

Inclusionary Practices Technical Assistance Network (IPTN)
Request for Proposals No. 2025-9
University of Washington SMART Center
**Washington's Advancing Inclusionary & Integrated Mental Health Education and
Supports (WA IIMES)**

C.4. Technical Proposal

C.4.i. Project Approach/Methodology

The Inclusionary and Integrated Mental Health Education and Supports (IIMES) project proposal by the UW SMART Center's Training and Technical Assistance Core team (UW SMART TAC) is designed to provide professional development and technical assistance support to building and district administration in the following priority areas; **Positive Behavioral and Mental Health Supports, Family and Community Engagement, Multi-Tiered System of Supports Implementation, Inclusionary Culturally Affirming Practices, Reducing Restraint and Eliminating Isolation, and Model demonstration sites focused on reducing and eliminating exclusionary practices.**

Background and Need for Inclusionary and Integrated School Mental Health Education & Supports

According to the Surgeon General, the United States is experiencing a “youth mental health crisis” (U.S. DHHS, 2021). Over 20% of all youth experience social, emotional, and behavioral (SEB) problems that compromise their readiness to learn (Fabiano & Evans, 2019; Merikangas et al., 2010). Surveys show a 33% increase in the rate of students reporting depressive symptoms since 2010, similar rates and trends for anxiety, and an escalation in suicidality with risk increasing in youth as young as 10 (Merikangas et al., 2010; Twenge, Joiner, Rogers, & Martin, 2018).

While a youth mental health crisis existed before the COVID-19 pandemic, there has been a significant impact on youth mental health including increased anxiety, depression and suicidality, with the biggest impacts on marginalized youth (Jones et al., 2021). In Washington State, youth experience higher rates of mental health disorders compared to national averages, with 20% of adolescents aged 12-17 experiencing major depressive episodes annually, and significant proportions reporting suicide attempts or severe sadness (SAMHSA, 2021; WA State Health Care Authority, 2022). According to Mental Health America's 2023 Youth Rankings, **Washington state is ranked 40th** in the nation in terms of having a higher prevalence of mental illness and lower rates of access to care.

The case for mental health in schools and better interconnection between mental health and education is supported by a recent rates utilization study that demonstrated schools as the most common setting students receive mental health supports, followed closely by outpatient settings (Duong et al., 2020). Schools provide the logical setting to increase access to mental health services, especially given that half of lifetime mental health disorders begin before the age of 14 and an 11-year delay from onset of mental health symptoms to treatment (Kessler et al., 2005,

Wang et al., 2014). Research also shows that students who receive supports and services to address their behavioral health needs have better academic and health outcomes. There is a direct link between youths' SEB development and their academic success. Thus, interventions that strengthen students' social, emotional and decision-making skills also positively affect their school outcomes. Social-emotional learning programs, for example, have been found to improve academic outcomes schoolwide by 11% on average (Durlak et al., 2011). Meanwhile, SMH as implemented in school-based health centers were found to be associated with improved attendance and grades, as shown in research by members of the current team (Walker, Kerns, Lyon, Bruns, & Cosgrove, 2010). School mental health (SMH) has also been shown to promote broader school goals, including reduction in inappropriate referrals to special education, decreased discipline problems, and improved school climate (Bruns et al., 2004; Kataoka et al., 2011; Klein, Cornell, & Konold, 2012; Zins et al., 2004).

In 2014, the Washington State Legislature passed a law requiring districts to “adopt a plan for recognition, initial screening, and response to emotional or behavioral distress in students, including but not limited to indicators of possible substance abuse, violence, youth suicide, and sexual abuse” (RCW 28A.320.127, 2014). However, a decade later, just over half (54%) of school districts report having a screening plan (Washington Office of Superintendent of Public Instruction). A 2021 audit of behavioral health in Washington schools revealed low uptake of universal mental health early detection methods, reporting that just 18% of districts surveyed are screening all students (Office of the WA State Auditor, 2021).

While Washington State has seen an increase in inclusion for students with disabilities, beyond the initial goals set, not all student groups are experiencing inclusion the same way. Black students with disabilities and students with intellectual and developmental disabilities (IDD) are still being segregated and excluded from the general education classroom through the use of exclusionary practices.

MTSS, Inclusionary Practices, and School Mental Health efforts are becoming more widespread in many Washington districts and schools but are often addressed separately or in a siloed manner. Expanding the IPTN to include the UW SMART TAC's approach to integration of inclusive behavioral and mental health supports within the WA MTSS framework will allow schools, districts, and ESDs as well as IPTN providers to build their capacity to develop and deliver inclusionary practices and eliminate exclusionary practices such as suspensions and expulsions and restraint and isolation, while addressing mental health promotion, prevention, and intervention for all learners but especially for Black students with disabilities and students with intellectual and developmental disabilities (IDD). An approach that is co-designed in collaboration with community mental health partners, families, and students in a single, coordinated, and comprehensive system ensures culturally relevant, accessible and seamless integration of support into schools while the alignment across school and communities enhances the ability to support diverse needs.

Approach/Methodology

Foundational Components for the Approach for Inclusionary and Integrated School Mental Health



1. Inclusionary & Integrated School Mental Health and MTSS Framework: *The Interconnected Systems Framework*

Interconnected Systems Framework (ISF)

Shifting to a more inclusionary and integrated way of working requires making changes to many of the standard traditional approaches to prevention and intervention in schools. The [Interconnected Systems Framework \(ISF\)](#) is a structure and process that maximizes effectiveness and efficiency of school mental health services and supports by blending the strengths of school and community mental health with strengths of the multi-tiered framework of Positive Behavioral Interventions and Supports (PBIS) (Barrett, Eber, Weist, 2013). National TTA efforts for ISF are led from the Office of Special Education Program's (OSEP) Center on PBIS. According to a recent randomized controlled trial, schools and community mental health partners that implemented an integrated approach to school mental health through the ISF to provide an expanded continuum of evidence-based practices saw increased service delivery to more students as well as fewer instances of exclusionary discipline – **including an increase in interventions for students of color and a reduction in office disciplinary referrals and out of**

school suspensions for Black students (Weist et al., 2022). ISF developers have been providing TTA alongside UW SMART TAC faculty and staff to increase capacity in Washington State and across the Northwest Region. UW SMART TAC faculty and staff have played a key role in national efforts to expand ISF by contributing content, technical briefs, and providing invited presentations at national conferences.

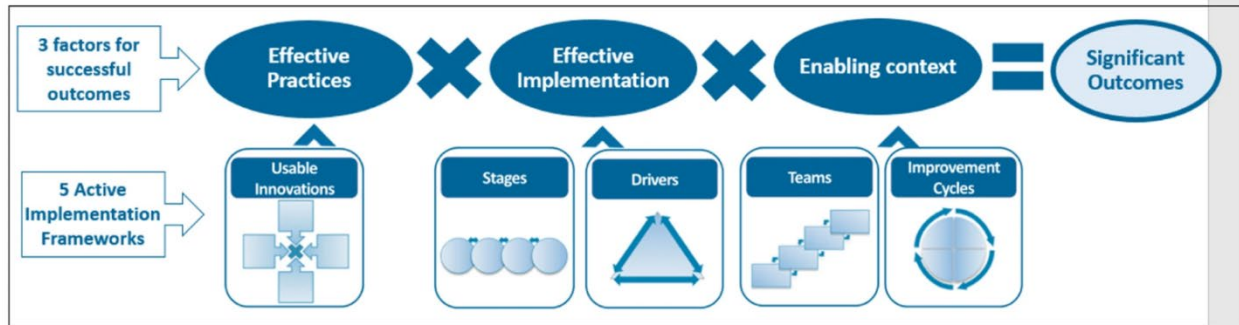
2. Universal Social, Emotional, Behavioral, and Mental Health (SEBMH) Screening

Early detection of student SEBMH strengths and stressors is key to prevention and promotion of mental health in schools for all learners. Universal SEBMH Screening has the potential to **prevent referral to special education** through early identification and low-intensity strategies for students as well as strengthening Tier 1 supports and making them more accessible to all students (Raines et al., 2012). Universal SEBMH Screening provides the opportunity to assess the health of the entire school population, adjust Tier 1 instruction, and take a systemic, equity-centered, preventative, and holistic approach to mental health that **moves away from reactive, risk and deficit-based referral or nomination approaches that perpetuate inequalities especially the overrepresentation of Black students in special education services**. The UW SMART TAC team provides professional development and technical assistance to build capacity for Universal Social, Emotional, Behavioral, and Mental Health (SEBMH) screening within WA MTSS through the ISF approach. Detecting mental health needs of students at the earliest sign of need and responding effectively with culturally relevant and inclusionary strategies are essential in an MTSS framework.

An essential direction for early detection is best stated by Kiperman et al., 2024, “an emerging narrative around socially just mental health screening practices addresses cultural competence and equity by **shifting toward a strengths and stressors focus that removes the “problem” from existing within the student.**”

3. Implementation Science

Implementation Science is defined as “methods or techniques used to enhance adoption, implementation, and sustainability” (National Implementation Research Network (NIRN), n.d.). The approach the UW SMART Center takes in supporting educational and mental health organizations is rooted in implementation science, specifically the five Active Implementation Frameworks (AIF) including useable innovations, stages, drivers, teams, and improvement cycles to achieve socially significant outcomes. The UW SMART Center is a current affiliated partner of NIRN’s State Implementation and Scaling-up of Evidence-Based Practices (SISEP) and will leverage this partnership to support professional development and technical assistance. **The Adapting Strategies to Promote Implementation Reach and Equity (ASPIRE) process** (Gaias et al., 2021) will be used to ensure that implementation science principles, TTA, and strategies are centered in equity. This includes promoting adaptability and tailoring strategies, fostering relationships and trust, providing training and coaching support, and enhancing implementer buy-in and wellbeing. Dr. Larissa Gaias who developed ASPIRE, is a key staff member on this project and a UW faculty member.



National Implementation Research Network (2020). Implementation Stages Planning Tool. Chapel Hill, NC: National Implementation Research Network, FPG Child Development Institute, University of North Carolina at Chapel Hill

4. Social Determinants of Health/Social Determinants of Mental Health

The Centers for Disease Control (CDC) and World Health Organization (WHO) describe social determinants of health (SDOH) as the:

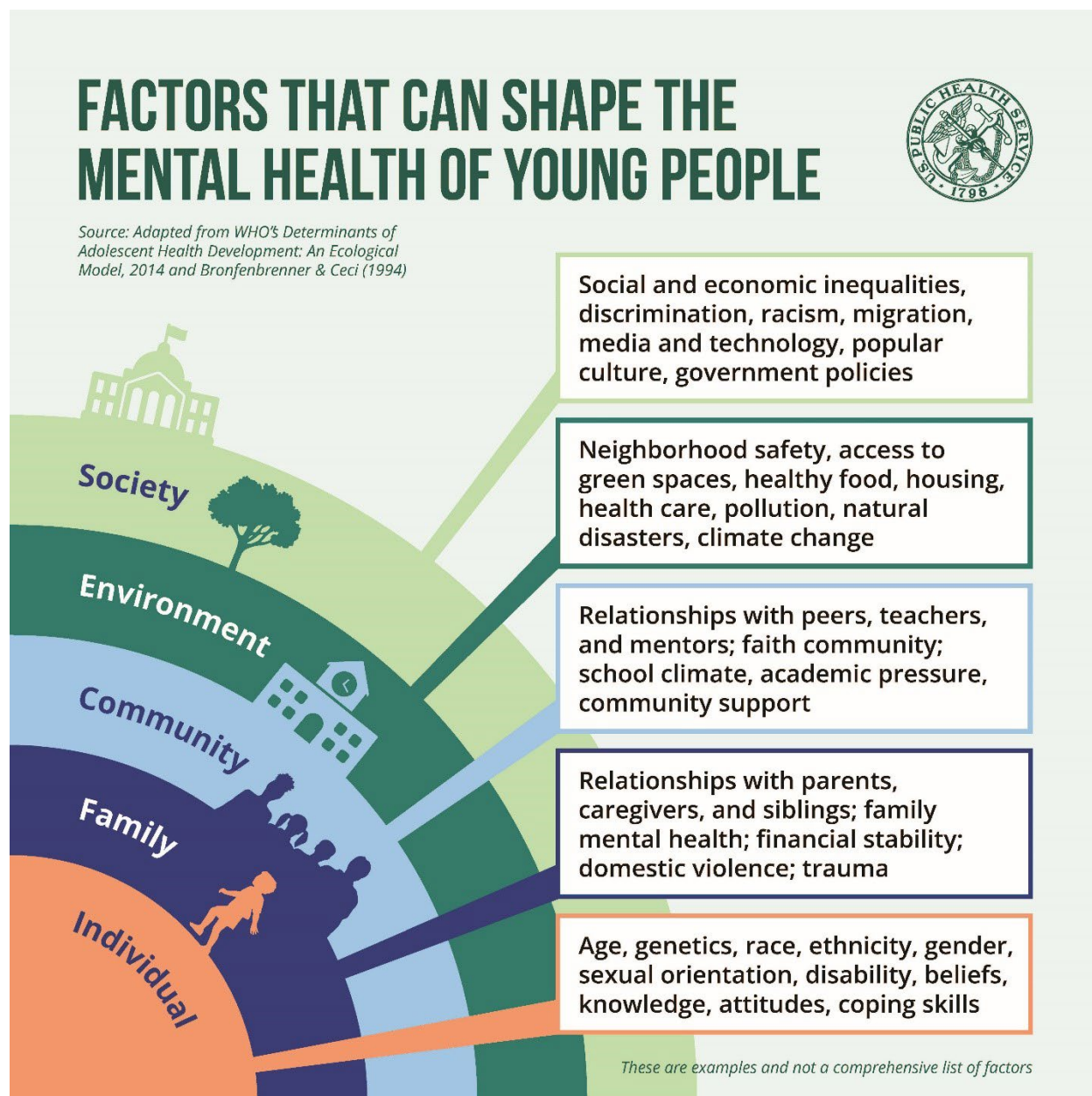
“nonmedical factors that influence health outcomes. They are the conditions in which people are born, grow, work, live, and age. These forces and systems include a wide set of forces and systems that shape daily life such as economic policies and systems, development agendas, social norms, social policies, and political systems.”

Research shows that social determinants can be more impactful on mental & physical health than health care or lifestyle choices. An ecological model helps with the understanding that there are many factors that impact the mental health of youth.

Examples of the types of impacts across the levels include:

- Societal level: social and economic inequalities, discrimination, racism, and government policies.
- Environmental level: healthy food, safety, climate change.
- Community level: relationship with peers and teachers, school climate and academic pressure are impacts at the community level.
- Family level: relationships with parents, siblings, family mental health, trauma.
- Individual level: age, race, ethnicity, sexual orientation, disability, and coping skills.

The following illustration demonstrates how those impacts shape youth mental health.



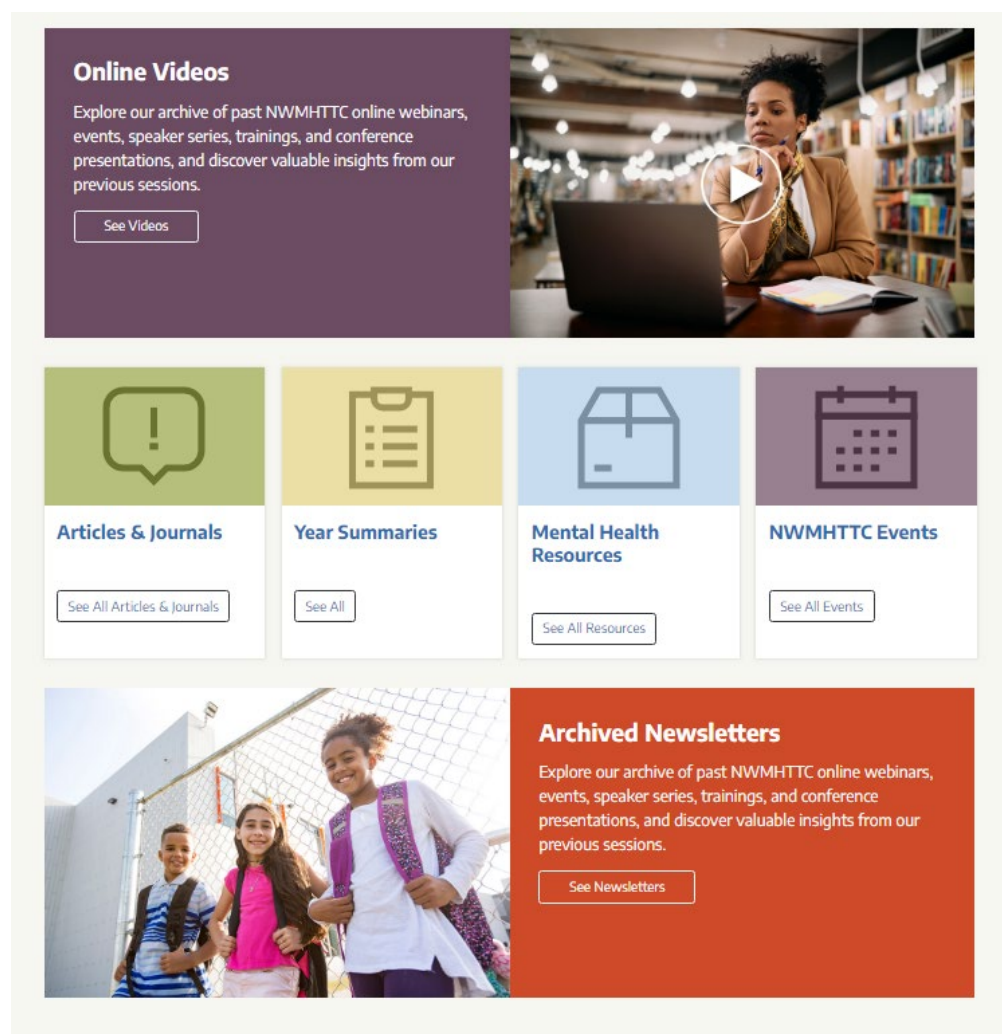
World Health Organization. (2014). Health for the World's Adolescents: A second chance in the second decade. WHO Press, World Health Organization. https://apps.who.int/adolescent/second-decade/files/1612_MNCAH_HWA_Executive_Summary.pdf

The UW SMART TAC team helps school and district teams use both school and social determinant of health/mental health data to understand and address patterns and trends.

5. Established Tiered Training and Technical Assistance Infrastructure

The UW SMART TAC team has significant experience across the state, region, and U.S. building a flexible and responsive three-tiered training and technical assistance (*universal*, *targeted*, and *intensive*) infrastructure through **federal funding** from the Substance Abuse and Mental Health Services Administration (SAMHSA) and a federal earmark from Senator Patty Murray, **state funding** from OSPI's ESSER set aside funds, and **district funding** such as Title IV grants. Foundational federal and state funding provided the opportunity to develop district and building demonstration sites across the state to begin expanding the WA MTSS framework to include school mental health with an emphasis on universal mental health screening in alignment with the [Washington Integrated Student Support Protocol \(WISSP\)](#), co-authored by the UW SMART Center's director for training and technical assistance. The UW SMART Center was also involved in the development of the [Washington MTSS Framework guidance document](#) that is used to anchor data, systems, and practices to a state-supported framework of student supports and service delivery.

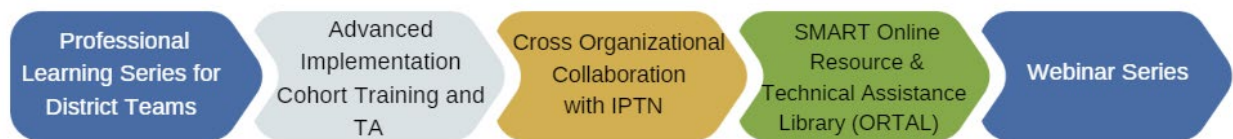
Federal SAMHSA-funding also provided for the development of an online resource page that has now migrated to [this site](#) and provides an example of how we curate, create, post, and organize online resources.



The UW SMART Center, in partnership with OSPI and Forefront Suicide Prevention revised the [Model District Template for Screening, Recognition, and Response to be more focused on universal screening](#). As part of the IPTN project, the UW SMART Center will leverage the existing district cohort exemplar partners and state law requiring districts to develop a plan as a key component of training and technical assistance. In 2024, the UW SMART TAC team began conducting a **landscape analysis of universal screening** implementation in Washington in collaboration with the Washington State Legislature and OSPI. Results from the landscape analysis will be used to inform TTA in this proposal.

The tiered TTA infrastructure, research, guidance, resources, and tools that have been and are currently being co-developed **over the last decade** at UW SMART with state-wide partners along with the evidence-based ISF are foundationally used by the UW SMART TAC team to develop and deliver integrated, context-specific implementation and evaluation plans to ensure a prevention-focused, culturally-relevant continuum of SEBMH supports for all learners.

Five Project Activities

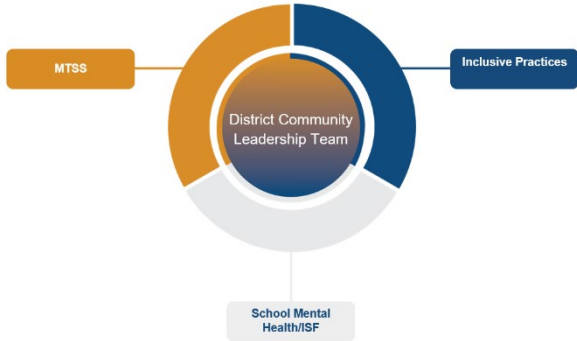



The training and TA activities described in this proposal build on well-established tiered professional development and technical assistance efforts to embed inclusionary practices for social, emotional, behavioral, and mental health within the Washington MTSS Framework and Washington Integrated Student Supports Protocol (WISSP) while supporting advanced implementation and leveraging existing district cohort partners for district-level peer support with a focus on addressing the IPTN aims, students with intellectual disabilities and Black students with disabilities who continue to be segregated and disciplined at much higher rates than their peers.

This project's professional development and technical assistance services will be conducted across **multiple project phases** and **multiple audiences of relevant groups** to strengthen the cascade of support to state IPTN providers, ESDs, district and school teams - offering a tiered approach to TTA consistent with the ITPN vision for support.

Training and Technical Assistance (TTA) will provide support along a continuum to increase the capacity of districts to explore, install, implement, and sustain effective prevention and early intervention-focused tiered integrated systems that support the mental wellness of all students through the following activities:

This table identifies the **five activities of this project** with short descriptions and definitions of each.

<p>Activity 1: Exploration-Focused Professional Learning Series with District and Community Leadership Teams</p> <p><i>(Targeted/Intensive TTA)</i></p>	<p>The UW SMART TAC team will facilitate strengthening district and community leadership teams to ensure inclusionary and integrated school mental health services and supports provided by both school and community mental health professionals are accessible to all students and implemented within the WA MTSS framework and are culturally responsive, data-informed, evidence-based, monitored frequently, implemented with fidelity, and adjusted when outcomes aren't realized. The UW SMART TAC team will support DCLT training through exploration of key components of inclusionary and integrated mental health education and supports including universal social, emotional, behavioral, and universal mental health screening within the Washington MTSS Framework (WA MTSS) and related policies and best practices.</p> <p>The following image illustrates the alignment and integration of MTSS, Inclusionary Practices, and School Mental Health efforts into a single system of delivery led by a district and community leadership team.</p> 
<p>Activity 2: Professional Learning Series and TA for Advanced Implementation Districts</p> <p><i>(Targeted/Intensive TTA)</i></p>	<p>Several districts have participated in exploration and installation phases of implementation professional learning and are state-wide examples of embedding school mental health within the WA MTSS framework. They have leveraged an array of federal and state funds over the last few years to build an integrated framework and establish universal screening procedures and policies. This proposal will help support full implementation and sustainability of Inclusionary and Integrated Mental Health Education and Supports Exemplar Districts who can provide peer support to other districts through in person or virtual meetings/visits and receive ongoing TTA. This proposal aims to strengthen implementation with these cohorts and facilitate onsite or virtual visits with DCLTs participating in the exploration-focused training (see #1).</p>

	
<p>Activity 3: Cross-Organizational Collaboration</p> <p><i>(Targeted and Intensive TA)</i></p>	<p>Needs-driven formal and informal support will also be offered from UW SMART TAC team to the IPTN to increase the capacity of other IPTN providers through Communities of Practice (CoP) to support inclusionary and integrated school mental health and MTSS approaches and be aware of existing resources to refer district and buildings to. The proposal will further detail the professional development and technical assistance approach and collaborative activities including establishing a partnership with the UW Haring Center IPTN project to integrate professional learning and technical assistance.</p>
<p>Activity 4: UW SMART Online Resource and Technical Assistance Library (ORTAL)</p> <p><i>(Universal TTA)</i></p>	<p>The UW SMART Online Resource and Technical Assistance Library (ORTAL) will provide all schools, districts, and ESDs to free access to examples, tools, videos, resources, and technical briefs.</p>
<p>Activity 5: Webinar Series</p> <p><i>(Targeted TTA)</i></p>	<p>Inclusionary and Integrated Mental Health Education and Supports Webinar Series: Exploration-focused Professional Learning Series Districts, Advanced Implementation Cohort Exemplars, IP Model Demonstration Sites, and IPTN providers will be able to participate in a webinar series or access recordings to deepen their understanding and fluency around school mental health and MTSS integration topics. The webinars could also be open to other state initiatives aligned with IPTN goals such as the RREI sites, Project AWARE sites, and MTSS cohort district teams.</p>

Iterative Needs Assessment and Plan for Measuring Implementation

The UW SMART Center will provide high-quality guidance, technical assistance, and professional development resources to districts to disrupt segregated systems of disproportionality and reduce exclusionary practices in Washington schools. This will result in improved student outcomes, with an explicit focus on the outcomes and the inclusion of students with IDD and for Black students with disabilities.

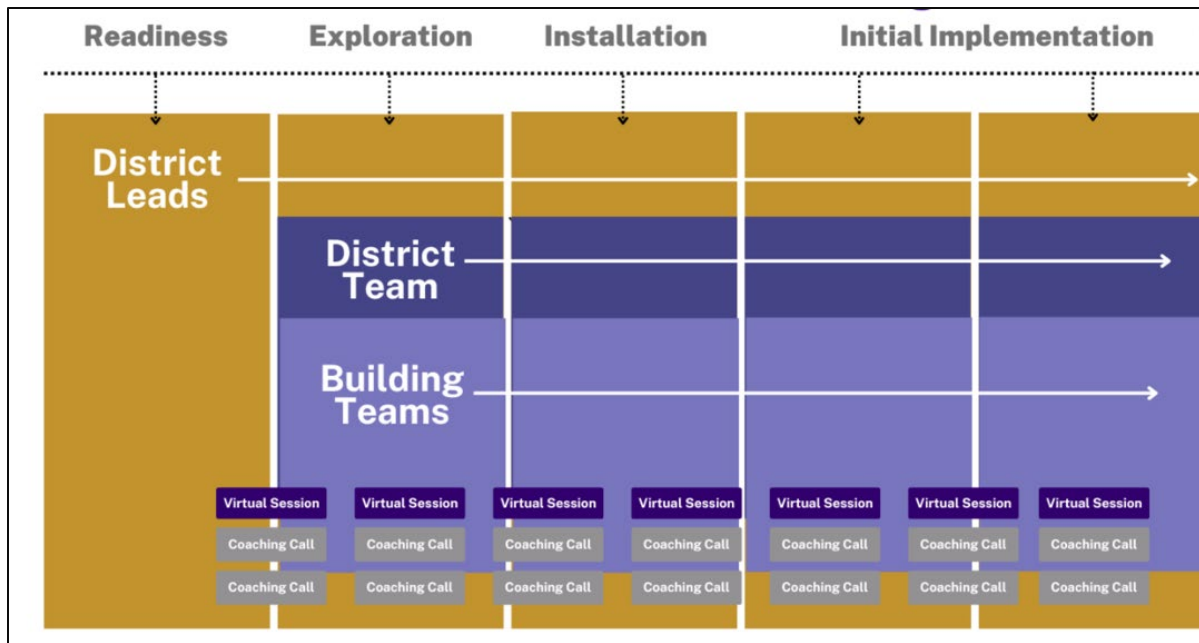
The UW SMART Center will use the Comprehensive Needs Assessment in coordination with the Drivers of Best Practices Assessment to achieve the target implementation of the proposed activities. Upon identifying or re-engaging school districts in taking up integrated inclusion and mental health education and supports (IIMES), we will complete the CNA process, collecting relevant data related to student outcomes, wellbeing, school climate, and other data based on stakeholder feedback. Using this data, we move through a data cycle resulting in analysis and interpretation of data, leading to identifying priorities in collaboration with schools and school districts and community members. This assessment process will help us look comprehensively and holistically at the school identifying not only the needs but also the strengths of the school/district and community. Once these priorities have been identified and aligned with the tiered model of IIMES, we will use the Drivers of Best Practices Assessment to ensure the program is implementing practices as intended. These two assessments together will provide a rich and iterative process for setting priorities and goals and measuring our/school district progress toward obtaining those goals.

C.4.ii. Work Plan


The following work plan represents the funding period of *February 12, 2025 – June 30, 2025*, however, **the following activities could be continued beyond these dates if determined appropriate by OSPI IPTN leadership and funding availability**. The exploration-focused professional learning series can be replicated in additional regions of the state, advanced implementation sites can continue to be supported through intensive TTA and provide district and building-level peer supports, resources can continue to be developed and curated based on need and added to the UW SMART ORTAL, and IPTN participation and collaboration can be extended and strengthened.

Districts participating in exploration-focused professional learning series can continue to receive support for installation and implementation that includes training and technical assistance for building demonstration sites and support to district leaders to scale up beyond initial building demonstration sites either through additional IPTN funding or district-funded sources, or both.

The following graphics represent an example of a full professional learning series that includes the district community leadership teams as well as building demonstration sites. For this funding period exploration- focused districts will receive support in the readiness/exploration/adoption phases while advanced implementation districts will receive support in advanced implementation phases



Washington ISF District Cohort Training & Technical Assistance At-A-Glance

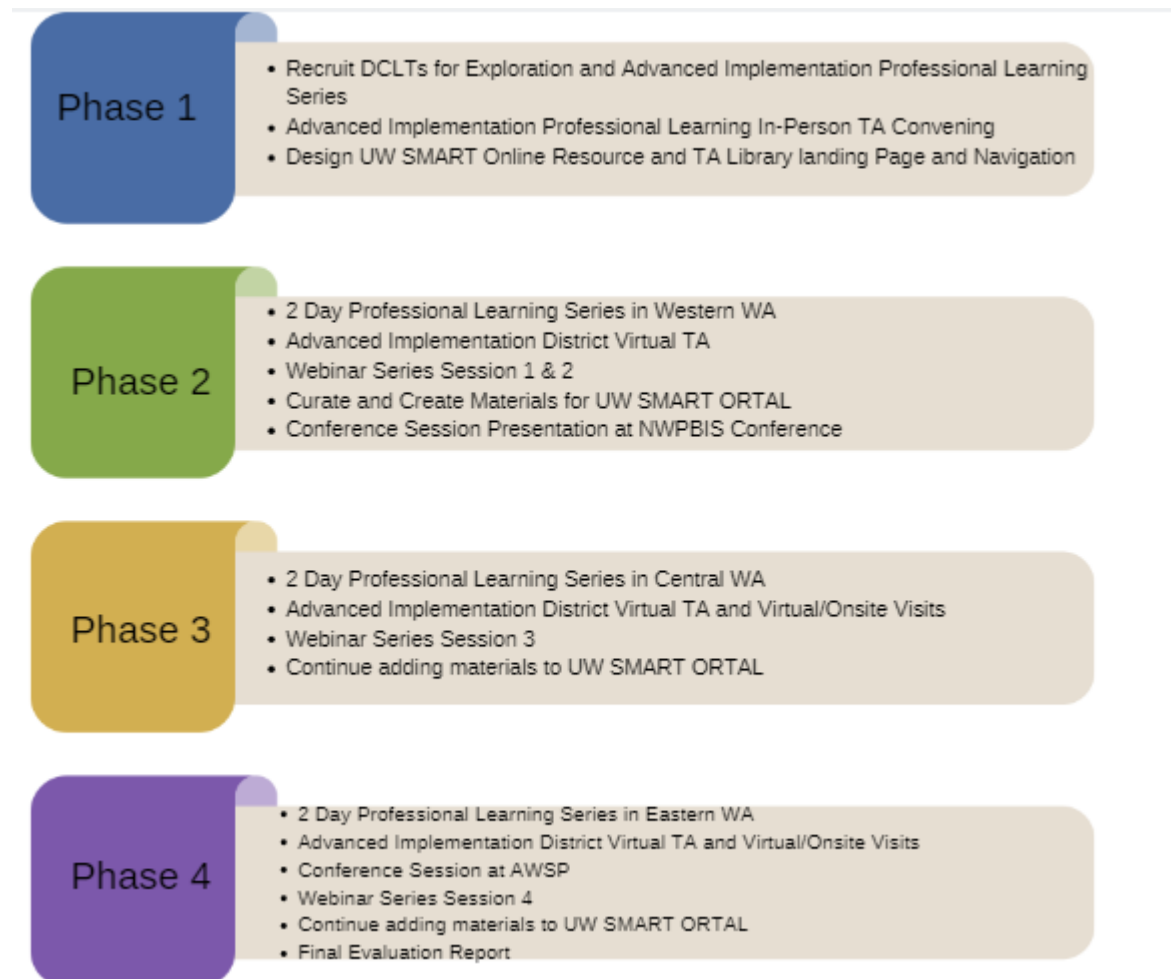


SMART
School Mental Health Assessment
Research & Training Center

TRAINING & TECHNICAL ASSISTANCE		FREQUENCY	DISTRICT LEAD	DISTRICT TEAM	BUILDING TEAM
In-Person Trainings	• New Learning	Bi-Monthly	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Virtual Fluency Builders	• Making Meaning • Going Deeper • Applying Learning	Monthly	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Coaching Calls	• Peer Collaboration • Troubleshooting	Weekly	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Office Hours	• Individual Districts • ≤ 2hours/ month	TBD	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Team Meetings	• Action Planning • PD Development	Monthly/ As Needed	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Building Team Meetings	• Leadership, Teaming • Coaching Structures	Monthly/ As Needed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

The workplan for the February 12-June 30, 2025, funded time period includes the following phases and detailed activities.

Workplan Phases



Phase 1

Phase 1 includes recruitment through announcements, digital posting, social media of two-day professional learning series held in three regions across the state (west, central and east). Districts will complete a short application and assurances document to ensure they are prepared to benefit from getting started with universal screening within the WA MTSS framework.

Phase 1 also includes Inclusionary & Integrated Mental Health Education and Supports Advanced Implementation Districts activities through an in-person TA convening to refine and strengthen universal screening best practices and create a plan for onsite or virtual visits with participating districts to provide peer support in areas such as working with community partners and creating MOUs, sharing district screening plans and development, touring actual physical space for school and community clinicians, creating screening policies and procedures,

development menu of supports, and other needed topics as expressed by exploration-focused districts.

Phase 1 will also initiate the expansion of the UW SMART Online Resource Technical Assistance Library (ORTAL). Additional planning to include communication and marketing for a four-session Inclusionary and Integrated Mental Health Education and Supports Webinar series will begin.

Phase 2

Three two-day professional learning sessions will occur in Phase 2 beginning on the west side of the state. Advanced Implementation District Cohorts will receive virtual consultation to support advanced tier development and strengthen universal screening practices as well as prepare for virtual or onsite visits with participating districts. Session 1 and 2 of the webinar series will occur.

Phase 3

Professional learning series occurs for the central region of the state. Advanced Implementation Cohort District TTA will continue phase 3 as will opportunities for virtual or onsite visits with exploration-focused districts. Resource development for the UW SMART ORTAL will continue. Session 3 of the webinar series will be completed.

Phase 4

The project will wrap up in Phase 4 by completing the professional learning series for the east side of the state, conducting virtual consultation sessions with participating districts and completing professional learning plan for next steps in implementation, and provided professional development and technical assistance to advanced implementation sites and completing any on-or-off site visits with the exploration districts. In Phase 4, the UW SMART Team will deliver one conference session at the AWSP conference to share valuable information on universal screening within WA MTSS with school leaders. Evaluation activities will take place to inform an evaluation report of project impacts. Session 4 of the webinar series will be completed.

Workplan Activities

Activity 1: Professional Learning Series with Exploration District and Community Leadership Teams <i>(Target ed/Intensive TTA)</i>	Professional Learning Series Title: Getting Ready for Universal Social, Emotional, Behavioral, and Mental Health (SEBMH) Screening within the WA MTSS Framework - An Overview of Frameworks, Policies, Practices, Guidance and Implementation <ol style="list-style-type: none"> 1. Develop and deliver three 2-day onsite exploration-focused professional learning series for Inclusionary and Integrated Mental Health Education and Supports for 3-5 district and community leadership teams from each region up to 15 total that include community partners, school leaders, and families and other relevant groups - held in central locations to the regions of the state of Washington.
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2. Provide training to the team to set up formal standard routines and structures for the schools while the school teams mirror district teaming efforts to customize their implementation plan based on student and school community strengths and needs.
3. **Follow up virtual consultation** with exploration-focused districts will occur within a month of the professional learning series to check in on progress, answer questions, and consult on a plan for next steps.
4. **Facilitation of Peer Support with Advanced Implementation Districts** to include virtual and on-site visits/meetings will occur within a month of the professional learning series to provide opportunities for district and building leaders to connect with other district and building leaders from advanced implementation districts.

Two-Day Professional Learning Scope and Sequence

Day 1 Part 1	Day 1 Part 2	Day 2 Part 1	Day 2 Part 2
Overview of School Mental Health & WA MTSS Framework: An Interconnected Systems Framework Approach Towards Integrated Inclusionary Practices	System Level Needs Assessment through Resource Mapping in Alignment with the Washington Integrated Student Supports Protocol (WISSP)	Overview of Universal Screening - Student Level Assessment in alignment with the WISSP within the WA MTSS Framework	Developing an Action Plan for Next Steps in Implementation
Evolution of Tiered Student Support Frameworks Interconnected Systems Framework Approach DCLT Roles and Responsibilities	District and Community Systems-Level Asset & Needs Assessment Teaming Resource Mapping Tiered Intervention and School and Community	Universal Screening Stages of Implementation & Best Practice Guidance RCW for Screening How to use the OSPI Model District Template	Understanding and Developing a Logic Model/Theory of Change Understanding Evaluation Planning: Is it working? Action Planning

	<p>Fortifying Tier 1: Inclusionary Social, Emotional, Behavioral and Mental Health Supports</p> <p>Advanced Implementation District Case Study Presentation: (Tacoma – West, Pasco – Central, Medical Lake-East)</p>	<p>Supports Mapping</p> <p>Tiered Menu of Interventions and Supports Development</p> <p>Fragmentation, Duplication, and Gap identification</p>		<p>Follow Up Support</p>	
<p>Activity 2: Professional Learning Series and TA for Advanced Implementation Districts (<i>Targeted/Intensive TTA</i>)</p>	<p>Professional Learning Series Title: Full Implementation and Sustainability of Universal Social, Emotional, Behavioral, and Mental Health (SEBMH) Screening within the WA MTSS Framework</p> <p>Two-day Professional Learning Series and Follow Up TA for Advanced Implementation Districts</p> <ol style="list-style-type: none"> 1. The UW SMART Center and an established partnership network of schools, districts, ESDs, and other organizations are on the forefront of Universal SEBMH Screening within WA MTSS framework training and technical assistance. The proposal will further describe how up to 5 exemplar sites will receive additional professional development and technical assistance from the UW SMART TAC as they are established as sites other districts can visit, meet with, and share procedures, tools, and resources. 2. A follow up virtual TA session will also be provided once a month for all participating districts. 				

	Two-Day Advanced Implementation District Team in-person TA Convening			
	Day 1 Part 1	Day 1 Part 2	Day 2 Part 1	Day 2 Part 2
	Refining Universal Screening Implementation for All Learners: <i>Inclusionary Practices for Early Identification and Intervention for Mental Health & Wellbeing</i>	Strengthening and Expanding Menu of Supports with Community Partnerships: <i>Towards Full Integration through Partnership and Collaboration</i>	Evaluating Universal Screening Implementation: <i>Continuous Quality Improvement Efforts</i>	Establishing a Plan as Peer District/ESD Support Site: <i>Documenting and Demonstrating the Journey</i>
	<p>Ensuring inclusionary practices for universal screening within WA MTSS.</p> <p>Improving data collection, sharing, and privacy aligned with federal and state privacy laws.</p> <p>Engaging Families and Students in Screening Processes and Decision Making.</p>	<p>Using Universal Screening Data to determine support needed including services from community partners.</p> <p>Building a Professional Learning Series for community partners.</p>	<p>Creating or Refining Logic Model and Evaluation Plan.</p> <p>Determining types of analysis for understanding effectiveness of universal screening within WA MTSS including disparities with a focus on Black Students with Disabilities and Students with I/DD.</p> <p>Determine Action Plan and feedback loops for continuous improvement activities related to</p>	<p>Identifying effective practices and lessons learned.</p> <p>Determine 2-3 key elements per districts to showcase (e.g., integrating community partners/MOUs, crisis response and recovery within MTSS, inclusive mental health practices across the tiers, family engagement, student voice, district-wide professional development.</p> <p>Start creating/organizing showcase materials,</p>

			universal screening and MTSS.	artifacts, and examples and key moments in the journey that will serve as examples for districts getting started for onsite/virtual visits.
Activity 3: Cross-Organizational Collaboration <i>(Targeted and Intensive TA)</i>	<ol style="list-style-type: none"> 1. Active Participation at IPTN Meetings and CoPs: UW SMART TAC team will participate in ongoing IPTN meetings and CoPs while also strengthening collaborative efforts with other network members. <ol style="list-style-type: none"> a. Attend regular IPTN meetings b. Participate in IPTN Communities of Practice 2. Co-creation of TTA Materials with IPTN Members: UW SMART TAC will also co-create materials with other IPTN members including co-presenting at state and regional conferences. <ol style="list-style-type: none"> a. Provide as needed 1:1 support to other IPTN providers 3. Needs Assessment Survey of IPTN Providers and TTA Development and Delivery based on Results: UW SMART TAC team will develop collaborative structures and provide TTA with and for other IPTN providers guided by surveying existing IPTN providers on perceptions of needs and developing TTA material identified as top priority areas. <ol style="list-style-type: none"> a. Develop a survey to better understand the professional development needs of the IPTN providers and gain insight from what they are observing/experiencing in schools and districts. b. Use survey results to design and deliver professional learning to IPTN members using a tiered support approach. Evaluate professional learning to IPTN providers. 4. Strengthen collaboration between SMART & Haring Center to establish integration of Inclusionary Practices and School Mental Health within WA MTSS <ol style="list-style-type: none"> a. Co-facilitation of an in person convening followed by smaller action-oriented tasks that aim to crosswalk TTA materials, approaches, and foundational frameworks for inclusive practices and mental health supports in schools. b. Co-develop an action plan for integration of inclusive practices and mental health supports and continue to work in a collective manner to strengthen state integration of inclusionary practices, MTSS, and mental health supports. 			

	<ul style="list-style-type: none"> c. Co-develop conference proposals and conference presentations for the ASWP/WASA annual conference and the annual Northwest PBIS Network Conference.
Activity 4: UW SMART Online Resource and Technical Assistance Library (ORTAL) <i>(Universal Training & TA)</i>	<ul style="list-style-type: none"> 1. Expand the UW SMART – ORTAL (Online Resource and TA Library) <ul style="list-style-type: none"> a. Searchable Online Resources: This online resource library will be organized and searchable by key topic areas and include a variety of created and curated videos, practice briefs, tip sheets, publications, and toolkits. b. The online library will also continue artifact examples from districts and buildings. c. The online library will be open and free to anyone to access and use.
Activity 5: Webinar Series <i>(Targeted Training & TA)</i>	<p>Four-session Webinar Series: This four-session series will focus on fluency building topics for districts implementing or preparing to implement universal mental health screening. This series will be developed and delivered and made available to districts participating in the exploration-focused MTSS and school mental health series and other districts receiving IPTN support such as the Inclusionary Practices Model Demonstration Sites supported by the Haring Center.</p> <p>The webinar series will be based on results from a survey sent to a variety of eligible district participants. Example topics include a range of implementation activities including planning for screening, selecting a screener, scheduling screening, preparing to screen, administering screening, scoring and interpreting screening and connecting to supports as well as routines and procedures for district teams, supporting building demonstration sites, and other district ISF installation topics.</p> <ul style="list-style-type: none"> 1. Survey Schools and Districts to determine the top 4 topics of interest. 2. Develop a four-session series based on survey results. 3. Market/recruit participants for series or individual sessions. 4. Host webinar series. 5. Collect evaluation data from participants. 6. Produce and post recorded sessions to UW SMART YouTube and UW SMART-ORTAL

C.4.iii. Project Schedule – Include a project schedule indicating when the elements of the work will be completed and when deliverables, if any, will be provided.

Project Schedule	Feb 2025	Mar 2025	April 2025	May 2025	June 2025
Phase 1 Feb-March 2025					
Recruitment, Marketing, establishing training sites, application and selection of exploration-focused professional learning series districts Deliverables/Dates: <ul style="list-style-type: none"> Report Summarizing Recruitment, Application Activities, and Selected Districts – April 15, 2025 					
Advanced Implementation Districts - In Person TA Convening Deliverables/Dates: <ul style="list-style-type: none"> Report summarizing in person TA convening (attendance, content, outcomes) - April 15, 2025 					
Website Resource Development: Landing Page and Site Map – SMART-ORTAL Deliverables/Dates: <ul style="list-style-type: none"> Report of landing page and site map development – April 15, 2025 					
Webinar Series Development: Identify Topics, Dates, Times, and Create Marketing Materials and Registration logistics Deliverables/Dates: <ul style="list-style-type: none"> Report of topics, dates, times, and marketing materials - April 15, 2025 					
Develop IPTN Professional Development Needs Assessment Survey Deliverables/Dates: <ul style="list-style-type: none"> Completed version of IPTN PD Needs Assessment Survey – April 2025 					
Advanced Implementation Districts – Virtual Consultation Deliverables/Dates: <ul style="list-style-type: none"> Report of Virtual Consultation Activities – April 2025 					
West Side Training Deliverables/Dates: <ul style="list-style-type: none"> Report of training (attendance, agenda, content and summary of event) - April 2025 					
West side Advanced Implementation District Virtual or Onsite Meetings/Visits Deliverables/Dates:					

<ul style="list-style-type: none"> Report of site visit/meetings (attendance, agenda, summary of visit) - April 2025 					
Webinar Series Session 1 Deliverables/Dates: <ul style="list-style-type: none"> Link to Recorded Webinar – April 2025 Report of session 1 (attendance, agenda, summary of event) - April 2025 					
Disseminate IPTN PD Needs Assessment Survey Deliverables/Dates: <ul style="list-style-type: none"> Report of dissemination (number of individuals sent email, copy of survey, preliminary responses)- April 2025 					
Analyze IPTN PD Needs Survey and Identify Priority Topics Deliverables/Dates: <ul style="list-style-type: none"> Report of survey results and identification of priority topics – April 2025 					
Phase 2 - April 2025					
Central Training Deliverables/Dates: <ul style="list-style-type: none"> Report of training (attendance, agenda, content and summary of event) - May 2025 					
Advanced Implementation Districts– Virtual Consultation Deliverables/Dates: <ul style="list-style-type: none"> Summary Report (attendance, agenda, content, overview of consultations)– May 2025 					
West Side Consultation with Exploration-focused DCLTs Deliverables/Dates: <ul style="list-style-type: none"> Report of consultation (attendance, agenda, content and summary of consultations) - May 2025 					
West side Advanced Implementation District Sites visits Deliverables/Dates: <ul style="list-style-type: none"> Report of visit (attendance, agenda, content and summary of event) - May 2025 					
Webinar Series Session 2 Deliverables/Dates: <ul style="list-style-type: none"> Link to Recorded Webinar -May 2025 Report of session 2 (attendance, agenda, summary of event) - May 2025 					
Deliver IPTN PD Deliverables/Dates:					

<ul style="list-style-type: none"> Report of IPTN PD (attendance, agenda, summary of event) - May 2025 					
IPTN Collaboration Activities Deliverables/Dates: <ul style="list-style-type: none"> Report of meetings attended/facilitated and outcomes of meetings – May 2025 					
NWPBIS Conference Presentation Deliverables/Dates: <ul style="list-style-type: none"> Attendance in Sessions and materials presented – May 2025 					
Materials Posted to SMART ORTAL Deliverables/Dates <ul style="list-style-type: none"> Link to posted materials – May 2025 					
Phase 3 - May 2025					
East Side Training Deliverables/Dates: <ul style="list-style-type: none"> Report of training (attendance, agenda, content and summary of event) - June 2025 					
Advanced Implementation District Sites – Virtual Consultation Deliverables/Dates: <ul style="list-style-type: none"> Report of Virtual Consultation Activities (attendance, content, summary of activities) –June 2025 					
West and Central Virtual Consultation Deliverables/Dates: <ul style="list-style-type: none"> Report of Virtual Consultation Activities –June 2025 					
West side Advanced Implementation District Sites Deliverables/Dates: <ul style="list-style-type: none"> Report of Demonstration Site Visit Activities (attendance, agenda, content, summary of activities) - June 2025 					
Central Advanced Implementation District Sites Deliverables/Dates: <ul style="list-style-type: none"> Report of site visit (attendance, agenda, summary of visit) - June 2025 					
Webinar Series Session 3 Deliverables/Dates: <ul style="list-style-type: none"> Link to Recorded Webinar – June 2025 Report of session 1 (attendance, agenda, summary of event) - June 2025 					
IPTN Collaboration Activities Deliverables/Dates:					

<ul style="list-style-type: none"> Report of meetings attended/facilitated and outcomes of meetings – June 2025 					
Deliver IPTN PD Deliverables/Dates: <ul style="list-style-type: none"> Report of IPTN PD (attendance, agenda, summary of event) - May 2025 					
Deliverables/Dates <ul style="list-style-type: none"> Link to posted materials – May 2025 					
Phase 4 - June 2025					
Advanced Implementation District Sites – Virtual Consultation Deliverables/Dates: <ul style="list-style-type: none"> Summary Report (attendance, agenda, content, overview of consultations)– July 2025 					
West side Advanced Implementation District Sites Visits Deliverables/Dates: <ul style="list-style-type: none"> Report of visit (attendance, agenda, content and summary of event) - July 2025 					
Central Advanced Implementation District Sites Visits Deliverables/Dates: <ul style="list-style-type: none"> Report of visit (attendance, agenda, content and summary of event) - July 2025 					
East Side Advanced Implementation District Sites Visits Deliverables/Dates: <ul style="list-style-type: none"> Report of visit (attendance, agenda, content and summary of event) - July 2025 					
Webinar Series Session 4 Deliverables/Dates: <ul style="list-style-type: none"> Link to Recorded Webinar July 2025 Report of session 2 (attendance, agenda, summary of event) - July 2025 					
AWSP Conference Deliverables/Dates: <ul style="list-style-type: none"> Report of conference session (attendance, agenda, content) July 2025 					
Final Evaluation Report activities Deliverables/Dates: <ul style="list-style-type: none"> Final Evaluation Report – July 2025 					

Deliver IPTN PD Deliverables/Dates: <ul style="list-style-type: none"> Report of IPTN PD (attendance, agenda, summary of event) - July 2025 					
Deliverables/Dates <ul style="list-style-type: none"> Link to posted materials – July 2025 					
IPTN Collaboration Activities Deliverables/Dates: <ul style="list-style-type: none"> Report of meetings attended/facilitated and outcomes of meetings – July 2025 					

C.4.iv. Deliverables

Services:

- 2 in person days of Professional Learning for 3-5 West Region Districts (ESD 114, ESD 113, ESD 112)
- 2 in person days of Professional Learning for 3-5 Central Region Districts (ESD 121, ESD 105, ESD 189)
- 2 in person days of Professional Learning for 3-5 East Region Districts (ESD 123, ESD 101, ESD 171)
- 2 in person days of Technical Assistance for up to 5 Inclusionary and Integrated Mental Health Education and Supports for Advanced Implementation District Sites
- Monthly virtual TA for Advanced Implementation District Sites
- Up to 2 hours of Consultation per district for follow-up on their action plans for implementation
- Facilitation of onsite or virtual visits/meetings with Advanced Implementation District Sites
- 2-3 Conference Sessions at the AWSP Conference and the NWPBIS Conference
- Attendance at IPTN Regular Meetings and Communities of Practice
- 4 Live School Mental Health and MTSS Webinars

Materials:

- Online resource documents posted
- TTA agendas and artifacts
- TTA attendance reports
- Professional Learning Series Session Evaluation Reports
- Technical Assistance Evaluation Reports
- Webinar Series Session Evaluation Reports
- Web stats from UW SMART ORTAL
- 4 Recorded Webinars
- 1 Final Evaluation Report
- IPTN Survey & Results

C.4.v. Performance-Based Contracting

Expected Deliverables and Performance Measures	Unit Cost	Total Unit	Amount
Exploration-Focused Professional Learning Series			
Professional Learning Series Recruitment and Application Process and Venue Coordination	\$5,000	3	\$15,000
Performance Measures <ul style="list-style-type: none"> Completed Recruitment and Marketing Activities Completed Application Number and location of secured training venues Deliverables <ul style="list-style-type: none"> Report Summarizing Recruitment, Application Activities, and Selected Districts 			
Western Washington Professional Learning Series	\$20,000	1	\$20,000
Performance Measures <ul style="list-style-type: none"> Training participant attendance rate Training participant satisfaction date Completion rate of team activities Deliverables <ul style="list-style-type: none"> Report of training (attendance, agenda, content and summary of event) 			
Central Washington Professional Learning Series	\$20,000	1	\$20,000
Performance Measures <ul style="list-style-type: none"> Training participant attendance rate Training participant satisfaction date Completion rate of team activities Deliverables <ul style="list-style-type: none"> Report of training (attendance, agenda, content and summary of event) 			
Eastern Washington Professional Learning Series	\$20,000	1	\$20,000
Performance Measures <ul style="list-style-type: none"> Training participant attendance rate Training participant satisfaction date Completion rate of team activities Deliverables <ul style="list-style-type: none"> Report of training (attendance, agenda, content and summary of event) 			
Professional Learning Series Session Evaluation and Session Evaluation Report	\$3,000	4	\$7,000
Performance Measures <ul style="list-style-type: none"> Completion of individual session evaluation reports Completion of total series evaluation reports Deliverables			

<ul style="list-style-type: none"> Final Evaluation Report including individual session evaluation and total series evaluation.
TOTAL: \$82,000

Advanced Implementation District Cohort Sites			
2 Day TA Convening	\$25,000	1	\$25,000
Performance Measures <ul style="list-style-type: none"> Training participant attendance rate Training participant satisfaction date Completion rate of team activities Deliverables/Dates: <ul style="list-style-type: none"> Report summarizing in person TA convening (attendance, content, outcomes) 			
Advanced Implementation District Sites Stipend for attendance, travel, site visit coordination	\$5,000	5	\$25,000
Performance Measures <ul style="list-style-type: none"> Number of events held Number and description of participants Deliverables <ul style="list-style-type: none"> Report summarizing location and outcomes of visits. 			
Facilitation of Advanced Implementation District Sites Peer Support (UW SMART Team)	\$8,000	5	\$40,000
Performance Measures <ul style="list-style-type: none"> Number of events held Number and description of participants Deliverables <ul style="list-style-type: none"> Report summarizing location and outcomes of visits. 			
Monthly Virtual TA Consultation	\$5,000	5	\$25,000
Performance Measures <ul style="list-style-type: none"> Training participant attendance rate Training participant satisfaction date Completion rate of team activities Deliverables <ul style="list-style-type: none"> Summary report of consultations including participants, topics, and outcomes 			
TOTAL:			115,000

IPTN Collaboration			
IPTN Meeting Attendance	\$2,000	5	\$7,000
Performance Measures <ul style="list-style-type: none"> • UW SMART staff/consulting partner attendance Deliverables <ul style="list-style-type: none"> • Summary report of meetings attended. 			
IPTN Needs Assessment Survey, Survey analysis and report	\$5,000	1	\$5,000
Performance Measures <ul style="list-style-type: none"> • Completion of IPTN Survey • Completion of IPTN analysis • Completion of report Deliverables <ul style="list-style-type: none"> • Summary report of findings and recommendations. 			
IPTN Collaboration with Haring Center	\$10,000	1	\$10,000
Performance Measures <ul style="list-style-type: none"> • Number of Meetings • Attendance log • Completion of Collaborative Activities Deliverables <ul style="list-style-type: none"> • Summary report of collaboration meetings, attendance and accomplishments 			
Professional Learning Session for IPTN provider(s)	\$5,000	5	\$25,000
Performance Measures <ul style="list-style-type: none"> • Number of Sessions • Attendance log • Participant Satisfaction Deliverables <ul style="list-style-type: none"> • Summary report of sessions, participation, participant satisfaction and topics 			
TOTAL:			\$47,000
UW SMART ORTAL			
Project Page Development, layout and design	\$10,000	1	\$10,000
Performance Measures <ul style="list-style-type: none"> • Completion of layout and design Deliverables <ul style="list-style-type: none"> • Report of landing page and site map development 			
Resource Development and Uploading	\$10,000		\$10,000

Performance Measures <ul style="list-style-type: none"> Number of Resources Uploaded Deliverables <ul style="list-style-type: none"> Report of number and types of resources uploaded 			
Web Stats Analysis and Report			\$6,544
Performance Measures <ul style="list-style-type: none"> Traffic Metrics (i.e., total page views, unique visitors, session duration, bounce rate) Engagement and Usability Reach and Accessibility Content Relevance and quality Deliverables <ul style="list-style-type: none"> Website report that covers metrics, engagement, useability, reach, accessibility, content relevance and quality 			
TOTAL:			26,500

Webinar Series			
Series Marketing, Recruitment, Communication, Registration & Pre-Production Activities	\$3,000	4	\$12,000
Performance Measures <ul style="list-style-type: none"> Artifacts of Marketing, Recruitment, Communication Registration Numbers Deliverables <ul style="list-style-type: none"> Report of topics, dates, times, and marketing materials for each session 			
Live Webinar	\$4,000	4	\$16,000
Performance Measures <ul style="list-style-type: none"> Attendance Numbers Participant Satisfaction Deliverables <ul style="list-style-type: none"> Report of session 1 (attendance, agenda, summary of event) 			
Recording Postproduction Activities	\$4,000	4	\$16,000
Performance Measures <ul style="list-style-type: none"> Completed and posted recordings Deliverables <ul style="list-style-type: none"> Links to posted recordings 			
Participant Evaluation & Session Eval Report	\$2,000	4	\$6,000

Performance Measures			
<ul style="list-style-type: none"> Completed Series Evaluation Report Completed Session Evaluation Reports 			
Deliverables			
<ul style="list-style-type: none"> Final Evaluation Report inclusive of individual sessions and series 			
TOTAL:			50,000
Additional Activities			
Conference Proposals, Prep and Presentations	\$8,000	2	\$16,000
Performance Measures			
<ul style="list-style-type: none"> Number of Conference Proposals Submitted Number of Conference Proposals Accepted Session Attendance 			
Deliverables			
<ul style="list-style-type: none"> Report of conference session (attendance, agenda, content) for up to 2 sessions. 			
Final Evaluation Report	\$10,000	1	\$15,000
Performance Measures			
<ul style="list-style-type: none"> Completed Final Evaluation Report of all 5 Activities 			
TOTAL:			\$26,000

TOTAL: \$347,044

C.4.vi. Outcomes and Performance Measurement –

The current project will be challenged to achieve a rigorous outcomes evaluation, given the very brief timeline. At the same time, tracking reach, activities, performance and outcomes will be priorities for the SMART Center, for which data-informed and evidence-based are core principles.

The SMART Center routinely conducts evaluations of new and existing programs, practices, and policies that are focused on student social, emotional, and behavioral wellbeing. Activities involve both the integration of existing datasets (e.g., district administrative data) as well as collection of novel quantitative (e.g., survey) and qualitative (e.g., focus groups; interviews) information. Analyses are frequently multilevel (students, educators, buildings, districts) and employ mixed methods to combine qualitative and quantitative data to address evaluation questions developed in collaboration with school and community partners.

The table below summarizes the approach to outcomes and performance measurement.

Impact/Outcome	Data Source(s)	Analysis and Reporting
Exploration Phase – Professional Learning Series		
PLS will reach a representative group of participants	List of events, training content, and training attendance, Geographic reach of participants (Regions, States, Districts)	Collected after each event, Analyzed at end of series
PLS will be perceived as important and effective and high quality	PLS Evaluation Form based on the adaptation of the Impact of Training and Technical Assistance (IOTTA) measure	Collected after each PD event, Analyzed after each session and at the end of the series. Reported at the end of the funding period.
Participants will be able to accurately assess structures and systems needed to support an Interconnected System Framework (ISF)	District Installation Checklist	Completed during series. Reported at the end of the funding period.
Participants will be able to accurately assess a small number of priority areas on the DSFI such as Leadership Teaming, Relevant Group Engagement, Policy, and Training as foundational categories of systems building for school mental health and MTSS	PBIS District Systems Fidelity Inventory (DSFI) items	Baseline completed during series, progress monitored after training and TA funding period. Reported at the end of the funding period.
Installation and Implementation Phase Advanced Implementation District Cohorts <i>(Beyond initial 5 month funding period for exploration-focused district)</i>		
TTA will reach and increasing number of Implementers and students receiving supports and intervention	Training Attendance Reports Number of Students Impacted	Analyze for trends in attendance and students impacted. Report quarterly.
TTA will result in completion of Activities by district teams and their building demonstration sites	DSFI/TFI Action Plan Completion Professional Development Calendar Professional Activity Evaluations	Analyze implementation and activities. Report quarterly.
TTA will increase the district team's capacity to implement and sustain	DSFI	Analyze district capacity to support school buildings. Report annually.
TTA will result in the increase of fidelity of core features being implemented as designed at the building level	Tiered Fidelity Inventory (TFI)	Analyze school level implementing fidelity to monitor implementation progress, action planning and drive decisions about training, TA, and coaching

		to buildings. Report quarterly.
TTA will impact student level outcomes Student outcome data disaggregated by race, ethnicity, gender, 504/IEP as a result of implementation	Attendance Office Discipline Referrals Suspension & Expulsion Restraint & Isolation LRE 1, LRE 2, LRE 3 Inclusion of students with IDD & Black students with disabilities Mental Health Services Accessed Universal Screening Healthy Youth Survey School Climate Progress Monitoring of Tiered Interventions	Analyze impact at the student level. Report annually.
IPTN TTA		
Reach	Total number of collaborative meetings Total number of survey completions	Analyzed after sessions and reported on regular schedule to funder.
Impact	Post-Session Evaluation Form	Collected after each event, Analyzed at end of series. Reported quarterly.
UW SMART ORTAL		
Increase in Traffic Metrics	Total page views Unique visitors Session Duration Bounce Rate	Measure overall volume of traffic to analyze usage. Report quarterly
Increase in Engagement and Usability	Pages per session Return visits Click through rates	Track user interaction. Report quarterly.
Increase reach and accessibility	Geographic data Device Usage	Analyze geographical distribution of users. Report Quarterly.
Improve Content relevance and quality	Top Performing Pages Download and Interaction Rates Video View Duration	Analyze content that users find most engaging. Report quarterly.
Webinar Series		
Webinars will be perceived as important and effective	Post-Session Evaluation Form	Collected after each event, Analyzed at end of series. Reported quarterly.

C.4.vii. Risks

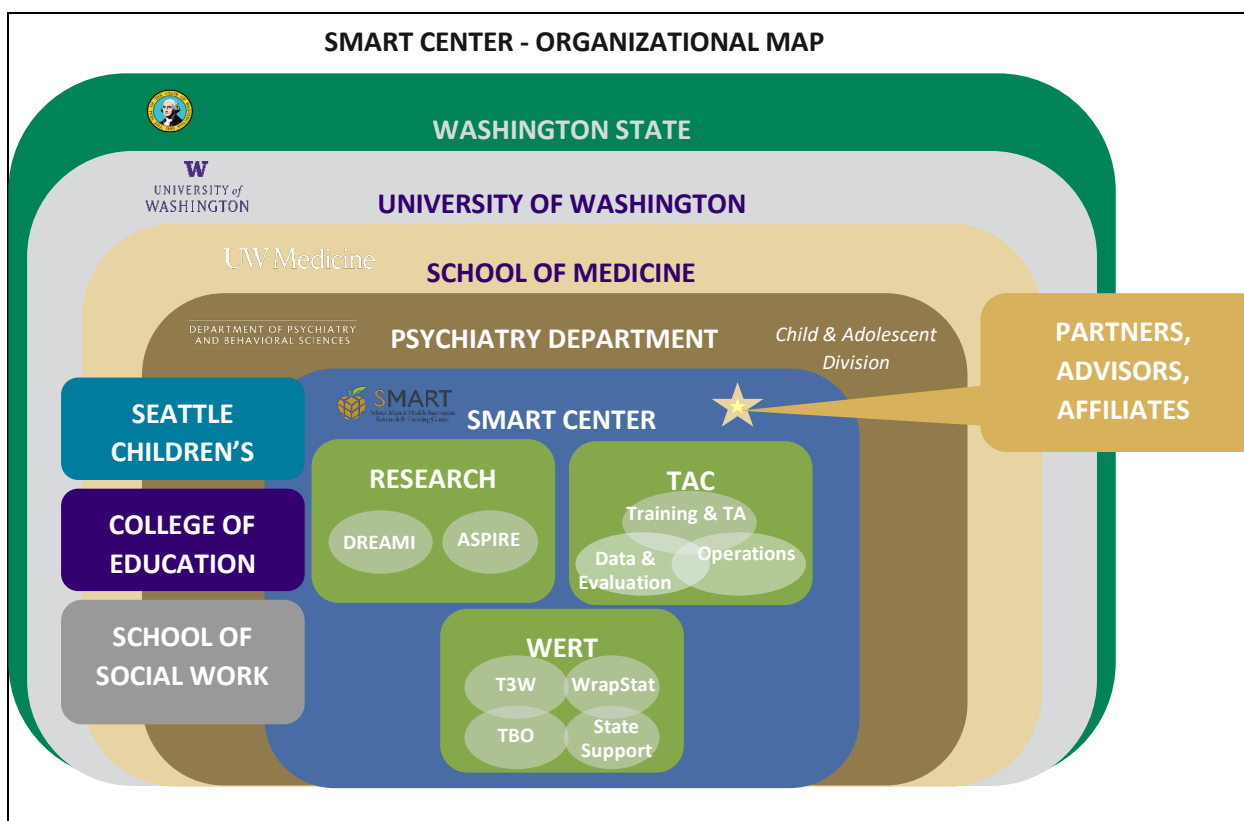
Due to the short timeline, it is possible that the number of districts may be challenged with the pace of activities. However, with a detailed work plan and regular monitoring of task completion with clear roles and responsibilities we can adjust the timeline, accordingly, meet the majority of deliverables, as well as notify agency's contract manager of any concerns or to seek approval of any changes that need to be made. We anticipate regular communication with the OSPI IPTN project directors and staff and will provide regular updates and any additional needs as they occur or are anticipated.

C.5. MANAGEMENT PROPOSAL

C.5.i. Project Management/Team Structure/Internal Controls

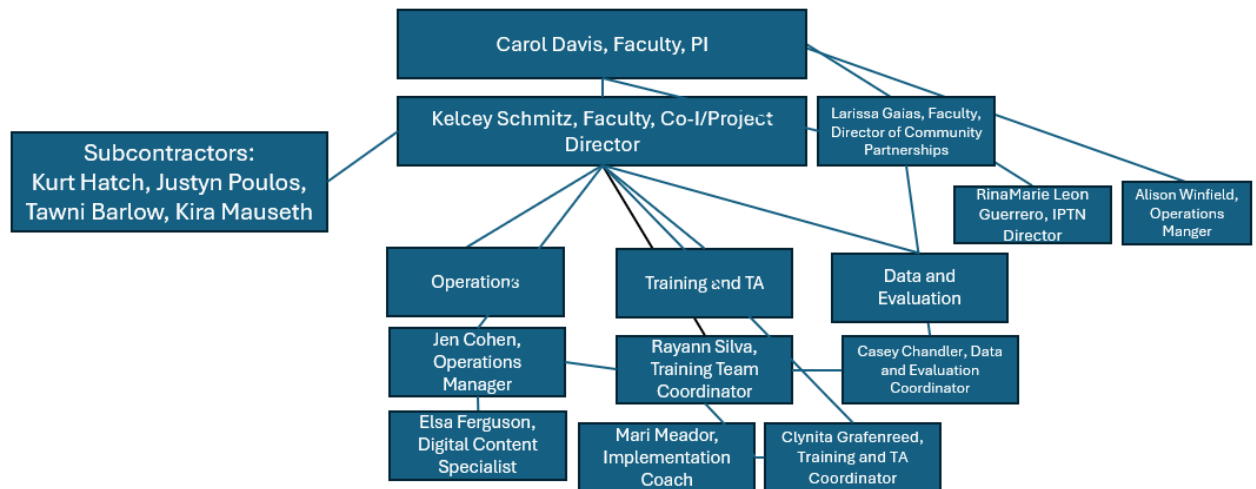
The project team will be led by **Principal Investigator, Dr. Carol Davis**, and **Co-Investigator Kelcey Schmitz** and includes SMART Center and Haring Center staff with assigned FTE on the project.

Kelcey Schmitz will assign and manage the day-to-day tasks of the project team and collaborate closely with subcontractors/consultants on their tasks and activities. Dr. Davis will have regular check-in meetings with Kelcey to review progress, advise on direction, assist with troubleshooting and approve final deliverable transactions. Kelcey will lead/oversee regular team meetings to assess progress on tasks and plan future actions.



TECHNICAL ASSISTANCE CORE | STAFF ORGANIZATIONAL INFRASTRUCTURE

Three Interrelated & Integrated Teams



Carol Davis, UW SMART Core Faculty, Principal Investigator (.01 FTE)

Carol Ann Davis, Ed.D., has focused her work on developing strategies, services, and school-based models to support children and adolescents with chronic and persistent behavioral challenges in the school setting. She is currently a Professor of Special Education and Associate Dean of Research in the College of Education. While much of her research has focused on validating effective intervention strategies for assessment and intervention in the classroom,

more recently, she has focused on developing systems and models to assist with the implementation of these practices in classrooms and schools. This work has led to the use and integration of the implementation science literature to facilitate designing and implementing evidenced-based strategies and models of service delivery in schools. In addition to this line of research, she has an extensive history preparing teachers and school leaders in providing evidenced-based practices in the classroom for students with developmental disabilities, Autism, and emotional behavior disorders. As a University of Washington P.I., Dr. Davis will have ultimate responsibility for the design, administration, and conduct of the project, including the compliance with sponsor, state, federal, and institutional regulations, requirements, and guidance.

Kelcey Schmitz, UW SMART Core Faculty, Project Director/Co-Investigator (.50 FTE)

Kelcey Schmitz, MSEd, is the Director of Training and Technical Assistance (TA) at the University of Washington School Mental Health Assessment, Research, and Training (SMART) Center. With over 25 years of experience in the field, Kelcey demonstrates expertise in organizing large-scale school mental health and multi-tiered system of supports (MTSS) training, TA, and evaluation initiatives across multiple states. For the past six years, Kelcey has led the school mental health supplement for the Northwest Mental Health Technology Transfer Center (Northwest MHTTC), a SAMHSA-funded project developing and delivering comprehensive TTA services to enhance the capabilities of the school mental health workforce in Alaska, Oregon, Idaho, and Washington. Her prior experience working with state education agencies adds education policy, state technical guidance, and an understanding of federal and state educational programs, funding, and legislation. Kelcey's leadership in federal, state, district, and building-level school mental health and MTSS initiatives prioritizes co-creating integrated and interconnected education and mental health systems. She prioritizes preventative and collaborative systems to expand the scope of supports available to students and families, particularly those facing educational injustices and disparities.

Kelcey actively contributes to advancing knowledge in the field through regular presentations at state, national, and international professional conferences, facilitating knowledge exchange and best practices with researchers and practitioners around the globe. She's successfully fostered collaborative partnerships involving researchers, state and district education leaders, behavioral health professionals, school mental health practitioners, educators, community partners, youth, and families. Kelcey's extensive network of partnerships with numerous P-12 school and district systems in the Northwest Region and across the nation underscores her dedication to advancing the field of school mental health and ensuring equitable access to support services for all students and families.

Rayann Silva, Training and Technical Assistance Team Lead & Universal Screening Content Expert (.50 FTE)

Rayann Silva leads the Training and Technical Assistance team providing systems-change training and technical assistance to state, local agencies, and various districts across the state.

Rayann 's professional career spans across many years, roles, and agencies. While Rayann began her professional journey as an ABA Therapist for children with Autism, she eventually grew an interest in prevention and became a teacher. In her previous role, she served as a district administrator in Tacoma Public Schools leading the development and implementation of district-wide social emotional learning for in and out of school time. She has also supported district MTSS implementation through professional development, coaching, and program evaluation across many districts across Washington State.

Rayann has a bachelor's in psychology and Master of Education from the University of Puget Sound.

Rayann's role is to lead all aspects of training, TA, and coaching as well as leading the coordination of training events and overseeing staff that will be supporting coaching. Rayann will lead content development, delivery and dissemination of orientations and trainings (in-person, live webinars and access to on-line curricula). Rayann will lead and facilitate internal and external meetings with funders and other partners using effective teaming structures and various remote teaming platforms, Collaborate with Data & Evaluation Team for development of evaluation plans, data collection, and dissemination of reports to funders. Implement & monitor activities and workplans to ensure milestones are achieved on time and within budget. Track project activities and create regular reports as requested by funders using remote collaboration platforms.

Mari Meador, Implementation Coach Lead & Universal Screening Content Expert (.50 FTE)

Mari Meador, M.Ed., is an implementation coach at the University of Washington. She works in collaboration with Schools to support implementation efforts of proactive systems of support. Mari joins us from the University of Washington Tacoma where she worked in collaboration with Tacoma Public Schools to support implementation efforts of the Tacoma Whole Child Initiative. Mari has served as a PBIS State Facilitator and Assistant Coordinator for the Northwest PBIS Network providing training and technical assistance, coaching, and ongoing supports to build local and district capacity to implement, sustain, and scale PBIS, and she began her career as a school support counselor and school-based mental health associate. Her professional interests include systems change, culturally responsive positive behavior support and social emotional learning, and fidelity of implementation. Her research interests include equitable and inclusive school discipline practices, implementation science, and effective teaming practices in schools.

Mari will support training leads in the development, delivery, and dissemination of orientations and trainings and internal capacity development (in-person, live webinars and access to online curricula) on the broad topics. Mari will lead the development of regular review of project activities, deliverables and milestones as well as internal coordination processes such as team meetings, event management/coordination. Mari will lead onsite event coordination organization activities in partnership with operations unit. Mari will facilitate the development, organization and management of materials and collaboration spaces (i.e., file management) between internal and external partners. Mari brings significant MTSS, PBIS, Universal Screening as well as

school mental health professional support content knowledge acting as content expert in these areas. Mari will also provide technical assistance to teams, coaches, and administrators to assess current systems, data and practices, and establish readiness, and develop school-level procedures and routines

Jen Cohen, Operations Manager, (.44 FTE)

Jennifer Cohen, M.N.P.L., brings a broad background in non-profit leadership and private sector experience to the SMART Center. She utilizes her skills in financial management, marketing and communications, human resources and project management to further the goals of the Center. Jennifer is passionate about school mental health and served on the Secondary Counseling Program Committee for Shoreline Public Schools. She holds a BA in Journalism/Public Relations and Minor in Women's Studies from the University of Oregon and a Masters in Not-For-Profit Leadership from Seattle University.

Jen will oversee all aspects of project management, event coordination, communication, web resource development, webinar series pre and post production as well as coordination of the webinar series. She will provide support to the team for travel arrangements, subcontractor invoice payment and tracking, reports and file management.

Larissa Gaias, UW SMART Core Faculty, Director of School Mental Health Partnership Research, (.40 FTE)

Larissa Gaias, Ph.D., is the Director of Community Partnership Research at the UW SMART Center. Dr. Gaias' program of research focuses on child and adolescent development in schools and other informal education contexts. In particular, she focuses on how schools can reduce pervasive educational disparities and better support the academic achievement, socio-emotional development, and behavioral health of marginalized youth, including students of color and youth affected by violence, both within the United States and internationally. Her work uses a prevention science lens to develop, implement, and evaluate school-based programs and policies to reduce disproportionality and enhance equity in educational and behavioral outcomes. She is passionate about developing partnerships with school districts, policy makers, and other community organizations to establish collaborative projects that translate research into action.

Larissa will oversee all aspects of data and evaluation with district and school partners. She will also provide content expertise for ASPIRE and reducing educational disparities.

Clynita Grafenreed, Training and Technical Assistance Specialist, (.25 FTE)

Clynita Grafenreed, Ph.D., is a Licensed Psychologist (LP) and a Licensed Specialist in School Psychology (LSSP). She earned her Bachelor of Science in Psychology (1993) and Ph.D. in Psychology (1998) from Texas A&M University in College Station. While she is a LP, Clynita considers herself first as an educator, having spent 24 years in education as a School Psychologist. For 12 years, Clynita worked as a LSSP in several Houston area school districts and then 12 years as an Education Specialist at Region 4 Education Service Center (Region 4) in the Department of Special Education Solutions. While at Region 4, the largest Education Service Center in Texas, Clynita led the Texas Behavior Support Network, a Texas Education Agency

sponsored statewide network designed to build capacity in Texas schools through the provision of Positive Behavioral Interventions and Supports (PBIS) to all students for ten years. Clynta has expertise in the areas of equity, school discipline, mental health, and behavioral supports and interventions.

Clynta will facilitate or co-facilitate webinar series and participate in the development, promotion of awareness, and leadership of that community through the provision of virtual events, trainings and access to online materials. Clynta will facilitate the development of the webinar series including developing a topic survey and reporting results, identifying content experts based on survey results presenter communication, ensuring content aligns with goals of the project and ensuring timelines and deadlines are followed for post and pre-production including working with data and evaluation staff to complete session and series reach, process, and impact/outcomes.

RinaMarie Leon Guerro, Haring Center Demonstration Sites Lead, (.15 FTE)

RinaMarie is an education specialist at the Haring Center for Inclusive Education. She received her Master of Education and Ph.D. in Early Childhood Special Education from the University of Washington. She is a Board-Certified Behavior Analyst-Doctoral and Licensed Behavior Analyst (LBA).

RinaMarie's work focuses on supporting neurodiverse learners from preschool to high school and their families with an emphasis on social-emotional development. She partners with educational teams for consultation on individualized student supports and provides coaching to support implementation and building capacity for inclusionary practices in school systems. Her research interests include social communication, social interactions and regulation skills.

Prior to joining the Haring Center, RinaMarie spent over 26 years in the field of education and has provided direct services to students, collaborated with families and school teams and supported professional development. She has been a kindergarten teacher, coach to pre-service teachers and graduate course instructor. She has also worked on grants to provide training to Head Start programs serving migrant families in Washington State and the Professional Development in Autism (PDA) Center for inclusive education in schools across the country. Most recently she was in private practice facilitating social skills groups, providing Applied Behavior Analysis (ABA) therapy and consultation and working directly with families and students from preschool to high school. RinaMarie's work focuses on social and emotional development for young children and adolescence, family support and supporting implementation and building capacity for inclusionary practices in school systems.

RinaMarie will lead the collaboration efforts from the Haring Center. RinaMarie's expertise in IP will serve as a key role in integration of IP, Mental Health Supports, and MTSS. RinaMarie will work closely with the PI and Co-I to establish a collective vision and structure for team integration.

Casey Chandler, Data and Evaluation Coordinator, (.35 FTE)

Casey Chandler obtained a B.A. in Cognitive Science from Berkeley and has over 3 years of experience conducting social/demographic and psychological research across a range of contexts (e.g., community, home, school). Casey's primary interest is in the development and implementation of evidence-based practices and interventions, primarily those for school aged children and adolescents suffering from mood and anxiety disorders.

Casey Chandler will take a lead role in developing and monitoring data and evaluation procedures, ensuring quality assurance systems, contributing to the analysis of evaluation results and preparation of reports for funders. Casey will contribute to evaluation design and data collection methods and prepare summary narrative reports, graphs tables, charts and illustrations.

Elsa Ferguson, Digital Content and Graphic Design Specialist, (.40 FTE)

Elsa Ferguson is the Digital Content and Graphic Design Specialist UW SMART Center. She is excited to visually engage in the school mental health world to assist in delivering practical, inclusive, uplifting, and empowering content and imagery. She has over 13 years of non-profit experience in various sectors, including nutrition/food insecurity, public health, cancer care, event planning and tech industry, which gives her a unique perspective to her work.

Over the past two years she has been working for herself, having started her own small business called What Else Designs, LLC, providing graphic design, creative direction, brand development, communications planning, and content marketing strategy to entrepreneurs, small businesses, state, and government agencies. Her recent projects over the past years include contributing to Washington State Department of Health's statewide mental health campaign, *A Mindful State*; illustrating and designing a data report for Public Health – Seattle & King County's Best Starts for Kids, *King County Communities Speak Their Truth About Racism*; illustrating and developing an educational training material for environmentally safe homes for Public Health – Seattle & King County's Community Clean Air Ambassador Pilot Program. Elsa has a B.A. in Nutrition & Public Policy and a minor in Adult Education from Alverno College in Milwaukee, Wisconsin.

Elsa will lead design and development of digital content including marketing and recruiting materials, event announcements, social media posts, practice briefs, online modules, website pages, slide decks, video instructions and credits. Elsa will be responsible for ensuring 508 compliances of created materials. Elsa will lead analysis of website and social media stats to ensure alignment between digital content and communication strategies and project goals.

Alison Winfield, Haring Center Operations Manager, (.20 FTE)

Alison Winfield is the operations manager for the Professional Development and Training Team at the Haring Center for Inclusive Education. She received her Master of Business Administration from the University of Washington.

Alison is responsible for contract management, policies and procedures and human resources support at the Haring Center.

Prior to joining the Haring Center, Alison was a consultant at Hitachi Consulting for over ten years where she supported several marketing and organizational design projects at Microsoft.

Alison joined the Haring Center staff after her daughter, who has Down syndrome, graduated from the Experimental Education Unit in 2014.

Alison will provide lead operations support for Haring Center tasks. Alison will also support finance and invoice tasks and provide coordination for integrated center activities.

Subcontractors

Kurt Hatch, EdD

Dr. Kurt Hatch, a consultant for the UW SMART Center for the last six years, is the Professor of Practice and Director of the Educational Administration Program at the University of Washington Tacoma. He has an Ed.D from the University of Washington. Dr. Hatch is a former teacher, instructional coach and award-winning principal, Dr. Hatch has served as a leader in a variety of systems including Puyallup, Kent, University Place, North Thurston and Shanghai, China. Kurt recently served as Associate Director at the Association of Washington School Principals where his worked included policy analysis, advocacy, and leading the Mastering Principal Leadership Network. Dr. Hatch also mentors early-career principals and trains school leaders on the implementation of a school-wide student support system (PBIS/MTSS) that has helped recapture thousands of hours of instructional time, increase teacher efficacy and eliminate the use of suspensions. Dr. Hatch's role will be to provide TTA to the exploration-focused and advanced implementation sites as well expertise to the project team as as a school administrator who has successfully led equitable and culturally responsive inclusionary and integrated school mental health systems in multiple school buildings. He will also provide expertise and knowledge of educational policies and leadership and instructional frameworks in Washington state.

Dr. Hatch will provide up to 25 hours of consultation services.

Justyn Poulos

Justyn Poulos is a licensed school psychologist in Washington state. He was previously at the Washington's Office of Superintendent of Public Instruction team as the Director of MTSS. Prior to coming to Washington, he supported statewide MTSS implementation for the past 10 years in Wisconsin as Wisconsin's PBIS Coordinator and Assistant Director of the Wisconsin RtI Center, the training and technical assistance hub for MTSS in Wisconsin. Justyn's background is as a school psychologist, practicing in Alaska, Arizona, and Wisconsin. Justyn will provide expertise in the areas of students with I/DD and Black students with disabilities and Washington assessment policies, regulations and best practices and online resource development for districts implementing school mental health and MTSS. Justyn will also provide expert consultation for the state's transition from the discretionary model to MTSS. Justyn will provide TTA as needed to districts participating in professional development and technical assistance support online resource development such as online modules, technical briefs, and policy guidance for school mental health professionals.

Justyn Poulos will provide up to 25 hours of consultation services.

Kira Mauseth, PhD

Dr. Kira Mauseth consults with organizations, state agencies, and educational groups about disaster preparedness and resilience building within local communities. Her work and research focus on disaster behavioral health, resilience, and recovery from trauma as well as small and large-scale critical incident response and preparation for organizations. She has worked abroad extensively with disaster survivors and refugees and has trained first responders, educators, and health care workers throughout Puget Sound the United States, and currently serves in the adult mental health clinical seat on Washington State's Disaster Medical Advisory Committee (DMAC). Dr Mauseth owns Astrum Health, LLC and provides training to community groups and professionals both regionally and abroad as the co-developer of the Health Support Team© program. She is a practicing clinical psychologist and a Teaching Professor at Seattle University. Dr Mauseth also served as a co-lead for the Behavioral Health Strike Team for the WA State Department of Health during the COVID response and is part of the mental health group for the PPN (Pediatric Pandemic Network), a national HRSA funded initiative comprised of 10 Pediatric Hospitals across the US. Dr. Mauseth will provide TTA as needed to districts participating in training related to best practices in trauma-informed approaches, anxiety and depression, and triage and screening as well as screening as part of critical incidents. Dr. Mauseth will also contribute to resource development related to trauma-informed approaches and critical incident response and recovery within MTSS aligned to other Washington state behavioral health initiatives for the SMART-ORTAL.

Dr. Mauseth will provide up to 25 hours of consultation services.

Tawni Barlow

Tawni Barlow is the Student Services Director for the Medical Lake School District. She oversees nursing, 504, special education and mental health services for the district. **Tawni** will serve as a senior practitioner consultant. Tawni will provide practitioner expertise to guide the project team development and delivery of training and technical assistance and provide individualized TA to schools, districts and the IPTN as needed. Tawni will support SMART-ORTAL resource development focused on integrated school and community partnerships including family engagement for the provision of mental health services available to entire communities including innovative approaches through partnerships with workforce development programs at universities.

Tawni Barlow will provide up to 25 hours of consultation services.

C.5.ii. Experience of the Consultant/Staff/Subcontractors Relevant Experience

Licensed to do business in the State of Washington. If not licensed, provide a written intent to become licensed in Washington within thirty (30) calendar days of being selected as the Apparent Successful Bidder

The University of Washington is licensed to do business in the state of Washington.

Knowledge of the Individuals with Disabilities Education Act (IDEA), Washington Administrative Code (WAC) 392-172A, inclusionary practices, and Washington K-12 Learning Standards.

The UW SMART Center is housed across the College of Education, School of Medicine, and School of Social Work. The overarching mission of the University of Washington School Mental Health Assessment, Research, and Training (SMART) Center is to promote high-quality, culturally responsive programs, practices, and policies to meet the full range of social, emotional, and behavioral (SEB) needs of K-12 students in both general and special education contexts in Washington State and beyond.

The SMART Center aims to accomplish this mission by using innovative and practical research methods to:

1. Develop contextually appropriate, low-burden programs that prevent or ameliorate SEB problems;
2. Develop strategies for communities, districts, and schools to increase the use of effective SEB programs, practices, and policies.
3. Support practitioners such as district and school leaders, teachers and school-based mental health providers in their roles.
4. Enhance the interconnections across school, home, and community contexts.

The UW SMART Center produces and applies research evidence that promotes accessible, effective, equitable and culturally responsive school-based behavioral health services for children and youth, across all tiers of effort, from prevention to individualized intervention. UW SMART has developed strategies and related infrastructure for providing training and technical assistance to state and local education agencies as well as community organizations that mobilize evidence-based strategies across the tiers of school mental health support for general and special education while also adhering to principles of implementation science. As an example, UW SMART developed the Brief Intervention for School Clinicians (BRISC) strategy for use by professionals working individually with high school students experiencing emotional and behavioral stressors.

SMART's Training and Technical Assistance (TAC) Core provides:

1. Training and workforce development focused on expanding workforce capacity (among school staff and community partners) to deliver research-based strategies, policies, and practice models relevant to the general and special education context.
2. Technical assistance focused on building evidence-based, trauma-informed, culturally appropriate multi-tiered systems of school-based behavioral health, using collaborative decision-making processes guided by local data as well as research evidence.

The UW SMART Center has multiple faculty members who teach and conduct research in the college of education in the special education department at the University of Washington as well as faculty, staff, and consulting partners with degrees in special education. Several project members are parents of individuals with disabilities with significant lived experience.

In addition, project team leaders have the following experience:

- **Carol Ann Davis, Ed.D.**, has focused her work on developing strategies, services, and school-based models to support children and adolescents with chronic and persistent behavioral challenges in the school setting. She is currently a Professor of Special Education and Associate Dean of Research in the College of Education. While much of her research has focused on validating effective intervention strategies for assessment and intervention in the classroom, more recently, she has focused on developing systems and models to assist with the implementation of these practices in classrooms and schools. This work has led to the use and integration of the implementation science literature to facilitate designing and implementing evidenced-based strategies and models of service delivery in schools. In addition to this line of research, she has an extensive history preparing teachers and school leaders in providing evidenced-based practices in the classroom for students with developmental disabilities, Autism, and emotional behavior disorders.
- **Kelcey Schmitz**, holds a master's degree in special education and worked extensively early in her career with autistic children as a behavior consultant conducting functional behavioral assessments, developing and implementing individual Positive Behavior Support plans. Kelcey has spent her career working at the student, school, district, state, and national levels on multi-tiered system of support efforts. Kelcey worked on several special education-funded projects such as the Kansas State Department of Education's (KSDE) Part B IDEA – funded Technical Assistance Network (TASN) where she worked in partnership with the Special Education Advisory Council and other KSDE legal, program, and TA staff to develop and deliver training for the 2013 Seclusion and Restraint regulations as well as TASN's Secondary Transition project developing and delivering TTA to support Indicator 13. Kelcey was a State MTSS trainer as part of the KSDE's MTSS project. Kelcey is also the parent of adult children with autism, Tourette's syndrome, and mental health needs. Motivated by personal and professional lived experience, Kelcey is currently pursuing a doctorate in educational leadership at the University of Washington Tacoma

Experience in providing effective, engaging, and culturally relevant professional development, specifically coaching/mentoring, to adult learners at a district, state, or national level.

The UW SMART Center is composed of multiple research and training and technical assistance projects committed to advancing school mental health equity by addressing disparities, addressing the problem of practice of racial and ethnic disproportionality in school discipline, establishing systems to support equitable student access and outcomes, inclusionary practices, developing and testing usability and cultural responsiveness of mental health interventions, establishing, maintaining and restoring relationships with high school students, particularly those from marginalized racial/ethnic groups, as well as addressing implicit bias among school mental health providers.

The total number of participants in TAC TTA events in the 6-year period between October 2018 and October 2024 totals to **36,833** (note that this includes duplicates for those who attended multiple events).

The UW SMART Center is also an approved OSPI clock hour provider.

The following lists includes a few of our Interconnected Systems Framework, MTSS and Universal Screening project:

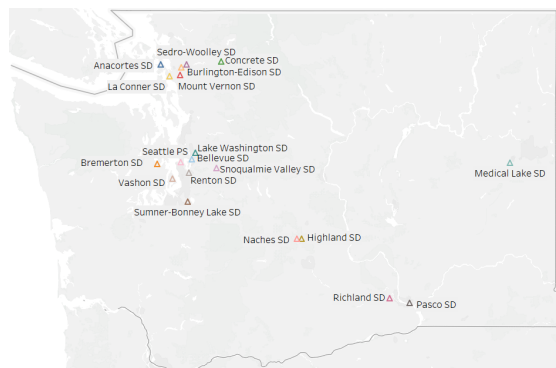
- **District-funded School Mental Health Supports and MTSS:** Multiple Washington school districts contract with the UW SMART Center to provide an array of support ranging from school mental health and MTSS framework development, training and technical assistance, Social-Emotional Learning curriculum adoption, universal screening selection and installation, district and building-level coaching, needs assessment and resource mapping with community partners.
- **Washington Office of Superintendent of Public Instruction (OSPI) Elementary and Secondary School Emergency Relief (ESSER) School Mental Health and MTSS**
UW SMART TAC offered systematic tiered training and coaching support to four eastern Washington school districts and one central/eastern Washington Educational Service District to begin exploration and initial installation of the Interconnected Systems Framework (ISF). In addition, the State Educational Staff Association's Behavior Health Coalition received training that included a book study and culminating co-presentation of a four-part series on ISF. A newly developed universal screening training package, an ISF logic model and state evaluation plan rounded out the project.
- **Collaborations in School Behavioral Health – Federal Earmark Project**
Understanding and addressing the social emotional and mental health needs of children and youth continues to be a primary focus for families, school staff, and policy makers. In partnership with schools and communities across Washington state, this project is developing a set of online professional learning modules for building positive classrooms and maintaining youth wellness. Additionally, together with two school districts in the Pacific Northwest, we are documenting their stories of building collaborative community resources to support student and family wellness. PI: Carol Davis. Funder: Congressionally Directed Spending courtesy of Senator Patty Murray (D-WA).
- **ESD 105 Universal Screening Capacity Building**
The Educational Service District 105 in central Washington contracted with the UW SMART Center to build capacity in their region for training and technical assistance for universal mental health screening in alignment with Revised Code of Washington (RCW) 28A.320.127.
- **Pasco Stronger Connections Universal Mental Health Screening Project:** The UW SMART TAC team is engaged in a three-year project with the Pasco School District to strengthen their MTSS SEBMH efforts while selecting, installing, and implementing universal screening. The UW SMART TAC teams provides training and TA to the district community leadership team as well as building demonstration sites while building the capacity of the district coaches to lead the effort after funding ends.
- **Universal Screening Legislative Proviso**

In the 2024 Washington State Legislative Session, SMART Center was named on page 791 of the [Operating Budget](#) to research and report on the collection and use of data, including universal screening and other social-emotional, behavioral and mental health data in public schools within the multi-tiered system of supports and integrated student supports framework. The report is due to the legislature by June 30, 2025.

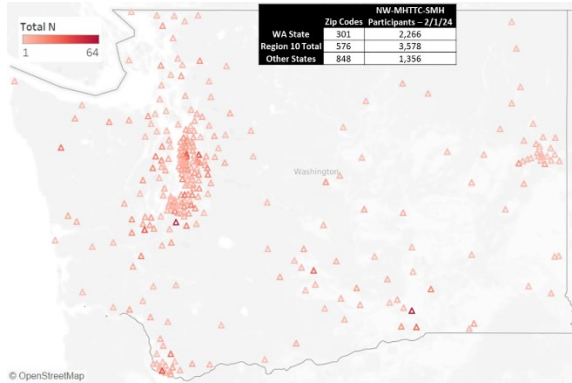
- **Northwest Mental Health Technology Transfer Center School Mental Health Supplement**

From 2019-2024, the SMART Center operated the Northwest Mental Health Technology Transfer Center's School Mental Health Supplement, providing training and technical assistance to the school mental health workforce across Region 10 (Alaska, Idaho, Oregon and Washington) of the SAMSHA-funded network. While early on in the project the work took place in person, SMART quickly pivoted to virtual trainings due to the COVID pandemic. The online webinars, communities of practice, and trainings enabled larger numbers of mental health workforce members to participate. At the end of the project, SMART had impacted **26,610 participants**, offered **257 events**, and produced **182 products** (recordings and briefs) with an overall satisfaction rating of **95%**.

The following image illustrates geographical locations of districts that the UW SMART TAC has engaged with through intensive TTA . It also represents **20 District Teams** and **35 School Teams**.



The below image represents participants who completed an evaluation of a training they attended sponsored by the UW SMART Center's Northwest Mental Health Technology Transfer Center's School Mental Health Initiative funded by SAMHSA. It is an underestimate of active participants but represents the reach of the UW SMART Center from one project in Washington.



Experience in convening heterogeneous groups of Washington education professionals and families, to identify growth opportunities, develop a change plan, and implementation of a plan.

The SMART Center’s Training and Technical Assistance team has extensive experience convening diverse groups of education professionals and families for growth and change. The following are a sampling of those projects:

The SMART Center was selected by OSPI in 2022 to convene and facilitate a **diverse group of stakeholders in the *Crisis Response Legislative Workgroup*** to study the practices of restraint and isolation within Washington’s classrooms, examine alternatives to these practices, and write a report with recommendations for reducing isolation practices and eliminating restraint. [The report](#) is now the basis for new proposed legislation in Washington State.

SMART partnered with a Vancouver, WA school psychologist and a naturopathic physician from Tacoma to develop and distribute a **wellness program for BIPOC educators and school mental health professionals**. Created at the start of the COVID-19, *Anchored in our Roots*, identified the unique struggles of Black, Indigenous, and People of Color (BIPOC) education professionals who not only were dealing with pandemic mayhem in schools, but were also affected by the ongoing trauma of racism in the education system. Through workbooks, videos and webinars, the creators shared traditional ancestral healing practices with BIPOC education professionals and offered a safe space for connection, exploration and transformation.

Led by Dr. Jennifer Stuber, UW School of Social Work, ***Asking IS Caring (AIC)* is a unique approach to youth suicide prevention**. The program takes a multi-prong approach by training school administrators and staff, students, families and community members. The key to the program’s success has been the unique family-to-family training model in which parents volunteer to partner with districts to organize and lead trainings for other parents and guardians. The curriculum is customized to the specific audience while the key tenants of the program carry through all aspects of the model. AIC has been introduced in multiple Eastern Washington school districts: Richland, Medical Lake, and Walla Walla, with plans to expand the program to more districts around the state.

Committed to school mental health workforce development, SMART partnered with the UW School of Social Work, UW College of Education, OSPI, Washington Association of School Social Workers, Association of Washington School Principals, and Washington State Association of School Psychologists to develop the ***Workforce for Student Well-being Initiative (WSW)***. Funded by a U.S. Department of Education grant, **WSW addresses the school mental health workforce shortage in Washington State by training future school social workers.** We partner with the six universities in Washington that offer a masters in social work degree to provide conditional scholarships to second year MSW students who participate in 50 hours of training in a community of practice, serve a high-needs school district through a practicum placement, and then agree to work in a school district for two years following graduation. SMART is working with its second cohort of students and is working with legislators to ensure funding is available to school districts to hire school social workers.

Demonstrated successful experience utilizing project management principles and coordinating a budget of at least \$100,000 when successfully implementing complex projects for students/families, education leaders, or educators.

Over its 10-year history, the SMART Center has had active research, training and technical assistance projects across the US. Participants in UW SMART research and TTA events represent **720 school districts (approximately 3,600 school buildings) in 20 states.** SMART has more than **\$48 million in active grants and contracts.** Projects have ranged in size from under \$10,000 to over \$5 million. SMART staff have years of experience successfully managing complex projects with a variety of relevant groups. We use the project management software Smartsheet alongside effective project management principles to guide and monitor our projects through development, implementation, and evaluation; and work on Microsoft Teams to quickly communicate with project members and share documents and updates in real time. Our weekly project meetings ensure we stay on target for the intended outcomes.

Demonstrated ability to communicate clearly and accurately verbally and in writing, and manage multiple projects, while ensuring timelines are met and goals are achieved.

As part of the University of Washington, the SMART Center's faculty, staff, and consulting partners have contributed to a number of published articles, briefs, and practitioner directed professional learning materials. These materials include published articles that communicate research findings and inform our field in areas of leadership development (Locke, et al., 2024), prevalence of mental health services (Duong, Bruns, Lee, Lyon, 2021) and the role of implicit bias in serving Black and Latinx youth (2022) to name a few. This research has also allowed us to communicate to different audiences through practitioner briefs on the importance of implementation frameworks, and crisis response policy. Finally, our communication outlets have included social media, webinars, and resources on websites (MHTTC, [ibestt](#)).

Locke, J., Corbin, C., Collins, V., Goosey, R., Hatch, K., Cook, C., & Lyon A (2024). Helping Educational Leaders Mobilize Evidence (HELM): The iterative redesign of the Leadership and Organizational Change for Implementation (LOCI) intervention for use in schools.

Implementation Research and Practice, 5, 1-14, doi:
<https://doi.org/10.1177/26334895241242523>

Liu, F., & Lyon, A. (2022). School mental health professionals' knowledge of stereotypes and implicit bias toward Black and Latinx youths. *Psychiatric Services*, 73 (11), 1308-1311

Olson, J. R., Lucy, M., Kellogg, M. A., Schmitz, K., Berntson, T., Stuber, J., & Bruns, E. J. (2021). What Happens When Training Goes Virtual? Adapting Training and Technical Assistance for the School Mental Health Workforce in Response to COVID-19. *School Mental Health*, 13(1), 160–173. <https://doi.org/10.1007/s12310-020-09401-x>

Duong M, Bruns E, Lee K, Lyon A (2021). Rates of mental health service utilization by children and adolescents in schools and other common service settings: A systematic review and meta-analysis. *Administration and Policy in Mental Health and Mental Health Services Research*, 48, 420-439, doi: <https://doi.org/10.1007/s10488-020-01080-9>

SISEP Brief <https://implementation.fpg.unc.edu/resource/brief-the-case-for-implementation-support-practitioners-in-education/>

Crisis Response Legislative Workgroup [Report on Restraint and Isolation](#)

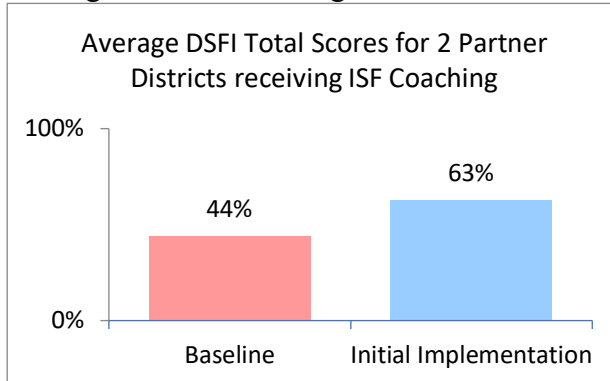
The SMART Center recently celebrated its 10th anniversary. In honor of this milestone, the Center produced a [10 Year Anniversary Report](#) compiling a comprehensive accounting of SMART's research, training and technical assistance, workforce development and policy work. For additional information regarding the breadth and depth of SMART Center's research and technical assistance projects, please visit our [website](#).

Evidence of demonstrated impact for increasing inclusionary practices in Washington state including the priority areas described in this RFP. This could include data, outcomes gathered through evaluation, or reports.

For the last six years, we have supported multiple districts through training and coaching on the integration of school mental health and MTSS through the ISF approach. Below is data examining fidelity of implementation, and outcomes such as LRE 3, restraint and isolation, and attendance for the districts receiving intensive training and TA from the UW SMART Center.

Aggregate pre/post Tiered Fidelity Inventory (TFI) and District Systems Fidelity Inventory (DSFI) scores

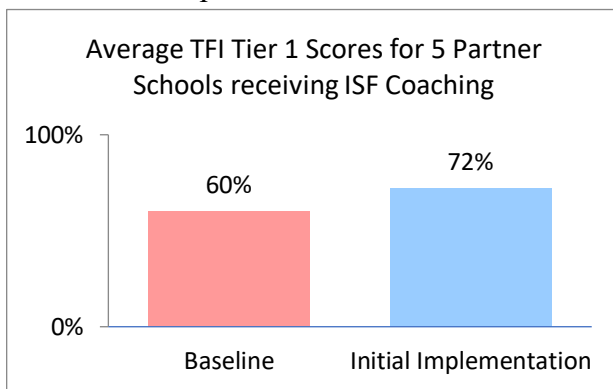
In the 2022-23 and 2023-24 school years, the SMART TAC team provided intensive ISF training, TA, and coaching to three school district partners in Eastern WA. In order to gauge



the impact of this work across years and to train district coaches and school teams to build their own technical assistance capacity within their organization, MTSS Fidelity Assessments were conducted at the district level, using the District Systems Fidelity Inventory (DSFI), and school level, using the Tiered Fidelity Inventory (TFI). For the two district partners with complete data at both timepoints, consistent with what would be expected at baseline, results indicate

districts began in the exploration/installation stage (with baseline DSFI total scores ranging from 33-55%, averaging to 44%). At the time of their initial implementation DSFI assessment, the **districts increased their**

implementation function scores by an average of 43%. MTSS fidelity data for a sample of five demonstration schools (2 elementary, 2 middle, 1 high) were also indicative of a journey from early installation at baseline (TFI Tier 1 Totals ranging between 17% to 90%, with a group average of 60%). These **schools experienced average gains of 20% from baseline to initial implementation** (with TFI Tier 1 Totals ranging between 40% and 97%).

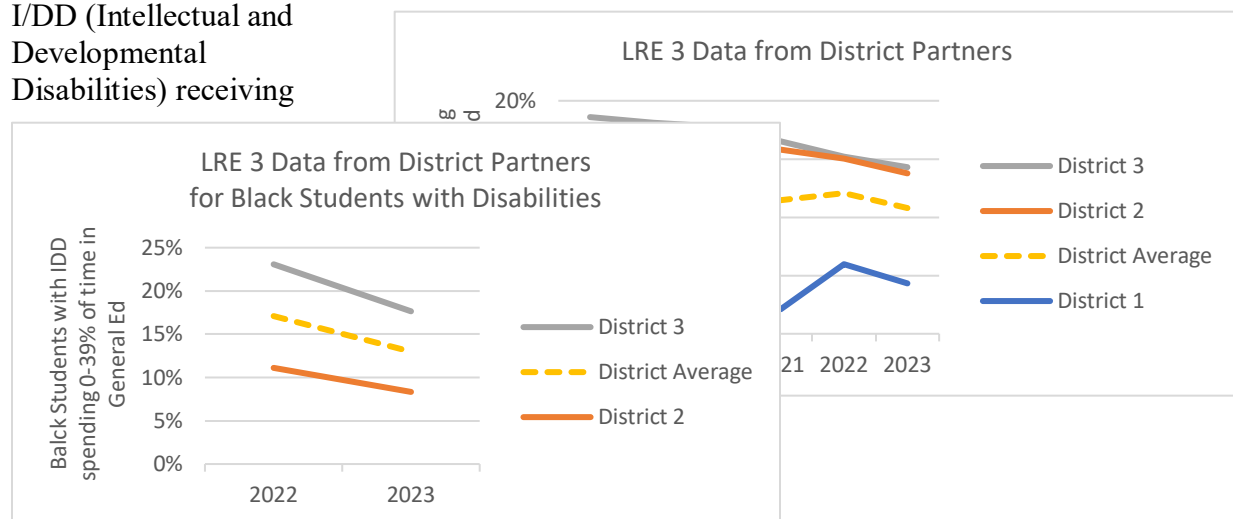


Least Restrictive Environment (LRE) 3 data from Three Eastern Washington District Partners

Using publicly available least-restrictive environment (LRE) data from OSPI

(<https://ospi.k12.wa.us/student-success/special-education/special-education-data-collection/special-education-data-collection-summaries>), we explored trends in students with

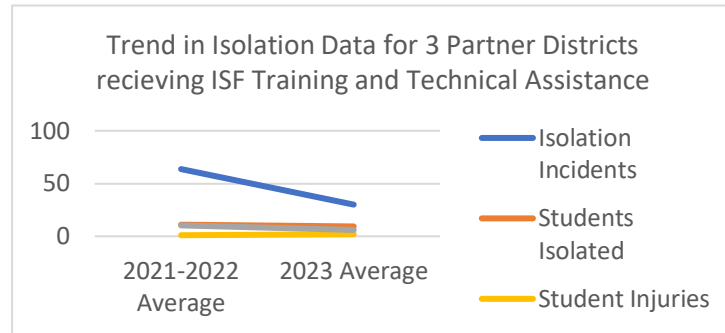
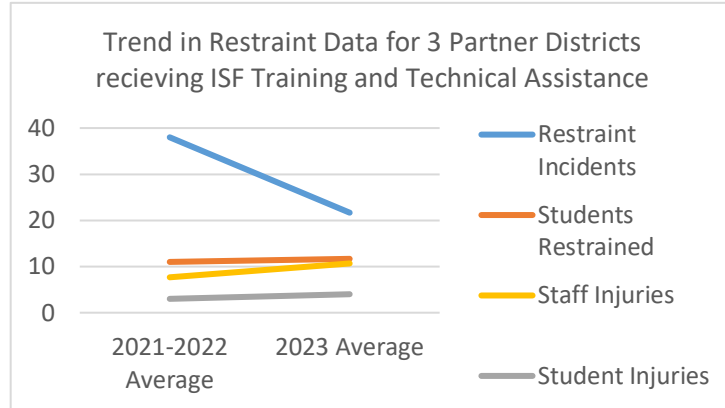
I/DD (Intellectual and Developmental Disabilities) receiving



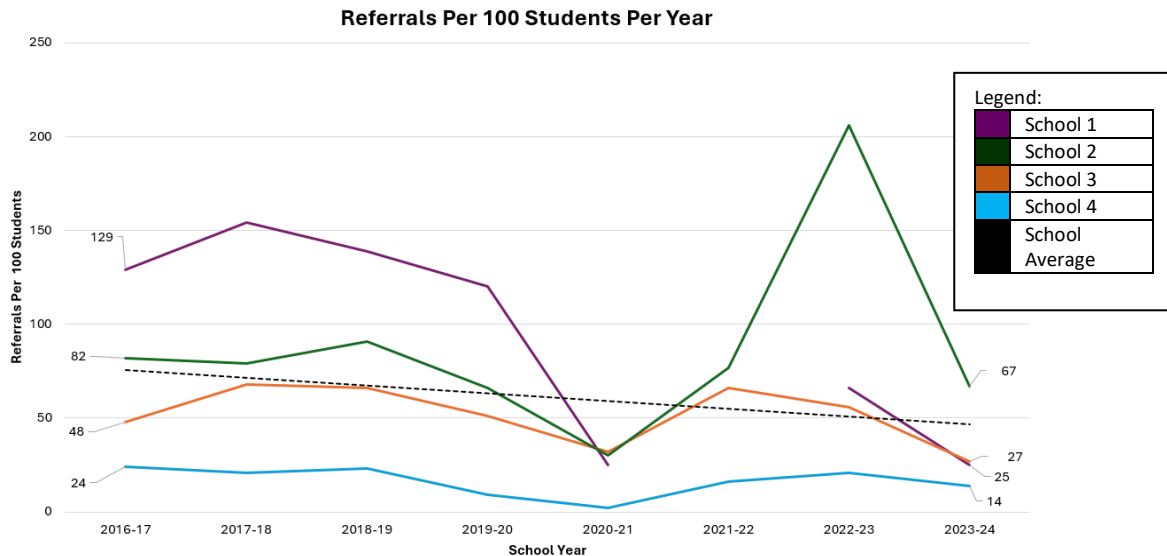
special education services for 3 Eastern WA school districts the UW SMART TAC provided ISF training, TA, and coaching to. Specifically, we tracked the portion of students with IDD who are only spending 0-39% of their day in general education environments (LRE 3). On average, **these districts reduced their LRE 3 rates by 27%** between 2018 and 2023 with an **11% reduction in the last year alone**. Additionally, one district reversed an upward trend in LRE 3 data while working with UW SMART TAC team. We also reviewed the LRE 3 (0-39% General Ed) data for Black Students with Disabilities (Note, the sample sizes for 2023 were as follows: District 1: n<10, District 2: n=24, District 3: n=34, so District 1 was not included). **Both districts reduced their LRE 3 rates for black students with disabilities, by an average of 24%.**

Restraint and Isolation Data

Using publicly available restraint and isolation data from OSPI (<https://ospi.k12.wa.us/student-success/health-safety/school-safety-center/restraint-and-isolation>), we explored trends in restraint and isolation incidents for 3 Eastern WA school districts the UW SMART TAC provided ISF Training and Technical Assistance to. On average, **the total number of restraint incidents went down** from 38 in 2021-22 to 22 in 2023. However, the average number of students restrained (11) as well as the numbers of staff and students who were injured during a restraint incident (9 and 4, respectively), remained consistent. Similarly, for the isolation data, the **total number of isolation incidents went down** from 64 in 2021-22 to 30 in 2023. However, the average number of students isolated (10) as well as the numbers of staff and students who were injured during an isolation incident (8 and 2, respectively), remained consistent.



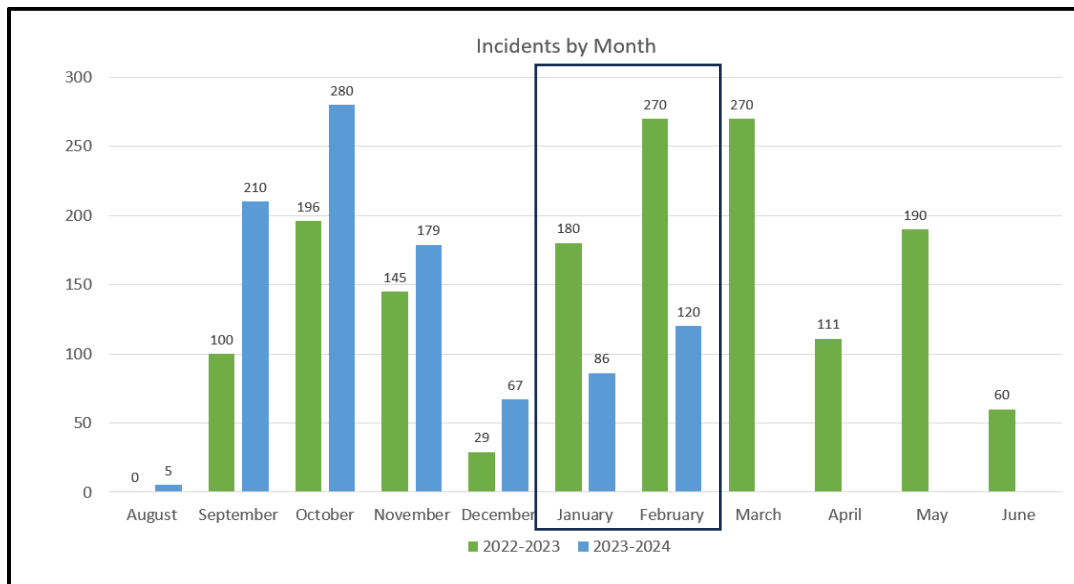
Discipline Referral Data: District Example



Discipline Referral Data: Elementary Building-level Example

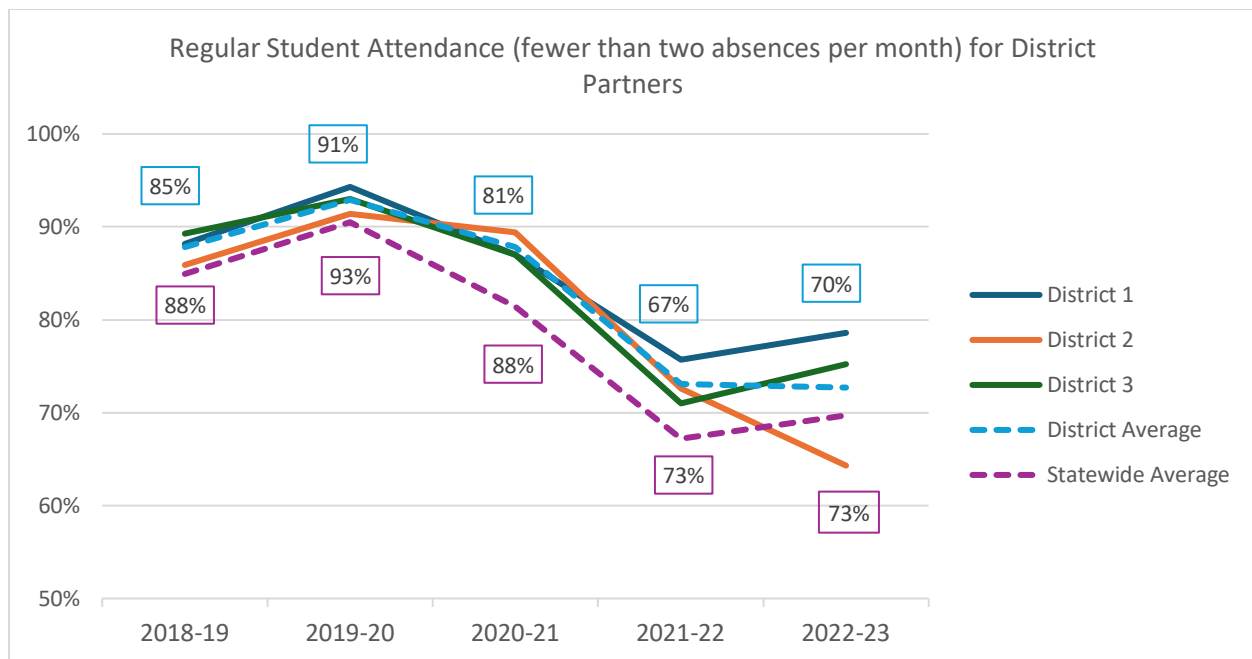
The UW SMART Center offers practical inclusive and integrated mental health strategies for classrooms. The following is an example of one building who took part in training that wanted to address increasing office referrals. The building leadership team trained staff in *Positive Greetings at the Door* and saw a significant dip in the number of behavior incidents as compared to the year or even months previous.

"I feel like positive greetings at the door has opened the door. Students feel that welcoming greeting and given the ability to start a conversation. This has allowed students to feel more comfortable talking to us, adults. I have had students stop after I greet them to talk about things that I'm sure otherwise wouldn't. It has also helped me learn their names."-Paraeducator

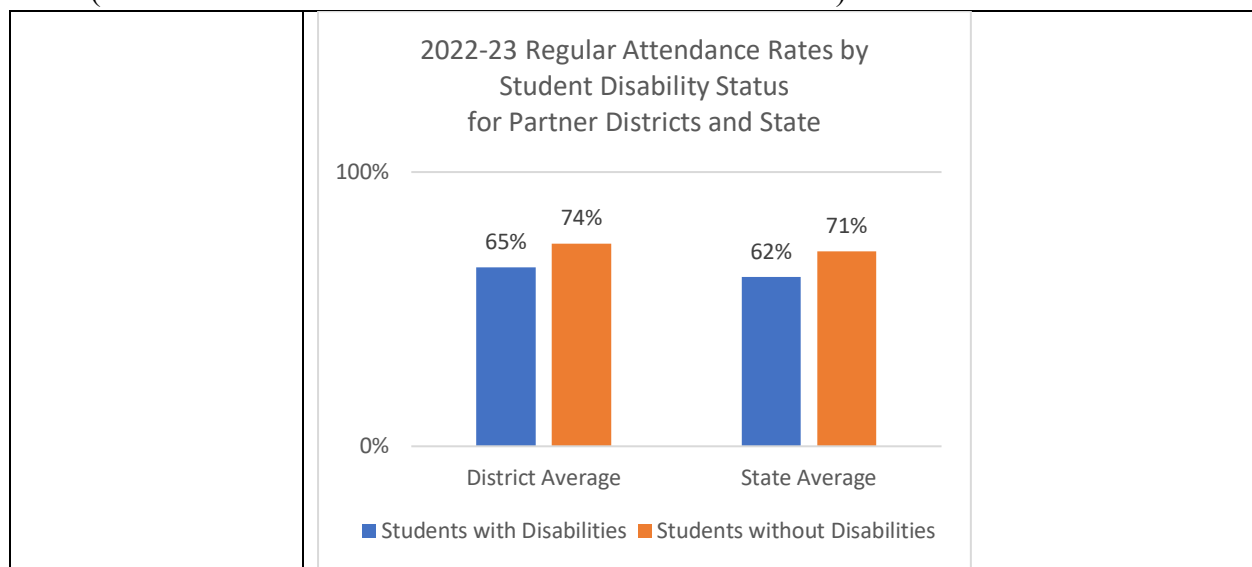


Attendance

Using publicly available data from OSPI (<https://reportcard.ospi.k12.wa.us/>), we explored trends in regular student attendance for 3 Eastern WA school districts the UW SMART TAC provided ISF training, TA, and coaching to. As seen in many districts across the state, student attendance took a dip following the COVID-19 pandemic but remained steady at an average of about 73% of students with fewer than two absences per month from 2021-2023, which was higher than the statewide average.



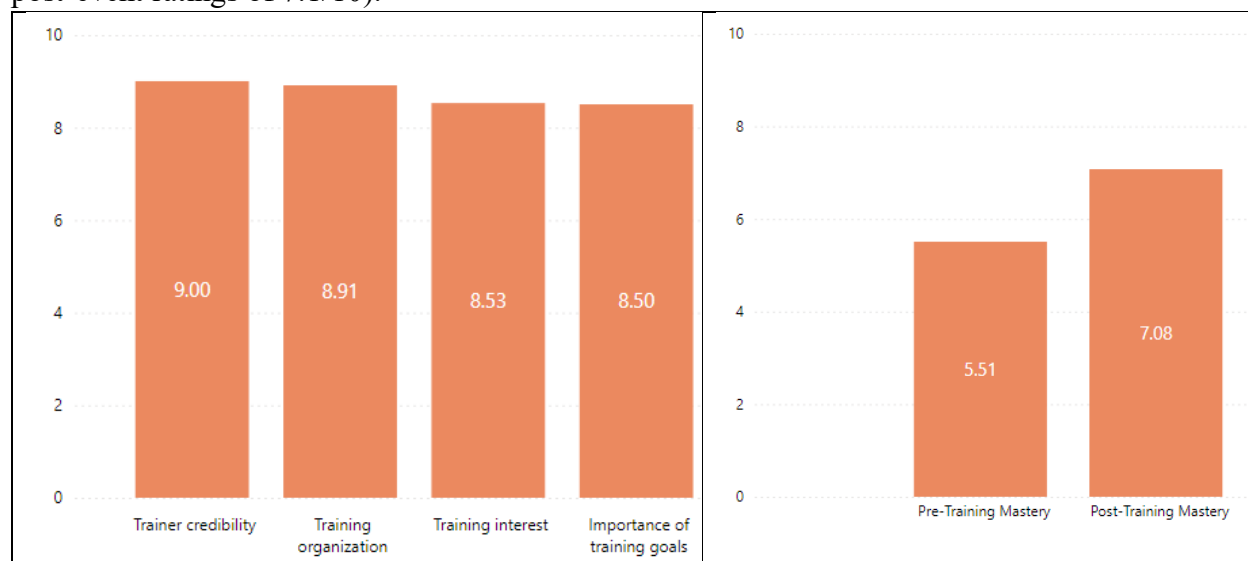
In addition, for the 2022-23 school year, these partnering districts had **higher rates of regular attendance as compared to the statewide average when disaggregating by student ability status** (students with disabilities and students without disabilities).



Participant Evaluation Data

To measure the impact of our Training and Technical Assistance offerings, we use the Impact of Training and Technical Assistance (IOTTA). The IOTTA assesses participant competency in new skills, training organization, presenter credibility, and perceived importance of the training content within the context of their current professional roles. Between October 2018 and May 2024, there have been **over 200** training and technical assistance events which have used the

IOTTA evaluation. Aggregate results indicate participants find TACore events to be both **high-quality and effective**. On average, participants reported that the trainers were perceived as highly credible (9/10), the events were **well organized (8.9/10)**, the learning objectives were **important to their current roles (8.5/10)**, and the participants **increased their competence with the materials and tools presented by 40%** (with average pre-event ratings of 5.5/10 and post-event ratings of 7.1/10).



Experience in conducting action research and presenting findings.

SMART Center faculty, staff, and school district and mental health organization partners, and consulting partners are regularly accepted and invited to present research and findings at conferences across the county. A sampling of recent & relevant conference presentations includes:

May, T., Schmitz, K., Barlow, T., Bauman, N., Martin, C. (2023, July 24-26). Moving MTSS Upstream: School Mental Health and Student and Family Partnerships. Office of Special Education Leadership and Project Directors' Conference. Arlington, VA, United States.

Meador, M., Silva, R., Amaya, A., Gobel, M., Riddle, B. (2023, December 5-7). Comprehensive Social Emotional Behavioral Mental Health Screening: A State-wide Approach to Policy and Capacity. Annual Conference on School Mental Health. New Orleans, LA, United States.

Mauseth, K., Schmitz, K., (2023, December 5-7). Enhancing MTSS to Create Effective Systems of Crisis Planning, Response and Recovery. Annual Conference on School Mental Health. New Orleans, LA, United States.

Green, A., Grafenreed, C., (2023, April 26-28). The Connection Between Overrepresentation in Exclusionary Practices, Mental Health, and Equity. Northwest PBIS Conference. Portland, OR, United States.

Bateman, L.J., Villines, M., Collyer, L., Knackstedt, K., Freeman, J., Schmitz, K. (2023, April 26-28). Every Student Belongs: Preventing Restraint and Isolation. Northwest PBIS Network Conference. Portland, OR, United States.

Meador, M., Silva, R., Greenaway Cirignano, K., Mejia, N., Barlow, T. (2023, April 26-28). Universal Behavior Screening: Informing Tier 1 Efforts and Detecting Students Who Need More. Northwest PBIS Network Conference. Portland, OR, United States.

Examples of successful experience building relationships and communicating effectively with diverse stakeholder groups.

The SMART Center's research and technical assistance depend on our ability to build relationships steeped in trust with a wide variety of stakeholder groups, including school district administrators, counselors and teachers, community mental health clinicians, education service district staff, parents, students, funders, and legislators among others.

Our multi-year contracts, and regular renewals, with school districts demonstrate our success as we work with different stakeholder groups to solidify a single integrated system for supporting student mental health needs. Facilitating the *Crisis Response Legislative Workgroup's* in its charge to study restraint and isolation in Washington and write a report with recommendations for eliminating and reducing their uses is another example of our success in relationship-building to achieve an outcome.

SMART Center faculty and staff serve on Washington legislative workgroups, such as the **Children and Youth Behavioral Health Work Group, School-based Behavioral Health and Suicide Prevention Subcommittee, and Washington School Safety and Student Well-being Committee**. Additionally, you'll find our faculty and staff serving on national youth mental health committees, including the **Association for Positive Behavior Support Equity Committee, National Center on PBIS School Mental Health and Crisis Response and Recovery Workgroup** as well as state groups like the Washington OSPI SEL Committee.

In 2022, SMART supported the convening of a national gathering of experts, researchers and policymakers to develop a guide to building more resilient systems of care for our nation's youth in the wake of the COVID pandemic, entitled [A Pathway to Recovery and Resilience for our Children and Youth](#).

The AIRB Community Advisory Board (CAB) was made up of autistic self-advocates, caregivers and family members of autistic people, educators, and mental health professionals. The purpose of the CAB was to advise on the development and improvement of the Remaking Recess Manual (<https://www.remakingrecess.org/>) and the overall AIRB 4 study, as well as to provide a space for CAB members to build community and advocacy for autistic individuals. The AIRB CAB met quarterly from 2020-2024 and celebrated their final meeting in July of this year, where two educators who participated in the AIRB and Remaking Recess study volunteered as guest speakers to share their experiences with the intervention.

Positive brand awareness within the state (e.g., experience and recognition for positive and valued professional development).

While only 10 years old, the SMART Center is the leading school mental health center in the Northwest and home to nationally-renowned faculty and staff sought after for their innovation, expertise and reputation.

On October 17, 2024, the SMART Center was awarded the **Washington Association of School Social Workers 2024 Distinguished School Social Work Advocate award** for its work that “represents a turning point in school social work in Washington state. A turning point where dedication to the social work profession and collaboration to better support youth, have aligned to create lasting systemic change.”

In May 2022, the **Washington Association of School Administrators (WASA) presented their Community Leadership Award to the SMART Center.** The annual award is given to community members or groups in recognition of their outstanding contributions toward education with specific criteria including benefit to students, leadership, motivation, success, cooperation/coordination with local district, recognition by others, and history of service. Sumner Bonney Lake School District, one of the SMART Center’s community partners, nominated the team.

In the 2024 Washington State Legislative Session, SMART Center was named on page 791 of the [Operating Budget](#) to research and report on the collection and use of data, including universal screening and other social-emotional, behavioral and mental health data in public schools within the multi-tiered system of supports and integrated student supports framework. The report is due to the legislature by June 30, 2025.

From 2019-2024, the SMART Center was awarded annually and operated the Northwest Mental Health Technology Transfer Center’s School Mental Health Supplement, providing training and technical assistance to the school mental health workforce across Region 10 (Alaska, Idaho, Oregon and Washington) of the SAMSHA-funded network. While early on in the project the work took place in person, SMART quickly pivoted to virtual trainings due to the COVID pandemic. The online webinars, communities of practice, and trainings enabled larger numbers of mental health workforce members to participate. While the project has now ended after 6 years of funding, all resources have been migrated to UW SMART Center webpage on [this page](#). At the end of the project, SMART had impacted **26,610 participants, offered 257 events, and produced 182 products (recordings and briefs) with an overall satisfaction rating of 95%.**

The SMART Center was proud to be selected as the **host site for OSPI’s Special Education Advisory Council in October 2024.**

The SMART Center maintains an active social media presence with a growing following on X ([@SMARTCtr](#)), [Facebook](#), [LinkedIn](#) and YouTube ([@OfficialUWSMARTCenter](#)).

Demonstrated successful experience utilizing project management principles and coordinating a budget of at least \$250,000 when successfully implementing complex projects for students/families, education leaders, or educators.

Over its 10-year history, the SMART Center has had active research, training and technical assistance projects in 720 school districts (approximately 3,600 school buildings) in 20 states. SMART has more than \$48 million in active grants and contracts. Projects have ranged in size from under \$10,000 to over \$5 million. SMART staff has years of experience successfully managing complex projects with a variety of stakeholders. We utilize the project management software Smartsheet to steer our projects through development, implementation and evaluation; and work on Microsoft Teams to quickly communicate with project members and share documents and updates in real time. Our weekly project meetings ensure we stay on target for the intended outcomes.

Related Contracts

RELATED CONTRACTS

Title	Contract Reference #	Period of Performance	Contact Person(s)	Phone	Email
Anchorage School District Mental Health Integration: Logic Model and Evaluation Professional Learning	Still routing for execution	October 1, 2024 – June 30, 2025	Jennifer Knutson	907.742.4549	Knutson_Jennifer@asdk12.org
Washington Legislative Screening Proviso	P. 791	April 1, 2024- June 30, 2025	Rep. Lisa Callan	(360) 786-7876	Lisa.Callan@leg.wa.gov
Pasco School District Stronger Connections Grant	DocuSign Envelope ID: 2C3B494A-2D58-49F7-BEA8-D18C0345C302	August 1, 2023 - July 31, 2026	Alice Amaya Executive Director of Student Supports		Aamaya@psdl.org
ESD105 Universal Screening	7302400023	October 1, 2023 – August 31, 2024	Shane Backlund	509-454-3138	Shane.backlund@esd105.org

Restraint & Isolation Workgroup & Report	20220951	July 15, 2022 - February 1, 2023	Cara Patrick	360-529-7629	cara.patrick@k12.wa.us
United Healthcare	CBJCHB CAABA AV5NYe Bl8naH8 9RCu3Sy pU1Qr2I LWvwyJ	July 1, 2022 - June 30, 2024	Kirsten Gorsuch Chief Communications Officer		kirsten.gorsuch@uhc.com
NWMHTTC	3H79SM 081721-04S1	08/15/2023 – 09/29/2024	Humberto Carvalho	(240) 276-2974	Humberto.Carvalho@samhsa.hhs.gov
Chad's Legacy Project/mentalhealthinstruction.org	91-6001537	10/1/2020-5/31/2021	Todd Crooks & Laura Crooks		Email: toddcrooks@comcast.net Email: lcrooks0502@gmail.com
OSPI ESSER-funded School Mental Health and MTSS project	20220389	Year 1: November 17, 2021 – September 30, 2022 Year 2: October 1, 2022 – October 30, 2023	Justyn Poulos Director of MTSS	(360) 725-6132	Justyn.Poulos@k12.wa.us
OSPI Department of Education's School Climate Transformation Grant	20190293	Year 1: April 8, 2019 through September 30, 2019 Year 2: October 1, 2019, through September 29, 2020	Megan LaPalm	(360) 725-0415	megan.lapalm@k12.wa.us
OSPI Model District Template for Students' Social,	N/A	September 1, 2021 –	Ann Gray	360-584-2562	ann.gray@k12.wa.us

Emotional, Behavioral and Mental Health Recognition, Screening and Response		January 31, 2022			
Richland School District: Social Emotional Learning	DocuSign Envelope ID: 098C5E55-2FF0-4A76-BD1D-F5A71F592B15	September 7, 2021 – June 30, 2022	Nicole Blake	(509) 967-6004	Nicole.Blake@rsd.edu
Richland School District: Interconnected Systems Framework	DocuSign Envelope ID: 49868C94-2DB7-4CFA-9AB5-79EAC790ADBE	September 1, 2021 – August 31, 2022	Nicole Blake	(509) 967-6004	Nicole.Blake@rsd.edu
Seattle Public Schools School Climate Transformation Grant	7500018030	September 1, 2021 – August 31, 2022	Lisa Love	206-252-0982	llove@seattleschools.org
PAL 4 Schools	N/A	July 1, 2019 - June 30, 2021	Ana Clark		GeneralCounsel@SeattleChildrens.org

C.5.iii. References List

Johnny Phu Director of Student Services, Lake Washington School District	(425) 936-1254 Fax (425) 861-7765	jphu@lwsd.org	Consultation, SEL training and workforce development related to trauma-informed evidence-based practices, MTSS teaming
Robert Sorenson, Executive Director of	(509) 967-6001	robert.sorensen@rsd.edu	SEL consultation and training, Mental Health

Behavioral Health Services Richland School District	Fax (509) 942-2401		Advisory Team development consultation and MTSS/PBIS/ISF capacity building.
Dr. Alice Amaya Executive Director of Student Supports Pasco School District	509-543-6727	aamaya@psd1.org	Model Demo Site Development SMH/MTSS Integration Universal Screening
Tawni Barlow Director of Student and Community Health Services	509.565.3147	Tbarlow@mlsd.org	Model Demo Site Development SMH/MTSS Integration Universal Screening Docuseries
Brandon Riddle Assistant Director of Student Services, ESD 105	509.567.6680	Briddle@esd105.org	Universal Screening Regional Implementation

C.5.iv. Past Performance

SMART Center has not received notification of a contact breach in the past five years.

C.5.v. Examples/Samples of Related Projects/Previous Work

The SMART Center recently celebrated its 10th anniversary. In honor of this milestone, the Center produced [a video](#) focused on our impact and a [10 Year Anniversary Report](#) compiling a comprehensive accounting of SMART’s research, training and technical assistance, workforce development and policy work.

As the facilitator of the *Crisis Response Legislative Workgroup*, SMART Center orchestrated the development of a written [report](#) to the Washington State Legislature regarding the reduction of isolation and the elimination of restraint in public schools.

A collaboration of national experts including training and technical assistance team members from the SMART Center developed an action agenda with recommendations to address the growing mental health needs of students and educators. [A Pathway to Recovery and Resilience for Our Children and Youth](#), calls on educational and collaborating youth system leaders to address the youth mental health crisis and take advantage of funding, policy, and other opportunities to make novel and meaningful changes that support the positive mental health and well-being of all students and educators.

In [*Stories from the Field: Central School District*](#) (Oregon), the viewer can see the impact the SMART Center's training and technical assistance has made on student success and well-being. Through this short documentary-style story, we highlight Central School District's journey towards holistic health and wellness. Through the collaborative efforts of the district's leadership, educators, students, and community members, innovative approaches such as Positive Behavioral Interventions and Supports (PBIS) and the Interconnected Systems Framework (ISF) are making a positive impact on the lives of individuals and the broader community.

SMART's 2024 Virtual Speaker Series, as part of the Northwest Mental Health Technology Transfer Center's School Mental Health Initiative, [*Promoting a Positive School Climate for Student Mental Health: Effective Data, Systems and Practices*](#), is a six-session series, featuring discussions on ways to create positive school climates for students and staff. Through the series, we spotlighted evidence-based strategies to address universal screening, staff retention, and bullying and its intersection with youth mental health and violence.

C.5.vi. Subcontractors Identify any known or potential subcontractors who will be assigned to the potential contract.

Kurt Hatch, EdD

Dr. Kurt Hatch, a consultant for the UW SMART Center, is the Professor of Practice and Director of the Educational Administration Program at the University of Washington Tacoma. He has an Ed.D from the University of Washington. Dr. Hatch is a former teacher, instructional coach and award-winning principal, Dr. Hatch has served as a leader in a variety of systems including Puyallup, Kent, University Place, North Thurston and Shanghai, China. Kurt recently served as Associate Director at the Association of Washington School Principals where his work included policy analysis, advocacy, and leading the Mastering Principal Leadership Network. Dr. Hatch also mentors early-career principals and trains school leaders on the implementation of a school-wide student support system (PBIS/MTSS) that has helped recapture thousands of hours of instructional time, increase teacher efficacy and eliminate the use of suspensions. Dr. Hatch's role will be to provide TTA to the exploration-focused and demonstration sites as well expertise to the project team as well as the advisory group as a school administrator who has successfully led equitable and culturally responsive inclusionary and integrated school mental health practices multiple school buildings. He will also provide expertise and knowledge of educational policies and leadership and instructional frameworks in Washington state.

Justyn Poulos

Justyn Poulos is a licensed and practicing elementary school psychologist in Washington state. He was previously at the Washington's Office of Superintendent of Public Instruction as the Director of MTSS. Prior to coming to Washington, he supported statewide MTSS implementation for the past 10 years in Wisconsin as Wisconsin's PBIS Coordinator and Assistant Director of the Wisconsin RtI Center, the training and technical assistance hub for MTSS in Wisconsin. Justyn's background is as a school psychologist, practicing in Alaska, Arizona, and Wisconsin. Justyn will provide expertise in the areas of students with disabilities

and Washington screening and assessment policies, procedures and best practices, regulations and best practices and online resource development for districts implementing school mental health and MTSS. Justyn will provide TTA as needed to districts participating in TTA and support online resource development.

Kira Mauseth, PhD

Dr. Kira Mauseth consults with organizations, state agencies, and educational groups about disaster preparedness and resilience building within local communities. Her work and research focus on disaster behavioral health, resilience, and recovery from trauma as well as small and large-scale critical incident response and preparation for organizations. She has worked abroad extensively with disaster survivors and refugees and has trained first responders, educators, and health care workers throughout Puget Sound the United States, and currently serves in the adult mental health clinical seat on Washington State's Disaster Medical Advisory Committee (DMAC). Dr Mauseth owns Astrum Health, LLC and provides training to community groups and professionals both regionally and abroad as the co-developer of the Health Support Team© program. She is a practicing clinical psychologist and a Teaching Professor at Seattle University. Dr Mauseth also served as a co-lead for the Behavioral Health Strike Team for the WA State Department of Health during the COVID response and is part of the mental health group for the PPN (Pediatric Pandemic Network), a national HRSA funded initiative comprised of 10 Pediatric Hospitals across the US. Kira will provide TTA as needed to districts participating in training related to best practices in trauma-informed approaches, anxiety and depression, and triage and screening as well as screening as part of critical incidents.

Tawni Barlow

Tawni Barlow is the Student Services Director for the Medical Lake School District. She oversees nursing, 504, special education and mental health services for the district. Tawni will serve as a senior practitioner consultant. Tawni will provide practitioner expertise to guide the project team development and delivery of training and technical assistance and provide individualized TA to schools, districts and the IPTN as needed. Tawni will support SMART-ORTAL resource development focused on integrated school and community partnerships including family engagement for the provision of mental health services available to entire communities including innovative approaches through partnerships with workforce development programs at universities.

C.6. COST PROPOSAL

C.6.i. Identification of Costs

Salaries	Personnel									\$187,854	
				Starting							
				Monthly	Percent	Period	Benefit	Benefit	Total Salary +		
				Base	Effort	Salary	Rate	Amount	Benefits		
	01 Salary Details										
	Davis, Carol	Principal Investigator	Yes	\$25,871.00	1.00%	\$1,173.00	24.90%	\$292.00	\$1,465.00		
	Schmitz, Kelcey	Co-Investigator	Yes	\$10,177.00	50.00%	\$23,068.00	30.30%	\$6,990.00	\$30,058.00		
	Leon Guerrero, RinaMarie	Faculty	Yes	\$8,501.00	15.00%	\$5,781.00	30.30%	\$1,752.00	\$7,533.00		
	Chandler, Casey	Data and Evaluation	Yes	\$6,913.00	35.00%	\$10,969.00	30.30%	\$3,323.00	\$14,292.00		
	Cohen, Jennifer	Operations	Yes	\$7,725.00	44.00%	\$15,409.00	30.30%	\$4,669.00	\$20,078.00		
	Ferguson, Elsa	Digital Content	Yes	\$6,008.00	40.00%	\$11,112.00	30.30%	\$3,367.00	\$14,479.00		
	Gaias, Larissa	Faculty	Yes	\$7,840.00	40.00%	\$14,217.00	30.30%	\$4,308.00	\$18,525.00		
	Grafenreed, Clynta	Training and TA	Yes	\$10,130.00	25.00%	\$11,481.00	30.30%	\$3,479.00	\$14,960.00		
	Meador, Mari	Implementation Coach	Yes	\$8,240.00	50.00%	\$18,677.00	30.30%	\$5,659.00	\$24,336.00		
	Nguyen, Nghia	Other	Yes	\$6,521.00	10.00%	\$2,956.00	30.30%	\$896.00	\$3,852.00		
Silva, Rayann	Training and TA Lead	Yes	\$9,630.00	50.00%	\$21,828.00	30.30%	\$6,614.00	\$28,442.00			
Winfield, Alison	Operations	Yes	\$8,324.00	20.00%	\$7,547.00	30.30%	\$2,287.00	\$9,834.00			
Travel	Travel to training sites (ESDs) and conference sites (Portland & Spokane), & District sites (mileage, parking, lodging, per diem, transportation, etc)									\$31,095	
Service Contracts & Other Contractual											
Advanced Implementation on Districts Staff Time for material creation, virtual/onsite coordination and meetings with exploration districts	\$5,000/site up to 5 sites									\$25,000	
Consultants	\$5,000/consultant									\$35,000	
Incentives	Participant incentives for completing evaluation activities									\$3,000	
Web Development and Design	Online material development, project branding, accessibility									\$10,000	
Room Rental	Training site rental (e.g., ESD or other venue)									\$15,000	
Conference Registration	UW Staff, Partners, and Consultant for NWPBIS & AWSP Conferences									\$2,000	
Supplies and Materials	Laptops and training materials									\$7,000.00	
Total Direct Costs										\$315,949	
Indirect Costs at 10%										\$31,595	
Total Costs Requested										\$347,544	

C.6.ii. Fee for Service

In addition to IPTN funds, **advanced implementation districts** will supplement funds through a variety of sources such as Title IV Stronger Connections Grant, Project AWARE, Department of Defense, Federal Crisis Response Emergency funding as well as other district funding sources to cover the UW SMART Center's fee structures. These sources are very limited dollars that do not cover all the professional development and technical assistance to build a comprehensive school mental health system.

Districts participating in the **exploration-focused sessions** will be provided with options to apply for and self-fund UW SMART Center cohort training which would entail fee-based services beyond the initial 2-day professional learning series. The UW SMART Center will work with districts to help them understand how to leverage current federal and state funding to finance professional development and technical assistance while also identifying ways to fund positions such as increased school or community-based clinicians, purchase social emotional learning or mental health literacy curriculum, universal screening, and other health promotion and prevention funding.

The UW SMART Center plays a critical role in educating and supporting the Washington state legislature to increase funding for comprehensive school mental health. We share data and information on effective models and technical guidance for policies and other legislative methods of funding. There is currently a recommendation to increase funding for training and technical assistance as well as provide grants to schools for behavioral health including screening. This funding could be instrumental in supplementing funds provided by the IPTN.

The UW SMART Center is also actively engaged with donors to help fund region or state-wide professional development and professional learning. These opportunities will be made available to district partners, if funded.

C.6.iii. Travel Costs

Purpose	Destination	Item	Calculation	Travel Cost Charged to the Award
Travel to West Side Location for PLS #1	Tumwater, WA	Mileage	Mileage X 4 staff/contractors (SMART to Tumwater)	\$200
Travel to Central location for PLS #2	Yakima, WA	Lodging Flight Rental Cars Parking Meal Per Deim	2 nights X 4 staff/contractors Lodging Flight Rental Cars Parking Meal Per Deim	\$2,245

Travel to East side location for PLS #2	Spokane, WA	Lodging Flight Rental Cars Parking Meal Per Deim	2 nights X 4 staff/contractors Lodging Flight Rental Cars Parking Meal Per Deim	\$3,230
Travel to East Side to Advanced Implementation Site Professional Learning Series	Spokane , WA	Lodging Flight Rental Cars Parking Meal Per Deim	2 nights X 6 UW + non UW Staff Lodging Flight Rental Cars - 3 Parking Meal Per Deim	\$5250
Travel to NWPBIS Conference	Portland, Oregon	Lodging Flight Rental Cars Parking Meal Per Deim	2 nights X 6 UW + non UW Staff Lodging Flight Rental Cars - 3 Parking Meal Per Deim	\$5,250
Travel to AWSP Conference	Spokane, WA	Lodging Flight Rental Cars Parking Meal Per Deim	2 nights X 6 UW + non UW Staff Lodging Flight Rental Cars - 3 Parking Meal Per Deim	\$5,250
Travel to Advanced Implementation Site	Pasco, WA	Lodging Flight Rental Cars Parking Meal Per Deim	2 nights X 2 staff/contractors Lodging Flight Rental Car Parking Meal Per Deim	\$1,500 X 2
Travel to Advanced Implementation Site	Yakima, WA	Lodging Flight Rental Cars Parking Meal Per Deim	2 nights X 2 staff/contractors Lodging Flight Rental Car Parking Meal Per Deim	\$1,130 X 2
Travel to Advanced Implementation Site	Medical Lake, WA	Lodging Flight Rental Cars Parking Meal Per Deim	2 nights X 2 staff/contractors Lodging Flight Rental Cars	\$1,640 X 2

			Parking Meal Per Deim	
Travel to ESD 105 for Advanced Implementation Site TA	Yakima, WA	Lodging Flight Rental Cars Parking Meal Per Deim	2 nights 1 staff/contractors Lodging Flight Rental Cars Parking Meal Per Deim	\$1,130
			TOTAL:	\$31,095.00

C.6.iv. Subcontractor Costs

Each subcontractor will provide up to 25 hours of support for \$200/hour.

- Kurt Hatch, EdD
- Justyn Poulos
- Kira Mauseth, PhD
- Tawni Barlow

Total amount: \$20,000

C.6.v. Indirect Costs:

The University of Washington will follow the 10% Indirect Cost Cap Rate set by OSPI.

Total Indirect Costs: \$30,095.00