level and adopting the OTISS Implementation Guide as the model for tiered intervention implementation. District administrators will be encouraged to assist the OK SPDG III leadership team in promoting OTISS by sharing their experiences at state and national

meetings. OK SPDG III will provide an OTISS systems coach for each district. The project will also provide E-B PD regarding district and site level implementation.

Oklahoma Parents Center: The Oklahoma Parent Center (OPC) will support and implement the goals set by the OK SPDG III by assisting OTISS districts and sites in developing their family engagement plans. Through contracted services, the OPC will provide E-B PD on classroom management and positive behavior supports to district and site leadership teams, educators, and parents at schools participating in OK SPDG III initiatives. In addition, OPC will participate on the OSDE School Improvement Team as the family representative to assist in aligning family engagement activities and professional development across OSDE initiatives.

(iii) The extent to which the budget is adequate to support the proposed scope of work and the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project (e.g., persons receiving PD, school districts receiving PD).

The adequacy of the budget to support the proposed project is demonstrated by the fact that Oklahoma has analyzed resources that are currently available to support the project as well as new resources that will be essential to carry out the project. The Budget Narrative, which contains a detailed breakdown and explanation of project expenditures, is included in the Budget Information section (Part II) that precedes the narrative. Both grant requested and in-kind supports are listed; in combination, these two sources will ensure that the purposes of the project will be accomplished and that initiatives will be sustained beyond the end of the project.

The project has developed a budget that is both adequate and cost-effective for the personnel development activities proposed under the OK SPDG III project. The amounts budgeted for each year reflect the cost of annual implementation of the OK SPDG III's goals: Goal 1: Scale-up and

Improve Sustainability of the Oklahoma Tiered Intervention System of Support (OTISS); Goal 2: Enhance and Expand Parent Professional Development, and Goal 3: Enhance Collaboration on Initiatives Designed to Improve Outcomes for Students in Low Performing Schools.

The project's implementation plan provides for effective use of personnel by 1) designating the appropriate level of personnel responsibilities within each objective as well as across objectives (See **OK SPDG III Project Design Charts, Appendix A**); 2) utilizing the personnel resources of our partners, other OSDE program staff, and other collaborators; and 3) identifying and utilizing the services and expertise of outside consultants. The evaluation/performance data collection and reporting of the project will be supervised by the project director and carried out by the independent, external evaluator.

The OSDE will use funds received under this program to supplement, and, to the extent practical, to increase the level of funds that would, in the absence of such funds, be made available by the state for the purposes described, and in no case to supplant such funds.

Please refer to the Budget Narrative found in Part II, Budget Information, for a detailed breakdown of project expenses including the cost of sending the Oklahoma SPDG team to the annual Project Directors Meeting in Washington D.C.

(iv) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities of committed partners, timelines, and milestones for accomplishing project tasks.

The Special Education Services (SES) section of the Oklahoma State Department of Education (OSDE) will provide for daily management of the program. All activities of the project have been

carefully designed to achieve project objectives within the funding period, while developing the capacity of project participants to continue the project after the completion of the funding period.

This section describes a general management plan for the OK SPDG III, including: 1) clearly defined responsibilities of the management team and SPDG partners; 2) procedures to ensure feedback and continuous improvement in project operation; 3) specific mechanisms within the project that will ensure high quality products and services; 4) procedures to ensure that a diversity of perspectives from all SPDG partners and constituents will be included in project operations; and 5) timelines and milestones for accomplishing project tasks.

SPDG Management Structure

A management-by-objective approach will be used to monitor activities and focus rapid attention on modifications necessary for high quality outcomes including management of: a) activities and results of project personnel; b) interactions with partners, advisors, and consumers; c) work flow (steps, sequences, timing, workload indicators); d) standards for products and services; e) scheduling, budgeting and purchasing; and f) data collection, synthesis, and evaluation.

The project director will assume overall responsibility for project management including budgetary contracting, partnership matters, and overall fiscal responsibility in cooperation and consultation with other members of the management team. The fiscal system at the OSDE is organized to provide timely and properly aggregated reports on expenditures and on encumbered and unencumbered totals at various points throughout the budget year. Christa Knight, Assistant Executive Director, Special Education Services, will serve as project director. Internal management team members include a Project Coordinator (To Be Hired Upon Funding), OK

SPDG III Specialists, and the SPDG Advisory Council, which will be reorganized after the awarding of funding to better address goals in the OK SPDG III.

The OK SPDG III Leadership Team will include the internal management team and contracted personnel critical to project operations (See list below.) All project personnel and SPDG Advisory Council members will work as a collaborative team in the management of the project, including project evaluation. Detailed descriptions of the duties and responsibilities of the project director and project coordinator were provided in (d) Personnel. Staff responsibility for accomplishment of all objectives and activities are covered in the **OK SPDG III Program Design Charts** in **Appendix A**. An overview of staff and advisory management roles and assigned personnel are provided below.

MANAGEMENT/LEADERSHIP ROLES AND ASSIGNED PERSONNEL

Position, Person, FTE, and Responsibilities

OK SPDG III Leadership Team (Internal)

SPDG Project Director, Christa Knight, .33 FTE

- Project oversight; staff supervision; contract development/supervision; overall evaluation and fiscal responsibility; and coordinate collaboration between OSDE offices and initiatives.

SPDG Project Coordinator, (To Be Hired Upon Funding), 1 FTE

- Assist Project Director; coordinate technical assistance to LEAs; coordinate and collaborate with partners; and coordinate project evaluation and data collection.

SPDG Instructional Specialist, Megan McElroy-Griffith, 1 FTE

Provide technical assistance and professional development to LEAs; coordinate and collaborate with partners to implement OTISS, assist/lead early literacy initiatives included in OSDE's OK SPDG III, OK SSIP, and ESSA plan.

SPDG Behavior Specialist, Jessica Collins, 1 FTE

- Provide technical assistance and professional development to LEAs; coordinate and collaborate with partners to implement OTISS, and assist/lead behavior initiatives included in OK SPDG III and the SSIP.

Director of Data Analysis, Dr. Ginger Elliott-Teague, .20 FTE (IN KIND-IDEA B FUNDS)

- Assist in the analysis of data and evaluation measures included in the OSDE's OK SPDG III and the SSIP.

Director of Early Childhood, IDEA, Jose Hernandez, .20 FTE (IN KIND- IDEA B FUNDS)

- Assist with the creation, alignment, and delivery of professional development provided through the OK SPDG III, SSIP, and Special Education Services; and assist the OK SPDG III with the development of materials and professional development to support English Learners.

OK SPDG III Leadership Team (External)

Director of TRAIN, Dr. Gary Duhon, (Contingent Upon State Required Request For Proposal Process), .30 FTE

- Facilitate the planning, creation, and delivery of professional development on OTISS to partner districts and selected sites; participate on the OK SPDG III Leadership Team; and train and supervise the OTISS Systems Coaches.

External Behavior Consultant, (To Be Hired Upon Funding), .30 FTE

- Conduct workshops on classroom management, tiered behavioral supports, functional analysis, and individualized behavior intervention plans; provide consultation services to the OK SPDG III team; and work directly with the SPDG Behavior Specialist to build capacity at the OSDE to provide high-quality professional development and follow-up supports to Oklahoma schools.

External Literacy Coaching Consultant, (To Be Hired Upon Funding), .30 FTE

- Assist the OSDE in developing an evidenced-based coaching model to support the early literacy initiatives in the OK SPDG III and the OK SSIP; provide consultation services to the OK SPDG III team and Literacy Coaches; and work directly with the project's SPDG Coordinator, and the SPDG Instructional Specialist to build capacity at the OSDE to provide high-quality literacy professional development and follow-up supports to Oklahoma schools.

External Evaluator, Cheryl Huffman, (Contingent Upon State Required Request For Proposal Process), .30 FTE

- Provide continuous and ongoing guidance in implementing proposed evaluations; Provide feedback and analysis to ensure objectivity, high quality and accountability; and Assist in the development of required annual and final performance reports.

SPDG Advisory Council

- Provide advice, support, and guidance; Review committee products; Review project generated materials; and Assist in the overall evaluation of the project.

The OK SPDG III Advisory Council will serve as the advisory body for the State Personnel Development Grant, with its main focus being on implementation of the grant activities to improve

educational results for children with disabilities. The Council was developed during the current

SPDG and provides oversight and input to support systems change and improve the quality and

effectiveness of professional development available to Oklahoma schools in addressing the needs

of struggling students and students with disabilities. The Council represents select members who

serve a variety of roles in our state (e.g., parents, LEA staff, higher education, state agencies, parent

centers, professional organizations, and private businesses). The Council meets quarterly to

receive ongoing status reports on the progress toward attaining goals, objectives, and activities of

the SPDG, and to offer advice, guidance, and support to SPDG staff. The Council also serves as

a review committee for all products and materials developed through SPDG objectives. Upon

funding for the proposed plan, the Council will be reorganized to ensure the group includes the

appropriate representatives to support our new goals and objectives.

Timelines and Milestones

Detailed timelines for all project objectives and activities are included in the **OK SPDG III
Program Design Charts** in **Appendix A**. These charts will ensure that project objectives are
accomplished by the time designated. Below is a condensed timeline of major milestones by
project goal.

*GOAL 1: Scale-up and Improve Sustainability of the Oklahoma Tiered Intervention System of
Support.*

Milestones and Condensed Timeline:

- Provide evidence-based professional development and support to district teams on Memo
  of Memorandum, OTISS Framework, effective teaming process, and alignment of district
  initiatives with OTISS Framework - Early and Mid-Fall 2017

- Establish an OTISS Online Connected Learning Platform - Fall 2017

- Provide external coaching support to district teams on developing a District OTISS Plan (describing what OTISS looks like in their district) and District Implementation Plan (how they will roll out OTISS to sites) - Late Fall 2017

- Provide continued coaching support for district team to develop *What is OTISS?* Presentation for delivery to site - Spring 2018

- Identify site coaches and provide professional development on the OTISS Framework, coaching/consultation skills, and cross-train with OTISS Literacy Coaches - Spring 2018

- Provide *Getting Started with OTISS* to sites beginning OTISS implementation. - Fall 2018

- Start coaching support to sites for conducting OTISS Site Fidelity Assessment, developing goals and OTISS Site Action Plans, and OTISS implementation - Fall 2018

- Provide coaching support to district teams and site coaches to develop procedures to monitor site progress, address OTISS implementation tasks, and problem solve implementation challenge - Fall 2018 and Ongoing

- Repeat all above for OTISS District Cohort II - Fall 2019 and Ongoing

GOAL 2: Enhance and Expand Parent Professional Development.

Milestones and Condensed Timeline:

- Develop high-quality, evidenced-based professional development for parents on evidence-based behavior supports and reading practices – Fall 2017/Spring 2018

- Provide evidenced-based professional development to parents on evidenced-based behavior supports and reading practices – Fall 2018

- Collect data on impact of training and review for possible modifications to content and/or delivery – Fall 2018 and ongoing

GOAL 3: Enhance Collaboration on Initiatives Designed to Improve Outcomes for Students in Low Performing Schools (ESSA, SSIP, and SPDG).

Milestones and Condensed Timeline:

- Form an OSDE School Improvement Team with representation from OSDE Offices of Curriculum & Instruction, School Support, Federal Programs, and 21st Community Learning Centers and provide support to the team in developing guidelines for team functioning – Fall 2017

- Develop an OSDE School Improvement Support Plan to collaboratively provide services to low performing schools - late Fall 2017/Early Spring 2018

- Select five (5) low performing schools to invite to be part of an OTISS Rising Schools Cohort - Fall 2018

- Implement OSDE School Improvement Support Plan - Fall 2018

- OSDE School Improvement Support Team meets monthly to review impact of plan and problem solve challenges - Spring 2018

- Provide high-quality, evidenced-based professional development and coaching supports to members of the OTISS Rising Schools Cohort I in Literacy and Behavior Supports - Spring 2019

- Repeat process for Rising Stars Cohort II - Fall 2020

(v) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a

variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as

appropriate.

To ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, the OK SPDG III Advisory Council will be composed of representatives from institutions of higher education, local education agencies implementing OTISS or multi-tiered systems of support, parents, advocacy groups, Oklahoma Department of Mental Health and Substance Abuse Services, the Oklahoma State Regents for Higher Education, Oklahoma Council of Exceptional Children, Oklahoma School Psychology Association, Oklahoma ABLE Tech; Oklahoma Parents Center; Cooperative Council of Oklahoma School Administration, Oklahoma Developmental Disabilities Council, Oklahoma Directors of Special Services, South Central Comprehensive Center-University of Oklahoma, and the Oklahoma State Department of Education's Offices of Curriculum and Instruction, School Support, 21st Century Community Learning Centers, and Federal Programs. These groups include parents, teachers, administrators, and professional groups concerned with the education and well-being of students with disabilities. A diversity of perspectives is enhanced through multiple advisory groups at the OSDE including the IDEA B State Advisory Panel, and partnerships through the OSDE-SES.

The project will also receive continual feedback from the perspectives of the educators served, including those at district and school site levels.

(vi) The plan for continued support and sustainability of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate SEA partner entities to such support.

Following successful implementation of activities set forth in scaling-up and enhancing sustainability of OTISS, districts will serve as model demonstration districts with expert staff that will be able to continue training additional administrators and educators in their regions of the state. The evidence-based professional development (E-B PD), implementation tools, and resources developed through the OK SPDG III, with collaboration from partner districts and consultants, will become part of an online connected learning platform. This online connected learning platform and the OTISS Web site will be funded by Special Education Services to ensure sustainability of the PD, tools, and resources after SPDG funds are expended. E-B PD and resources developed for parents through the OK SPDG III will also be provided through the Oklahoma Parent Center's state and regional trainings annually and through the 21st Century Community Learning Centers.

The partnership with the SWiFT (Schoolwide Integrated Framework for Transformation) Center, will assist the OSDE in enhancing collaboration at the state level on initiatives designed to improve outcomes for students in low performing schools (ESSA, SSIP, and SPDG). This collaboration will result in the creation of an OSDE School Improvement Team that will continue to utilize the professional development, tools, and resources developed through the current SPDG and the OK SPDG III to provide intentional, collaborative support to districts.

The training and support provided by the contracted behavior and literacy consultants will build capacity at the OSDE to provide effective, high quality professional development to schools in addressing the needs of struggling students and students with disabilities. These consultants will also assist with building capacity at the OK SPDG III's partner districts to ensure sustainability of the SPDG's initiatives.

(e) QUALITY OF THE PROJECT EVALUATION

(1) The Secretary considers the quality of the evaluation to be conducted of the proposed project.

The Oklahoma State Personnel Development Grant III (OK SPDG III) has designed an evaluation plan that uses both process (formative) <u>and</u> culminating (summative) evaluation to support management decisions to modify activities as needed during the course of the project and provide benchmark and end-of-project information regarding degree of project accomplishment. OK SPDG III staff will work closely with a contracted external evaluator to ensure objectivity, high quality, and accountability.

The evaluation plan has been designed to fit within the accountability framework of the Government Performance and Results Act (GPRA), which takes the evaluation process beyond the traditional "Input-Process-Output" model (e.g., training resources, training programs, and number of persons trained) to include higher levels of measures such as outputs, outcomes, and impacts (e.g., increase in fidelity of implementation rates in schools adopting the OTISS framework; percentage of teachers trained that apply evidence-based practices in their classrooms). The **OK SPDG III Logic Model** was developed for the project as a visual and organization representation of this concept and is included in **Appendix A**.

In addition, the evaluation plan specifically addresses SPDG Performance Measures (PMs) 1, 2, and 3.

(2) In determining the quality of the evaluation, the Secretary considers the following factors:

<u>(i) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.</u>

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Care has been taken to ensure that all aspects of the project are scrutinized for accomplishment, effectiveness and desired impact using measures that are appropriate and that will yield reliable and valid information. For example, feedback on evidence-based professional development (E-B PD) for both educators and parents will be collected using a project designed evaluation form immediately following the PD, which will gather evidence on participant increase in knowledge of content. In addition, participants will also be followed for application of PD content via self-assessment surveys, coaching logs, and observations to gage the extent to which skills/methods learned in the PD have been put into practice. Both perceived and actual outcomes of that implementation will be measured and analyzed. Whenever feasible, online surveys will be utilized.

The relationship of the evaluation plan and evaluation methods to the project goals, objectives, and outcomes has been detailed in the **OK SPDG III Evaluation Tables** that can be found in **Appendix A**. There is a table for each objective laying out its project performance measures, annual benchmarks, the documentation to be collected, the method of analysis to be employed, and expected short and long-term outcomes. The evaluation tables will serve to keep the data collection and analysis components of the evaluation on track.

The results-based accountability evaluation reflected in the OK SPDG III evaluation system consists of two-levels:

Level 1 Evaluation: At the first level, local evaluation data will be collected, analyzed, and reported by contractors (i.e., literacy and behavior consultants) and sub-grantees (i.e., district, university and parent partners) responsible for carrying out particular activities within the project. For example, for Goal 1, which addresses supporting districts to implement the Oklahoma Tiered

Intervention System of Supports (OTISS) framework, the university partner for Training in Response to Assessment and Instruction (TRAIN) in Objective 1.1 will be required to provide evidence of outputs (e.g., types, frequency, and fidelity to adult learning principals of E-B PD and coaching provided to district personnel) and outcomes (e.g. impact of PD, fidelity of framework implementation, and impact on student learning and behavioral outcomes). Contractors and sub-grantees will be required to develop and carry out plans that address particular evaluation needs of the OK SPDG III. SPDG staff and the external evaluator will provide design guidance and implementation technical assistance to contractors and sub-grantees in developing and carrying out these Level 1 evaluation plans.

Level 2 Evaluation: Level 2 evaluation will involve analysis of all data collected through Level 1 evaluations, as well as data providing evidence of the project's overall progress in achieving its goals, objectives, performance measures and outcomes. In addition, it will address the SPDG Performance Measures (1, 2, and 3). Staff responsible for implementing OK SPDG III will routinely collect evidence that activities have been carried out and intended outputs have been completed (e.g., announcements of meetings and trainings, agendas, collaboration meeting minutes, support plans.). OK SPDG III staff and the external evaluator will also track quantitative data showing progress in meeting project outcomes (e.g., increased number of schools implementing OTISS *with fidelity*, number of educators provided OTISS E-B PD and coaching and applying practices learned in their work). At Level 2, the external evaluator will assist project staff in collating and analyzing all evaluation data as well as in preparing annual progress reports based on the findings. As part of this process, the external evaluator will present findings from both Level 1 and Level 2 evaluations to the OK SPDG III Advisory Council, partners, and other

stakeholders for feedback and recommendations. OK SPDG III staff will use findings from the

Level 2 evaluation to make necessary changes in allocation of resources, personnel assignments,

use of technical assistance, and/or management strategies to accomplish project goals and will

report all summative findings in annual reports to OSEP.

(ii) <u>The extent to which the methods of evaluation are appropriate to the context within which the</u>

<u>project operates</u>.

Every project operates within a particular social, political, physical and economic environment,

i.e., the project's context. For the OK SPDG III, the context within which it will operate is one of

an education community of schools highly motivated to provide a quality education to all its

students, but currently suffering financially from two years of reduced state funding due to a

general drop in revenue. Schools are on tight budgets and teachers are frustrated by years of flat

wages (and often working two jobs to supplement their income). Despite these negatives, there is

still optimism and enthusiasm in schools for their profession and for helping students achieve to

the full extent of their abilities. The current SPDG has found its target schools to be very interested

in implementing the OTISS framework for systems change, improving the knowledge and skills

of their teachers for helping struggling students, and creating better relations with their parents and

communities.

The evaluation plan for OK SPDG III has taken into account the current situation of schools

in that it has chosen methods and data collection instruments designed to address possible

barriers to their use. All OTISS evaluation tools will, of course, be provided at no cost to

schools. The majority of surveys (training, end-of-year, etc.) will be conducted online, available

at any time convenient to responders and therefore, sensitive to the time crunch felt by many

teachers and administrators (if not because of a second job, than because of family obligations). Another online measure of E-B PD impact, the OTISS Online Connected Learning Platform, which extents OTISS face-to-face E-B PD in a time-convenient manner, will track several different aspects of usage.

The project's fidelity of implementation instrument, the OTISS Fidelity Assessment, started out as a paper-pencil tool that took significant time to complete and score. This past year it was revised to an online tool, which automated the process of scoring and accelerated the time needed to move from assessing a school's gaps in implementing the OTISS framework to goal setting and action planning.

All evaluation instruments developed during the course of the project period will be designed to take into account the context under which they will be used. In addition, methods for collecting data will focus on convenience for those providing the data. The project has found in the past that if the data collection methods are convenient, response rates increase.

Making evaluation methods and instruments simple and convenient does not mean they will lack focus on providing the data necessary for measuring the level of accomplishment of project objectives and performance measures. All methods and instruments will be scrutinized to ensure they collect the data needed to conduct a rigorous and complete evaluation of project expectations.

(iii) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.

As described above, each level of the evaluation plan includes methods for examining the effectiveness of project implementation strategies. Level 1 evaluation methods focus on collection and analysis of data regarding the extent and effectiveness of implementation strategies used by

sub-grantees and contractors who are partners with the OSDE in implementing the OK SPDG III, as well as on the overall impact of their efforts. Level 2 methods focus on the aggregation and analysis of Level 1 data and results, and on the collection of data regarding the overall effectiveness of the project's strategies to achieve its goals and objectives, as well as the impact of project activities on students with disabilities and their non-disabled peers, and on their parents.

The project evaluation will use SPDG Program Measure 1: *Projects use professional development practices supported by evidence to support the attainment of identified competencies* as the framework for measuring the degree to which the OK SPDG III uses evidence-based professional development (E-B PD) strategies to deliver its training content. It will specifically measure itself against the elements found on the SPDG Evidence-Based PD Worksheet: (a) selection of target schools, PD participants, trainers, and coaches; (b) training content, delivery (including use of adult learning theory), application, and support for trainers; (c) coaching service monitoring for follow-up to PD, quality of modeling and timeliness of feedback; (d) fidelity of implementation and student outcome measurement, benchmarking goals and objectives, data submission system in place, use of data for decision-making, and reporting to stakeholders; and (e) administrators trained on SPDG practice and know how to support it effectively, and leadership at all levels analyzes feedback on barriers and successes and can make decisions for change when needed. The project will collect data on 1) growth in teacher and parent knowledge and skills; 2) the level of application of training content; 3) the effectiveness of the project's PD delivery system; 4) the quality and timeliness of its coaching components (system and literacy); 5) increase in the level and quality of administrator support for the OTISS framework; and 6) increased positive interactions between schools and parents. Instruments for capturing data for measuring these

elements will include post-training evaluation forms, classroom observation forms, coaching observation forms, and surveys of training participants. Both quantitative and qualitative data will be collected and analyzed.

The project evaluation will also develop a formal mechanism for sharing data back and forth across the elements in SDPG Performance Measure 1, so, for example, that training informs coaching, which in turn informs training. This communication loop will be on the agenda for every SPDG Leadership Team meeting.

SPDG Program Measure 2: *Participants in SPDG professional development demonstrate improvement in implementation of SPDG-supported practices over time* connects to the project's plan to evaluate the level of implementation of the OTISS framework in supported districts and schools. The OTISS Fidelity Assessment (OTISS FA), developed and used during the current SPDG, will measure the effectiveness of this aspect of OK SPDG III implementation (a school site version exists; a district version will be developed Year I). OTISS Systems Coaches conduct the OTISS FA at the beginning of the year to assess strengths and weakness in the framework components and guide the development of goals and site action plans. An outside observer conducts the end-of-year OTISS FA.

SPDG Program Measure 3: *Projects use SPDG professional development funds to provide activities designed to sustain the use of SPDG-supported practices,* focuses on the financial side of sustaining. To report on this efficiency measure, the project will track the level of sustaining activities supporting follow-up to PD participants. Systems and literacy coaching will be tracked via logs. Activities on the online connected learning platform will be tracked through its built-in tracking system. Percentages of staff time spent on sustained PD activities will be used to

determine personnel costs. Travel and other costs will also be tracked to determine the total cost/percentage of sustaining activities.

(iv) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data.

A variety of performance measures will be used to document attainment of objectives and outcomes as well as produce qualitative and quantitative data as evidence related to project outcomes. How this will look for each objective is laid out in the **OK SPDG III Evaluation Tables (Appendix A).** For example, for Goal 2, Objective 2.1 [Increase the knowledge of parents (of both students with disabilities and their nondisabled peers) in evidence-based (E-B) behavior supports], data will be collected on the quality of the trainings (qualitative-via an end-of-training survey), as well as on the numbers of parents attending trainings (quantitative via sign-in sheets), their growth in knowledge of training content (quantitative via pre-post instrument), and the percentage of schools indicating an increase in positive interactions/discussions with parents following parent PD (quantitative via survey). Schools will also have the opportunity to describe the type of positive interaction on the survey. The majority of project objectives include a similar balance of qualitative and quantitative data.

(v) The extent to which the evaluation will yield information about evidence-based strategies and activities suitable for scale-up in other settings (e.g., schools, districts) beyond the scope of the project.

The OK SDPG III evaluation includes measures designed to collect data linked to the evidence-based strategies and activities the project will be implementing; many of these measures have been

mentioned in previous sub-sections of this criteria. Following are descriptions of the feedback expected from a selection of these, some already mentioned and some presented here for the first time:

- The project's post-training evaluation will provide feedback from administrators, teachers, and parents on PD delivery methods (adherence to adult learning theory and effective adult learning methods), as well as their growth in knowledge of content training.

- The OTISS Fidelity Assessment and OTISS Systems Coaches Monthly Reports will provide feedback on target schools progress towards full implementation of OTISS.

- Coaching Logs and Coaching Observation Forms will provide feedback on the project's systems and literacy coaching systems.

- The OTISS End-of-year Survey will yield feedback from educators at target sites on the usefulness of the framework's tools, guidance documents, coaching support, web site, PD, online learning platform, etc.

- Surveys of members of the OSDE School Improvement Team will yield feedback on increases in collaboration skills and activities.

Feedback from evaluation tools used in the current SPDG led the leadership team to realize that sustainability was challenging when OTISS was only implemented in one or a few schools in a district and that it needed to change its focus to district-wide implementation, which it has done in this proposal. The project will continue to use evaluation findings to generate conversations about scale-up activities.

A wealth of data will be generated from the instruments to be used in the evaluation of the OK SPDG III. This data will be shared continuously with the project's leadership team. Periodic

reports on the project's accomplishments based on its use of evidence-based strategies and activities will be made available to stakeholders in the hopes that they will take this information and apply it in other settings, as appropriate.

(vi) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

The evaluation plan has been designed to provide a continuous stream of performance feedback that can be used for improvement of project implementation strategies to ensure progress toward achieving the intended outcomes of the project. OK SPDG III staff have identified potential uses of data to be collected through implementation of the evaluation plan and corrective actions that can be taken, if necessary to ensure that the goals and outcomes of the project are met. The project's external evaluator will participate in the majority of project planning and implementation meetings and advisory council meetings to ensure that evaluation is a key component of all project activities. The evaluator will also attend PD, make site visits and participate in OSEP conference calls, evaluators' information sharing community (ISC) and annual SPDG meetings to remain abreast of the latest OSEP requirements for SPDG evaluation and reporting.

(vii) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.

The evaluation plan developed for the OK SPDG III, which includes the collection of both process and impact/outcome data, has been designed for applicability to, and accountability for, project outcomes. The methods of evaluation described in this section will provide the project with sound and trustworthy data that they can use with confidence to make decisions regarding project direction. Use of the same instruments over time will provide consistent data. Quantitative and

qualitative data will be collected with every activity conducted throughout the five-year implementation period to provide longitudinal data.

Through the use of multiple measures, including data collection that examines individual administrator and teacher change in practice and other indicators on the effects of professional development, evaluation evidence will be analyzed to determine the extent to which the project has made substantial progress toward meeting its goals and objectives and SPDG Performance Measures. This careful documentation of successful processes of the project will support the replicability and sustainability of its activities.

(viii) The extent to which the evaluation plan clearly articulates the key components, mediators, and outcomes of the grant-supported intervention, as well as a measurable threshold for acceptable implementation.

Evaluation methods selected for this project are thorough. Process and outcomes are assessed at all levels of effort and outcome, procedures adopted for the evaluation explicitly and logically link project activities to short term (participation, attendance, growth in knowledge) and long-term (high rates of fidelity of implementation, improvement in student academics and behavior, and increased capacity at the state level to support ESSA and SSIP initiatives) outcomes.

The OTISS Fidelity Assessment is the project's instrument for measuring implementation of its primary grant-supported intervention-OTISS. This tool includes rating scales for all eight of the OTISS framework's core components based on the Implementation Scales and Drivers developed by the Scaling-up of Evidence-based Practices (SISEP) Center. It serves as a pre-assessment of a school's level of implementation and guides the development of goals in weak components. It also serves as an annual assessment of the level of implementation obtained after each year of PD and

coaching support.

The project will be developing observation forms to track participants' application of knowledge and skills learned in training. Thresholds for desired level of use of evidence-based practices learned in project-sponsored PD will be set. Facilitating factors, as well as barriers to implementation of grant-supported interventions, will be taken into consideration when designing new instruments and/or setting up data collection procedures.

The evaluation of a SPDG is a challenging endeavor, with multiple initiatives, expectations, and outcomes to track and analyze. The evaluation plan for the OK SPDG III has been developed to meet all requirements. In addition, it has been designed in a manner that gives everyone a role to play in collecting relevant data and analyzing that data for project monitoring and improvement. The external evaluator will guide the evaluation process and assume primary responsibility for data analysis and reporting, while at the same time develop the capacity of SPDG staff to understand and participate in the process as part of the evaluation team.