



Welcome!

2014 School Climate Transformation
Grant Program:
Local Educational Agencies

NOW IS THE TIME



Ground Rules

- Press (*6) to mute phone lines during webinar.
- There will be no Q&A during the webinar.
- Submit questions via the chat room.
- We will get to as many questions as time permits after the webinar.



Agenda

- Competition Information
- Purpose and Background of SCTG Program
- Eligibility Information
- Application Format
 - ✓ Project Narrative: Priorities, Requirements, Selection Criteria and Attachments
 - ✓ Budget Forms and Narratives
 - ✓ Procurement Requirements
 - ✓ Reporting Requirements (GPRA Measures)



Established as part of President Obama's
Now is the Time
initiative.

A government-wide effort to promote the mental, emotional and behavioral health of students and to improve conditions for learning.

- Substance Abuse and Mental Health Services Administration's **Mental Health First Aid (for LEAs)**
- Office of Juvenile Justice and Delinquency Prevention's **School Justice Collaboration Program: Keeping Kids in School and Out of Court** (for communities that receive a SCTG)



Purpose of SCTG Program

To provide competitive grants to local educational agencies (LEAs) to develop, enhance, or expand systems of support for, and technical assistance to, schools implementing an evidence-based multi-tiered behavioral framework for improving behavioral outcomes and learning conditions for all students.

MTBF/MTSS/PBIS/RTI-B

What are we talking about?

FRAMEWORK for enhancing
adoption & implementation of a



CONTINUUM of evidence-
based practices & interventions
to achieve



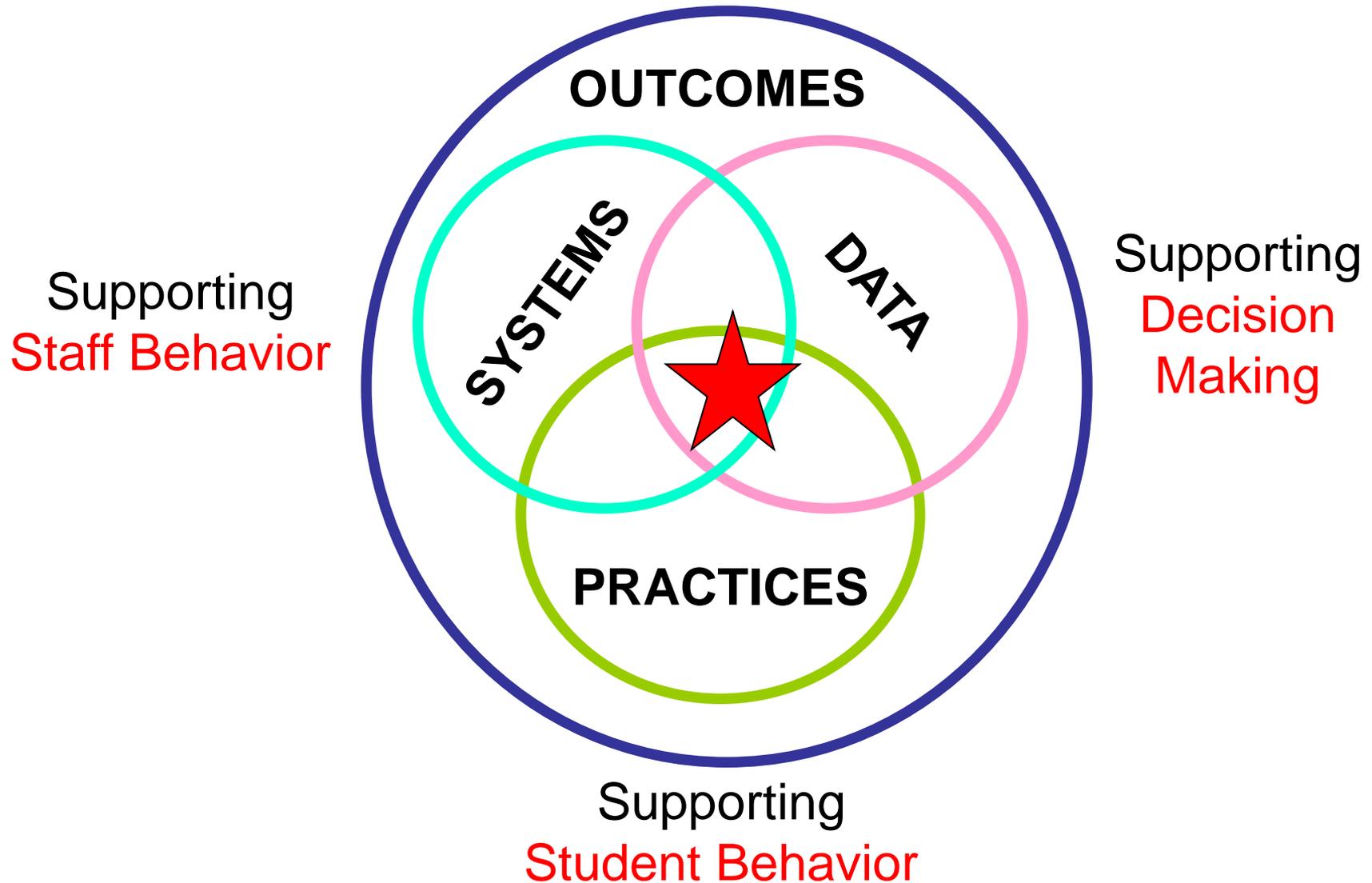
ACADEMICALLY &
BEHAVIORALLY important
outcomes for



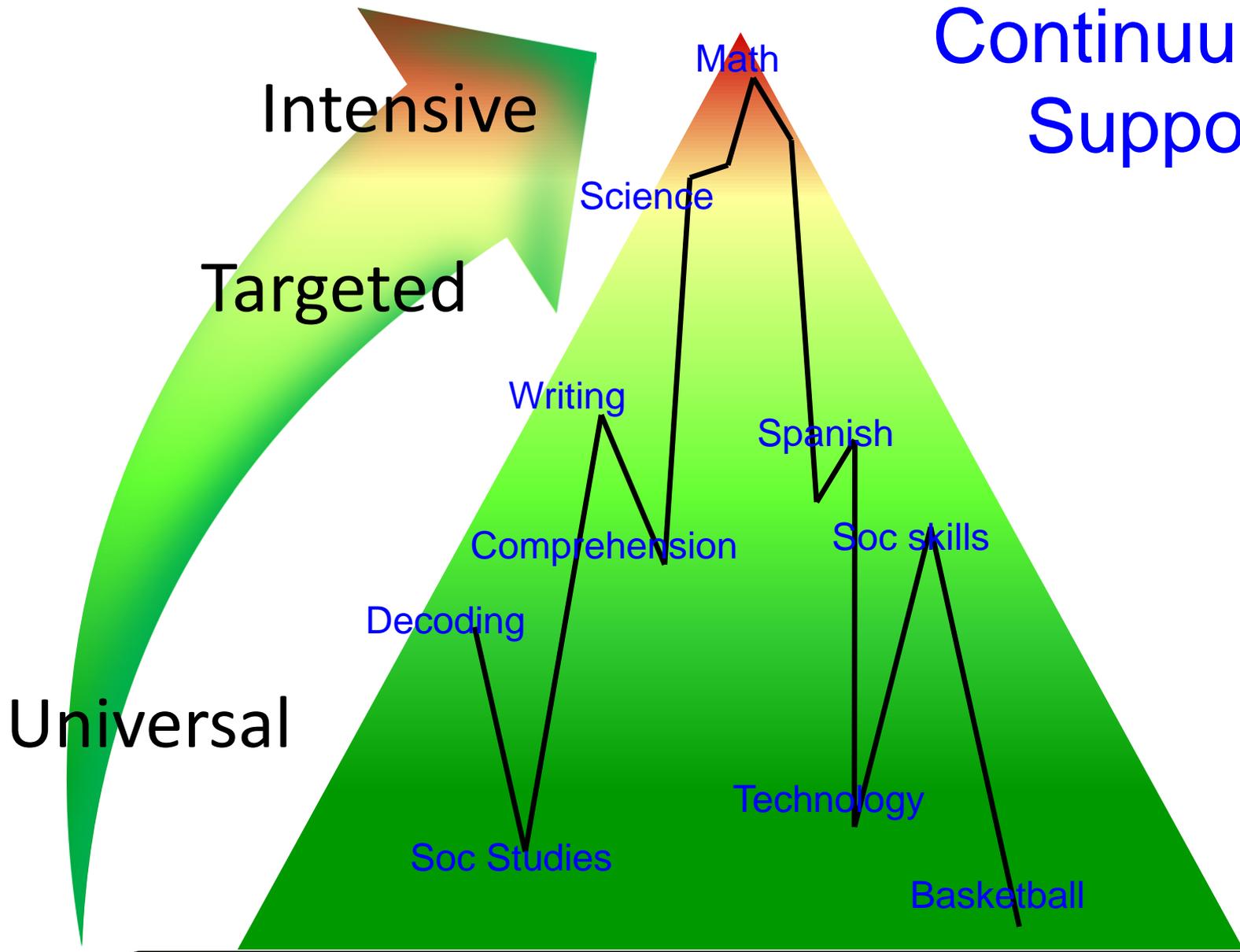
ALL students



Supporting **Social Competence** & **Academic Achievement**



Continuum of Support



What we do for ALL, FEW, & SOME

Desired Outcomes

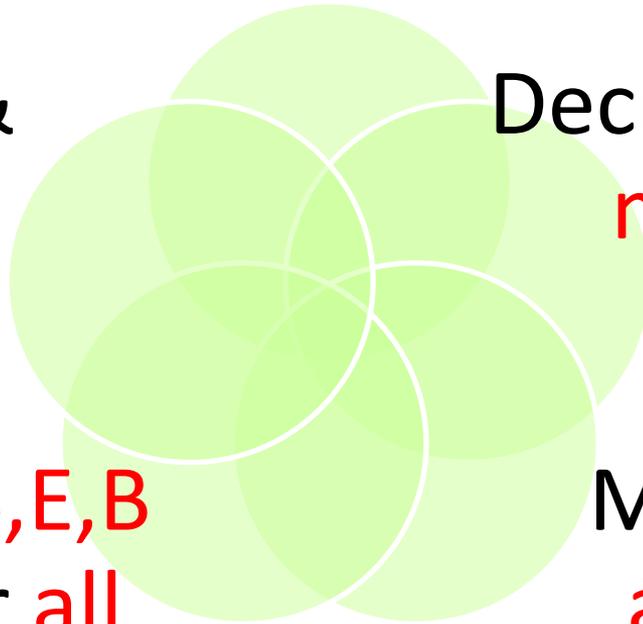
Improving classroom
& **school climate**

Integrating
academic &
behavior
initiatives

Decreasing **reactive**
management

Improving **S,E,B**
support for **all**
students

Maximizing
academic
achievement



IMPLEMENTATION

W/ **FIDELITY**

CONTINUOUS
PROGRESS
MONITORING

CONTINUUM OF
EVIDENCE-BASED
INTERVENTIONS

UNIVERSAL
SCREENING

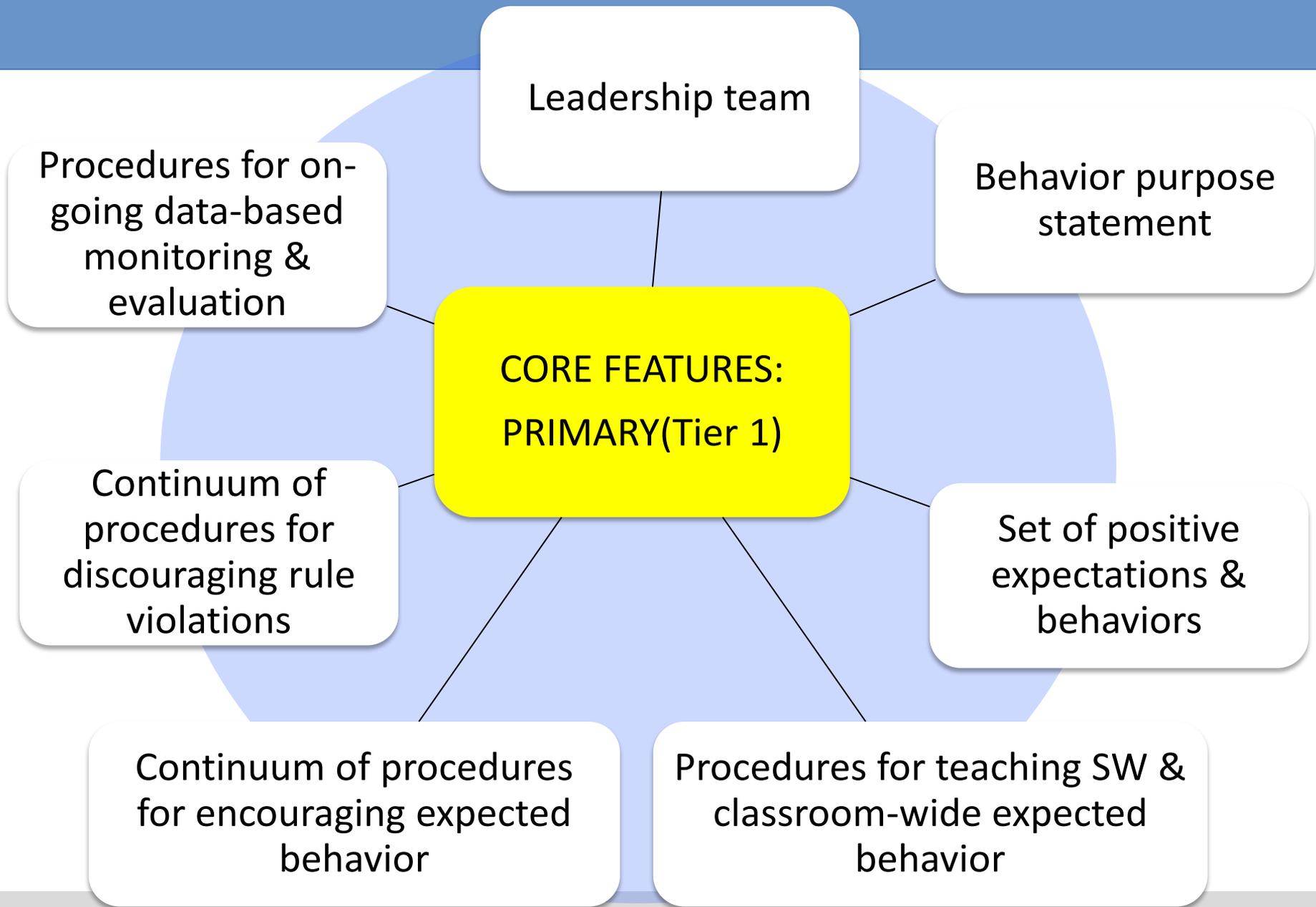
CORE FEATURES
MTBF/MTSS/PBIS

CONTENT
EXPERTISE &
FLUENCY

DATA-BASED
DECISION MAKING
& PROBLEM
SOLVING

TEAM-BASED
IMPLEMENTATION

NOW IS THE TIME



NOW IS THE TIME

Team & data driven

Behavior expertise

Increased pre-correction

CORE FEATURES
Targeted (Tier 2)

Increased social skills instruction & practice

Continuous progress monitoring

Increased adult supervision

Increased opportunity for positive reinforcement

NOW IS THE TIME

ESTABLISHING CONTINUUM of SWPBS

TERTIARY PREVENTION

- *wraparound*
- *FBA*
- *person centered planning /RENEW*
- *function based support*

SECONDARY PREVENTION

- *Check in /Check out*
- *Targeted social skills instruction*
- *peer based supports*
- *Second steps*
-

PRIMARY PREVENTION

- *effective instruction*
- *teach expectations*
- *reinforce expectations*
- *proactive discipline*
- *Good Behavior Game*
- *parent engagement*

Findings from RCTs

- Reductions in office discipline referrals
- Improvement in aggressive behavior, concentration, pro-social behavior and emotional regulation
- Enhanced perception of organizational health and safety
- Improvement in academic achievement
- Reductions in teacher reported bullying behaviors and peer rejection
- Improved school climate



PBIS Positive Behavioral Interventions & Supports
 OSEP TECHNICAL ASSISTANCE CENTER



The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.

current topics

Advancing Education Effectiveness:
 Interconnecting School Mental Health and School-Wide Positive Behavior Support

Creating Safe Schools through Positive Discipline

Bully Prevention in SWPBS
 Now in French and Spanish

Basic FBA to BSP Trainer's Manual

Module 1: Defining And Understanding Behavior

upcoming events

Texas Behavior Support State Conference Administrator Preconference June 23rd, 2014
 Region 4 Education Service Center Houston, Texas

[View all events >](#)

presentations

Slides from Training & Conference Presentations.

[Presentations >](#)

what's new

Updates on the site: Newly added sections, items, and more.

[explore what's new >](#)

getting pbis in my school

videos



Award Information: LEAs

- Estimated Available Funds: \$23,625,000
- Estimated Range of Awards: \$100,000 to \$750,000 per year up to 5 years
- Estimated Average Size of Awards: \$200,000
- Maximum Award: \$750,000 per year
- Anticipated Number of New Awards: 118
- Project Period: Up to 60 months

Eligible Applicants

LEAs, or consortia of LEAs, as defined by section 9101 (26) of the ESEA.

- Cost Sharing or Matching: Not required.
- Participation by Private School Children and Teachers

The Department will:

- Screen applications submitted in accordance with the requirements set forth in the NIA and application package;
- Determine which applications are eligible to be reviewed based on whether they have met the established eligibility requirements; and
- Use independent reviewers from relevant backgrounds and professions.

Grant Application Guidance

Step One: Obtain a Data Universal Numbering System (DUNS) number from Dun & Bradstreet.

Request a DUNS number for free in order to do business with the Federal government. Visit their website at <http://fedgov.dnb.com/webform>

It takes approximately 1-2 days to obtain a DUNS number.

Step two: Ensure that your organization is registered with the System for Award Management (SAM), which is located at www.sam.gov. In order to complete your SAM registration, you must have your organization's Taxpayer ID Number (TIN) and taxpayer name.



Completing Your Application Package



Instructions and Guidance
on Content and Format

NOW IS THE TIME



Application Format
“Electronic Application Submission Checklist”

Part 1: Preliminary Documents

Part 2: Budget Information

Part 3: ED Abstract Form

Part 4: Project Narrative Attachment Form

Part 5: Budget Narrative

Part 6: Other Attachments

Part 7: Assurances and Certifications

Part 8: Intergovernmental Review

Part 1: Preliminary Documents

- Application for Federal Assistance (SF 424)
- ED Supplemental Information for SF 424
 - Standard cover sheet that requires basic identifying information including name, address, e-mail address and DUNS number
 - Complete the Form SF 424 first
 - Provide all requested information
 - Instructions can be viewed and printed at:
<http://apply07.grants.gov/apply/opportunities/instructions/ppED-GRANTS-050714-002-cfda84.184-cid84-184G2014-1-instructions.pdf>

ED Budget Information Non-Construction Programs (ED Form 524)

ED Form 524 Section A: Provide a break-down of U.S. Department of Education funds

Note: You **must provide all requested budget information for each year of the project (up to 60 months) and the total column in order to be considered for Federal funding.**

The project abstract should not exceed **two double-spaced pages** and should include a concise description of the following information:

- Project objectives and activities
- Applicable competitive preference priorities
- Proposed project outcomes
- Number of participants to be served
- Number and location of proposed sites



Part 4: Project Narrative

- Guidance on Format
- Priorities
- Program Requirements
- Selection Criteria



- Table of Contents (**one double-spaced page**)
- Project Narrative

The application narrative responds to the selection criteria found in the application package and should follow the order of the selection criteria.

Applicants **must** limit the project narrative section to the equivalent of no more than **25** pages and adhere to the guidelines outlined in the application package.

The page limit **does not** apply to the:

- Cover sheet
- Budget section
- Assurances and certifications
- Abstract
- Resumes
- Bibliography
- Letters of support

LEAs applying for the SCTGs **must** respond to:

- Absolute Priority 1
- All of the Requirements
- Selection Criteria

LEAs must submit their application under
CFDA# 84.184G

Applicants for the SCTG must meet Absolute Priority 1.

Priority 1 (Absolute): Grants to Local Educational Agencies (LEAs) to Implement Multi-Tiered Behavioral Frameworks to Improve School Climate.



Competitive Preference Priority 1

The Department will give competitive preference to an application by awarding additional points, depending on how well the application meets Competitive Priority Preference 1.

Priority 1 (Competitive Preference): Coordination with Other Related Activities (0-5 points)

Applicant must describe a credible, high-quality plan to coordinate related activities so as to enhance the overall impact of the multi-tiered behavioral frameworks implemented through the SCTG Program.

Priority 2 (Competitive Preference): Promise Zones (5 points)

Projects that are designed to serve and coordinate with a federally designated Promise Zone.

A list of designated Promise Zones and lead organizations can be found at:

www.hud.gov/promisezones.



Program Requirements

Each grantee must implement a plan that:

- Builds capacity for implementing a sustained, school-wide multi-tiered behavioral framework.
- Enhances capacity by providing training and technical assistance to schools.
- Includes an assurance that the applicant will work with a technical assistance provider.
- Includes an LEA-wide assessment to determine whether there has been any disproportionate discipline of minority students or students with disabilities.
- Provides for the development of a detailed plan that will promote fair and effective disciplinary practices.



Application Requirement 1

(a) Describe the current LEA efforts to implement, as well as an existing need to implement, scale-up, and sustain a multi-tiered behavioral framework.

The applicant **must present data** demonstrating this need.



Application Requirement 2

(b) Describe its plan to develop, improve, or enhance the capacity of the LEA and individual schools to provide effective training, technical assistance, and support to schools and staff on implementing a multi-tiered behavioral framework.



Application Requirement 3

(c) Describe how the proposed project will address the needs of high-need schools.

This includes: high-poverty schools, low-performing schools, persistently lowest achieving schools, and priority schools (all defined in the application package).

Application Requirement 4

(e) Explain how its efforts to implement, expand, and sustain a multi-tiered behavioral framework will be linked to other school safety, school improvement, and school reform efforts.

Applicants for the School Climate Transformation Grants should respond to Selection Criteria (a) through (d).

The maximum score for all of the SCTG selection criteria is 100 points.



Selection Criterion (a): Significance (30 Points)

- (i) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population. (10 points)
- (ii) The importance or magnitude of the results or outcomes likely to be attained by the proposed project. (10 points)
- (iii) The likelihood that the proposed project will result in system change or improvement. (10 points)



Selection Criterion (b): Quality of Project Services (35 Points)

(i) the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (5 points)



Selection Criterion (b) (Cont.)

(ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (15 points)

(iii) The extent to which the products and services to be developed and provided by the proposed project involve the use of efficient strategies, including the use of technology, collaboration with appropriate partners, and the leveraging of non-project resources. (15 points)



Selection Criterion (c): Quality of the Management Plan (25 Points)

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (10 points)

(ii) The adequacy of mechanisms for ensuring high-quality products and services from the proposed project. (10 points)

(iii) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate. (5 points)



Selection Criterion (d): Quality of the Evaluation Plan (10 Points)

(i) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (5 points)

(ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)

The budget narrative should:

- Be consistent with the ED 524 Form
- Give an **itemized budget breakdown** for each year of the proposed project
- Show the **basis for estimating the costs**
- Show the **relationship** between the requested funds and project activities and outcomes
- Show the **total** amount that will be expended as shown in the ED 524 Form
- Enable reviewers and project staff to understand how the requested funds in the **ED 524 Form** will be used

The annual budget period will be October 1 – September 30.

For instance, the budget for year 1 should include the estimated costs for October 1, 2014 – September 30, 2015, and so forth.

Use of Funds

Program funds may be used for costs related to training, technical assistance, and capacity building, in addition to other allowable costs.

Indirect Costs

- The Department of Education (ED) reimburses a grantee for part of its indirect costs incurred in projects funded by the School Climate Transformation Grant – State Educational Agency Grants program (CFDA 84.184F).
- For this grant competition, you may charge indirect costs using the unrestricted negotiated rate with your cognizant federal agency (e.g., Department of Education, Department of Health and Human Services, Department of the Interior). Be sure to include evidence of a federally negotiated indirect cost rate.

- Individual Resumes for Project Directors and Key Personnel
- Executive Order 12372
 - If applicable
- Indirect Cost Rate Agreement
- Promise Zones Letter of Support
 - If applicable

Part 7: Assurances and Certifications

- Assurances for Non-Construction Programs (SF 424B Form)
- Disclosure of Lobbying Activities (SF LLL Form)
- Certification Regarding Lobbying (ED 80-0013 Form)
- General Education Provisions Act (GEPA) Requirements – Section 427

Part 8: Intergovernmental Review

- One of the objectives of the Executive Order 12372 (Intergovernmental Review of Federal Programs) is to strengthen the distribution of responsibility between localities, States, and the Federal government by fostering intergovernmental partnerships.
- This idea includes supporting processes that State or local governments have devised for coordinating and reviewing proposed Federal financial grant applications.
- The process for doing this requires grant applicants to contact State Single Points of Contact for information on how this works.
- Further information about the State Single Point of Contact (SPOC) process and a list of names by State can be found at: http://www.whitehouse.gov/omb/grants_spoc

Provide a brief statement that you have followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

EDGAR is available online at:

www.ed.gov/policy/fund/reg/edgarReg/edgar.html.



Reporting and Accountability

Successful applicants must submit an **annual performance report and a final performance report** with the most current financial and performance measure data to demonstrate their progress in meeting approved project objectives during the reporting period.



GPR A Measures

1. Number and percentage of schools that report an annual decrease in office disciplinary referrals.
2. Number and percentage of schools that report an annual improvement in the attendance rate.
3. Number and percentage of schools that report an annual decrease in suspensions and expulsions, including those related to possession or use of drugs or alcohol.
4. Number and percentage of schools annually that are implementing the multi-tiered behavioral framework with fidelity.

Project Performance Measures

1. Number and percentage of schools that report an annual decrease in office disciplinary referrals.
2. Number and percentage of schools that report an annual improvement in the attendance rate.
3. Number and percentage of schools that report an annual decrease in suspensions and expulsions, including those related to possession or use of drugs or alcohol.
4. Number and percentage of schools annually that are implementing the multi-tiered behavioral framework with fidelity.



Deadlines and Submission

- Final application deadline: **June 23, 2014***
- Deadline to request a waiver for electronic submission: **June 9, 2014**

Applicants may apply for a waiver to the electronic submission requirement by following the specific requirements and instructions in the Federal Register notice.

***Applications must be submitted via Grants.gov before 4:30:00 p.m., Washington, DC time**

For More Information

Program Page:

<http://www2.ed.gov/programs/schoolclimatelea>

Email: lea.sctg@ed.gov

Phone: (202) 453-6777



NOW IS THE TIME