



COLORADO
Department of Education

Colorado Initiative Inventory

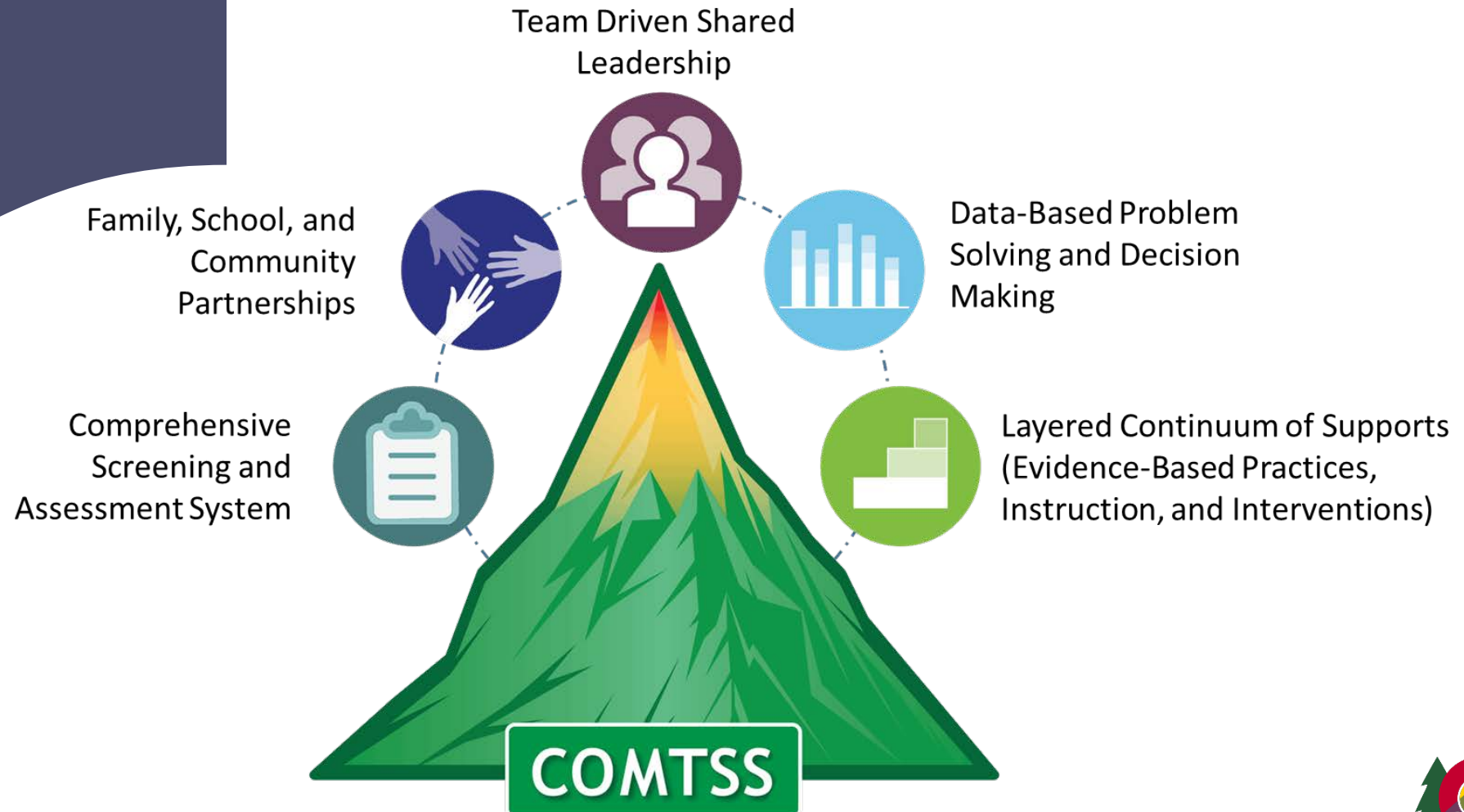
Aligning School Climate, Mental Health and SEL Through
COMTSS

March 2, 2022

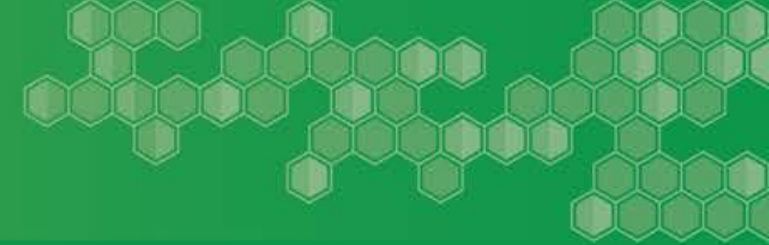
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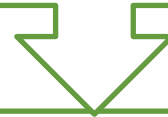
Colorado Multi-Tiered System of Supports (COMTSS)



State Transformation Specialist Role



Works collaboratively across multiple units, offices and initiatives.



Also works with other external partners (i.e., other state agencies, national organizations) and school districts.



Develop and implement a Multi-Tiered Framework that addresses school climate and associated universal practices including:

Social emotional learning

Trauma-responsiveness

Suicide and substance use prevention

Student engagement

Bullying prevention

Social Emotional Wellness (SEW) Workgroup

Brings together program managers from multiple offices whose work centers on:

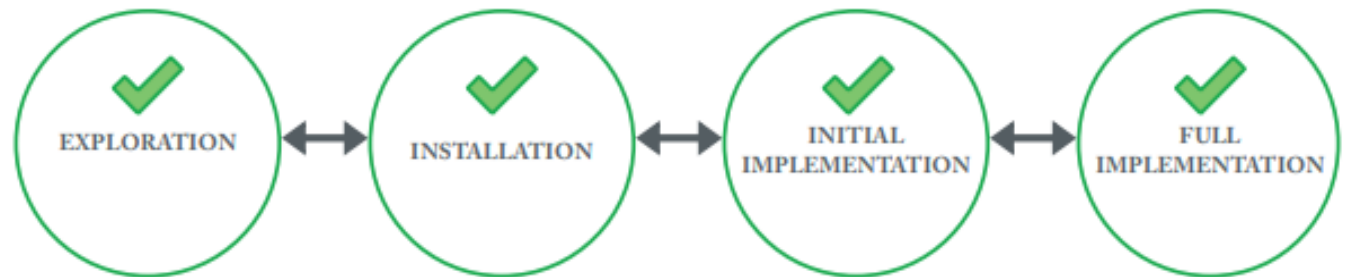
- School Climate
- Mental Health
- Bullying Prevention
- School Health Professionals
- Student Support Services
- Social Emotional Learning
- Positive Behavior Support
- Discipline





Initiative Inventory Overview

The purpose of the Initiative Inventory is to guide an organization's review of past and current initiatives to produce a clear picture of existing initiatives, mandates, and resource commitments. Information and data collected can be used by the organization to explore the fit of additional initiatives with current work, guide decision making to make room for new work, and assist with alignment of efforts.



[CDE's Initiative Inventory Alignment and Analysis Processing Guide](#)

STEP 1

Identify the Purpose of the Inventory

Supports “taking stock” of School Climate, Mental Health and SEL programs/grants.

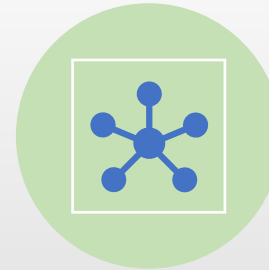
Identifies potential areas of alignment between services



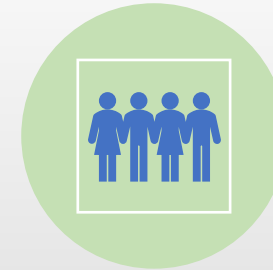
CREATE COMMON
LANGUAGE



IDENTIFY SIMILARITIES



SHARE RESOURCES



BUILD COLLECTIVE
CAPACITY

STEP
1

Identify the Purpose of the Inventory

OUTCOMES

Identify current school climate, SEL, mental health and behavioral support services and who they serve

Identify where alignment and integration of efforts would improve implementation and outcomes

Identification of similar implementation or outcome tools and metrics

Identify gaps within CDE services and services needed by the field



IMPORTANT

Start the process by clearly defining the “WHY” of the inventory before you identify the programs you will inventory. It is important to clearly understand the purpose of the inventory since this will guide what is inventoried, the questions to be answered, and how the results will be used.

STEP 2

Develop and Complete the Inventory

OUTCOMES OF STEP 2

- Develop questions for inventory
- Identify and list the services/programs to complete the inventory
- Establish the timeline for the completion of the entire process
- Develop inventory template and process to collect inventory questions from different services
- Develop communication to services
- Assist teams in inventory completion as needed

PROMPTS (QUESTIONS FOR INITIATIVE INVENTORY)

What are the expected outcomes/impact of the service (What problem are you trying to solve)?

What are the core components/features that make up the service (implementation actions)?

What training is provided for the service?

What measures are used for the outcomes/impact of the service (e.g. student assessment data, student and teacher perception data, school/district plans)?

What measures are used for the implementation fidelity of the service (e.g. rubrics, progress monitoring tools)?

Primary Focus - Are you targeting a school or district?

Who are the primary three stakeholders/roles the service targets (i.e., Building Leaders, District Leaders, Special Service Providers, etc.)?

Do those responsible for providing the service have evidence to show that the delivered service resulted in a positive change (implementation/outcomes)? If yes, briefly describe?

STEP
2

Develop and Complete the Inventory

13 INITIATIVE ANALYZED

PBIS Statewide Efforts

School Climate Transformation Grant (SCTG)

Bullying Prevention and Education Grant (BPEG)

Affective Needs/Serious Emotional Disability Specialist

Expelled and At-Risk Student Services Grant Program

School Health Professional Grant Program

Comprehensive Health Education Grants

Health Education Standards Implementation

Student Wellness Grant

School Counselor Corps Grant Program

Student Re-Engagement Grant Program(SRG)

9th Grade Success Grant

Mental Health Resource Bank

STEP 3

Synthesize Inventory Results

OUTCOMES:

- Conduct facilitated meeting to review reported data from the inventory tool
- Identify and list potential resources, activities, and information to be considered for alignment
- Identify and list gaps within services/ supports/programs to be considered for future development

FACILITATION AND NOTETAKING:

- Brought in facilitators for each of the small groups.
- Facilitator also took notes.
- Notes were bucketed into 3 categories:
 1. Resources (e.g., guidance documents, teaming tools)
 2. Activities (e.g., training, coaching)
 3. Information/Data (e.g., common measures, data collection tools, etc.)



IMPORTANT

To help focus the small groups, highlight the columns on the inventory in different colors you want each group to focus on. For example, group 1 highlight all their columns blue. It is essential to have a facilitator assigned to each small group to help the team stay on track with each part of the analysis process and take notes. It also helps to have set up in advance a designated document (e.g., Google Doc) to capture individual, small group, and whole group notes, discussions, and next steps.

STEP

3

Synthesize Inventory Results

SMALL GROUP PROCESSING- 45 MIN

1. Rotating around the group so everyone has a turn, ask each person to share identified similarities and gaps
2. Facilitator will lead discussion/further analysis
3. Analysis Synthesis
 - Where might there be alignment and/or integration of efforts that might improve implementation and outcomes?
 - Where might there be gaps within CDE services?
 - What questions/wondering do you still have?

INDIVIDUAL REFLECTION TIME- 15 MIN

Please spend 15 minutes reviewing your assigned questions.

WHOLE GROUP PROCESSING- 30 MIN

Whole group discussion of Analysis Synthesis

1. Where might there be alignment and/or integration of efforts that might improve implementation and outcomes?
 - Place comment in 3 buckets:
 - a. Share and/or align resources (e.g., needs assessments, coaching plan)
 - b. Share and/or align activities (e.g., training)
 - c. Share and/or align information (e.g., data)
2. Where might there be gaps within CDE services?
3. What questions/wondering do you still have?

STEP 3

Synthesize Inventory Results

Observations/Gaps:

- Many separate funding streams at the federal and state levels with different start and stop times.
- All grants/initiatives are trying to affect change through a PREVENTION lens.
- Grants have different application processes, readiness criteria, but seem overly burdensome given that districts have to have multiple grants to do their prevention work.
- All initiatives have training and coaching components and require teams to go back to schools and train others.
- All grants and initiatives require process and outcome measures that are collected using different tools, yet the measures are similar and align with one another.



IMPORTANT

When asking a person to summarize the meeting notes, consider selecting someone who has been a part of the discussion and understands the purpose of the inventory, possibly one of the facilitators or notetakers. The prioritization of next steps usually takes at least an hour and a half. When action planning consider readiness and capacity of teams participating in the inventory, effort vs. ease of the alignment activity, and the SEA's priorities. This will help the team choose activities that are meaningful to them and they will want to invest the time completing them.

STEP
4

Create Alignment



A restatement of the Purpose of the Inventory, including the specific outcomes for this specific inventory



Questions that arose during the synthesis meeting



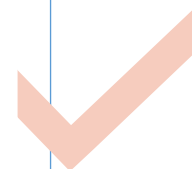
General observations made by the synthesis team in step 3



Beneficiaries of the service/program/support (e.g., school and district leaders, principals, superintendents, etc.)



Identified gaps



Possible areas for alignment in the three categories: Resources, Activities, Information

STEP

4

Create Alignment



Grants

- How to streamline grant applications and processes
 - Standards across what we ask for in our applications
- How to account for needs vs. readiness and ensure grants don't only go to the best grant writers
 - Trying to pilot process for awarding extra points based on need/readiness (i.e., extra points for certain demographics and extra points for inclusion in UIP.



Trainings

- Appearance of duplicative and un-coordinated trainings
 - Training is first topic at SEW meetings to try to align
- Opportunities for grant programs to come together to align trainings (i.e., CDE Symposium and MTSS Online Academy, etc.)



Resources

- OLS has created the COMTSS School Fidelity Tool that is inclusive of academic, social-emotional, and behavioral needs of students, staff, and families.
- Shared resource to develop a comprehensive resource/toolkit/guidance document for Colorado schools and districts that outlines how to best support student and staff sense of belonging and wellbeing, mental health, utilizing the Colorado Multi-Tiered System of Supports (COMTSS) framework.



Questions



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Thank you!

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