

VT Project AWARE - ODU/UVM ISF Scope of Work Report

January – March 2021

This report summarizes the accomplishments of the VT Project AWARE ODU/UVM Scope of Work for the period January – March, 2021. We continue to work collaboratively with the AoE and DMH to address both anticipated barriers as outlined in our proposal, as well as unanticipated barriers that have unfolded in light of COVID-19. We have continued regular communication with AoE to develop a “just in time” plan of responsiveness in the context of the unique way in which school has opened up for the 2020-21 school year, to problem solve and identify comparable deliverables and/or solutions so as not to hold up implementation efforts. The AoE continues to be very responsive to our request for on-going meetings to engage in this collaborative problem solving to overcome barriers encountered.

<i>Deliverable per contract</i>	<i>Tasks completed to support deliverable completion April-June 2020 (third quarter)</i>	<i>Tasks completed to support deliverable completion July-September 2020 (third quarter)</i>	<i>Tasks completed to support deliverable completion October-December 2020 (fourth quarter)</i>	<i>Tasks completed to support deliverable completion January – March 2021 (first quarter)</i>
<p>Consult with Project AWARE (Advancing Wellness and Resilience in Education) Implementation Team (PAIT)/State Leadership consisting of AOE staff and DMH staff to assess current strengths and weaknesses of identified LEAs who have been previously selected as part of the grant process including examining “health” of current infrastructure, funding, policy and identifying areas of need and potential for enhancements of Vermont Positive Behavioral Interventions and Supports (PBIS) with a view towards developing an Interconnected Systems Framework (ISF). The</p>	<p>Regular coaching continues to be provided through emails, phone calls, and virtual meetings to keep in touch with LEAs during this time of physical distancing.</p> <p>Regular virtual meetings with AOE and DMH staff continue with PBIS Team to progress monitor DCLT and work toward a common “way of work” among Project AWARE partners and PAIT.</p> <p>Individual meetings with each partner working within Project AWARE were facilitated by the PBIS Team to explore and identify the current “way of work” currently in place. Information gathered was</p>	<p>Regular coaching continues to be provided through emails, phone calls, and virtual meetings to keep in touch with LEAs during this time of physical distancing.</p> <p>A weekly PLC for LEA Coordinators has been installed for more regular TA. Project staff are also working with DCs to coordinate efforts with SU PBIS Coordinators. Local coaches and national partners (as needed) are participating in these regular meetings.</p> <p>Regular virtual meetings with AOE and DMH staff continue with PBIS Team to progress monitor DCLT and work toward a</p>	<p>Regular coaching and weekly PLC of coordinators continue to be supported by PBIS (local and international partners). PLC meetings that include technical assistance and PD are planned and supported by all PBIS partners.</p> <p>Review and feedback of project evaluation resources has continued during this quarter.</p> <p>The team members from UVM and Midwest/ODU continue with regular project planning meetings, which are included within the agreed upon scope of work within the contract.</p> <p>ODU/Midwest continue dialogue and technical assistance to the AOE and DMH regarding their way of</p>	<p>Regular coaching and weekly PLC of coordinators continue to be supported by PBIS (local and international partners). PLC meetings that include technical assistance and PD are planned and supported by all PBIS partners.</p> <p>Review and feedback of project evaluation resources has continued during this quarter.</p> <p>The team members from UVM and Midwest/ODU continue with regular project planning meetings, which are included within the agreed upon scope of</p>

<p>initial assessment will include current status of Positive Behavioral Interventions and Supports (PBIS) and School Mental Health (SMH) within the three LEAs and their associated mental health partner and/or Designated Agencies (DAs).</p>	<p>synthesized and compiled into an action planner for the PAIT to use to inform next steps at the state and district level.</p>	<p>common “way of work” among Project AWARE partners and PAIT. Additional AoE colleagues have been engaged in this work with several meetings over this quarter (e.g., VTmtss). This is somewhat beyond the scope of this work but has been provided to support ongoing alignment efforts. This highlights the need for parallel process -- systems change at all levels including the state.</p> <p>Review and feedback of project evaluation resources has also been provided during this quarter.</p> <p>The team members from UVM and ODU/Midwest continue with regular project planning meetings, which are included within the agreed upon scope of work within the contract.</p>	<p>work and sustainability planning for the ISF and related SEB initiatives.</p> <p>PBIS partners have established regular coaching meetings with AOE/DMH project as a part of capacity building.</p> <p>Plans are being developed to return to Way of Work meetings across AOE and DMH initiatives. The first meeting is scheduled for January 8, 2021.</p>	<p>work within the contract.</p> <p>ODU/Midwest continue dialogue and technical assistance to the AOE and DMH regarding their way of work and sustainability planning for the ISF and related SEB initiatives.</p> <p>PBIS partners have established regular coaching meetings with AOE/DMH project as a part of capacity building (approximately 2x/month).</p>
<p>Attend the one-day Project AWARE Kick-Off event, providing information and introductory training of ISF to LEA attendees.</p>	<p>LEAs will be invited to participate in the annual VTPBIS Forum on October 7th. This will provide an opportunity to build on existing PD with new content that matches their overall</p>	<p>An ISF session was included in the VTPBIS Annual (Virtual) Forum. Participants were mostly school team members with some DCLT representation, including family engagement</p>	<p>Currently, training efforts are being planned and provided through monthly PLC structure. PBIS partners are also discussing possibility for including an ISF strand during the</p>	<p>Team is continuing to plan training and coaching provided through monthly PLC structure. PBIS partners are also discussing possibility for including an ISF</p>

	needs. This will also be an opportunity for networking and sharing ideas among LEAs as well rolling out ISF to new schools within each LEA. There also be opportunities for new schools to get training or that will be part of the networking.	representatives. Opportunities were provided to build on existing PD with new content and some time was also allocated to networking with other implementers in the project.	summer 2021 BEST/VTmtss Summer Institute.	strand during the summer 2021 BEST/VTmtss Summer Institute.
Formalize and submit a draft Work Plan for each of the three LEAs within 30 days of meeting with PAIT.	The coach continues to have virtual meetings with the LEA coordinators and while the third LEA coordinator was not slated to begin until July 1, she was amenable to virtually meeting to begin the process of orienting herself to the Project and ISF. One SU expanded their core team and completed the ISF II. Another SU engaged in exploring school installation tools as well as adding to the Initiative Inventory they had completed prior to buildings being closed. Two of the schools in that SU also completed the ISF II and are awaiting the results for future planning. The third district also availed itself of some of the school-based installation tools and began work on expanding their DCLT in	All three LEA Coordinators come to this work with either background in Mental Health or substance abuse. During this quarter, these individuals received PD and coaching support on PBIS systems, data, and practices. Consultation is being provided on how ISF is an expansion of the PBIS framework, with particular focus at the school level. Two of the coordinators will be taking on the SU /SD PBIS coordinator role as a means to integrate themselves more in the individual schools as well as the SU/SD implementation efforts as well as increase their fluency in the systems, data and practices. In addition, all 3 LEA coordinators have observed participating schools review and begin	On-going coaching, TA, and PD is being planned for and provided to LEAs. Some of this is being provided via weekly Coordinator PLC meetings with local and international PBIS partners. In addition, LEA coordinators are utilizing the coaches monitoring tool to develop an action plan for installation. Finally, the DCLT's are utilizing ISF tools to support the development of action plans.	On-going coaching, TA, and PD is being planned for and provided to LEAs. Some of this is being provided via weekly Coordinator PLC meetings with local and national PBIS partners. In addition, LEA coordinators are utilizing the coaches monitoring tool to develop an action plan for installation. Finally, the DCLT's are utilizing ISF tools to support the development of action plans.
Solicit feedback and input on the draft Work Plan from PAIT and each of the Local Implementation Teams (LIT) via initial meetings at their designated schools and revise Work Plan as necessary. During the initial assessment process, the Contractor and LEA will agree on the designated schools to be supported by the Work Plan.				
Submit final Work Plan to PAIT within 30 days of receiving LEA and PAIT feedback on the draft Work Plan.				All but one participating school has completed the ISF II and action plans based on that tool are in varying degrees of completion. A data summary was completed and will be

	<p>order to have a more diverse representation of community members and providers. All three SU/SD's have identified schools to start the PA work. All three SU/SD's participated in a four-day virtual conference where they attended a strand that specifically focused on the installation process of ISF. Topics included an overview of ISF, the role of the DCLT, role of the clinician and universal screening. After content was delivered, each team had time in the afternoon to work on the installation process and the coach checked in with them about progress and process.</p>	<p>action planning based on the results of the ISF II. Finally, increased attention to the installation guide resources to review progress as well as enhance the individual school and SU/SD work plans has occurred.</p>		<p>forwarded to the LEA coordinators for review and they will receive TA about how to present the information to the DCLT's.</p> <p>Efforts are also underway to work with LEAs to help make connections of state expectations to develop a recovery plan work being done within ISF.</p>
<p>Convene at least one in-person Local Integration Team (LIT) meeting at agreed upon local sites with each LEA and conduct school site visits of identified year 1 schools. Engage each LIT and PAIT to establish mission statements and integrated Work Plans by assessing current routines, procedures, local awareness of mental health needs, identification of mental health concerns, and</p>	<p>Support to the PAIT is reflected below. Since buildings closed in March no in-person meetings have been conducted. However, all three LIT's had multiple meetings with the coach to continue work on their mission statements and begin the process of outlining their work plans. Several partners outlined their way of work to ensure alignment of process and comprehensive</p>	<p>The PBIS team continued to work with the PAIT to identify a common way of work at the state and district level. PBIS Project team members continue to meet with key AoE personnel, partner meetings, and ad hoc meetings as requested to support an aligned way of work with relevant state departments and agencies.</p>	<p>PBIS partners have established coaching meetings with AOE/DMH project coordinators and state leadership team meetings to work on integrated work plans and resources at the state level.</p>	<p>PBIS partners have established coaching meetings with AOE/DMH project coordinators and state leadership team meetings to work on integrated work plans and resources at the state level.</p>

<p>ways to promote positive mental health for children. LIT includes the LEA, local mental health staff, and designated parent representative.</p>	<p>understanding by all involved on how to integrate the resources into the overall plan. Utilizing district and school installation guides, the LIT members started collecting and analyzing data to inform unmet needs in the community.</p> <p>The PBIS team continued to work with the PAIT to identify a common way of work at the state and district level. This consisted of several meetings with the PAIT to work on the communication plan for the project. Individual meetings with each partner working within Project AWARE were facilitated by the PBIS Team to explore and identify the current “way of work” currently in place. Information gathered was synthesized and compiled into an action planner for the PAIT to use to inform next steps at the state and district level.</p>			
<p>Convene quarterly in-person LIT meetings as agreed upon at the local sites.</p>	<p>Because school buildings continued to be closed, the coach continued to meet via virtual</p>	<p>Multiple meetings have been held (virtually) with various members of the Local Interagency</p>	<p>Once per month, representation from Vermont Federation for Families joins the PA LEA</p>	<p>On-going support to the LEA coordinators in partnership with their teams is</p>

	platforms to support teams in their installation efforts. Meetings with core teams which included mental health, parent representations, and key school staff continued in each SU. In addition, the coach supported the LEA coordinators in their work with teams.	teams. In addition, each SU/SD has had DCLT meetings where discussions are occurring about member role clarification, the role of the school-based clinician, partnerships with the designated mental health agencies and school and SU/SD initiatives.	coordinator PLC along with state and national partners to ensure representation of all voices is included in the ongoing installation work. DCLT meetings occur monthly in two of the participating SU/SDs, which includes broad representation from community, school, and mental health partners.	occurring. Meetings with the coordinators and their school-based teams has occurred to complete the ISF II and review PBIS data. Participation from VFF has been sporadic. Each SU/SD is having regular DCLT meetings with focus being on universal screener and initiatives.
Provide trainings at all LEA identified schools per established integrated action plans for professional development.	The PBIS Team assessed needs with each LEA and developed a strand for the BEST/VTmtss Summer Institute (to be held in July) to address needs within an existing local context for professional learning.	The PBIS Team will begin planning for any related PD opportunities reflected in the scope of work to address current indicated needs (e.g., DBDM, implementation fidelity, scaling to additional schools).	The PBIS team has developed a monthly scope and sequence of PD that will be provided monthly during one of the weekly PLC meetings. Additional DCLT members, and possibly others, may be invited to join these PD sessions. The PBIS team is also planning for a possible ISF thread during the 2021 BEST/VTmtss Summer Institute.	The PBIS team has developed a monthly scope and sequence of PD that has been provided monthly during one of the weekly PLC meetings. Additional DCLT members, and possibly others, have been invited to join these PD specific events. The PBIS team is also planning for a possible ISF strand during the 2021 BEST/VTmtss Summer Institute.
Provide weekly Technical Assistance (TA) phone calls with all three LEA identified schools and Parent and Family Engagement leads as identified by the	The coach has connected with all three identified schools as well as the schools that will be coming on for the 20/21 school year to support them in their work plan.	The LEA coordinators are meeting weekly with the coach and both the state and national partners are joining as needed. The LEA coordinators are working	The Vermont Federation for Families interim director joins the PA LEA coordinators meeting monthly to discuss family engagement, changing roles of the peer representatives	Sherry has asked for support from our state partners regarding assisting Sandi Yandow in her role with the grant and deliverables.

<p>PAIT. Each LEA Work Plan will include detailed strategies for Parent and Family engagement.</p>	<p>In addition, the coach (Kym Asam) has also provided consultation to the LEA coordinators in order to support the DCLT's expansion and role in participating in the development of each work plan. Contact with the initially identified schools has been weekly with participation from the parent representative. Contact with schools coming on this school year will ramp up when buildings reopen.</p> <p>The on-site coach has connected with all three LEA's via phone, virtual platform or email.</p>	<p>with the family engagement representatives to ensure the voice of families and caregivers are included in decision-making as well as data collection. One SD has developed a task force that involves the family engagement representative and a home school coordinator so they can collaborate on data collection and efforts of family engagement. Each SU/SD's schools that have begun participating in the Project through activities such as working harder not smarter, exploring the ISF II and participating in the DCLT meetings. It should be noted that building based administrators of new schools have been active in the DCLT meetings prior to officially starting in the Project and most attended the BEST institute in July. In addition to the information new schools received at the BEST conference, LEA's in conjunction with the coach are providing them with materials outlining ISF and various tools that</p>	<p>to include a broader representation of families and how the peer supports can be more integrated into the DCLT and other committees. Existing parent/family engagement plans are being reviewed to determine if they can be adopted to meet the needs of the grant.</p> <p>Most recently the State Level administrators met with PBIS Partners to discuss possible opportunities to support family engagement at the DCLT level. State level administrators will pursue some of these ideas with the Vermont Federation for Children's MH.</p>	<p>Family engagement is being explored at building-based and systems levels. A powerpoint was created in SVUSD on PBIS for families to help them better understand the framework and how they can be involved.</p>
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Collect relevant baseline and progress data pertaining to PBIS and ISF from each LEA identified as a year 1 school through the administration of the ISF Implementation Inventory (ISF II), which assesses the current state of ISF at school sites based on responses from school-level teachers, administrators, and staff, as well as direct observation and interaction with school and district-level staff.	Three out of the four identified schools have completed the ISF II. One of the schools received the report and was able to work on the findings during the BEST conference. The other two are awaiting the report to help inform next steps. The third SD has identified wanting to complete the ISF II this fall for both the school that was initially identified and the school that has been identified to start the ISF process.	Due to building closures, not all of the participating schools completed the TFI for the 19/20 school year. Coaching support is being provided to the LEA Coordinators to increase their fluency in the fidelity measures so they can better support participating schools in their completing inventories as well as developing and monitoring action plans. Most schools have completed the ISF II and the LEA coordinators in conjunction with the coach are supporting the development of an action plan. Based on the results, data-based decisions will be modified/adapted to ensure that data is collected based on the areas of strength and gaps identified in the results. Each participating school will conduct the ISF II again a year from the initial date to assess progress.	All participating schools have either completed the ISF II or have scheduled times to complete it in the near future. Action plans are being created or scheduled to be developed as well. Coaching is being provided to the PA LEA coordinators to facilitate the action planning and ensure the plan is a living document that is used to monitor progress toward priorities identified from the ISF II results.	