# Alabama State Department of Education's
State Personnel Development Grant

"Project CESCC: Creating Effective School Climates and Cultures"

CFDA #: 84.323A
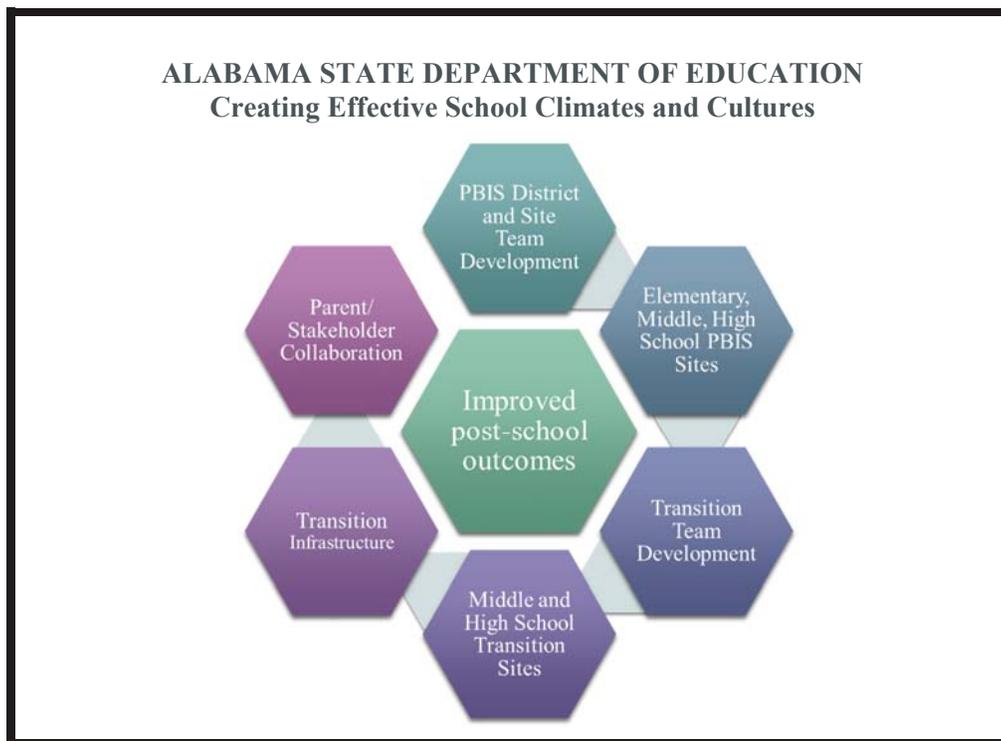
April 12, 2017

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Superintendent of Education
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LIST OF PRIORITY REQUIREMENTS

PAGE #	REQUIREMENTS
26-27	(a) Projects funded under this notice must make positive efforts to employ and advance in employment qualified individuals with disabilities in project activities.
14-17, 19-22, 26-27, 33	(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.
32, Form 427	(c) Applicants 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)
Budget, Budget Narrative	(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, Budget Narrative	The applicant must budget $4,000 annually for support of the State Personnel Develop Grants Program Web site (www.signetwork.org).
Significance, Project Design, Evaluation	Use evidence-based (as defined in this notice) professional development practices that will increase implementation of evidence-based practices and result in improved outcomes for children with disabilities.
12-22, 24-25	Provide ongoing assistance to personnel receiving SPDG-supported PD that supports the implementation of evidence-based practices with fidelity (as defined in this notice).

	Use technology to more efficiently and effectively provide ongoing PD to personnel, including to personnel in rural areas and to other populations, such as personnel in urban or high-need local educational agencies.
14-22, 32	
32	If a project receiving assistance under this program authority maintains a Web site, the applicant must describe how they will include relevant information and documents in a form that meets a government or industry-recognized standard for accessibility.
Significance, Project Design	Identifies and addresses the state and local needs for personnel preparation and PD of personnel and is designed to meet the requirements of section 612(a)(14) and section 635(a)(8) and (9) of IDEA.
33-35; Budget; Budget Narrative; Letters of Support	Must award contracts or subgrants to LEAs, institutions of higher education, parent training and information centers…to carry out the State Personnel Development Plan.
Project Design; Budget, Budget Narrative	An SEA that receives a grant under this program must use less than 90 percent of the funds the SEA receives under the grant for any fiscal year for the Professional Development Activities.

I: SIGNIFICANCE OF THE PROJECT

The proposed State Personnel Development Grant (SPDG), *Creating Effective School Climates and Cultures* (Project CESCC), was developed based on the work of Alabama's State Systemic Improvement Plan (SSIP), the Alabama State Board of Education's (SBE's) strategic plan, and an examination of prior SPDG's outcomes. The proposed project will work with Alabama State Department of Education (ALSDE) partners to provide high quality professional development (PD) focusing on positive behavior interventions and supports (PBIS), transition services for students with disabilities (SWD), and state and district infrastructure work. Through its SPDG, Alabama seeks to create behavior and transition climates that support SWD and improve their post-school outcomes.

A. Part of a Comprehensive Effort to Improve Instruction and Outcomes [Sig. (i)]

In 2014, the ALSDE, Special Education Services (SES) staff, began developing Phase I of the AL SSIP (Indicator 17). As required, the first steps involved eliciting stakeholder input and gathering data in order to identify its State-Identified Measurable Result (SiMR) through analysis of its data and infrastructure. Through this analysis, SES staff and stakeholders developed a SiMR as the core of Alabama's SSIP: *"Students with IEPs will be prepared to transition effectively and achieve improved post-school outcomes [i.e., students will be able to achieve positive post-school outcomes and engage in higher education and competitive employment opportunities"*].

The structure of the AL SSIP braided the SSIP components with the successful work of the 2012 SPDG and Alabama's Plan 2020 to create: 1) middle school demonstration sites offering exemplary models for effective co-teaching/co-planning and positive behavior interventions and supports (PBIS); and 2) high school demonstration sites for transition programs. The SSIP model

was grounded within the implementation science framework (Fixsen et al., 2005) and Instructional Coaching (Knight, 2007).

Through its SSIP work, the ALSDE-SES has developed 18 elementary/middle/high school demonstration sites in 10 districts implementing co-teaching and PBIS activities. Additionally, four high school demonstration sites for secondary transition were developed.

ALSDE-SES staff and stakeholder have reviewed data from these sites in the development of Project CESCC. While the model has been successful, the ALSDE-SES staff determined focusing on PBIS and transition yielded the most promising outcomes for the level of effort. While Project CESCC will increase the depth of PBIS and transition activities within selected districts, the SPDG and SSIP are intertwined in staffing, evidence-based practices, and tools.

In addition to the AL SSIP, the ALSDE-SES staff examined two opportunities for Project CESCC to integrate into the overall ALSDE vision: 1) the SBE's strategic plan; and 2) Alabama's plan for the *Every Student Succeeds Act* (ESSA).

The SBE developed a strategic plan, Plan 2020, with the vision: "*Every child will graduate and every graduate is prepared for college/work/adulthood in the 21ˢᵗ century*." The strategic plan contains four objectives for learners: 1) All students perform at or above proficiency and show continuous improvement (achievement/growth); 2) All students succeed (gap closure); 3) Every student graduates from high school (graduation rate); and 4) Every student graduates from high school prepared (college and career readiness)" (Plan 2020, 2017). These four goals and the Plan's strategies guide the activities policies of the ALSDE. The proposed SPDG is aligned with each of these strategies through its work in PBIS and transition programs.

States are required to develop plans to meet the ESSA. Over the past year, the ALSDE has been developing a plan and gathering stakeholder input. As part of ESSA, the ALSDE will evaluate

districts in areas of parent engagement, learning support framework, quality indicators such as climate and culture, and leadership capacity. Project CESCC is aligned with the evaluation indicators and will address these key areas.

The ALSDE has undergone a reorganization that includes cross-teams comprised of consultants from different offices (e.g., Special Education, Assessment, Curriculum, Compliance Monitoring) working together to address the performance issues of the district in need. This shift has required offices to collaborate on services within districts. Project CESCC will work with Prevention and Support Services and Career and Technical Education within the ALSDE to align data collection and services to districts, thus, working in the context of a bigger picture for serving students with disabilities across the state.

B. Gaps and Weaknesses in Services & Infrastructure [Sig. (ii)]

Through its examination of its gaps and weaknesses in services, the ALSDE-SES identified five primary needs: 1) A need to address services within the demographic contexts of districts; 2) Behavior/climate indicators, particularly attendance; 3) A lack of comprehensive transition programs in districts, and the transition capacity at the State Education Agency (SEA) level to support districts; 4) Low post-secondary enrollment; and 5) Parent engagement data below the state's target and a lack of supports for parents, particularly in the area of transition.

Demographic Context. The demographics of Alabama's population can generally be characterized as less educated and poor compared to national averages. The data vary widely by county/district, suggesting a need to adapt interventions to fit the contextual needs of schools.

According to the Kids Count (2016), Alabama ranks 46th in the nation for overall child well-being indicators. Additionally, the state ranked 46th in terms of economic indicators (Kids Count, 2016). Only 23.5% of residents have completed a Bachelor's degree versus 29.8% nationally.

Among 18-24-year-olds, 16.2% have completed less than 12th grade, although for one Alabama district, the percentage is 41%. Furthermore, 5.2% of the state's population over age 25 has not completed 9th grade (TownCharts, 2017; U.S. Census, 2016).

The median household income in Alabama is more than $10,000 less than the national average ($43,623 in Alabama vs. $53,889 nationally). As of January 2017, the state unemployment rate was 6.4%, although that rate is as high as 17.1% in Wilcox County (Alabama Department of Labor, Labor Market Information Division). Furthermore, approximately 27% of children in Alabama live in a household below the poverty threshold (Kids Count, 2015). This percentage varies dramatically by county, from 11.3% to 57.2% (Kids Count, 2009-2013). For the 2014-2015 school year, 52.5% of Alabama students were enrolled in the Free and Reduced Lunch Program (ALSDE, 2016a).

Behavior Indicators. According to the state's School Incident Report (2016b), there were 13,222 incidents of criminal behavior (e.g., assaults, drugs, weapons, vandalism, etc.); 15,864 incidents of fighting; and 36,745 instances of defiance/disobedience/disorderly conduct. The total number of incidents represent one incidence for every 6.81 kindergarten-12th graders.

Alabama had over 67,226 in-school suspensions (ISS) and 71,851 out-of-school suspensions (OSS) annually (Office of Civil Rights, 2017). The ALSDE-SES's Annual Performance Report (APR) data show a disproportionate number in the disciplinary removals among SWD; African American students are three times more likely to be removed than White or Hispanic students.

The state's Average Daily Attendance rate is 94.7%, which is below the state target of 95%. Moreover, there are large variations among districts. The ALSDE's Prevention and Support Services has found low attendance rates are impacted by: 1) A lack of public awareness regarding

attendance; 2) Properly and accurately recording attendance data; 3) Giving students the incentive and purpose to attend school; and 4) Social-emotional factors that affect attendance.

Alabama educators are evaluated for teaching effectiveness through the EDUCATE Alabama program. Teacher evaluation results show 17.39% of teachers were in the "Pre-service" or "Emerging" category for classroom organization and management; 10.72% were in the "Emerging" category or below for creating a climate that promotes fairness and respect; and 13.84% were "Emerging" or below for creating a safe/orderly environment. These results demonstrate a need for professional development in classroom behavior strategies.

Transition Indicators. An Alabama transition stakeholder task force identified several obstacles adversely impacting districts' ability to provide appropriate secondary transition services: a lack of knowledge regarding secondary transition; insufficient time allotted in the master schedule to provide transition services; lack of communication and interagency collaboration; and lack of resources due to funding constraints. Furthermore, task force members found that many school-level administrators lack extensive backgrounds in the field of special education. Thus, many may have limited knowledge regarding the *Individuals with Disabilities Education Act's* (IDEA) Part B requirements around secondary transition. The task force members stated that providing professional development to administrators is vital.

Auburn University conducted a 2013-2014 survey of transition professionals in Alabama. Professionals indicated the greatest issues regarding services were: 1) limited in-school resources (e.g., classes, training, funding) (25%); 2) issues around families (e.g., involvement, attitude) (16%); 3) a lack of information (15%); and 4) curriculum concerns (13%).

The SPDG Team for the 2012 AL SPDG conducted longitudinal focus groups with parents of students ages 15-21 years-old. Parent participants reported a need for programs for students with

significant disabilities; greater communication with schools; services for students who are eligible for services (18-21-year-old transition program); transition training/awareness beginning in middle school; and more transition training for parents.

Collectively, these data point to a need for comprehensive, age-appropriate transition programs for all students with disabilities, as well as a need to address the infrastructure supporting local education agencies (LEAs) with their transition services.

Post-School Enrollment. For the Phase I of the SSIP, the ALSDE-SES examined its post-school outcomes data. The ALSDE-SES's analyses found nearly 40% students who left school with IEPs in effect at the time they left school were not engaged in either competitive employment or higher education (Indicator 14b). Significant activities and resources have been devoted to increase Indicator 14b results.

Fiscal year 2015 data showed an increase in the number of engaged students, although the rate of higher education (Indicator 14a) was only 27%. Unlike Indicator 14b, the post-school enrollment rates increased by 1.44% among AL SSIP PBIS feeder-pattern high schools and transition sites. More work is needed to increase the higher education enrollment, as well as to continue to increase the number of students competitively employed, especially among students with significant disabilities.

Parent Engagement. The ALSDE has set a state target for parent involvement at 75.13%. The 2014 parent involvement data reported on the state's APR was 67.05%. Trend data show a decrease in the parent involvement data over the past five years.

Results of the *Indicators of Family Engagement Survey* conducted by the SPDG evaluator in 2015 and 2016. The validated survey consists of four dimensions: Communication, Family Support, Decision Making, and Partnership. The results show the respondents had concerns about

all four areas, but the Family Support dimension was the lowest rated overall (64.75%). Four of the lowest-rated items address inclusion of all families. Project CESCC will focus on engaging parents of students with differing needs in both project goals.

C. Sufficient Quality, Intensity, and Duration of Professional Development [Sig. (iii)]

Through Project CESCC, the ALSDE-SES will be implementing: 1) A PBIS framework using the Safe and Civil Schools curriculum in elementary, middle, and high school feeder patterns within selected districts; and 2) Comprehensive secondary transition services in middle and high school feeder patterns within selected districts, with an emphasis on programs for students with significant disabilities. Through its SSIP work, the ALSDE-SES has implemented the PBIS framework in middle schools and transition services in a small number of high schools. Project CESCC will expand the implementation within feeder patterns, add training content to complement the existing PD, and increase the number of selected districts over time.

Project CESCC's PBIS framework is **consistent with the criteria for the Competitive Preference Priority.** Both the Safe and Civil Schools PBIS practices (e.g., Ward & Gersten, 2013; Smolkowski, Strycker, & Ward, 2016) and the PBIS framework (e.g., Madigan, Cross, Smolkowski, & Strycker, 2016; Bradshaw, Waasdorp, & Leaf, 2012) meet the condition of evidence of promise.

AL SSIP evaluation data have demonstrated the services to be provided in the proposed project can be successful in the context of Alabama districts. Implementation of PBIS in selected AL SSIP middle schools has shown improvements in office discipline data, attendance indicators, and collaboration among staff.

Figure 1 demonstrates the change in the number of office discipline referrals (ODRs) per 100 students for each school day. The AL SSIP middle schools began implementing classroom-level

PBIS in mid-Spring 2015 and schoolwide PBIS in January 2016. The comparison of ODRs from pre-intervention to Fall 2016 demonstrate a dramatic decline. Rates for ODRs compared to national minor referrals show while the practices are having positive outcomes, more work is needed to reduce the number of ODRs. To meet this need, Project CESCC will provide training on targeted and intensive interventions for behavior.

Figure 1: ODRs Before and During PBIS Intervention
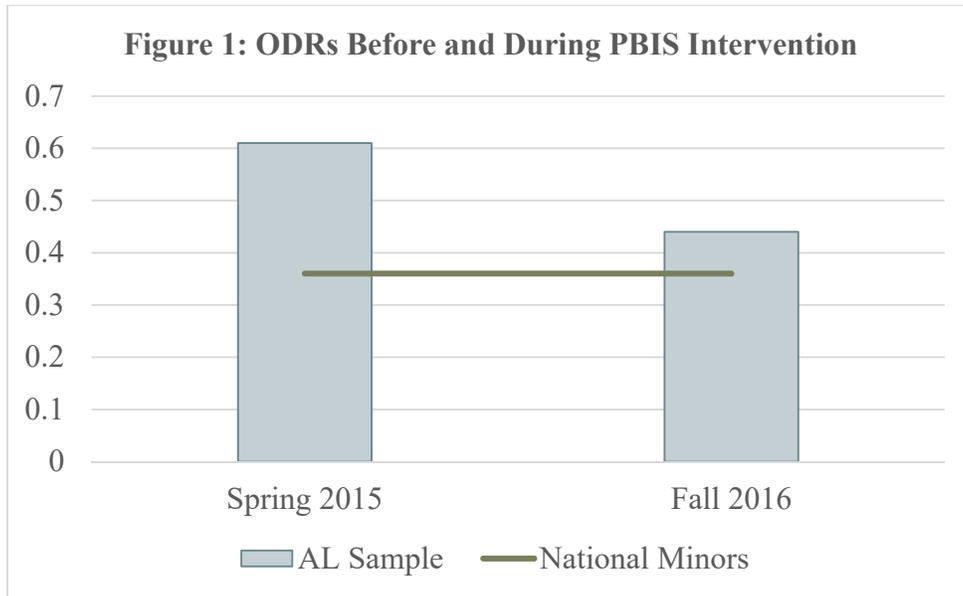
The proposed model has also resulted in a decline in the ratio of office referrals for students with disabilities to students without disabilities. Prior to the PBIS, the ratio of referrals was 16.28, but after implementation, the ratio decreased to 8.89. These results show students with disabilities are no longer receiving office referrals at a disproportionate rate.

Attendance data using the proposed model have shown improvements in the number of unexcused absences, tardies, and chronic absences. The number of unexcused absences increased initially after intervention, but Fall 2016 data showed a decrease of 28.39 unexcused absences/school compared to baseline. Figures 2 and 3 demonstrate the median number of tardies and chronic absences across selected middle school sites at the beginning of the intervention to

Fall 2016. The median number of tardy students decreased by over 100/site in a semester. Median chronic absences, or students missing 10% or more of school time, also decreased significantly.

| Figure 2: Tardies/Month	Figure 3: Chronic Absences
262.94 → 206.00 → 158.51 (Baseline, Spring 2016, Fall 2016)	65.14 → 60.71 → 41.00 (Baseline, Spring 2016, Fall 2016)
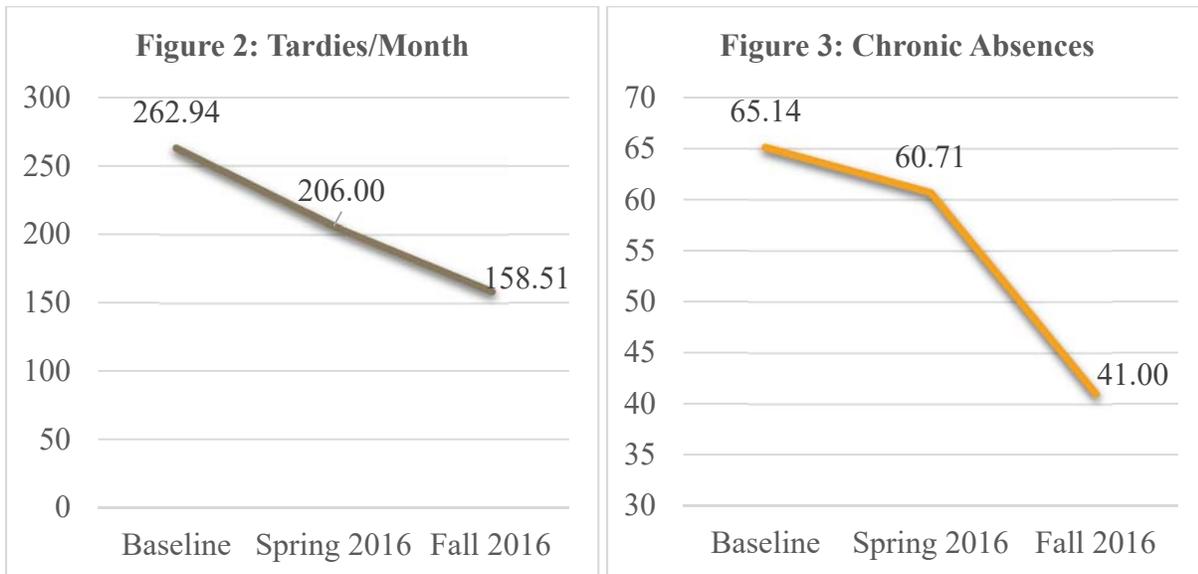
Collaboration has also improved as a result of the PBIS model. Results from a Stakeholder Survey found 81.29% reported greater collaboration with staff as a result of the activities. Furthermore, 81.75% reported more collaboration among general and special education staff.

The scope of the transition demonstration sites has been limited to three sites, however transition outcomes have shown improvements. All of the sites have created transition classes, which offer supports for students in 9th-12th grades. One of the SPDG/SSIP transition demonstration sites was able to develop ten new community-based vocational sites for students. Another transition site has a 100% job placement rate for students with significant disabilities.

Both transition and feeder-pattern high schools in PBIS sites have found gains in post-school outcomes (Figure 4). The data for SSIP transition and feeder pattern high schools were compared for the most recent Post-School Outcomes Survey results to the FFY 2015 reporting (i.e., a pre/post comparison). Their baseline average for Indicator 14b was 38.00%. As Figure 4 shows, the

percentage of students enrolled in higher education or competitively employment increased to 60.25%, representing a 22.21% gain.

Figure 4: Pre-/Post- Percentages for Indicator 14b

A bar chart showing two bars. The "Baseline" bar reaches 38. The "Fall 2016" bar reaches 60.25. The y-axis ranges from 0 to 70 in increments of 10.
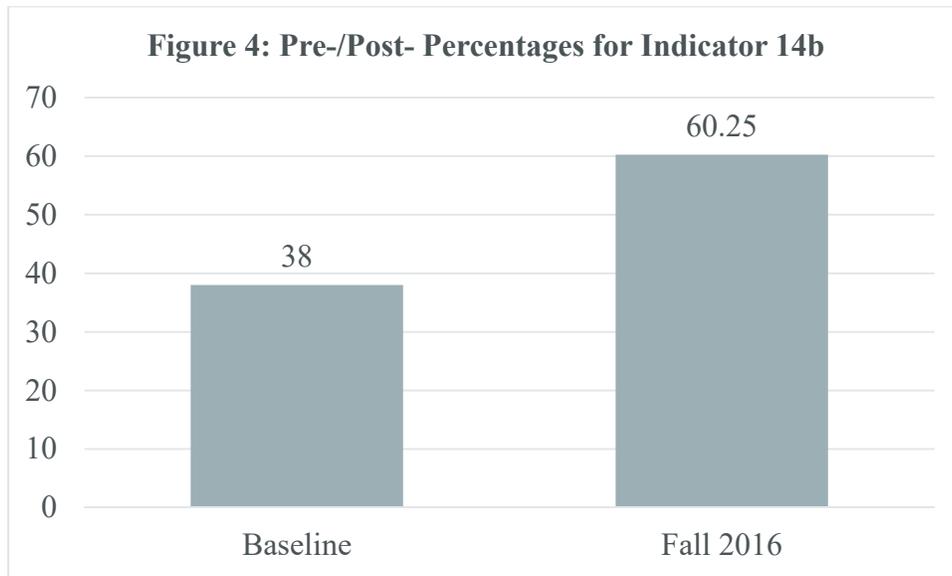
The data from the piloting of the model in middle school PBIS sites and high school transition sites support the likelihood of the proposed innovations positively impact school staff, students with disabilities, and their families.

D. Likelihood of sustained SEA System Change or Improvement [Sig. (iv)]

The foundation for the PD model proposed by Project CESCC is rooted in the research on effective implementation (e.g., Dughman et al., 2011; Michigan Implementation Network, 2010; Fixsen et al., 2005; Fixsen & Blase, 2008; Duda et al., 2011). Through their research, MIN (e.g., MIN, 2011, MIN 2010) has found three features for effective implementation practices: 1) Innovation Fluency; 2) Improvement Cycles; and 3) Implementation Practices.

The Project CESCC PD model and activities are aligned with Innovation Fluency through selection tools; meeting with districts to determine needs; creating District and School Implementation Teams and Transition Teams; and ensuring the PD content is evidenced-based. The MIN key feature of Improvement Cycles, based on the research by Fixsen and Blase (2008),

is comprised of two aspects: (1) A Plan-Do-Study-Act (P-D-S-A) cycle; and (2) Policy Enable Practice (PEP) and Practice Informed Policy (PIP). Each Project CESCC objective has built-in review and assess activities, which will allow for mid-course corrections and opportunities to recommend changes in policies, practices, and operations. Project CESCC addresses Implementation Practices through its model based on implementation drivers (Blase et al., 2009).

The ALSDE-SES staff recognize the importance of coaching and follow-up activities to improve the skills of the training recipient, increase the likelihood of implementation with fidelity, and sustaining the innovations. As Joyce and Showers (2002) reported, training is difficult to sustain without coaching. Professional development without coaching showed no effect, yet training with coaching had a 1.42 effect size (Joyce & Showers, 2002).

Project CESCC will provide coaching using Dr. Jim Knight's Instructional Coaching Group model (e.g., Knight, 2007). Instructional coaching is about understanding the complexity of helping adults, embracing partnership principles, and using a coaching cycle (Knight, 2014). Cornett and Knight (2009) indicated teachers were more likely to implement a new intervention when supported by an instructional coach after attending a training event. All of the coaches in Project CESCC will receive professional development on the instructional coaching model to enhance their coaching skills and increase the likelihood of project success.

II: QUALITY OF THE PROJECT DESIGN

A. MEASURABLE GOALS, OBJECIVES, AND OUTCOMES [Design (i)]

The ALSDE has recognized the need for developing an infrastructure and offering proactive and sustained PD to ready its students for positive post-school outcomes. Following the state's SPDG theory of change, Project CESCC's design is based on two goals:

Goal 1: Develop and sustain regional demonstration sites through professional development, coaching, and supports to teachers and staff in order to deliver high quality, engaging instruction for students in a safe and supportive learning environment.

Goal 2: Improve and expand a state and district infrastructure for secondary transition services through training, coaching, and supports to teachers, administrators, and families of students with disabilities, in order to prepare students to transition from high school and increase positive post-school outcomes.

To achieve these goals, the ALSDE will implement activities that build upon the state's SPDG/SSIP work, and have been demonstrated to be both feasible and effective. Appendix A includes a project logic model, and illustrates how the activities and outcomes of Project CESCC correspond with project goals. A description of objectives and outcomes are in the tables below.

The structure for each goal is based on the implementation drivers: Selection, Training, Coaching, Data, Facilitative Administration (Blase et al., 2009). Project CESCC recognize the objectives and activities are not necessarily sequential when implemented. Structuring the objectives around the implementation drivers allows staff to recognize strengths and weaknesses in a systematic manner.

Goal 1: Developing and Sustaining PBIS Sites

Obj. 1.1: Identify, determine the readiness, and select four cohorts of at least four districts and 12-15 elementary, middle, and high school feeder patterns per cohort to implement a PBIS framework.

The activities under Objective 1.1 address the selection of at least 48-60 PBIS sites. Goal 1 will include four cohorts. Districts will apply with the commitment of at least one elementary, middle, and high school feeder pattern.

Cohort 1 will include four districts and five elementary, middle, and high school feeder patterns from the current AL SSIP behavior sites (15 sites). Cohorts 2-4 will include at least four districts each with at least 12-15 feeder pattern schools. Table 1 shows the cohort process.

Selection activities will include: 1) creating PBIS practice profiles; 2) reviewing the current AL SSIP/SPDG selection tools, criteria for selection, and the application process and revising; 3) offering an awareness meeting for applicants to learn more about the expectations; 4) assessing the applicants and selecting each cohort; and 5) evaluating the selection process. Cohort 1 will include a subset of the current AL SSIP behavior sites.

Table 1: Selection and Implementation of Project CESCC Goal 1 Cohorts

	Selection	Initial DIT/SIT	Initial PD	Sustaining
Cohort 1	Pre-selected	On-going	On-going	Spring 2020
Cohort 2	Fall 2018	Spring 2019	Summer 2019	Fall 2022
Cohort 3	Fall 2019	Spring 2020	Summer 2021	Fall 2023
Cohort 4	Fall 2021	Spring 2022	Summer 2022	(Post-project)

Through the selection process, districts and sites will be invited to serve as best practice sites for other districts within the region. Frequently, ALSDE-SES staff are contacted to see exemplars of practices, and Project CESCC PBIS sites would offer the opportunity for staff in other districts or schools a chance to see the implementation of PBIS in a school context and ask questions, either in-person or virtually through Google Hangouts. Visiting schools will be interviewed to determine whether the sites implemented the PBIS practices (Obj. 1.4). Serving as best practice sites allows the ALSDE-SES to prepare interested schools, increase the project scope, and scale-up the project in a cost-effective manner.

> Obj. 1.2: Develop and provide high-quality, engaging PD on PBIS to build the capacity of districts, schools, and parents to implement PBIS and improve school climate.

Objective 1.2 addresses the PBIS training activities for districts, schools, and parents. Project CESCC will use the established Safe & Civil Schools (SCS) training curriculum for PBIS: schoolwide (*Foundations*), classroom (*CHAMPS*), chronic behaviors (*Interventions*), attendance (*Addressing Absenteeism and Truancy*), and parent involvement in PBIS (*Parent Training Program*). Participating schools will be assessed to determine the individual PD needs and sequence for training. Project CESCC will use these assessments to determine the sequence, protocols, and delivery formats for the PD, including strategies to address rural districts. Project staff will work with the Laura Burdette and the other SCS trainers to ensure they are oriented to the individual needs for each site.

School Foundations Teams, comprised of a cross-section of school staff, will be selected and oriented at each Goal 1 site. These teams will receive *Foundations* training in a training-of-trainer format. SCS conducts a climate survey for teachers, students, and parents at each site, and the Foundations Teams use the data to provide *Foundations* training for each site to target areas with the greatest need within each school. While the *Foundations* training is delivered by school staff to each school, SCS trainers will deliver the training directly to the schools for: *CHAMPS*, *Interventions*, and *Addressing Absenteeism and Truancy*.

SCS will work with the AL PTI in the delivery of the *Parent Training Program*. Project CESCC will partner with the AL PTI (APEC) to create PBIS resources, training, and forums for families to increase awareness and partnering, particularly in the area of attendance.

The fidelity of training delivery will be evaluated, and necessary modifications will be made.

Obj. 1.3: Offer content and systems coaching supports and resources on Safe and Civil Schools/PBIS to participating teachers, administrators, and parents that will lead to improved implementation of PBIS and student behavior outcomes.

Objective 1.3 addresses the coaching activities for Goal 1. While the project will use existing AL SSIP Coaches as Systems Coaches, the project will hire four part-time Behavior Coaches. The project will create selection criteria, select, and establish the Behavior Coaches. Coaches will receive PD on Dr. Jim Knight's coaching/partnership model, and Dr. Pamela Howard will continue to coach the coaches and offer professional learning communities and supports. The CESCC project staff and coaches will develop a system of coaching, including identifying when to initiate coaching, protocols, communication among the coaches, and the methods of coaching.

Each district and site will receive two types of coaching: systems for the Implementation and Foundations Teams, and content coaching for addressing the classroom and individual behaviors. Sites will receive systems coaching at least twice a month and content coaching at least three times a month. Coaching formats will include: one-on-one, group, and observation of best practices of other teachers and sites implementing PBIS. Project CESCC staff and coaches will create a repository of resources for coaching. Additionally, the state will facilitate peer-to-peer learning through networking opportunities for sites to share their successes and barriers.

The evaluator will analyze the impact of the coaching and the effectiveness of the coaches. Since the Systems Coaches are retirees, a system for addressing attrition will be developed.

Objective 1.4: Identify and disseminate information about best practices, results, and barriers to PBIS implementation to stakeholders through the development of data systems and evaluation.

Activities in Objective 1.4 addresses the data collection and evaluation of the other Goal 1 objectives. While fidelity tools are established for the Safe and Civil Schools PD, the fidelity of

training and coaching delivery will be refined. Safe and Civil Schools consultants will collect the fidelity of school and teacher implementation. Project staff and the evaluator will collaborate with partners, including Prevention and Support Services in the ALSDE and selected LEAs, to align data systems for behavior, attendance, and climate data. These data, with other implementation and outcome data (see Evaluation), will be collected to determine common indicators of successful PBIS implementation, barriers, and how to address the barriers to implementation.

To sustain project activities, Project CESCC will assess the capacity of the School Implementation Teams to sustain PBIS practices. PD and coaching systems will be refined based on the assessments. The factors associated with sustainability will be analyzed and shared.

Project CESCC staff, the AL SEAP, and APEC, will collaborate to identify stakeholder groups for sharing data. Reports will be disseminated to these groups and site teams.

> Obj. 1.5: Build the capacity of participating administrators and implementation teams to support PBIS and data-based decision making efforts through on-going professional learning.

The activities of Objective 1.5 address the facilitative administrative aspects of the PBIS implementation, such as the development of Implementation Teams and leadership. Project CESCC staff will identify the competencies, develop training materials, and conduct content validity checks for PD on 1) implementation team development, and 2) data systems/data-based decision making. Since the first cohort consists of existing School Implementation Teams (SITs), Project CESCC will conduct usability testing for the PD with these teams.

For Cohorts 2 and 3, District and School Implementation Teams (DIT/SIT) will be created. The teams will receive initial training on the vision of the team, roles, functions, and completing budgets. Additionally, Ms. Jeanna Mullins will provide PD on DIT/SIT development Ms. Vickie Smith will provide PD on DIT/SIT development and data systems/data-based decision making.

Following training, Systems Coaches provide support on the PD content as well as addressing barriers, reviewing data, implementation activities, and policies. The functioning of the implementation teams to support PBIS implementation will be evaluated.

Goal 1 Outcomes: Teachers, administrators, staff, and parents have greater knowledge and skills regarding PBIS; More collaboration within schools; More students are learning in a safe and civil environment; Increased STOIC data; Improvements in average daily attendance, unexcused absences, tardies, and chronic absences; Decreases in the number of office discipline referrals; Ratio of SWD referrals proportionate with number of students; Schools have the opportunity to see Safe and Civil Schools practices and SITs at SPDG PBIS sites; Other sites adopt PBIS practices after visiting; Improved graduation and post-school outcomes

Goal 2: Developing and Sustaining Transition Services

Obj. 2.1: Identify, determine the readiness, and select three cohorts of at least four districts and eight middle and high school feeder patterns per cohort to implement transition best practices.

Objective 2.1 activities focus on the selection of at least 24 middle and high school transition sites in 12 districts. Each cohort will consist of four districts. Districts will apply with the commitment of at least one middle and one high school within a feeder pattern (8 districts/year). The timing of the cohort selection and implementation are shown in Table 2.

Two of the Cohort 1 districts are current AL SSIP transition sites. Selection of sites will be similar to Goal 1: 1) creating transition practice profiles to assist with clarifying the expectations for sites; 2) developing new selection tools, criteria for selection, and the application process and revising; 3) recruiting and meeting with applicants to learn more about the expectations; 4) assessing the readiness of applicants and selecting each cohort; and 5) evaluating the selection process and making adjustments as needed.

Similar to Goal 1, Project CESCC Transition sites will be invited to apply as best practice sites for other districts. Interested schools would have the opportunity to visit (either in-person or remotely) the transition classes, talk with the school Transition Team, and see unique transition programming at the school. The evaluator will follow-up with visiting sites to determine whether they implemented any of the observed practices (Obj. 2.4). Serving as best practice sites allows the ALSDE-SES to increase the project scope in a cost-effective manner.

Table 2: Selection and Implementation of Project CESCC Goal 2 Cohorts

	Selection	Team Develop. Begins	Initial PD	Sustaining
Cohort 1	Summer 2018	Fall 2018	Spring 2019	Fall 2021
Cohort 2	Fall 2019	Fall 2019	Spring 2020	Fall 2022
Cohort 3	Fall 2020	Fall 2020	Spring 2021	Fall 2023

Obj. 2.2: Provide high-quality, engaging PD on transition to build the capacity of districts, schools, and parents to prepare all students with disabilities to transition to successful post-school outcomes.

The activities for Objective 2.2 include the development of training curricula and the delivery of transition training to selected sites and families. The current AL SSIP/SPDG utilized existing training from the IRIS Center online modules as well as the Stanfield Transitions curriculum. Additional training curricula will be developed to complement the existing PD, including online and blended formats. Project CESCC will select a panel of experts to create or identify transition training, and the team will develop and refine training materials. Project staff and consultants will determine the sequence, protocols, and delivery formats for the PD. Staff will conduct usability tests in the current AL SSIP transition sites, and revisions will be made as needed. A needs

assessment will be conducted for each site to determine the gaps in PD needs and to prioritize the training delivery. While at least half of the training will be online, transition trainers and coaches will be oriented to the needs and sequence of training for selected sites.

Project CESCC will purchase the Stanfield Transitions curriculum, or another evidence-based transition curriculum for each district. As part of the current AL SPDG, transition staff and consultants aligned the Stanfield Transitions curriculum with the Alabama transition goals to assist with implementation. PD will be provided to teachers of transition courses on the curriculum by Sharon Lovelady. Additional PD will be provided to selected middle and high school special education teachers and administrators on: 1) connecting IEP goals to instruction; 2) assisting students with low-incidence disabilities; 3) interagency collaboration; 4) transition assessments; 5) parent partnerships; and 6) transition for middle school students. Administrators will also receive PD on transition for administrators.

Through its partnership with APEC, the project will create training and resources for parents regarding communication with schools and assisting their children make successful transitions. Additionally, Project CESCC staff and APEC will conduct parent leadership training to help grow parent networks within the selected districts.

The fidelity of training delivery will be evaluated, and necessary modifications will be made.

Obj. 2.3: Offer content and systems coaching and resources on transition and post-school outcomes to teachers, administrators, and parents in selected sites that will lead to improved supports for students of transition-age.

Training activities outlined in Objective 2.2 will be supported through Objective 2.3 coaching supports. The current AL SSIP/SPDG includes three state-level Transition Coaches. Project CESCC will hire three additional part-time Transition Coaches. The project will create selection

criteria, select, and establish the new coaches, including PD on Dr. Jim Knight's coaching/partnership model. The CESCC project staff and coaches will develop a system of coaching, including identifying when to initiate coaching, protocols, communication among the coaches, and the methods of coaching.

Selected sites and districts will receive coaching of the Transition Teams (Obj. 2.5) and content based on the PD. Coaching formats will include: one-on-one, peer-to-peer, and observation of best practices. Project staff will collaborate with APEC, Vocational Rehabilitation, and other agencies to develop resources designed to increase the capacity of teachers and parents to assist students with low-incidence disabilities. These resources, and other transition materials, will be placed in a repository created for coaches to use with staff.

The impact of the coaching system and the effectiveness of the coaches will be evaluated. Additionally, a system for addressing attrition of transition coaches will be developed.

Obj. 2.4: Engage staff, parents, and stakeholders in focus groups, identification of best practices, and feedback to assist with the evaluation of the effectiveness of transition activities.

Similar to Goal 1, Goal 2 will be evaluated as outlined in the Evaluation section. The current AL SSIP/SPDG has an established fidelity tool, although the tool and other implementation tools will be created for training and coaching. Other data will be collected and analyzed to identify common indicators of successful transition program implementation and barriers.

A valuable source of data for the current AL SPDG has been longitudinal focus groups with parents of students of transition age. Partnering with APEC, these focus groups will continue with new parents, and 2-3 focus groups will be conducted regionally each year.

Project CESCC will assess the capacity of Transition Teams to sustain transition program practices, and based on the results, PD and coaching systems will be adjusted. The factors

associated with sustainability will be analyzed and shared. Furthermore, Project CESCC staff and partners will identify stakeholder groups for sharing data. Reports will be disseminated to these groups, selected districts, and at the parent focus groups.

> **Obj. 2.5:** Build the capacity of district Transition Teams to support transition programs in selected middle and high schools through professional learning.

Objective 2.5 activities develop Transition Teams to support the transition activities. Ms Jeanna Mullins will assist the Transition Teams by providing initial training on the vision of the team, roles, functions, and transition program components. Following training, Transition Coaches assigned to each site will assist the Teams with developing site-specific protocols, creating evaluation loops, addressing barriers, reviewing data, and revising policies. The functioning of the implementation teams to support PBIS implementation will be evaluated.

> **Obj. 2.6:** Build the state infrastructure through collaboration and professional learning to develop and support age-appropriate transition efforts across the state.

Project CESCC will continue the work of the AL SSIP and develop the state-level transition infrastructure through professional learning and collaborations, including: 1) The ALSDE-SES is partnering with NTACT to develop the capacity of ALSDE-SES staff and Transition Coaches to review data and support LEAs; 2) Project CESCC staff will collaborate with state agencies to align program activities and deliver a common message regarding transition to stakeholders; 3) Project staff will also facilitate transition networking opportunities for both parents and teachers at the Alabama Transition Conference, the MEGA Conference, and other state conferences.

Project CESCC will partner with the University of Alabama's Crossing Points program to serve as a best practice site for LEAs to visit, either virtually or in-person. The Crossing Points program provides both transition programming for students with more moderate to severe

disabilities who have completed the requirements for graduation but are still eligible for IDEA services. Mr. Curtis Gage will lead SPDG staff in researching and developing guidance for LEAs on creating age-appropriate transition programs, like Crossing Points, for students ages 18-21.

Goal 2 Outcomes: Students complete Transition classes; More community work placements; More students are involved in their IEPs; Higher Student Transitions Survey results; Increased parent knowledge and usage regarding transition; Teachers have greater knowledge and skills regarding transition; Increased communication among transition partners; More community partnerships; Teachers and districts visit Project CESCC transition sites; Other sites adopt transition best practices after visiting; Improved graduation and post-school outcomes

B. PROJECT DESIGN ADDRESSES NEEDS OF POPULATION [Design (ii)]

The Significance section addresses the need for the project. Table 3 illustrates how the elements described in the Significance section relate to the Project CESCC goals and objectives.

Table 3: A Crosswalk of Project Needs and Project Objectives

NEED	OBJECTIVE
Social-demographic factors in Alabama that challenge post-school success (e.g., lower education, poverty, etc.)	Obj. 1.2, 1.5, 2.2, 2.5, 2.6. Needs assessments will be analyzed to customize PD delivery and sequence before training. Implementation Teams will review and address barriers. Transition infrastructure activities focus on addressing mediators.
Attendance and office referral data show a need to address school climate.	Goal 1. PBIS PD will be provided to three cohorts of districts to improve school climate.

NEED	OBJECTIVE
Parent involvement data are below the ALSDE's target.	Obj. 1.2, 1.3, 2.2, 2.3, 2.4. The Alabama PTI will partner on PD development for teachers and offer training/resources on PBIS and transition.
A lack of transition programming, especially in rural districts.	Goal 2. Project CECSS develops transition sites, which can serve as models for peer-to-peer learning.
Low post-secondary enrollment among SWD, and a disparity in enrollment among LEAs.	Goal 2. Project CESCC will offer training, coaching, and support on post-secondary enrollment, and Obj. 2.6 includes an IHE component.
Integrate with current ALSDE initiatives.	All Objectives. Project CESCC will work collaboratively to ensure alignment.

C. DESIGN COORDINATES WITH WORK OF SEA [Design (iii)]

The ALSDE has recognized the need for proactive and sustained PD to ready its students for college, career, and adulthood. The 2012 AL SPDG was the blueprint for the AL SSIP, and while there were additional infrastructure activities and sites added in the AL SSIP work, the projects are the same framework. With funding, the proposed SPDG will be able to expand the successes of the AL SPDG/SSIP work.

In addition to its merging with the AL SSIP/ALSDE-SES activities, Project CESCC will coordinate with other work within the ALSDE:

1) The Alabama State Board of Education's strategic plan, Plan 2020. Plan 2020 emphasizes: (1) Achievement/growth, (2) Closing the gap, (3) Improving graduation rates, and (4) Ensuring college and career readiness (Plan 2020, 2017). *Goals 1 & 2*

2) Partnering with Prevention and Support Services to address common approaches to behavior and attendance (*Obj. 1.1, 1.3, 1.4*) and Career and Technology Education regarding transition resources and district work (*Obj. 2.3, 2.4, 2.5*).

3) Addressing needs in the Teaching Effectiveness: EDUCATE Alabama evaluations, specifically in the areas of classroom management/climate and analyzing and disaggregating student data.

4) Aligning with the state's plan for the ESSA. As part of the ESSA, the ALSDE will evaluate districts in areas of parent engagement, learning support framework, quality indicators such as climate and culture, and leadership capacity. Project CESCC addresses these areas in its proposed plan.

D. DESIGN REFLECTS RESEARCH AND EFFECTIVE PRACTICE [Design (iv)]

The implementation of evidence-based practices will be delivered through training, coaching, and resources. As noted in the Significance section, Project CESCC's Goal 1 is **consistent with the criteria for the Competitive Preference Priority**. Both the Safe and Civil Schools practices (e.g., Ward & Gersten, 2013; Madigan, Cross, Smolkowski, & Strycker, 2016) and the PBIS framework (e.g., Smolkowski, Strycker, & Ward, 2016; Bradshaw, Waasdorp, & Leaf, 2012) meet the condition of evidence of promise.

Safe and Civil Schools approaches to PBIS have been found to significantly affect bullying, classroom disorder, incidents of disrespect and defiance, student reports of school climate (Ward & Gersten, 2013). Furthermore, schools with moderate- to high-level implementation demonstrated significantly higher academic growth rates compared to controls (Madigan *et al.*, 2016). Schoolwide PBIS has also been found to show significantly fewer ODRs and aggressive behaviors and higher prosocial behaviors (Bradshaw *et al.*, 2012).

The transition PD will utilize existing training curricula through the IRIS Center, which has been shown to be an effective delivery model (Matyo-Cepero and Varvisotis, 2015). As shown in Objective 2.2, the transition training will be created or identified by a panel of experts to ensure the content is consistent with evidence-based practices. The National Technical Assistance Center on Transition (2017) has found, based on research meeting a promising level of evidence, transition programs are predictive of positive educational outcomes for SWD.

The development of the Project CESCC PD model was also heavily influenced by the research on adult learning and online coaching. Research on adult learning, particularly as it relates to PD, describes the importance of effective adult learning to impact student outcomes (Guskey & Yoon, 2009). The training, TA, and coaching approach within Project CESCC are supported by Dunst and Trivette's research (2009) on the Participatory Adult Learning Strategy (PALS) approach to adult learning.

With Participatory Adult Learning Strategy (PALS), the instructors provide guided learning grounded in the learner's experiences and knowledge (Dunst & Trivette, 2009). Project CESCC adopts this approach with its Systems, Behavior, and Transition Coaches. These coaches work with district staff to gain a contextual perspective. As district staff are implementing the content and instructional approaches, coaches will provide guidance. They will continue to work with LEA staff over a three-year cycle, which will allow district staff to reflect on their practices and discuss questions and strategies (PALS Mastery). This metacognitive skill will be an important aspect for future district self-assessment, and ultimately, for systemic change.

E. ESTABLISHES LINKAGES BETWEEN SEA AND OTHER AGENCIES [Design (v)]

Project CESCC networks and disseminates the results to state agencies as well as providers of services within each LEA. The ALSDE-SES has partnered with the Career and Technical

Education section in the ALSDE to work with the Alabama Department of Rehabilitative Services (ADRS). This partnership has provided additional job coaches for school districts to improve transition outcomes for students. Additionally, one of the Transition Coaches for Project CESCC worked with ADRS-Vocational Rehabilitation for over two decades, and will continue to assist the ALSDE-SES with its collaboration with Vocational Rehabilitation.

The ALSDE meets regularly with the Alabama Department of Mental Health through its School-Based Mental Health initiative, thereby improving social-emotional outcomes for students. Additionally, the ALSDE-SES staff meets will the Alabama Multiple-Needs Council on an ongoing basis to link with other agencies to provide services to children in need.

The AL SPDG staff and the AL PTI have a strong partnership on numerous departmental activities and meetings. The AL PTI has provided significant support in prior SPDGs, and this partnership assisted with the development of Project CESCC.

Through Project CESCC, project staff will partner with the University of Alabama, Independent Living Agencies, and the National Technical Assistance Center for Transition.

III: QUALITY OF PROJECT PERSONNEL

Staff within the Special Education Services (SES) Section under the ALSDE will lead the Project CESCC activities. Project CESCC staff will be supported by several key contractors and consultants. Vitae for key staff and consultants can be found in Appendix B. A personnel loading chart by activity are located in the Adequacy/Management Plan.

A. EMPLOYS TRADITIONALLY UNDERREPRESENTED GROUPS [Pers. 1]

Project CESCC personnel are staffed and ready to start upon funding. Staff include members of traditionally underrepresented groups, including a woman with a low-incidence disability

currently working with the ALSDE who will provide office support for the project. If a future vacancy should occur, the ALSDE will make every effort to hire individuals from traditionally underrepresented groups. The ALSDE is an equal opportunity employer, and does not discriminate on the basis of race, sex, creed, color, or national origin. The ALSDE actively supports the *Americans with Disabilities Act.* Accommodations will be made as needed.

Efforts will be made to hire individuals with disabilities and/or other underrepresented groups including: (1) Seeking guidance from the AL Special Education Advisory Panel (SEAP) and SSIP stakeholder groups about ways to hire traditionally underrepresented candidates, (2) Encouraging members of the AL SEAP to promote the opportunity to their stakeholders, (3) Advertising in diversity outlets such as Hispanic Outlook and Historically Black Colleges, and (4) Including diverse representation on hiring committees.

B. QUALIFICATIONS OF PROJECT DIRECTOR [Pers. (i)]

Mrs. Theresa Farmer (.75 FTE *in-kind*) will serve as the *SPDG Director*. Mrs. Farmer is an Education Specialist with the ALSDE. Since 2002, she has primarily worked with the Alabama SIG and SPDG projects, and has most recently been the SPDG Coordinator overseeing behavior and co-teaching initiatives. Mrs. Farmer is a former National Board Certified Teacher and Alabama State Teacher of the Year. Throughout her 37-year career she has supported through presentations and publications, the following practices and strategies: inclusive education, collaborative teaching and co-planning, evidence-based instruction, effective classroom management, and the framework for *Universal Design for Learning.* Mrs. Farmer has participated in schoolwide and classroom PBIS PD, as well as the Coaching Classroom Management Training of Trainers.

Mrs. Susan H. Williamson (.10 FTE *in-kind*) will serve as the *SPDG Principal Investigator*. Mrs. Williamson has been the Director of the AL SPDG since 2010. She has taught general education and special education students at the elementary, middle, and high school levels. Mrs. Williamson joined the ALSDE in 1989, where she worked as an Education Specialist in the Special Education Services, for 10 years prior to becoming Associate Director of the Southeast Regional Resource Center (SERRC), where she served as state liaison and worked with evaluation and data collection. Currently, Mrs. Williamson is an Education Administrator with the ALSDE-SES, and oversees the state's SPP/APR, the AL SSIP, and the SPDG project.

C. QUALIFICATIONS OF PROJECT PERSONNEL & CONSULTANTS [Pers. (ii)]

Mr. Curtis Gage (.75 FTE *in-kind*) will serve as a *SPDG Transition Coordinator*. Mr. Gage has been an Education Specialist for the ALSDE-SES division, for more than eight years. He is the current Transition Coordinator for the AL SPDG, facilitates transition activities for the AL SSIP, and is the transition specialist for the ALSDE-SES. Prior to his current position, he served as a Special Education Facilitator in Montgomery County. He has taught students with special needs in Montgomery County Public Schools for 12 years. Mr. Gage holds a Master's of Education in Special Education degree from Alabama State University; an Administration Certification in Educational Leadership from Auburn University at Montgomery; and an Educational Specialist in Educational Leadership degree from Auburn University.

Ms. Tina Sanders (.75 FTE) will serve as a *SPDG Behavior Coordinator*. Ms. Sanders is currently an Education Specialist with the ALSDE-SES and the behavior specialist for the ALSDE. She holds a master's degree in Special Education and an Ed.S. degree in Special Education from Auburn University at Montgomery. Ms. Sanders has worked over 30 years with children with behavioral needs in resource and self-contained classrooms, detention facilities, and alternative

settings. She is currently participating in the Safe and Civil Schools' CHAMPS Training of Trainers. Ms. Sanders is an advanced certified Crisis Prevention Institute (CPI) trainer and presents frequently on positive behavioral supports and de-escalation strategies.

Dr. Shirley Farrell (.25 FTE) will serve as a *SPDG Technology Specialist*. Dr. Farrell is an Education Specialist with the ALSDE-SES, providing TA, PD, and program reviews for gifted education programs in schools. She has served in gifted education for 24 years as a gifted teacher, supervisor and state specialist. Dr. Farrell earned her doctorate in Instructional Leadership focusing on Instructional Technologies. She is highly proficient with computer technology and assists many Specialists in the ALSDE-SES and across the state. Her technology and gifted education work has been presented at the state, national, and international levels. Dr. Farrell has written, edited, and reviewed curriculum; published training and technical assistance documents, manuals, and booklets; and currently edits and publishes one monthly newsletter. In the past 24 years, she has received and managed over 30 grants.

Dr. Pamela Howard (.25 FTE) will serve as a *SPDG Coaching Consultant.* Dr. Howard has served as a PD and coaching consultant for previous AL SPDG projects, and she currently coordinates the coaching supports for the AL SSIP and SPDG projects. Previously, she was a Clinical Assistant Professor of Special Education at the University of Alabama, where she also served as a research associate for the university's Project TEEACH, a Federal Personnel Preparation Grant. She held Georgia Educator Certificates in Leadership for Special Education, as well as a Highly Qualified Special Education Teacher in multiple areas and grade levels. Dr. Howard's current professional memberships include the CEC, as well as the sub-division, CASE, in which she serves as a co-chairperson of the Publications and Product Review committee.

Ms. Laura Hamilton Burdette (32 days) will serve as a *Behavior Consultant*. Ms. Burdette spent 17 years teaching students with learning and behavior disorders in a juvenile detention center, various public school settings, and a psychiatric day treatment facility. While continuing to teach, she took a position with the Kentucky Department of Education (KDE) as a behavioral consultant. Over the next ten years, she worked on a number of programs for KDE, culminating with the Kentucky Instructional Discipline and Support (K.I.D.S) project, a statewide initiative to help schools and districts develop positive, proactive, and instructional discipline policies. As a long-time Safe & Civil Schools consultant, Ms. Burdette has conducted training on Foundations, CHAMPs, Interventions, Administrator's Desk Reference, Teachers Encyclopedia of Behavior Management, ParaPro, START on Time, and De-Escalation Strategies for all staff members.

Dr. Randy Sprick (6 days) will serve as a *Behavior Consultant*. Dr. Sprick is the *Safe & Civil Schools* senior author, lead trainer, and an educational consultant for Safe & Civil Schools. Each year, he presents practical and entertaining workshops to over 30,000 teachers and administrators. Dr. Sprick completed his doctorate at the University of Oregon and began developing programs that would translate the massive volume of research on effective discipline and behavioral interventions into practical strategies that educators could easily adopt. Dr. Sprick was one of the first educational leaders in the country to demonstrate and articulate the effectiveness of an instructional model of discipline, with the emphasis on the design of antecedent events and structuring the school and classroom environments for success.

Ms. Jeanna Mullins (24 days) will serve as a *Leadership Consultant* for both goals. Through Jeanna S. Mullins Consulting, LLC, Ms. Mullins facilitates several SEA and university projects and manages national Part B TA to states for the IDEA Data Center. In previous roles at the University of Kentucky, she served as the Associate Director of the Mid-South Regional Resource

Center (MSRRC), and served as a facilitator in partnership with the State Implementation and Scaling-Up of Evidence-Based Practices Center (SISEP) to build capacity of national TA providers in implementation science. Ms. Mullins has over 25 years of experience at the national, state, and local levels special education. She has served as a KDE special education consultant, coordinator of SPDG and other systems change projects, and an elementary and secondary special education teacher, with an emphasis on consultation and training on topics including transition and low-incidence disabilities.

External Evaluator (.60 FTE) Alabama statute requires all contracts over $25,000 be filled through a request for proposal process. Upon notification of funding, ALSDE will allow bids for the project evaluation services as described in the Quality of the Project Evaluation section.

The Evaluator for the current AL SPDG and SSIP projects is Dr. Jocelyn Cooledge. Dr. Cooledge has over 15 years of experience as a Senior Evaluator and has overseen or led the evaluations of five SIG/SPDG projects, and evaluated TA&D Centers, literacy programs, State General Supervision Enhancement Grants, and a Safe Schools/Healthy Students project. Dr. Cooledge is the former Director of Evaluation for Human Development Institute at the University of Kentucky, where she oversaw the Evaluation Unit and dozens of evaluation projects, and she was also the Evaluation Coordinator for the Mid-South Regional Resource Center.

V: ADEQUACY OF RESOURCES & MANAGEMENT PLAN

A. ADEQUATE SUPPORT OF THE LEAD AGENCY

The ALSDE has adequate facilities, equipment, supplies, and resources to support Project CESCC over the next five years. Since 1998, the ALSDE has successfully administered a SIG/SPDG project, and therefore has demonstrated its capacity to execute the proposed project.

The ALSDE's-SES will implement the Project CESCC activities. The ALSDE-SES currently manages state and federal resources to serve approximately 75,204 students with disabilities ages 6-21. The SES will provide office space for Project CESCC, and the ALSDE ensures the necessary equipment, supplies, and resources to implement the project, including fiscal, accounting, contract, human resources, and IT support. The ALSDE will make a significant personnel contribution to Project CESCC (2.35 FTE).

The SES has the necessary videoconferencing capabilities to implement the project activities. The ALSDE is connected to all LEAs through WebEx, which will assist with collaboration among LEAs (Obj. 1.2 and 2.2), coaching and modeling (Obj. 1.3 and 2.3), and working with Implementation and Transition Teams (Obj. 1.5 and 2.5).

The ALSDE will provide the necessary equipment for Project CESCC to create documents in accessible formats, interpret materials as needed, provide sign-language interpretation, and ensure physical space is accessible for individuals with disabilities. The ALSDE also maintains an active Web site, which meets government-wide accessibility standards (WAI standards), and has a link to the SPDG website, which also meets WAI standards for accessibility.

B. COMMITMENT OF PARTNERS

Project CESCC uses its partnerships throughout the state and nation in order to provide up-to-date PD. Appendix C includes the letters of support for partners listed below.

ALSDE Partners. Prevention and Support Services. Housed within the Office of Learning Support, Prevention and Support Services provides TA to schools and districts on attendance, school safety, discipline, attendance, and other supports. Prevention and Support Services will assist the SPDG with the selection of sites (Obj. 1.1), data systems (Obj. 1.4), supporting attendance initiatives at conferences (Obj. 1.3), and ensuring resources are aligned (Obj. 1.3).

Career and Technical Education. Project CESCC will partner with Career and Technical Education in the Office of Student Learning to review training curricula and resources regarding community-based work programs (Obj. 2.2 and 2.3), as well as provide sharing results and resources with stakeholders (Obj. 2.4). This collaboration will ensure services preparing students with disabilities for work after graduation are complementary and not duplicative.

Alabama Parent Training and Information (PTI). Alabama Parent Education Center (APEC). The Alabama PTI, APEC, provides training and information to parents about special education. The APEC assists schools to strengthen the home-school partnership to improved educational outcomes, and will work with families and school staff on home-school partnership training (Obj. 1.2 and 2.2), resource development (Obj. 1.3 and 2.3), and evaluation, including the focus groups (Obj. 1.4 and 2.4).

Institution of Higher Education (IHE). Crossing Points at the University of Alabama. Crossing Points provides two tiers of support: 1) programs for students with significant disabilities ages 18-21, and 2) a bridge program for college-age students with intellectual disabilities entering college. Project CESCC will partner with Crossing Points as a demonstration site and for post-secondary planning (Obj. 2.6).

Local Education Agency (LEA) Partners. During the five-year funding period, Project CESCC will work with LEAs located throughout the state. As part of Goals 1 and 2, the ALSDE will provide subcontracts to LEAs that participate in Project CESCC PD to provide monetary support for substitute teachers, PD materials, and consultants. For Goals 1 and 2, AL SSIP districts will continue to partner with the ALSDE. Letters of support from these districts are in Appendix B.

National Consultants. Safe and Civil Schools. With over 30 years of experience, Safe and Civil Schools has provided training and curriculum to implement the University of Oregon PBIS

framework. Dr. Randy Sprick, Ms. Laura Burdette, and other Safe and Civil Schools consultants have provided PD on PBIS, follow-up technical assistance, and data collection for the AL SSIP, and they will continue to provide their expertise to Project CESCC (Obj. 1.2, 1.4, 1.5).

Instructional Coaching Group. Dr. Jim Knight and Ms. Ann Hoffman have provided PD to ALSDE-SES staff and coaches regarding instructional coaching and the partnership principles. The Instructional Coaching Group will continue to support the project through training for coaches (Obj. 1.3 and 2.3).

National Transition Technical Assistance Center (NTACT). Project CESCC will continue to partner with NTACT regarding the development of the ALSDE-SES staff capacity to support LEAs in the area of transition and post-school outcomes (Obj. 2.6).

The IRIS Center. Alabama's current SPDG uses online modules from the IRIS Center in the areas of post-school outcomes and interagency collaboration. Project CESCC partners with the IRIS Center to provide tracking of user completion for continuing education credits (Obj. 2.2) and data for participation and learner outcomes (Obj. 2.4).

Commitments of Personnel

To implement the activities of Project CESCC, the ALSDE will enter into formal partnerships and contracts with the partners listed above, when appropriate. Table 4 demonstrates the personnel loading chart by objective for Project CESCC for key staff and contractors. Days are listed for one year. Each year represents 240 work days.

Table 4: Project CESCC Person Loading Chart: Objectives by Days per Year

Objectives	TF	SW	CG	TS	SF	PH	LB	RS	JM	Eval.
1.1 (Select)	20	1	0	26	2	10	0	0	0	3
1.2 (Train)	14	1	0	44	12	0	12	2	0	9

Objectives	TF	SW	CG	TS	SF	PH	LB	RS	JM	Eval.
1.3 (Coach)	20	1	0	44	12	40	0	2	0	12
1.4 (Data)	21	2	0	30	5	0	20	2	0	30
1.5 (Teams)	18	2	0	36	0	10	0	0	8	14
2.1 (Select)	15	2	22	0	2	0	0	0	0	3
2.2 (Train)	12	1	32	0	12	0	0	0	3	11
2.3 (Coach)	12	1	44	0	10	0	0	0	0	9
2.4 (Data)	20	4	26	0	5	0	0	0	0	34
2.5 (Teams)	18	2	38	0	0	0	0	0	13	14
2.6 (Collab)	10	7	18	0	0	0	0	0	0	5

TF= Theresa Farmer; SW= Susan Williamson; CG= Curtis Gage; TS= Tina

Sanders; SF= Shirley Farrell; PH= Pamela Howard; LB= Laura Burdette; RS=

Randy Sprick; JM= Jeanna Mullins; Eval= Evaluator

C. ADEQUACY OF THE BUDGET

The ALSDE is requesting $1,215,400.00 for Project CESCC. This amount, with an in-kind contribution from the ALSDE, will provide adequate funds for staff, travel, subcontracts, SPDG consultants, and project operational costs. The ALSDE will contribute approximately $351,927 of in-kind contributions from Part B funds and other contributed SES staff time. This contribution will off-set the costs of implementing the grant. The application Budget and Budget Narrative detail the breakdown of costs by expense category and the justification of costs.

The ALSDE will provide significant in-kind contributions using IDEA Part B discretionary funds, which will subsidize the costs of the SPDG. The ALSDE-SES will contribute the salary and

benefits for the SPDG Principle Investigator (.10 FTE), the SPDG Director (.75 FTE), two ALSDE-SES Specialists (1.5 FTE), and various ALSDE specialist's time.

Using prior fiscal experience and the prior SPDG budgets, the ALSDE has determined the estimated costs to implement Project CESCC in terms of salaries, benefits, and other direct costs, as outlined in the Budget Narrative. The ALSDE will carry out the project using general accounting and fiscal accountability standards and as required, 90 percent of the projected costs will support comprehensive personnel development.

D. ADEQUACY OF THE MANAGEMENT PLAN [Adequacy (iv)]

Project CESCC's management structure is based on the SISEP model of collaborative implementation partnerships (Fixsen & Blasé, 2008). An organizational chart for the project can be found in Appendix A.

The SPDG Team, consisting of ALSDE-SES SPDG staff, key consultants, coaches, and the evaluator, channels information from districts to ALSDE leaders. The SPDG Team will also seek guidance from its advisory group, the AL SEAP. Daily operations for Project CESCC will be led by the SPDG Team. Supported by SISEP practices (Dughman et al., 2011), District and School Implementation/Transition Teams will be formed within each selected district. These groups will provide oversight for developing plans, reviewing data, removing barriers to implementation, and providing organizational support for sustainable PD.

Table 5 outlines the activities, timelines, responsibilities of committed partners, and milestones for the project. This table will be a guiding document for tracking process measures and measuring progress toward the project goals.

Table 5: Project CESCC Responsible Parties, Milestones, and Timelines for Each Project Activity

Objectives & Activities	Responsible Staff	Milestones	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Objective 1.1: Identify, determine the readiness, and select four cohorts of at least four districts and 12-15 elementary, middle, and high school feeder patterns per cohort to implement a PBIS framework.							
1.1.1 Develop PBIS practice profiles	Farmer, Sanders	PBIS practice profile created	Q2-3				
1.1.2 Review the selection tools, criteria for site selection, processes	Farmer, Howard, Prevention & Support	Selection tools identified; Application criteria created	Q3-4				
1.1.3 Conduct a PBIS awareness meeting for applicants	Sanders, Howard, Farmer, Farrell	At least 1 awareness session/cohort		Q1	Q1		Q1
1.1.4 Assess readiness & select cohorts	Sanders, Howard	At least 4 districts selected		Q1-2	Q1-2		Q1-2
1.1.5 Evaluate the site selection process	Cooledge	Review data on selection	Q4	Q3	Q3		Q3
Objective 1.2: Develop and provide high-quality, engaging PD on Safe and Civil Schools/PBIS to build the capacity of districts, schools, and parents to implement PBIS and improve school climate.							
1.2.1 Determine the sequence, protocols, & formats for PBIS PD	Farmer, Farrell, SCS trainers, Sanders	PD sequence and formats identified; protocols scripted		Q1-2	Q1	Q4	
1.2.2 Assess LEA needs for PD	Sanders, Coaches	Needs assessment results	Q4	Q2-3	Q2-3		Q2-3

Activity	Person Responsible	Evidence	Y1	Y2	Y3	Y4	Y5
1.2.3 Orient PBIS trainers to needs	Sanders, Trainers	Needs discussed with trainer		Q3	Q3		Q3
1.2.4 Select Foundations Teams	LEAs, Systems Coach	List of Foundations Teams		Q4	Q4		Q4
1.2.5 Provide training-of-trainers to Foundations Teams on SWPBIS	Burdette, Sprick, Sanders, LEAs	PD offered to Foundations Teams		Q4	Q4		Q4
1.2.6 Provide PBIS PD to school staff (e.g., SWPBIS, classroom, intensive)	SCS, Sanders, LEAs, Farmer	Training provided to cohorts; Learning measures collected		Q1-3	Q1-3	Q1-3	Q1-3
1.2.7 Create resources and forums for family partners regarding PBIS	AL PTI, Sanders, Farrell	Resources created; Training/ forums held for families	Q4	Q1-3	Q2-3	Q2-3	Q2-3
1.2.8 Evaluate PBIS training delivery	Cooledge	PD evaluation data analyzed		Q1-4	Q1-4	Q1-4	Q1-4
Objective 1.3: Offer content and systems coaching supports and resources on Safe and Civil Schools/PBIS to participating teachers, administrators, and parents that will lead to improved implementation of PBIS and student behavior outcomes.							
1.3.1 Create selection criteria for Behavior Coaches	Farmer, Howard	Selection criteria, application created and posted	Q2-3				
1.3.2 Select Behavior Coaches	Farmer, Sanders	Behavior coaches hired	Q4				
1.3.3 Develop the capacity of coaches	Howard, Sanders	PD offered, PLCs created	Q4	Q1-4	Q1-4	Q1-4	Q1-4

1.3.4 Develop a system of coaching for individual sites	Howard, Behavior & Systems Coaches	Coaching needs, protocols, methods developed		Q1-2	Q1-2		Q1-2
1.3.5 Provide PBIS coaching	Goal 1 Coaches	Coaching in selected LEAs		Q1-4	Q1-4	Q1-4	Q1-4
1.3.6 Create repository of resources	Sanders, AL PTI	Resources developed, shared		Q1-4	Q1-4	Q1-4	Q1-4
1.3.7 Offer networking opportunities for each cohort to share learning	Farmer, Sanders, Williamson, Howard	Networking opps. identified; LEAs share barriers/success		Q1-4	Q1-4	Q1-4	Q1-4
1.3.8 Evaluate coaching and fidelity	Cooledge, SCS	Coaching/fidelity data		Q2,4	Q2,4	Q2,4	Q2,4
1.3.9 Develop coach attrition protocol	Farmer, Sanders	Protocols developed, revised	Q3-4		Q1		Q1
Objective 1.4: Identify and disseminate information about best practices, results, and barriers to PBIS implementation to stakeholders through the development of data systems and evaluation.							
1.4.1 Develop evaluation tools	Cooledge, Burdette	Tools identified or created	Q2-4	Q1	Q1	Q1	Q1
1.4.2 Collaborate with agencies to review and align existing data systems	Farmer, Williamson, Prevention & Support	Data collection systems reviewed; Collaboration	Q2-4		Q1		Q1
1.4.3 Collect and analyze data re. implementation and outcomes	Cooledge	Indicators of success and barriers identified, reported		Q1,3	Q1,3	Q1,3	Q1,3
1.4.4 Examine barriers & develop plans	Cooledge, Farmer	Plans for barriers created	Q4	Q4	Q4	Q4	Q4

1.4.5 Identify stakeholders for sharing	Sanders, Farmer	List of stakeholder groups	Q4	Q4	Q4	Q4	Q4
1.4.6 Assess DITs/SITs to sustain PBIS practices and refine PD and coaching	Burdette, Cooledge, Sanders, Howard	DIT/SITs assessed; Review results; Changes to practices		Q3	Q1,3	Q1,3	Q1,3
1.4.7 Analyze and share successful scaling-up factors and practices	Cooledge	Factors of sustaining identified and shared			Q4	Q4	Q4
1.4.8 Disseminate evaluation reports	Cooledge, Farmer	Stakeholders receive reports	Q4	Q2,4	Q2,4	Q2,4	Q2,4
Objective 1.5: Build the capacity of participating administrators and implementation teams to support PBIS and data-based decision making efforts through on-going professional learning.							
1.5.1 Develop training for DIT/SITs	Mullins, Smith	DIT/SIT training developed	Q2-3				
1.5.2 Conduct usability testing PD	Mullins, Smith	Training tested	Q4				
1.5.3 Create/maintain DIT/SITs	LEAs, Farmer	DIT/SITs established		Q1	Q1	Q1	Q1
1.5.4 Provide PD/coaching to DIT/SITs on Implementation Teams, protocols	Farmer, Sanders	PD on procedures/purpose; Coaching provided		Q1-3	Q1-3	Q1-3	Q1-3
1.5.5 Develop site protocols, eval.	Coaches, DIT/SITs	Protocols/evaluation defined		Q2-3	Q2-3		Q2-3
1.5.6 Provide PD on implementation science, data systems/decision making	Mullins, Smith	PD offered to DIT/SITs		Q2-3	Q2-3		Q2-3

Activity	Person Responsible	Measure					
1.5.7 Provide coaching to DIT/SITs	System Coaches	Coaching provided monthly		Q2-4	Q1-4	Q1-4	Q1-4
1.5.8 Evaluate DIT/SITs	Cooledge	Review capacity to support		Q4	Q2,4	Q2,4	Q2,4
Objective 2.1: Identify, determine the readiness, and select three cohorts of at least three districts and six middle and high school feeder patterns per cohort to implement transition best practices.							
2.1.1 Create transition practice profiles	Gage, State Coaches	Practice profiles developed	Q2-3				
2.1.2 Review the selection tools, criteria for site selection, processes	Gage, Williamson, State Coaches	Selection tools identified; Application criteria created	Q3-4				
2.1.3 Recruit and meet with applicants	Gage, Coaches	At least 1 meeting/cohort		Q1	Q1		Q1
2.1.4 Assess readiness & select cohorts	SES Transition Team	At least 3 districts selected		Q1	Q1		Q1
2.1.5 Evaluate the site selection process	Cooledge	Review data on selection	Q4	Q3	Q3		Q3
Objective 2.2: Provide high-quality, engaging PD on transition to build the capacity of districts, schools, and parents to prepare all students with disabilities to transition to successful post-school outcomes.							
2.2.1 Select a panel of experts to create or identify additional transition training	Gage, SES Transition Team, NTACT, IHEs	Panel selected	Q2				
2.2.2 Develop new transition training	Transition Panel	Training materials created	Q3-4	Q1			

Action	Responsible	Measure					
2.2.3 Determine the sequence, protocols, & formats for transition PD	Gage, Farrell, Farmer, Transition Panel	PD sequence and formats identified; protocols scripted		Q1-2			
2.2.4 Conduct PD usability tests, revise	Gage, Lovelady	Usability tests conducted		Q1-2			
2.2.5 Assess LEA needs for PD	Gage, Coaches	Needs assessment results		Q1-2	Q1-2	Q1-2	
2.2.6 Orient trainers to LEA needs	Gage, Trainers	Needs discussed with trainer		Q2	Q2	Q2	
2.2.7 Purchase Stanfield Transitions	Farmer	Curriculum purchased		Q2	Q2	Q2	
2.2.8 Provide transition PD to teachers, administrators, and district staff	Trainers, Gage, Lovelady, IRIS Center	Training provided to cohorts; Learning measures collected		Q4	Q1-3	Q1-3	Q1-3
2.2.9 Create training and resources for parents regarding transition, leadership	Gage, APEC, Transition Panel	Training, resources created & delivered; Parent leaders	Q3-4	Q3-4	Q1-4	Q1-4	Q1-4
2.2.10 Evaluate training delivery	Cooledge	PD evaluation data analyzed		Q2-4	Q1-4	Q1-4	Q1-4
Objective 2.3: Offer content and systems coaching and resources on transition and post-school outcomes to teachers, administrators, and parents in selected sites that will lead to improved supports for students of transition-age.							
2.3.1 Create selection criteria for additional Transition Coaches	Farmer, Gage	Criteria, application created	Q3-4				
2.3.2 Select Transition Coaches	Gage, Farmer	New transition coaches hired		Q1			

Activity	Responsible	Evidence					
2.3.3 Develop the capacity of coaches	Howard, Gage	PD offered, PLCs created		Q1-4	Q1-4	Q1-4	Q1-4
2.3.4 Develop coaching protocols	Coaches, Gage	Coaching protocols created		Q2-3	Q2-3		Q2-3
2.3.5 Provide transition coaching	Goal 2 Coaches	Coaching in selected LEAs		Q2-4	Q1-4	Q1-4	Q1-4
2.3.6 Develop resources for teachers and parents regarding transition	AL PTI, Coaches	Resources created in multiple formats	Q2-4	Q1-4	Q1-4	Q1-4	Q1-4
2.3.7 Create a repository of resources	AL PTI, Coaches	Resources shared		Q1-4	Q1-4	Q1-4	Q1-4
2.3.8 Evaluate coaching and fidelity	Cooledge, Farmer	Coaching/fidelity data		Q2,4	Q2,4	Q2,4	Q2,4
2.3.9 Develop coach attrition protocol	Farmer, Gage	Protocols developed, revised	Q3-4		Q1		Q1
Objective 2.4: Engage staff, parents, and stakeholders in focus groups, identification of best practices, and feedback to assist with the evaluation of the effectiveness of transition activities.							
2.4.1 Develop evaluation tools	Cooledge, Coaches	Tools identified or created	Q2-4	Q1	Q1	Q1	Q1
2.4.2 Collect and analyze LEA data	Cooledge, Gage	Data collected and reported		Q2-4	Q1-4	Q1-4	Q1-4
2.4.3 Conduct focus groups of parents of students of transition age	Cooledge, Farmer, Gage, Williamson	At least 2 focus groups conducted/year		Q2	Q2	Q2	Q2
2.4.4 Assess Transition Teams to sustain practices & refine PD/coaching	Gage, Cooledge, Farmer	Teams assessed; Review data; Change PD/coaching		Q3	Q1,3	Q1,3	Q1,3

2.4.5 Analyze and share successful scaling-up factors and practices	Cooledge	Factors of sustaining identified and shared			Q4	Q4	Q4
2.4.6 Identify stakeholders for sharing	Gage, Coaches	List of stakeholder groups	Q4	Q4	Q4	Q4	Q4
2.4.7 Disseminate evaluation reports	Cooledge, Farmer	Stakeholders receive reports	Q4	Q2,4	Q2,4	Q2,4	Q2,4
Objective 2.5: Build the capacity of district Transition Teams to support transition programs in selected middle and high schools through professional learning.							
2.5.1 Create/maintain Transition Teams	LEAs, Gage	Transition Teams established		Q1	Q1	Q1	
2.5.2 Provide PD/coaching to Teams on orientation, protocols	Farmer, Gage, coaches	PD on procedures/purpose; Coaching provided		Q2-3	Q2-3	Q2-3	
2.5.3 Develop site protocols, eval.	Coaches, Trans. Team	Protocols/evaluation defined		Q2-3	Q2-3	Q2-3	
2.5.4 Provide PD on developing Trans. Teams & implementation science	Mullins	PD offered to Transition Teams		Q2-3	Q2-3	Q2-3	Q2
2.5.5 Provide coaching to teams	Coaches	Coaching provided monthly		Q2-4	Q1-4	Q1-4	Q1-4
2.5.6 Evaluate Transition Teams	Cooledge, Mullins	Review capacity to support		Q4	Q2,4	Q2,4	Q2,4
Objective 2.6: Build the state infrastructure through collaboration and technical assistance to develop and support age-appropriate transition efforts across the state.							

2.6.1 Develop state capacity to review transition data and support LEAs	NTACT, Transition Team	Meetings held; Create transition plan	Q4	Q2,4	Q2,4	Q2,4	Q2,4
2.6.2 Collaborate w/ agencies to align data, activities, message	ALSDE, Voc Rehab, Career Tech	Transition activities aligned		Q1,3	Q1,3	Q1,3	Q1,3
2.6.3 Facilitate networking at meetings	Williamson, Gage	Parents, teachers collaborate		Q1-3	Q1-3	Q1-3	Q1-3
2.6.4 Promote Crossing Points as best practice site for 18-21 programming	Williamson, Goldthwaite	LEAs visit Crossing Points	Q4	Q1-4	Q1-4	Q1-4	Q1-4
2.6.5 Develop guidance for LEAs on programs for students ages 18-21	Williamson, Mullins, Transition Team	Research conducted; Guidance developed		Q4	Q1-4		
2.6.6 Evaluate infrastructure activities	Cooledge	Data collected, shared	Q4	Q4	Q4	Q4	Q4

* Quarter 1= 7/1-9/30, Quarter 2= 10/1-12/31, Quarter 3= 1/1-3/31, Quarter 4= 4/1-6/30

E. DIVERSITY OF PERSPECTIVES IN THE PROJECT [Adequacy (v)]

Through its work with the SSIP/SPDG, Alabama has established a system of stakeholder involvement. Project CESCC uses five primary stakeholder groups to ensure a diversity of perspectives are informing the implementation and evaluation of the project: The AL SEAP; SPDG Partners; parents participating in the Transition Focus Groups; coaches; and project recipients. These groups include a broad spectrum of expertise and constituencies, including consumers, families, educators, state partners, and organizations.

- AL SEAP members are selected by the panel to represent students with disabilities and their families throughout the state. The ALSDE-SES will present to the SEAP at least twice a year and gather feedback on the project from attendees. Additionally, there is a Task Force of SEAP members who meet with ALSDE-SES staff regarding transition infrastructure issues and will continue to provide input on Obj. 2.6.

- Project staff will partner with organizations (see Commitment of Partners for a list). Additionally, Project CESCC will partner with Vocational Rehabilitation for Goal 2 activities; as well as the Developmental Disabilities Council and Independent Living Centers for awareness about the project, feedback, and information dissemination.

- As outlined in Object 2.4, the project will gather feedback from parents of students ages 15-21 regarding their transition and post-school outcome experiences through longitudinal focus groups. Each DIT and SIT will have at least one parent or family representative.

- Project coaches and recipients will provide input in multiple ways. The Systems, Behavior, and Transition Coaches will meet at least six times a year to share participant input, successes, concerns, and barriers to implementation. Additionally, the evaluator will gather direct participant input through interviews, surveys, and on-site visits.

- The ALSDE-SES staff have presented on its behavior and transition work in several statewide conferences, including the MEGA, ALA-CASE, and the AL Transition conferences. These meetings involve various stakeholders not associated with the project, which yields new perspectives and opportunities for networking.

F. PLAN FOR SUSTAINABILITY AFTER FUNDING ENDS [Adequacy (vi)]

The SPDG will build capacity and knowledge at every level. The capacity begins at the ALSDE with Project CESCC staff (Obj. 1.2, 2.2, 2.6) and coaches (Obj. 1.3 and 2.3). District administrators and Implementation and Transition Teams will receive PD and coaching (Obj. 1.5 and 2.5). Lastly, the project will build capacity among teachers, other school staff, and parents (Obj. 1.2, 2.2, 2.4).

The concept of the SPDG model was designed to provide a mechanism for teams to sustain practices. Creating and building capacity among District/School Implementation Teams and Transition Teams will ensure districts have procedures for providing PD and supports for new staff after the SPDG funding has ended. Furthermore, the development of the teams to create new policies, procedures, and resources will add to the sustainability.

Objectives 1.3, 1.5, 2.3, and 2.6 will lead to new resources and a centralized location for accessing resources for coaching in order to promote knowledge and awareness among schools, and families of students with disabilities. The development of these resources, which will continue to be available after the SPDG, will also foster collaborations among the ALSDE and its partners. The collaborative interactions can lay the groundwork for future post-SPDG work.

The infrastructure work in Objective 2.6 will continue to support the delivery of effective transition services after funding. The changes to ALSDE-SES policies and practices, as well as the partnerships among agencies, will continue to affect transition programming in the future.

The ALSDE is making a large investment in personnel and resources up-front to ensure that the model is developed, implemented, and evaluated over the next five years. Once SPDG funding has ended, the ALSDE will have a model that can be used by the department for delivering proactive PD not just for behavior and transition content, but that could be applied to a variety of content areas.

Project CESCC is designed to enhance the skills, knowledge, and practices of project participants through training, coaching, and collaboration. With the support of the ALSDE and other partners, the project model will continue to support educators after the grant period.

VII: QUALITY OF THE PROJECT EVALUATION

In compliance with state regulations, the ALSDE-SES will submit a Request for Proposal for an External Evaluator. Requirements for the Evaluator were described in the Personnel section. A 0.60 FTE senior-level evaluator is included in the budget, and it is expected that the Evaluator will provide extensive feedback and expertise to the SPDG Team.

A. EVALUATION METHODS AND PLAN FOR PROPOSED PROJECT [Eval. (i), (viii)]

The evaluation of Project CESCC will consist of formative and summative feedback for the SPDG Team and stakeholders on each of the project and program performance measures. The feedback will consist of both qualitative and quantitative measures, as the ALSDE recognizes the importance of multiple measures and multiple methods to triangulate the data (Leech & Onwuegbuzie, 2007). Project CESCC has five overarching evaluation questions:

1) Have project activities been successfully implemented? (*outputs*)

2) Were project activities implemented with *fidelity*?

3) Were the specified *outcomes* achieved?

4) Did variables other than EBPs affect the outcomes (*mediators*)?

5) Did external factors influence the effect of the EBPs (*moderators*)?

The evaluation will incorporate both formative and summative measures. By implementing both of these approaches, Project CESCC will: 1) Track the completion and utility of particular grant activities; 2) Provide feedback to the ALSDE on outputs and the SPDG program performance measures for revising and refining project plans in order to align activities with proposed actions and desired outcomes; 3) Recommend actions to improve the likelihood of achieving grant objectives and goals; and 4) Provide information and data about the impact of the project on students, families, school and district staff, and SPDG partners.

Formative evaluation measures will consist of both *process* measures and *progress* measures to ensure both accountability and effectiveness. Process-based strategies will help ensure the activities are implemented as proposed, the grant is meeting its timelines, and milestones are formally documented. Progress-based strategies will be collected on an ongoing basis (e.g., after training, coaching activities) to determine effective practices; barriers to implementation; unintended results; and which activities are moving Project CESCC toward its goals.

The summative evaluation will examine the extent to which the objectives and goals were met, and the outcomes of the project. A Project CESCC Logic Model (Appendix A), was developed to demonstrate the expected short term, intermediate, and long-term outcomes.

Table 6 is an abridged Project CESCC Evaluation Plan, including the key components, evaluation questions, evaluation methods, persons responsible, and timing of data collection to measure the project's progress toward its goals and objectives, as well as answering the overarching questions listed above. While most of this Evaluation Plan has been implemented through the state's SSIP work, the plan will be reviewed and revised upon funding.

Most of the tools used for data collection have been tested and used in the current SPDG/SSIP evaluations or are well-established tools (e.g., SISEP's District Capacity Assessment, Safe and Civil Schools' School Survey, High-Quality Professional Development Checklist). Additional evaluation forms and assessments will be developed or revised based on the practice profiles and training materials. Examples of tools described in Table 6 are included in Appendix D.

B. EVALUATION METHODS APPROPRIATE TO CONTEXT [Eval. (ii)]

As Stufflebeam (2007) noted, the context for the evaluation involves the needs, assets, and barriers in which the project operates. Aligned with Stufflebeam's checklist, the project evaluation addresses the context through the following:

- Gather background information through the selection tools (Obj. 1.1, 2.1) and PD needs assessment (Obj. 1.2, 2.2). These data will also be summarized for state-level trends.

- Interview administrators to understand needs and barriers (Obj. 1.4, 2.4).

- Review the objectives versus the needs (Evaluation Plan).

- Analyze DIT/SIT minutes to gather data on the environment, policies, and resources that exist for each LEA (Evaluation Plan).

- Report on context and gather stakeholder feedback regarding findings (Obj. 1.4, 2.4).

Project CESCC will be implemented in the context of other ALSDE priorities. As noted in Objective 1.4 and 2.6, the data collection will be aligned with other partners, such as Prevention and Support, Vocational Rehabilitation, and Career and Technology Education. Within the context of ALSDE-SES, Project CESCC corresponds to five of the seven AL SSIP key strands. This intersection will ensure the methods and data collection are streamlined.

Table 6: Project CESCC's Key Evaluation Questions, Methods, and Timelines

Measure	Evaluation Questions & Threshold	Tool	Method & Timing
Obj. 1.1, 2.1	*Selection:* Were at least 4 districts with 12-15 schools selected for each PBIS cohort? Were 4 districts with 8 schools selected for each transition cohort?	List of selected LEAs	Review application scoring; compare to selection criteria. *1x/cohort*
Obj. 1.5, 2.5	*Selection:* Were DIT/SIT/Transition Teams selected?	List of members	Review of membership. *Annually*
Obj. 2.1, 2.2	*Training:* Are the training materials of high quality?	HQPD Checklist	Review and scoring of curricula. *1x*
Obj. 2.1, 2.2	*Training:* Were needs assessment conducted for 100% of LEAs/schools, and were plans adapted for needs?	Practice Profile Checklist	Analyze checklist, PD sequence, and LEA plans. *Annually/cohort*
Obj. 1.2, 2.2, 1.5, 2.5	*Training:* How many teachers/admins/staff attended each training event?	SPDG Sign-In Sheets	Participants by category, type of PD. *Monthly*
Obj. 1.1, 1.2	*Training:* Was training delivered with 90% fidelity?	HQPD	Coach completes; Score. *Monthly*
Obj. 1.2, 2.2, 1.5, 2.5	*Training:* Were at least 80% of participants satisfied with the training?	Post-Event Evaluation Surveys	Analyze responses by question and overall. *After PD*
Obj. 1.2, 2.2, 1.5, 2.5	*Training:* Do 80% of participants demonstrate an increase in content learning following the training?	Pre-/Post-Event Evaluation Surveys	Comparison of pre/post; Analysis of post results. *After PD*

Obj. 1.2, 2.2, 1.3, 2.3	*Training:* Were resources created, and how many parents accessed resources?	SIT reports, AL PTI records	Review of resources; Count of parents. *Quarterly*
Obj. 1.3, 2.3	*Coaching:* Were Behavior and additional Transition coaches hired, and did they receive PD on coaching and content they need?	Selection tools; Sign- in Sheets; Interviews	Review of scoring; Analysis of PD received; Observation of coaching; Interviews w/ coaches. *Biannually*
Obj. 1.3, 2.3, 1.5, 2.5	*Coaching:* How much coaching did sites receive from a Behavior/Systems/Transition coach?	SPDG Activity Log	Calculate Activity Log entries by site, coach. *Monthly*
Obj. 1.3, 2.3	*Coaching:* Did coaching participants make progress toward their goals?	Coaching Logs	Review Coaching logs and calculate % who showed gains. *Monthly*
Obj. 1.3, 2.3	*Coaching:* Was coaching delivered with fidelity?	Coaching fidelity	Observe coaching & score. *Biannual*
Obj. 1.3, 2.3, 1.5, 2.5	*Coaching:* Were participants satisfied with coaching, and did they report enhanced skills?	Coaching Survey; Interviews	Analyze survey responses. Interview sample of teachers. *Biannually*
Obj. 1.3, 2.3, 2.6	*Coaching:* What types of networking events were held, and how did participants collaborate?	PD Sign-in Sheets; Interviews	Calculate participation; Interview sample re. collaboration. *Annually*
Obj. 1.3, 2.3	*Coaching:* Was a coaching attrition protocol created?	Protocol	Review of protocol. *Annually*
Obj. 2.4	*Data:* What were themes of the parent focus groups?	Focus group data	Analysis of focus groups. *Annually*

Obj. 1.4, 2.6	*Data:* Were data systems aligned with partners?	Data systems	Analysis of alignment. *Annually*
Obj. 1.4, 2.4	*Data:* What were contextual factors/barriers affecting implementation, and were plans developed?	Interviews, DIT/SIT minutes	Interview staff; Review Team minutes for plans. *Annually*
Obj. 1.4, 2.4	*Data:* Were scaling-up strategies shared?	Eval. Reports	Dissemination of reports. *Annually*
Obj. 1.5, 2.5	*Leadership:* Were teams selected and oriented?	Sign-in Sheets	Review orientation notes. *Annually*
Obj. 1.5, 2.5	*Leadership:* Did teams develop individual protocols?	Protocols	Team minutes, protocols. *Annually*
Obj. 1.5, 2.5	*Leadership:* Did teams use data to make decisions?	Team minutes	Review policies/changes. *Annually*
Obj. 2.6	*Leadership:* Did 80% of participants report great capacity following NTACT PD?	Transition Team Survey; focus group	Analyze results of survey, focus group. *Annually*
Obj. 2.6	*Leadership:* How many visitors to Crossing Points?	Sign-in Sheets	Count; Review evals. *Quarterly*
Obj. 2.6	*Leadership:* Was guidance developed and shared re. 18-21 transition programming?	Guidance; Activity Log data	Guidance reviewed; Analyze Activity Log for sharing. *Biannually*
Goals 1, 2	*Fidelity:* Are at least 75% of staff implementing SPDG initiatives with fidelity?	Project fidelity forms (see C)	Observe implementation; Review self-assessment. *Biannually*
Goals 1, 2	*Fidelity:* What are the barriers to implementation?	Interviews	Interview DIT/SITs. *Annually*
Outcomes	*Students:* Has student engagement increased?	Class observations	Calculate engagement. *Annually*

Outcomes	*Students:* Are students aware of PBIS expectations?	SCS Survey	% aware of expectations. *Annually*
Outcomes	*Students:* Are more students aware of IEP process?	Transition Survey	% aware of IEP process. *Annually*
Outcomes	*LEAs:* Do staff, parents report more collaboration?	Collaboration survey	Calculate collaboration. *Annually*
Outcomes	*LEAs:* Are there improvements in ODRs, suspensions?	Behavior Database	Analyze behavior data. *Biannually*
Outcomes	*LEAs:* Are indicators of attendance improving?	Attendance Database	Analyze attendance data. *Biannually*
Outcomes	*Achievement:* Do students in CHAMPS classes show higher gains in progress monitoring scores?	Progress Monitoring Database	Analyze student growth; Gap data between classes. *Biannually*
Outcomes	*Parent:* What percentage of staff and parents report better communication, and how did they collaborate?	Parent Focus Groups, Survey	Conduct Stakeholder Survey & transition focus groups; *Annually*
Outcomes	*Parent:* How were parent ideas used for making state and district improvements re. transition?	Interviews with SPDG Team	Review policies, resources, interview data. *Annually*
Outcomes	*Indicators of Family Engagement:* Are there gains in the survey in selected districts?	Indicators of Family Engagement	Share survey; Analyze gains by category; *Annually*
Outcomes	*Graduation:* Did graduation rates increase for SWD?	Indicator 1 data	Analyze graduation data. *Annually*
Outcomes	*PSO:* Do selected schools show gains in Indicators 14a and 14b after SPDG innovations?	Indicators 14a and 14b data	Calculate data for selected and non-selected schools. *Annually*

C. METHODS EXAMINE EFFECTIVENESS OF IMPLEMENTATION [Eval. (iii)]

The evaluation of PD implementation is based on Guskey's (2000) five levels: 1) Participant reactions (attitudinal measures); 2) Participant Learning (knowledge measures); 3) Organization and support change (behavior measures, outcomes); 4) Participant's use of new knowledge and skill (behavior measures, outcomes); and 5) Student learning outcomes. Measuring these levels yields data measuring the effectiveness of Project CESCC PD.

Figure 5: Project CESCC Model for Evaluating Professional Development
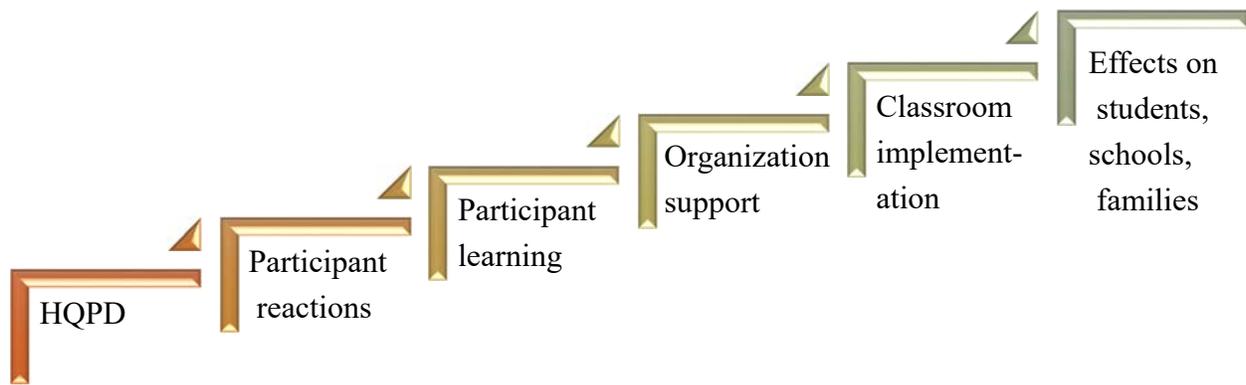
As demonstrated in the evaluation table (Table 6), Project CESCC will measure Guskey's levels as well as the infrastructure and outcome changes at the school, district, state, and community levels (Figure 5). The Evaluator will work with the ALSDE and other stakeholders to conduct data "drill-downs" and determine the story behind the data by incorporating both quantitative and qualitative measures. Evaluation methods will consist of activity logs, surveys, focus groups, interviews, fidelity assessments, observations, extant data, and SPP/APR data.

As O'Donnell (2008) found, programs that implemented with fidelity were significantly more likely to achieve higher outcomes. Project CESCC incorporates teacher/school fidelity forms for each EBP: 1) Foundations Module Implementation Rubric for SWPBIS; 2) STOIC (self-

assessment) and an external of 20% of participants with the CHAMPS Observation form for

classroom PBIS; 3) Interventions Observation (external); 4) Transition Fidelity Form (external);

and 5) Implementation of the Transitions Curriculum (self-assessment and external). Additionally,

fidelity of the implementation will also be measured, such as delivery of training (HQPD and

observation); coaching (Project CESCC coaching fidelity form); and Team Implementation

Checklist (based on the practice profiles in Obj. 1.1 and 2.1).

The Evaluator will follow the implementation science drivers to support the fidelity analyses

(Fixsen & Blasé, 2009). If a selected district is not showing progress, the Evaluator will look at

the Competency Drivers, and whether the training and coaching are being delivered with fidelity.

If the training and coaching are being delivered with fidelity, the Evaluator and Project CESCC

Team will examine the Leadership and Organizational Drivers to see if organizational, policy, or

administrative issues are impeding performance.

D. PERFORMANCE MEASURES & MEASURES OF OUTCOMES [Eval. (iv), (vii)]

As part of the SPDG requirements, Project CESCC will incorporate the OSEP/GPRA program

performance measures in its Annual Performance Report (APR).

Program PM #1: Project CESCC staff and the Evaluator will complete the Evidence-Based

Professional Development Worksheet. Project CESCC developed its objectives following the

outline of the Worksheet to assist with the completion of Program Performance Measure 1.

Program PM #2: Project CESCC staff and the Evaluator will measure fidelity of

implementation for PD delivered in Goals 1 and 2. As indicated under the Table 6, Project CESCC

will use several measures of fidelity for PBIS and transition program implementation.

Program PM #3: Using the Project CESCC Activity Log, the Evaluator will be able to track the types of activities by personnel. When calculating this PM, the Evaluator will use the formula: *Cost of ongoing TA/Cost of all PD activities for an initiative.*

To define "ongoing TA," the Evaluator will consider: job-embedded PD activities; coaching; assisting the District and Building Leadership Teams to build capacity; creating and using data, PD reporting, and PD communication plans for LEAs; conducting fidelity measures; personnel entering or sharing SPDG data; providing TA on conducting fidelity measures and other assessments; providing PD on using online coaching; creating and using the "Just in Time Vignettes;" creating and participating in online modules; and follow-up TA on the online modules. Cost spent on these activities will define the numerator for the formula, and the total implementation costs for the project will serve as the denominator.

The project will also track qualitative and quantitative project performance measures for determining process, progress, and outcomes. A sample of performance measures are included in Table 7. These measures will be collected according to the project's Evaluation Plan, and data will be reported to determine performance toward the project's goals and outcomes.

Table 7: Key Project CESCC Performance Measures for Activities and Outcomes

Performance Measure	Measure Type
At least 225 staff have completed PBIS training per Goal 1 cohort.	Process
At least 110 staff receive follow-up coaching for PBIS per Goal 1 cohort.	Process
At least 45 teachers and parents completed transition training per Goal 2 cohort.	Process
80% of training participants were satisfied with the Goal 1/Goal 2 training.	Progress
70% of training participants score 75% or higher on the learning measures.	Progress

75% of teachers demonstrate 80% of the Goal 1/Goal 2 core components 1 year post-training.	Progress
For each cohort, at least 9,000 students are learning in a safe and civil environment, as measured by the Safe and Civil Schools Climate Survey.	Outcome
12% decrease in unexcused absences, 34% decrease in chronic absences, and a 40% decrease in the number of tardies after two years of participation.	Outcome
83% of PBIS sites show a decrease in ODRs within two years of participation.	Outcome
45% of SWD show increases on their progress monitoring data over one year.	Outcome
50% of teachers/administrators/parents report more collaboration by 2022.	Outcome
56% of Transition class students score 70% on the Student Transition Survey.	Outcome
By 2020, more parents are satisfied with transition programs.	Outcome
Within 3 years, schools show a 3% increase in Indicator 14b.	Outcome

E. EVALUATION WILL YIELD INFORMATION FOR SCALE-UP [Eval. (v)]

Following the PEP-PIP cycle (Fixsen et al., 2009), the ALSDE recognizes the importance of providing data and seeking feedback in order to make programmatic and policy changes. The feedback activities included in every objective allows for evaluation data to be formally reviewed by the SPDG team. Through this evaluation review, the results will be used to generate ideas for improvements, suggesting alternative ways to examine the data, and discuss necessary programmatic or policy changes that may be warranted.

Objectives 1.4 and 2.4 focus on data and evaluation of the initiatives. Activities include determining the successful improvement strategies and barriers to implementation, through an analysis of site fidelity data, outcome data, and interviews. Through its work with the SSIP, the ALSDE-SES has been able to identify factors associated with successful implementation and

sustaining practices despite staff attrition. These factors were used in the development of Project CESCC, and the same data analyses will continue to be conducted in the proposed project.

F. PROVIDES PERFORMANCE FEEDBACK ON PROGRESS [Eval. (vi)]

The ALSDE-SES uses a transactional model of communication that allows bi-directional sharing and feedback. This model takes into account the expertise and experiences of both the SPDG staff and stakeholders. Due to resources and time, the evaluation results will occur first with the Project Director and Coordinators, followed by the SPDG Team, spiraling to larger stakeholder groups. This process will allow for rapid corrections in activities.

The Evaluator, Coordinators, and Director communicate frequently, often weekly, regarding the data. Formally, the SPDG Team will meet monthly via conference calls to share progress and gather information. The Team will walk through the progress toward the formative evaluation measures and the 30-60-90 Day Checklist to determine progress. Reviewing these data will allow the SPDG Team to act on any concerns in a short timeframe.

The Evaluator or Director will present a biannual report for the SPDG Team and at AL SEAP meetings. These meetings ensure Project CESCC staff and stakeholders can make informed decisions about possible changes to the implementation of the activities and provide information to inform the story behind the data. Members of the SPDG Team and AL SEAP will be responsible for communicating data and receiving feedback from assigned constituency groups. Annual summative LEA data are reported each summer as statewide and LEA reports.

In addition to informal sharing of data and presentations, frequent reports will be generated to provide progress toward the objectives. Formative reports include: Performance Measure Updates; Activity Log Summaries (for coaching); Training Pre-/Post-Evaluations; PD Learning Measures Reports; Indicators of Family Engagement Tool summaries; Coaching Evaluation; Stakeholder

Survey; fidelity reports; CHAMPS reports by school; 30-60-90 Day Plan updates; focus group reports; and interview reports. Summative reports include the Annual Performance Report submitted to OSEP; the Year-End Annual Report; and LEA Annual Reports. Additionally, Safe and Civil Schools conducts an annual climate survey for each LEA.

The development of the DIT/SITs and Transition Teams involves training to members on using their data and planning accordingly. These reports provide teams and Project CESCC staff data to make adjustments to practices, policies, staffing, and resources, and ultimately increase the likelihood of sustainability.