

School Climate Transformation Grant Evaluation

Background Information:

Each Child, Our Future, Ohio's Strategic Plan for Education: 2019-2024, emphasizes the critical importance of whole child support and identifies high quality schools as a fundamental avenue for providing those supports. High quality schools strive for strong instructional support without sacrificing an emphasis on a supportive school culture and climate, recognizing that the combination of the two can have an exponential positive affect on students' opportunities and outcomes.

Each Child, Our Future specifically calls upon Ohio to bring together schools, families and the community to provide holistic supports for each of our students as they work to achieve their goals (*Strategy 7*). In embracing a whole-child model for education, Ohio schools will provide educational environments that are:

- Healthy: Each student enters school healthy and learns about and practices a healthy lifestyle;
- Safe (physically and emotionally): Each student learns in an environment that is physically and emotionally safe;
- Engaging: Each student is engaged in learning and is connected to the school and broader community;
- Supportive: Each student has access to personalized learning, along with other necessary resources, and is supported by qualified, caring and committed adults; and
- Challenging: Each student is challenged academically and prepared for success.

Learning in an environment characterized by these hallmarks of positive school climate is a valuable goal in and of itself and an experience that every child deserves. Ohio's strategic plan also reflects the growing national focus on the role that school climate plays in shaping long-term student outcomes.

When students' basic needs for health and safety are met, they can focus on learning. When students are engaged and supported, they are present in school and ready to learn. And when students are challenged academically, they rise to the challenge. Research shows that positive school climate is linked to high academic performance (Voight & Hanson, 2017), improved graduation rates (Robertson et al. 2016), reduced student suspensions (Ohlson et al., 2016) and decreased rates of chronic truancy (Van Eyck, et al., 2017)

Background - PBIS and Ohio's School Climate Transformation Grant

In January 2013, the State Board of Education approved the policy on Positive Behavior Interventions and Supports (PBIS) and Restraint and Seclusion. This was followed by approval of Ohio Administrative Code Section 3301-35-15, Standards for the Implementation of Positive Behavior Intervention Supports and the Use of Restraint and Seclusion, in April 2013. The policy and rule required Ohio school districts to implement positive behavior intervention and supports on a system-wide basis. For the past six years, the Department of Education in

partnership with the sixteen regional State Support Teams has trained, coached and supported Ohio schools in their implementation of PBIS. Self reported data from the 2017-2018 restraint and seclusion data collection indicates that 2,616 Ohio schools are implementing PBIS. Schools trained in PBIS need on-going coaching to ensure fidelity of implementation. Moving forward, the Department is dedicated to enhancing state, regional and local capacity for PBIS in order to increase the number of schools and districts implementing PBIS.

The Ohio Department of Education (ODE) was awarded a grant titled “*Conditions for Student Learning: Supporting School Climate Transformation in Ohio Through Effective Statewide PBIS Implementation*” (CFDA No. 84.184F School Climate Transformation Grant Program). This award is funded by U.S. Department of Education through the Safe and Drug-Free Schools and Communities Program. Funding for the five-year School Climate Transformation Grant (SCTG) is slated to expire on September 30, 2023.

The goal of Ohio’s “*Conditions for Student Learning: Supporting School Climate Transformation in Ohio Through Effective Statewide PBIS Implementation*” is to build and expand the statewide resources and local implementation of a multi-tiered behavioral framework to improve school climate.

The project design includes five global goals as follows:

1. Build Ohio Department of Education and State Level Capacity
2. Enhance local district and school capacity to implement PBIS
3. Improve coordination of state department efforts with appropriate federal, state and local resources
4. Incorporate opioid abuse prevention and mitigation strategies (including trauma informed practices) into the PBIS framework
5. Complement the state’s existing efforts to address disproportionate rates of discipline and restraint and seclusion by increasing integration of culturally responsive practices into PBIS implementation.

Ohio has already made strides in these efforts by extending the cadre of PBIS trainers from the sixteen State Support Teams (SSTs) to forty-five of Ohio’s fifty-two Educational Service Centers.

Evaluation of Ohio’s Implementation of the SCTG and Expansion of PBIS

The Ohio Department of Education is committed to the successful implementation of the SCTG and the accurate evaluation of this implementation. The department also seeks to improve our understanding of the potential benefits of PBIS for student academic, behavioral and social outcomes. Through this Request for Proposals (RFP) the department seeks a research/evaluation partner to carry out quantitative and qualitative research/evaluation that will provide accountability with the grant implementation and inform future behavioral and social support plans.

Scope of Work:

Ohio's evaluation of its School Climate Transformation Grant will allow the state to assess progress, understand impact and inform refinements to the project's approach. Ohio has identified a set of eight performance measures tied directly to the grant's five impact goals that Ohio expects to achieve through implementation of the School Climate Transformation Grant. These five goals and their related measures must be addressed in the evaluation.

Impact Goal 1: More schools implementing PBIS with fidelity and integrated with other efforts addressing the needs of the whole child.

Measure 1.1 – Increase the number of training and technical assistance events provided by state, regional (including State Support Teams and Education Service Centers) and other trainers to assist schools and districts in implementing a multitiered behavioral framework (PBIS).

Measure 1.2 – Increase the number of teachers, principals, and district administrators participating in PBIS training events.

Measure 1.3 – Increase the number and percent of schools provided training or technical assistance that implement a multitiered behavioral framework (i.e., PBIS).

Measure 1.4 – Increase the number and percent of schools provided training or technical assistance that implement a multitiered behavioral framework (i.e., PBIS) *with fidelity*.

Impact Goal 2: Reduction in school disciplinary actions.

Measure 2.1 – Reduce the rates of student suspensions and expulsions in schools implementing PBIS.

Measure 2.2 – Reduce the rates of disproportionality in discipline for student subgroups, including gender, race/ethnicity, economic disadvantage, and disability in schools implementing PBIS.

Measure 2.3 – Reduce the number of incidences of restraint and seclusion in schools implementing PBIS.

Impact Goal 3: Reduction in chronic absenteeism

Measure 3.1 - Reduce chronic absenteeism in schools implementing PBIS.

Impact Goals 4 and 5: Improved student awareness regarding drug abuse prevention. Increase understanding of education problems related to school climate and effective strategies to address them.

As part of this grant, Ohio will identify local schools and districts with high levels of opioid use to promote adoption of PBIS and related strategies. Through the PBIS training and coaching structure, Ohio will assist districts and schools with the process of developing more comprehensive procedures to implement student wellness strategies and practices, including specific substance abuse prevention and opioid related mitigation strategies. During year two of the grant, the department will collaborate with partnering agencies to develop PBIS methods to

address trauma informed approaches. Through formal collaboration agreements, partnering agencies will develop a system to evaluate the impact of the training. Rollout of the training will occur beginning in year 3 of the grant. Ohio will analyze the implementation and fidelity of implementation along with other districts included in earlier measures listed above. Ohio will rely on to-be-determined qualitative data collection approaches to assess these impacts on student awareness.

Data Collection

The state currently collects or has access to all of the data needed to evaluate the first three goals and related measures. Through Ohio’s Education Management Information System (EMIS), the state annually collects school and district level data for disciplinary incidences and chronic absenteeism. Through an online platform, districts annually report the number of incidents of student restraint and seclusion. Data on PBIS training events, number of attendees, and attendee post-training evaluation surveys are collected and reported by SSTs, ESCs and districts. The state has access to the Tiered Fidelity Inventory (TFI) data reported by Ohio schools and districts, which will be one source of data to determine the extent to which schools are implementing PBIS. A second source for PBIS implementation will come through EMIS, where districts will begin reporting in 2019-2020 school year their current phase of PBIS implementation.

Data collection needs for goals four and five will be determined during the first year of the evaluation contract.

| Measure | Implementation Years | Baseline Year | Data Source | Who Collects |
|---|--|---------------|---|-----------------------|
| 1.1 – Increase the number of training and technical assistance events provided by state, regional (including State Support Teams and Education Service Centers) and other trainers to assist schools and districts in implementing a multitiered behavioral framework (PBIS). | 2019-2020, 2020-2021, 2021-2022, 2022-2023 | 2018-2019 | Sign-in Sheets | ODE |
| 1.2 – Increase the number of teachers, principals, and district administrators participating in PBIS training events. | 2019-2020, 2020-2021, 2021-2022, 2022-2023 | 2018-2019 | Sign-in Sheets | ODE |
| 1.3 – Increase the number and percent of schools provided training or technical assistance that implement a multitiered behavioral framework (PBIS). | 2019-2020, 2020-2021, 2021-2022, 2022-2023 | 2019-2020 | Training Event Survey | ODE |
| 1.4 – Increase the number and percent of schools provided training or technical assistance that implement a multitiered behavioral framework (PBIS) with fidelity. | 2019-2020, 2020-2021, 2021-2022, 2022-2023 | 2019-2020 | Training Event Survey and Tiered Fidelity Inventory (TFI) | ODE has access to TFI |

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|---|--|-----------|---|-------------------|
| 2.1 – Reduce the rates of student suspensions and expulsions in schools implementing PBIS. | 2019-2020, 2020-2021, 2021-2022, 2022-2023 | 2019-2020 | EMIS | ODE |
| 2.2 – Reduce the rates of disproportionality in discipline for student subgroups, including gender, race/ethnicity, economic disadvantage, and disability in schools implementing PBIS. | 2019-2020, 2020-2021, 2021-2022, 2022-2023 | 2019-2020 | EMIS | ODE |
| 2.3 – Reduce the number of incidences of restraint and seclusion in schools implementing PBIS | 2019-2020, 2020-2021, 2021-2022, 2022-2023 | 2019-2020 | Online Platform | ODE |
| 3.1 - Reduce chronic absenteeism in schools implementing PBIS. | 2019-2020, 2020-2021, 2021-2022, 2022-2023 | 2019-2020 | EMIS | ODE |
| 4 & 5 – Improved student awareness regarding drug abuse prevention. Increase understanding of education problems related to school climate and effective strategies to address them. | 2020-2021, 2021-2022, 2022-2023 | 2020-2021 | Research design and measures will be developed during 2019-2020 school year | Currently Unknown |

Data Analysis

When examining student level data (i.e., discipline, attendance and seclusions and restraints), the evaluation will draw comparisons between schools that are implementing PBIS and those that do not. Ohio will use the TFI and EMIS reporting as a source of data when measuring implementation, and the TFI score as a source of data when measuring fidelity of implementation. These comparative analyses will also match implementing versus non-implementing on key control variables (e.g., student demographics, levels of state support, levels of opioid overdose, etc.)

Deliverables:

Contract Deliverables

The department is responsible for submitting an annual performance report to the U.S. Department of Education, with the submission date subject to USDOE timelines. The evaluation partner will support this work by providing to the department data and summary reports as described below for each contract fiscal year. The evaluator will participate in monthly phone calls with the Department to provide updates on the deliverables and identify any roadblocks.

Contract Deliverables – Fiscal Year One

1. **Project Plan.** Provide the evaluation methodologies for the project to obtain ODE approval.
 - a. Submit written plan within 30 days of the contract award date.
 - b. Convene an in-person meeting with ODE for the purpose of describing and obtaining ODE feedback and/or approval of the methodologies.
2. **2019-2020 Implementation and Baseline Report and Executive Summary.**
 - a. Provide a report to inform the State on the number of PBIS training events and participants (Measures 1.1 and 1.2). Baseline for these measures are established in 2018-2019, Year 1, of the grant;
 - b. Provide a report to inform the State on the baseline:
 - i. Level of PBIS implementation (Measure 1.3);
 - ii. Fidelity of PBIS implementation (Measure 1.4);
 - iii. School disciplinary actions (Measures 2.1, 2.2 and 2.3); and
 - iv. Student absenteeism rates (Measure 3.1).
 - c. The report and executive summary must be completed by October 30, 2020. Depending on the availability of EMIS data, the department may request updates to the Implementation and Baseline Report after October 2020.
 - d. Upon finalizing the 2019-2020 Implementation and Baseline Report, convene an in-person meeting with ODE for the purpose of reviewing and discussing the findings in the report, addressing lessons learned through process of developing report, and planning for Fiscal Year Two Implementation and Impact Report and executive summary.
3. **Research Plan for Goals 4 & 5.** With the assistance of ODE and partnering agencies, develop a research design for measuring impact goals four and five of the grant. The plan may include the development and administration of data collection instruments. The timeline for designing the research plan will be dependent upon ODE's collaborative efforts with other agencies; however, ODE expects the research plan completed no later than April 30, 2020.

Contract Deliverables – Fiscal Year Two

1. **2020-2021 Implementation and Impact Report and Executive Summary.**
 - a. Provide a report to inform the State on the following:
 - i. Number of PBIS training events and participants;
 - ii. Level of PBIS implementation;
 - iii. Impact PBIS training is having on the fidelity of implementation;
 - iv. Impact PBIS is having on school disciplinary actions; and,
 - v. Impact PBIS training is having on student absenteeism.
 - b. The report and executive summary must be completed by October 30, 2021. Depending on the availability of EMIS data, the department may request updates to the Implementation and Baseline Report after October 2021.
2. **Baseline Data Collection for Goals 4 & 5:** Based on the research plan agreed upon in Fiscal Year One of this contract, collect baseline data during the start of the 2020-2021 school year, before training strategies are shared with districts and schools.

3. **In-Person Meeting:** Upon finalizing the 2020-2021 Implementation and Impact Report, convene an in-person meeting with ODE for the purpose of reviewing and discussing the findings in the report, addressing lessons learned through process of developing report, and planning for Fiscal Year Three Implementation and Impact Report and executive summary. During this meeting, lessons learned on collecting baseline data for Goals 4 & 5 will all so be discussed.

Contract Deliverables – Fiscal Year Three

1. **2021-2022 Implementation and Impact Report and Executive Summary.**
 - a. Provide a report to inform the State on the following:
 - i. Number of PBIS training events and participants;
 - ii. Level of PBIS implementation;
 - iii. Impact PBIS training is having on the fidelity of implementation;
 - iv. Impact PBIS is having on school disciplinary actions; and,
 - v. Impact PBIS training is having on student absenteeism.
 - b. The report and executive summary must be completed by October 30, 2022. Depending on the availability of EMIS data, the department may request updates to the Implementation and Baseline Report after October 2022.
2. **2021-2022 Implementation and Impact Report and Executive Summary on Goals 4 & 5:**
 - a. Based on the research plan agreed upon in Fiscal Year One of this contract, report on the implementation and impact related to student awareness regarding drug abuse and trauma informed approaches to PBIS.
 - b. The report and executive summary must be completed by October 30, 2022. Depending on the availability of EMIS data, the department may request updates to the Implementation and Baseline Report after October 2022.
3. **In-Person Meeting:** Upon finalizing both reports convene an in-person meeting with ODE for the purpose of reviewing and discussing the findings in both reports, addressing lessons learned through process of developing the reports, and planning for Fiscal Year Four reports

Contract Deliverables – Fiscal Year Four

1. **2022-2023 Implementation and Impact Report and Executive Summary.**
 - a. Provide a report to inform the State on the following:
 - i. Number of PBIS training events and participants;
 - ii. Level of PBIS implementation;
 - iii. Impact PBIS training is having on the fidelity of implementation;
 - iv. Impact PBIS is having on school disciplinary actions; and,
 - v. Impact PBIS training is having on student absenteeism.
 - b. The report and executive summary must be completed by October 30, 2023. Depending on the availability of EMIS data, the department may request updates to the Implementation and Baseline Report after October 2023.
2. **2022-2023 Implementation and Impact Report and Executive Summary on Goals 4 & 5:**

- a. Based on the research plan agreed upon in Fiscal Year One of this contract, report on the implementation and impact related to student awareness regarding drug abuse and trauma informed approaches to PBIS.
- b. The report and executive summary must be completed by October 30, 2023. Depending on the availability of EMIS data, the department may request updates to the Implementation and Baseline Report after October 2023.

Evaluation criteria:

| Mandatory Requirements | Accept | Reject |
|--|--------|--------|
| Must Be a Public Higher Learning Institution | | |

The scale below (0-5) will be used to rate each proposal on the criteria. ODE will score all applicant responses by multiplying the score received for each of the evaluation criteria listed above by its assigned weight and adding all categories together.

| | | |
|-----------------|---|--|
| DOES NOT MEET | 0 | Response does not comply substantially with requirements or is not provided. |
| WEAK | 1 | Response was poor related to meeting the objectives. |
| WEAK TO MEETS | 2 | Response indicates the objectives will not be completely met or at a level that will be below average. |
| MEETS | 3 | Response generally meets the objectives (or expectations). |
| MEETS TO STRONG | 4 | Response indicates the objectives will be exceeded. |
| STRONG | 5 | Response significantly exceeds objectives (or expectations) in ways that provide tangible benefits or meets objectives (or expectations) and contains at least one enhancing feature that provides significant benefits. |

| Criteria | Weight | Score (0-5) | Maximum Score Available (5 x Multiplier) | Weighted Score |
|--|--------|-------------|--|----------------|
| Applicant provides a comprehensive Work Plan that gives ample description and detail as to how it proposes to accomplish this project and what resources are necessary to meet the needs of ODE as articulated in the RFP. | X4 | | 20 | |
| Applicant presents a reasonable timeline inclusive of all expected milestones of the project. | x1 | | 5 | |
| Demonstrated expertise in design and conducting evaluations of Positive Behavior Intervention Supports within the last 5 years. | x2 | | 10 | |
| Overall expertise and experience of key staff. | x2 | | 10 | |
| Demonstrated ability to generate reports with actionable findings. | x1 | | 5 | |
| Experience in working with school organizations, particularly districts, regional centers and state education agencies. | x1 | | 5 | |
| Adequacy of dedicated staff to carry out all needed tasks. | x1 | | 5 | |
| Reasonable budget inclusive of all needed services, etc. | x1 | | 5 | |
| Budget narrative adequately explains all budget items | x1 | | 5 | |
| Proposal as a whole (clarity, organization, completeness, etc) is cohesive and meets the needs of ODE as articulated in the RFP. | x4 | | 20 | |
| Weighted Total | | | 90 | |

Calendar Events:

Estimated Contract Start date:

12/01/2019

Estimated Contract End date:

09/30/2023

RFQ Issued Date:

Inquiry Period Begins:

Inquiry Period Ends: **8:00 AM**

Quotation Date: **by 1:00 PM**

Fee Schedule or Rate:

Note: The State cannot reimburse for travel expenses. Contractor may incorporate projected travel reimbursements into the response, however they cannot exceed the General Service Administration rates, nor be itemized.

| DESCRIPTION | UNIT OF MEASURE | UNIT COST | TOTAL COST |
|--|-----------------|-----------|------------|
| Project Plan | 1 UNIT | | |
| 2019-2020 Implementation and Baseline Report | 1 UNIT | | |
| 2019-2020 Implementation and Baseline Executive Summary | 1 UNIT | | |
| Goals 4 & 5 Research Plan | 1 UNIT | | |
| 2020-2021 Implementation and Impact Report | 1 UNIT | | |
| 2020-2021 Implementation and Impact Executive Summary | 1 UNIT | | |
| Goals 4 & 5 Baseline Data Collection | 1 UNIT | | |
| 2021-2022 Implementation and Impact Report | 1 UNIT | | |
| 2021-2022 Implementation and Impact Executive Summary | 1 UNIT | | |
| 2021-2022 Implementation and Impact Report on Goals 4 & 5 | 1 UNIT | | |
| 2021-2022 Implementation and Impact Executive Summary on Goals 4 & 5 | 1 UNIT | | |

| | | | |
|--|--------|--|--|
| 2022-2023 Implementation and Impact Report | 1 UNIT | | |
| 2022-2023 Implementation and Impact Executive Summary | 1 UNIT | | |
| 2022-2023 Implementation and Impact Report on Goals 4 & 5 | 1 UNIT | | |
| 2022-2023 Implementation and Impact Executive Summary on Goals 4 & 5 | 1 UNIT | | |

Responses:

Include the following required information:

1. Request for Quotation number EDU EDU202000
2. School Climate Transformation Grant Evaluation as described in this bid document.
3. Cost breakdown as described in the Fee Schedule/Rate section of this bid document.
4. Quote date expiration at least 12/31/2019
5. See additional requirements below.

Additional Requirements:

Affirmative Action

Before a contract can be awarded or renewed, for any amount in excess of \$2,500.00, an Affirmative Action Program Verification Form must be submitted to the DAS Equal Opportunity Division to comply with the Ohio affirmative action requirements. An Affirmative Action Program Verification Form submitted to the Equal Opportunity Division to comply with the affirmative action requirements pursuant to the Ohio Revised Code 125.111(B).

<http://www.das.ohio.gov/Divisions/EqualOpportunity/AffirmativeActionProgramVerification/tabid/133/Default.aspx>.

New Supplier

If you are a new Supplier, a **Supplier Information Form** must be completed and submitted to Ohio Shared Services. Both the instructions and the form can be found at: www.supplier.obm.ohio.gov.

If you have not received any payment from any State of Ohio department or agency within the past two years, or if your business name or address has changed since the last payment, you will need to complete the attached IRS form W-9. If you have received a payment within the past two years and if you have not changed your business name or address since that payment, you will not need to complete this form. If you have difficulty opening or printing the "pdf" file attached to this e-mail, you can find a blank form on the Ohio Office of Shared Services (OSS) website also: www.supplier.obm.ohio.gov.

Contractor is required to provide electronic funds transfer (EFT) payment information and maintain such an account for all associated payments. Contractor may sign up at www.supplier.obm.ohio.gov.

Please e-mail quotes to the attention of ODE Procurement Services
Bidsubmission@education.ohio.gov by **11/15/2019** at 1:00 pm and include the above Request for Quotation number in the email subject line.

Invoicing Requirements:

Invoices must include the following mandatory information on your company's unique invoice:

- **Agency Information**
 - Agency name
 - Agency Billing Address ("Bill to" physical address or "bill to" email address)
 - Attention to program contact
- **Vendor Information**
 - Vendor Name
 - Address
 - OAKS ID Number
 - Unique vendor invoice number
 - Remit payment address
 - Payment terms (Payment terms are set to Net 30 unless negotiated otherwise.)
- **Transactional Information**
 - The date the services were provided or that items were shipped
 - Delivery location, date, and time of services performed
 - Itemization of good or services provided (description of work performed with quantity) including cost
 - Clear statement of total payment expected

All fields mentioned above are required to count as a correct invoice; failure to provide this information will result in a returned invoice and delayed payment.

Invoices may be sent by traditional means (hard/paper copy via mail carrier) or by electronic means (soft/emailed copy). If submitting invoices via email, please send them to fiscal.management@education.ohio.gov.

***Please note that if multiple invoices are being submitted via email delivery, then they must come in individual emails (i.e. one invoice per one email).*